INR4942: Intelligence Studies Capstone

School of Politics, Security, and International Affairs; College of Sciences

Number of Credit Hours: 3

Course Syllabus

Instructor:	Jay Redmond	Term:	Spring 2024
		Class Meeting Days:	Monday
Office Hours:	By Appointment (I'll typically be at CB1 30 minutes prior to class)	Class Meeting Time:	6PM – 8:50PM
Phone:	Political Science: (407) 823-2608	Class Location:	CB1, Room O307
Email:	Jerome.Redmond@ucf.edu	Course Modality:	P

Course Description

The Intelligence Studies Capstone is designed to provide students with practical experience in the field of intelligence analysis. This course emphasizes the development of essential skills such as structured analytical techniques, writing, briefing, critical thinking, and teamwork, which are crucial for success in intelligence-related careers.

Throughout the course, students will engage in a series of assignments and exercises that mirror the challenges faced by intelligence professionals. By actively participating in these activities, students will gain a deep understanding of the analytical process and the complex factors involved in producing accurate and timely intelligence products.

Key topics covered in this course include:

1. Intelligence Analysis: Students will learn and apply systematic methods for collecting, evaluating, and interpreting intelligence data from a variety of sources. They will develop skills in identifying patterns, assessing credibility, and synthesizing information to produce meaningful insights.

2. Effective Writing: Students will hone their writing skills to effectively communicate intelligence findings. They will learn to craft concise, well-structured reports tailored to different audiences, focusing on clarity, precision, and accuracy.

3. Briefing Techniques: Students will practice the art of briefing intelligence information to decision-makers. They will learn how to condense complex analysis into compelling and succinct presentations, emphasizing key findings and recommendations.

4. Critical Thinking: Students will cultivate critical thinking skills essential for intelligence analysis. They will engage in analytical exercises that require them to assess the reliability of information, evaluate alternative hypotheses, and make sound judgments based on available evidence.

5. Teamwork and Collaboration: Intelligence analysis often involves working in teams. Students will learn to collaborate effectively with their peers, develop interpersonal skills, and navigate group dynamics to produce high-quality intelligence products.

By the end of the course, students will have gained practical experience in intelligence analysis and acquired the skills necessary to prepare and present evidence-based analytical arguments.

Student Learning Outcomes

Upon successful completion of the Intelligence Studies Capstone, students will be able to:

1. Apply Analytical Methods: Demonstrate proficiency in employing systematic methods for collecting, evaluating, and interpreting intelligence data from various sources to generate accurate and relevant intelligence products.

2. Communicate Effectively: Communicate analytical findings clearly and concisely through well-structured written reports and briefings tailored to specific audiences, demonstrating the ability to convey complex information in a compelling manner.

3. Demonstrate Critical Thinking Skills: Utilize critical thinking skills to assess the reliability of information, evaluate alternative hypotheses, and make sound judgments based on available evidence, enhancing the ability to provide accurate and insightful analysis.

4. Collaborate in a Team Environment: Work effectively in a team setting, demonstrating strong interpersonal skills, active listening, and constructive participation, leading to productive collaboration and the ability to contribute to group projects.

5. Analyze and Synthesize Intelligence: Analyze and synthesize information from diverse sources, identify patterns, and discern key insights to produce well-supported assessments and recommendations.

6. Adapt to Real-World Scenarios: Apply acquired knowledge and skills in realistic scenarios, demonstrating the ability to adapt and problem-solve in dynamic and time-sensitive situations.

7. Ethical and Professional Conduct: Understand and adhere to ethical guidelines and professional standards in intelligence analysis, demonstrating a commitment to integrity, confidentiality, and responsible use of information.

Through achieving these student learning outcomes, students will be well-prepared to pursue advanced studies in intelligence studies, national security, or related fields.

Required Texts

Communicating with Intelligence: Writing and Briefing for Intelligence (Third Edition) by Patrick Hendrix and James Major (2021)

The Art of Intelligence: Lessons from a Life in the CIA's Clandestine Service by Henry A. Crumpton (2012).

I reserve the right to assign additional readings (usually from the internet) as I deem them necessary or helpful to your understanding of the course materials. These materials will be made available to students via Canvas.

Enrollment Requirements
The prerequisite for this course is INR 4364: The Intelligence Community.

Course Activities
Students are expected to both attend and participate in class on a regular basis. Attendance and participation are indicators of your overall motivation, attitude, and commitment to this course.

Classroom civility is a crucial aspect of a beneficial learning environment. The conduct of both students and instructor should contribute to a classroom culture that is respectful, engaged, and productive. It is the responsibility of class members to maintain and protect the ethic of civility in the classroom.

Assessment and Grading Methods

Attendance & Participation
Attendance and participation are a very important part of this course. Consistent attendance (missing zero or 1 class) and participation is 20% of your final grade. Participation means raising your hand, volunteering your thoughts, justifying your conclusions, asking pertinent questions, and being a team player and participant in all group exercises. Bring either pen and paper or a computer to class, as most group exercises will require note taking, organizing thoughts, and briefing.

Evaluating Current Opinion Piece or Editorial Essay
Students will write an essay evaluating a current opinion piece or editorial of your choice. Does the article provide a Bottom-Line Up Front? Does it provide evidence to support its thesis? If so, provide examples, and which were the most important pieces of evidence? If not, what information and/or data would you have sought as a journalist? Essays should be no more than three pages (double spaced, 12-point font).

Mid-Term and Final Exam
The midterm and final examination must be taken during their regularly scheduled time. If you cannot make a scheduled exam for a legitimate reason (e.g., unexpected work conflict, family emergency, personal illness, etc.) please contact me ahead of time, so that we can select an alternative date/time. A missed exam with no prior notice to me, will be scored as a zero. Exams will consist of a combination of multiple choice and short essay questions.

Intelligence Assessment Written Assignment
Students will write an Intelligence Assessment based upon specific documents provided in class. Students may not use any additional information besides the information given in class. Students should write the Intelligence Assessment as if you are submitting the product to US policymakers. You are to assume that the policymakers know little to nothing about the group/organization/threat you are writing about. Your Intelligence Assessment should include a Summary section (that includes your thesis), a Substantiation section (evidence documented to support your thesis), an Outlook section (what you think will happen with your thesis over the next 3-6 months), an Implications section (if you are correct in what you say in your outlook, what does that or could that mean to policymakers?), and an Alternative Analysis section (identifying assumptions that your thesis is based upon). Intelligence Assessments should be no more than 2 pages (double spaced, 12-point font). See separate handout with additional instructions.

Threat Assessment Oral Briefing
Students will prepare a short, professional, PowerPoint presentation and oral briefing (approximately 10 mins) on a terrorist group/gang/organized crime group, etc., of their choice. Students will be expected to be familiar with the background/history/ideology of the group they chose, be aware of the group's current activities, and be able to identify and articulate the threat posed by the entity to policymakers. Students

will be expected to be able to answer questions from policymakers (i.e., the instructor and other students within the class).

Movie Review Essay

Students will write a short essay identifying concepts that were discussed throughout the course and how those specific concepts were portrayed within the movie shown on April 8, 2024. Essays should be no longer than three pages (double spaced with 12-point font).

Grading Components:

Assignment	**Percentage of Grade**
Attendance and Participation	20%
Evaluating Current News Essay	10%
Mid Term Exam	15%
Written Intel Assessment	15%
Threat Assessment Oral Briefing	15%
Written Movie Review	10%
Final Exam	15%

Grading Scale (%)

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0 - 59	F

Important Dates

Date	Topic (s)	Material
January 8	Syllabus; Admin Info; Introductions; Expectations	
January 15	**No Class – Martin Luther King Jr Day**	
January 22	Why Intelligence?; Critical Thinking; Intelligence Writing; BLUF Exercise; Kim's Game; **Evaluating Current Opinion Piece/Editorial Essay Assigned**	Hendrix and Major CH 1; Crumpton CH 1-2
January 29	Crafting an Assessment; Hank Crumpton's Life as a Spy Video; Developing Sources; Debate Exercise	Hendrix and Major CH 2; Crumpton CH 3

February 5	Anatomy of an Intelligence Product; Collection of Information; Elicitation; Collection Exercise	Hendrix and Major CH 3, 6; Crumpton CH 4-5; **EDITORIAL REVIEW ESSAY DUE**
February 12	Analytic Tradecraft; Structured Techniques; Opportunity Analysis; Game of Pawns Video; **Written Assessment Assigned**	Hendrix and Major CH 5, 7-8
February 19	**Mid Term Exam**	
February 26	Intelligence Briefing; Evaluating Sources; Deception Exercise; Oral Briefing Assigned	Hendrix and Major CH 9-10; Crumpton CH 8
March 4	The Role of the Policymaker; Ethical and Moral Issues in Intelligence; Ethical Scenarios Exercise	Crumpton CH 9-10
March 11	Crisis Management; Collaboration; "Need-to-Share" Exercise	**WRITTEN INTEL ASSESSMENT DUE**
March 18	**No Class – Spring Break**	
March 25	**Oral Briefs**	
April 1	**Oral Briefs (Continued);** Government Agency Visitors (Career Q&A)	
April 8	**Movie**	Crumpton CH 11-14
April 15	Future of Intelligence; Counterintelligence; Operation Ghost Stories; Class Review	
April 22	**Final Exam**	**MOVIE REVIEW DUE**

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are

not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing.

Unauthorized Use of Websites and Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University's Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

Unauthorized Distribution of Class Notes

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party

should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

In-Class Recording

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <https://centralflorida-prod.modolabs.net/student/safety/index>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this classroom environment and your use only. All copyright materials are credited to the copyright holder.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.