

INTELLIGENCE REASONING AND ANALYSIS (NS 6503)

M/W 6 – 7:15

PROFESSOR/INSTRUCTOR: **PATRICK MCCALL**

EMAIL: XWO369@UTSA.EDU

OFFICE LOCATION:

OFFICE HOURS: WED 5-6 PM

OFFICE PHONE: 210-925-2134

COURSE DESCRIPTION

Prerequisite: None. Analysis and analytical reasoning in the intelligence field requires adherence to analytical standards and principles that promote integrity as well as logic. The course includes, but is not limited to, topics such as critical thinking and structured analytical techniques (SATs). Course integrates the application of alternative competing hypotheses, key assumption check, perceptual, cognitive and cultural biases, methods for describing the assessed validity of information or conclusions, A/B team approaches, high impact low probability events, alternative futures analysis and other components of the process and psychology of intelligence analysis through the use of selected case studies and a Capstone Project.

COURSE GOALS

- Understand why critical thinking is vital
- Analytic Standards
- Applying Structured Analytic Techniques to solve complex problems
- Understand and practice the five habits of Master Thinkers
- Provide Overview of the US Intelligence Community

STUDENT LEARNING OBJECTIVES/OUTCOMES

- By the end of the semester, students will be able to solve complex problems, using various critical thinking and structured analytic techniques to provide answers, or show the need for more information. Students analyze eight exercises/case studies apply various analytic techniques present during the semester. Each exercise involves individual analysis and group discussions examining analytic findings and conclusions.
- By the end of the semester, students will understand the roles and responsibilities of the 17 agencies and departments comprising the United States Intelligence Community
- By the end of the semester the students, through the Capstone exercise, will complete an analytic paper on a non-US organization or individual.

COURSE PREREQUISITES (IF ANY)

- None

COURSE TEXTBOOKS AND MATERIALS

- Structured Analytic Techniques for Intelligence Analysis, 2nd Edition, Authors: Richards J. Heuer Jr. and Randolph Pherson
- Advanced Critical Thinking Skills, Roy van den Brink-Budgen
- Cases in Intelligence Analysis, Structured Analytic Techniques in Action, 2nd Edition, Authors: Sarah Miller Beebe and Randolph Pherson
- Intelligence: From Secrets to Policy, 7th Edition Author: Mark M. Lowenthal.

COURSE REQUIREMENTS

1. Teaching and Learning Style: This is an interactive course requiring allowing students to practice and master various analytic techniques. The course is a mixture of lecture, discussions, and group activities.
2. How the course is graded:

Assignments	Explanation	Points
Assignment 1	Discovering Biases- Iraq WMD	10
Assignment 2-9	Case Studies x 6, 2 in class exercises	40
Capstone Project	Final Project	30
Participation		20
Total Points		100

3. Attendance Policy – Prior notification of absence is required. Students are responsible for material missed during absence.
4. Tardy Policy—Please respect other students time and be on time
5. Participation Policy—Participation is mandatory as case studies presentations are group efforts
6. Classroom Conduct and Civility—Civility is required. Disruptive behavior is not acceptable
7. Plagiarism—Unethical and will result in a failing grade.
8. Incomplete, late and make-up work is not accepted in this class.
9. No personal electronics in class. As students you are entitled to a distraction free learning environment.

TENTATIVE COURSE SCHEDULE OF ASSIGNMENTS AND EXAMS

Week	Date	Topic	Readings/Assignments/Exams/Etc.
1	8/26	Introductions and Expectations	Chapter 1&2 Structured Analytic Techniques
	8/28	System 1 vs System 2 Thinking	https://usgif.org/system/uploads/3895/original/Five Habits of the Master Thinker.pdf
2	9/2	Labor Day—No Class	https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/PsychofIntelNew.pdf (chapters 1-3). Paper: Iraq WMD What Went Wrong Due: 9:16
	9/4	Analytic Tradecraft	Advanced Critical Thinking Skills, Chapters 1&2 https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/PsychofIntelNew.pdf (chapters 4-8) https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/Tradecraft%20Primer-apr09.pdf
3	9/9	Critical Thinking	Advanced Critical Thinking Skills, Chapters 3&4 http://www.au.af.mil/au/awc/awcgate/dia/ndic moore crit analysis hires.pdf
	9/11	Critical Thinking Exercise: Survival	

			https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/PsychoIntelNew.pdf (chapters 9-12)
4	9/16	Critical Thinking Exercise: Crime and Punishment	Advanced Critical Thinking Skills, Chapters 5&6, Structured Analytic Techniques Chapter 3
	9/18	Structured Analytic Techniques: Choosing The Right Techniques	Structured Analytic Techniques Chapter 4
5	9/23	Structured Analytic Techniques: Decomposition and Visualization	Structured Analytic Techniques Chapter 5
	9/25	Structured Analytic Techniques: Idea Generation	Structured Analytic Techniques Chapter 6
6	9/30	Structured Analytic Techniques: Scenarios and Indicators	Structured Analytic Techniques Chapter 7
	10/2	Structured Analytic Techniques: Hypothesis Generation and Testing	Structured Analytic Techniques Chapter 8
7	10/7	Structured Analytic Techniques: Assessment of Cause and Effect	Structured Analytic Techniques Chapter 9
	10/9	Structured Analytic Techniques: Challenge Analysis	Structured Analytic Techniques Chapter 10
8	10/14	Structured Analytic Techniques: Conflict Management	Structured Analytic Techniques Chapter 11
	10/16	Structured Analytic Techniques: Decision Support	Structured Analytic Techniques Chapter 12 Case Study #1: Wen Ho Lee
9	10/21	Analytic Standards	https://fas.org/irp/dni/icd/icd-206.pdf https://fas.org/irp/dni/icd/icd-203.pdf
	10/23	Review of Wen Ho Lee Case Study	https://fas.org/irp/doddir/dod/jp2-01-3.pdf https://www.dni.gov/files/documents/IC_Consumers_Guide_2011.pdf Chapters 1 & 2 Intelligence: From Secrets to Policy Case Study #2: Who Killed Jonathon Luna
10	10/28	Grand Strategy and Intelligence	Guest Speaker #1 (TBD) https://www.aspstrategist.org.au/the-importance-of-intelligence/ https://fas.org/irp/offdocs/int012.html https://apps.dtic.mil/dtic/tr/fulltext/u2/a504937.pdf https://www.globalsecurity.org/intell/library/policy/army/fm/2-0/chap1.htm

	10/30	Review of Who Killed Jonathon Luna Case Study	Chapters 3 & 4 Intelligence: From Secrets to Policy Case Study #3: The Beltway Sniper
11	11/4	The Intelligence Community	Guest Speaker #2 https://www.dni.gov/index.php/what-we-do/members-of-the-ic https://www.dni.gov/files/documents/ICD/ICD402.pdf
	11/6	Review of The Beltway Sniper Case Study	Chapter 5 Intelligence From Secrets to Policy Case Study #4: Columbia's FARC Attacks the US Homeland
12	11/11	The Intelligence Process	Chapter 10, Intelligence: From Secrets to Policy https://fas.org/irp/doddir/dod/jp2-01-3.pdf https://www.dni.gov/files/documents/IC_Consumers_Guide_2011.pdf
	11/13	Review of Columbia's FARC Attacks the US Homeland Case Study	Chapter 9, Intelligence: From Secrets to Policy Case Study #5: Jousting With Cuba over Radio Marti
13	11/18	Collection and Collection Disciplines	Chapter 6 Intelligence: From Secrets to Policy
	11/20	Review of Jousting With Cuba over Radio Marti Case Study	Chapter 9, Intelligence: From Secrets to Policy Case Study #6: Cyber H2O
14	11/25	Roles and Responsibilities of Intelligence Community	https://www.dni.gov/index.php/what-we-do/members-of-the-ic https://www.dni.gov/files/documents/ICD/ICD402.pdf https://dod.defense.gov/Portals/1/Documents/pubs/2018-National-Defense-Strategy-Summary.pdf
15	11/27	Review of Cyber H2O Case Study	Chapter 13, Intelligence: From Secrets to Policy Prepare for Ethical Hacking Group Exercise—Training Ethical Hackers—Should this be a strictly governmental function? https://www.simplilearn.com/roles-of-ethical-hacker-article https://www.simplilearn.com/ethical-hackers-for-businesses-article https://arstechnica.com/information-technology/2017/11/dji-left-private-keys-for-ssl-cloud-storage-in-public-view-and-exposed-customers/ https://ianhsutherland.com/ethical-hacking/ http://panmore.com/ethical-hacking-code-of-ethics-security-risk-issues https://apps.americanbar.org/buslaw/blt/2008-09-10/raether.shtml https://www.washingtonpost.com/postlive/the-ethics-of-hacking-101/2014/10/07/39529518-4014-11e4-b0ea-8141703bbf6f_story.html?utm_term=.29a40f633a4d
16	12/2	Present Case for and Against: Training Ethical Hackers—Should this be a strictly governmental function?	Preparation for final class: Thinking about Thinking: What have you learned?
	12/4	What Have you Learned? Student driven discussion.	

DETAILED GRADING SCHEME EXAMPLE

Assignments	85%	1 Paper, 6 Case Studies, and Capstone Project
Participation	15%	Active participation in group projects and classroom discussions enhances everyone's learning and provides opportunities to explore different points of view
Total Final Grade	100%	

GRADES:

A = 93-100	B = 88-92	C = 78-87	D = 70-77	F = 0-69
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UTSA SERVICES AND POLICIES

COUNSELING SERVICES

Counseling Services provides confidential, professional services by staff psychologists, social workers, counselors and psychiatrists to help meet the personal and developmental needs of currently enrolled students. Services include individual brief therapy for personal and educational concerns, couples/relationship counseling, and group therapy on topics such as college adaptation, relationship concerns, sexual orientation, depression and anxiety. Counseling Services also screens for possible learning disabilities and has limited psychiatric services. Visit Counseling Services at <http://utsa.edu/counsel/> or call (210) 458-4140 (Main Campus) or (210) 458-2930 (Downtown Campus).

STUDENT CODE OF CONDUCT AND SCHOLASTIC DISHONESTY

The Student Code of Conduct is Section B of the Appendices in the Student Information Bulletin. Scholastic Dishonesty is listed in the Student Code of Conduct (Sec. B of the Appendices) under Sec. 203 <http://utsa.edu/infoguide/appendices/b.html#sd>

STUDENTS WITH DISABILITIES

The University of Texas at San Antonio in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from Student Disability Services. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.utsa.edu/disability or by calling Student Disability Services at (210) 458-4157 (Main) or (210) 458-2945 (Downtown).

TOMÁS RIVERA CENTER

I encourage you to utilize the Tomás Rivera Center's (TRC) student support services for assistance in study strategies and course content. These services are available to you at no additional cost. For more information regarding these services, please visit the TRC web site at www.utsa.edu/trcss.

- Academic Success Coaching provides one-on-one study skills assistance through Academic Coaching and group study skills assistance through the Expert Learner Series Workshops. Call the office to schedule an Academic Coaching appointment at (210) 458-4694, visit the TRC web site for the Expert Learner Series schedule, or stop by MS 1.02.02.
- Supplemental Instruction (SI) offers student-led study groups using collaborative learning for historically difficult classes. Supported courses and schedules can be found on the TRC web site or check with your class SI Leader for details. You can call the SI office if you have questions or for more information at (210) 458-7251.
- Tutoring Services provides walk-in tutoring in a variety of subjects with several locations to choose from and the Math Assistance Program (MAP) for assistance in College Algebra and Pre-Calculus. Call (210) 458-6783 for more information or visit the TRC web site for tutoring schedules.

If you are taking classes at the DT Campus, the TRC Downtown offers a variety of services to assist you. Stop by the TRC at the Downtown Campus in DB 2.114 or call (210) 458-2838.

WRITING CENTER

At the Judith G. Gardner Center for Writing Excellence, peer tutors help undergraduate and graduate students with any step in the writing process, from brainstorming and understanding an assignment to planning and revising. They can help with all types of writing assignments. In addition to one-on-one tutoring, they offer workshops throughout the semester on documentation and other writing topics. There are two locations: JPL 2.01.12D (main campus) and FS 4.432 (downtown campus). They also offer online tutoring seven days a week. To learn more about their hours and to make an appointment, visit the website: utsa.edu/twc.

TRANSITORY/MINOR MEDICAL ISSUES

In situations where a student experiences a transitory/minor medical condition (e.g. broken limb, acute illness, minor surgery) that impacts their ability to attend classes, access classes or perform tasks within the classroom over a limited period of time, the student should refer to the class attendance policy in their syllabus.

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THE ROADRUNNER CREED

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

As a Roadrunner, I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!



CHANGES

This syllabus is provided for informational purposes regarding anticipated course content and schedule of courses. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes necessary and/or appropriate. I will make every effort to communicate any changes in a timely manner. Students are responsible for the awareness of these changes.