# INR 4942 - INTELLIGENCE STUDIES CAPSTONE

**Section:** 0001

*College of Sciences*

School of Politics, Security, and Intl Affairs

## Course Information

**Term:** Fall 2024
**Class Meeting Days:** R
**Class Meeting Time:** 18:00 - 20:50
**Class Meeting Location:** HEC 0117
**Modality:** P
**Credit Hours:** 3.00

## Instructor Information

Jay Redmond
**Office Location:** By Appointment (I'll typically be at HEC 30 minutes prior to class)
**Office Hours:**
By Appointment
**Email:** jerome.redmond@ucf.edu

## Course Description

INR 4942 COS-POL SCI 3(3,0)Intelligence Studies Capstone: PR: Complete the following: POS4407 - The Intelligence Community (3) A practicum in intelligence studies, including analysis, writing, briefing, critical thinking, and teamwork. Occasionally

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.

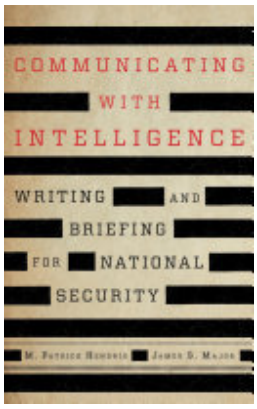
6. Adapt to Real-World Scenarios: Apply acquired knowledge and skills in realistic scenarios, demonstrating the ability to adapt and problem-solve in dynamic and time-sensitive situations.

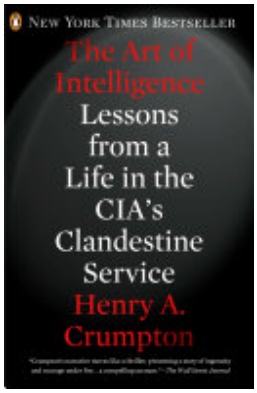
7. Ethical and Professional Conduct: Understand and adhere to ethical guidelines and professional standards in intelligence analysis, demonstrating a commitment to integrity, confidentiality, and responsible use of information.

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

## Course Materials and Resources

**Communicating with Intelligence**
**ISBN:** 9781538160688
**Authors:** M. Patrick Hendrix, James S. Major
**Publisher:** Rowman & Littlefield
**Publication Date:** 2022-10-27




**The Art of Intelligence**
**ISBN:** 9780143123378
**Authors:** Henry A. Crumpton
**Publisher:** Penguin
**Publication Date:** 2013-04-30

## Course Assessment and Grading Procedure

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.

**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% |

## Assignment Schedule

| Due Date | Assignment Name | Assignment Type | Points |
|---|---|---|---|
| | Attendance and Participation - 1st Half | Assignment | 100 |
| | Attendance and Participation - 2nd Half | Assignment | 100 |
| 8/23 | Academic Activity Requirement | Discussion | 1 |
| 9/19 | Evaluating Current Opinion Piece/Editorial Essay | Assignment | 100 |
| 10/3 | Mid-Term Exam | Assignment | 150 |
| 10/24 | Intelligence Assessment Written Assignment | Assignment | 150 |
| 11/7 | Threat Assessment Oral Briefing | Assignment | 150 |
| 12/5 | Final Exam | Assignment | 150 |
| 12/5 | Movie Review Essay | Assignment | 100 |

## Grading Scale

| Letter Grade | Percentage |
|---|---|
| A | 94-100% |
| A- | 90-93% |
| B+ | 87-89% |

| Letter Grade | Percentage |
|---|---|
| B | 84-86% |
| B- | 80-83% |
| C+ | 77-79% |
| C | 74-76% |
| C- | 70-73% |
| D+ | 67-69% |
| D | 64-66% |
| D- | 61-63% |
| F | 0-60% |

## Policies for Course Grade

***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? 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 and indicators 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 5-10 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 choose, 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 November 21, 2024. Essays should be no longer than three pages (double spaced with 12-point font).

## Course Accessibility

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) (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.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at Student Conduct and Integrity Office. 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 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*. 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: take the zero, not a shortcut.

## Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF’s complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Diversity and Inclusion Training and Events – Office of the VP for Diversity, Equity & Inclusion
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

## Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty of staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

## Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Campus Safety

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 Safety
- 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 AED Locations.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to RAVE Mobile Safety and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.

- 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 from the UCF Police Department, You CAN Survive an Active Shooter.

**Campus Safety Statement for Students in Online-Only Courses**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to RAVE Mobile Security and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructor outside of class.

## Financial Aid Accountability

All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## Class Schedule

*Important Dates*

| Date | Topic (s) | Material |
|---|---|---|
| August 22 | Syllabus; Admin Info;<br>Introductions; Expectations | |
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|---|---|---|
| August 29 | **No Class – UCF Home Football Game** | |
| September 5 | 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 |
| September 12 | Crafting an Assessment; Hank Crumpton's Life as a Spy Video; Developing Sources; Debate Exercise | Hendrix and Major CH 2; Crumpton CH 3 |
| September 19 | 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** |
| September 26 | Analytic Tradecraft; Structured Techniques; Opportunity Analysis; Game of Pawns Video; **Written Assessment Assigned** | Hendrix and Major CH 5, 7-8 |
| October 3 | **Mid Term Exam** | |
| October 10 | Intelligence Briefing; Evaluating Sources; Deception Exercise; **Oral Briefing Assigned** | Hendrix and Major CH 9-10; Crumpton CH 8 |
| October 17 | The Role of the Policymaker; Ethical and Moral Issues in Intelligence; Ethical Scenarios Exercise | Crumpton CH 9-10 |

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|---|---|---|
| October 24 | **No Class** | **WRITTEN INTEL ASSESSMENT DUE** |
| October 31 | Crisis Management; Collaboration; AI & The Future of Intelligence; Counterintelligence; Operation Ghost Stories; Crisis Exercise | |
| November 7 | **Oral Briefs** | |
| November 14 | **Oral Briefs (Continued);** Government Agency Visitors (Career Q&A) | |
| November 21 | **Movie;** Class Review | Crumpton CH 11-14 |
| November 28 | **No Class - Thanksgiving** | |
| December 5 | **Final Exam** | **MOVIE REVIEW DUE** |

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