

1. General Information

1a. Submitted by the College of: GRADUATE SCHOOL

Date Submitted: 1/28/2014

1b. Department/Division: Patterson School Of Diplomacy

1c. Contact Person

Name: Christine Wolcott

Email: cawolc2@uky.edu

Phone: 257-4666

Responsible Faculty ID (if different from Contact)

Name: George Maxwell Wise

Email: max.wise03@uky.edu

Phone: 270-572-1054

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

RECEIVED

JAN 28 2014

OFFICE OF THE
SENATE COUNCIL**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: DIP 727

2c. Full Title: Analytical Methods for Intelligence Analysis

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course will introduce the student to the role of intelligence analysis in U.S. national security policy-making. It will be discussed and put to practical use the various analytical methods and techniques that are used by analysts within the Intelligence Community.

2k. Prerequisites, if any: No Prerequisites

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: This course is currently taught as a DIP 600 "Special Topics" and is being assigned a permanent DIP number - DIP 727.

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain: This course is currently taught as a DIP 600 "Special Topics" and is being assigned a permanent DIP number - DIP 727.

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JBLACK|J L Blackwell|DIP 727 NEW Approval Resent to College|20130822

SIGNATURE|ZNNIKO0|Roshan N Nikou|DIP 727 NEW Graduate Council Review|20130819

SIGNATURE|JACKSON|Brian A Jackson|DIP 727 NEW College Review|20130625

SIGNATURE|JBLACK|J L Blackwell|DIP 727 NEW Approval Resent to College|20130821

SIGNATURE|ZNNIKO0|Roshan N Nikou|DIP 727 NEW Graduate Council Review|20130822

SIGNATURE|CCEAVA2|Carey E Cavanaugh|DIP 727 NEW Dept Review|20130625

SIGNATURE|JBLACK|J L Blackwell|DIP 727 NEW College Review|20140114

SIGNATURE|CCA2|Carey E Cavanaugh|DIP 727 NEW Dept Review|20140114

SIGNATURE|CCA2|Carey E Cavanaugh|DIP 727 NEW Dept Review|20140116

SIGNATURE|JBLACK|J L Blackwell|DIP 727 NEW College Review|20140116

SIGNATURE|ZNNIKO0|Roshan N Nikou|DIP 727 NEW Graduate Council Review|20140128

Courses **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate PDF

Attachments:

Upload File

	ID	Attachment
Delete	2956	DIP727analyticmethodsS14.pdf

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ⁴	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

J. * Course Description for Bulletin:

This course will introduce the student to the role of intelligence analysis in U.S. national security policy-making. It will be discussed and put to practical use the various analytical methods and techniques that are used by analysts within the Intelligence Community.

k. Prerequisites, if any:

No Prerequisites

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

This course is currently taught as a DIP 600 "Special Topics" and is being assigned a permanent DIP number - DIP 727.

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional -- Offered in Corresponding Departments at Universities Elsewhere

Relatively New -- Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

-
- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
 - The chair of the cross-listing department must sign off on the Signature Routing Log.
 - In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
 - You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
 - In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

The University of Kentucky – Patterson School of Diplomacy & International Commerce
DIP 727-001 “Analytical Methods for Intelligence Analysis”
Course Syllabus

Professor Max Wise

Office Hours: POT 3rd Floor
Thursday 1:00 – 4:00

Phone: 270-572-1054 cell
gmwise@campbellsville.edu
maxwise@icloud.com

Date of Course: Spring, 2014

Title of Course: DIP 727 Analytic Methods for Intelligence Analysis, 3.0 credit hours

Required Textbook(s):

1. Beebe, Sarah Miller and Randolph Pearson. **Cases in Intelligence Analysis: Structured Analytic Techniques in Action**. Washington, DC: CQ Press, 2011.
2. Heuer, Richards J. and Randolph Pearson. **Structured Analytic Techniques for Intelligence Analysis**. Washington, DC: CQ Press, 2010.
3. Katherin Pherson & Randolph Pherson. **Critical Thinking for Intelligence Analysis**. Washington, DC: CQ Press, 2012.
4. James S. Major. **Communicating with Intelligence: Writing & Briefing in the Intelligence & National Security Communities**. Scarecrow Press Publishing, 2008.

Course Description: This course will introduce the student to the role of intelligence analysis in U.S. national security policy-making. We will discuss and put to practical use the various analytical methods and techniques that are used by analysts within the Intelligence Community.

Course Goals: The course will offer a variety of conceptual tools and frameworks for students to think tactically and strategically about key issues in the contemporary Intelligence Community (IC) and homeland security environment. The course’s interdisciplinary structure, combined with the professor’s operational expertise on the topic, will assist the student in developing a better understanding of the role that intelligence plays in homeland security and policy making.

- a. To be able to develop a familiarity with the various techniques and methods for strategic, all-source and tactical intelligence.
- b. Examine the multiple pitfalls and pathologies that can lead to faulty intelligence.
- c. Master a proficiency in intelligence writing and reporting.
- d. Examine and critique the current and projected structured analytic techniques within the Intelligence Community and see if this is viable for the longevity for the intelligence analyst.

Course Objectives: By the end of the course, students should understand and appreciate the following:

- a. What constitutes intelligence?
- b. The various analytic methods and techniques used within the Intelligence Community by intelligence analysts.
- c. The frustrations and obstacles involved with predicting intelligence and suffering intelligence failures.
- d. Overview of the various types of intelligence collection, analysis and intelligence reporting.
- e. Understanding and defining interagency coordination and the flow of intelligence for homeland security.

Instructional Procedures: This course will be taught by lectures, class discussion, group exercise, PowerPoint, examinations, video, and extensive reading/research.

Course Requirements:

1. **Attendance Policy** – ALL students are expected to be in class every class session and on time. Attendance is critical for success in this class. It is highly unlikely that you will do well in this course if you are repeatedly absent from class. Please let me know in advance (in person, by email or phone) if you plan on missing class.
2. **Testing and Grading** – There will be two (2) 100 point exams given this semester, a mid-term and the final exam. The format of the exam will be decided upon by the professor. If you should miss the mid-term exam for any reason, then the make-up exam will be given during final exam week. It is strongly encouraged that you do not miss an exam under any circumstance. The grading scale is as follows:

A	93 - 100
B	85 - 92
C	84 - 77
E	76 – Below

Semester Assignments:

1. **Intelligence Readings** – Homeland Security and Intelligence is an exceptionally broad, cross-disciplinary field, in which policies and political issues change on a daily basis. For this reason, the course will require the student to keep up with a large amount of issues and readings over the course of the semester. Students are expected to complete all assigned readings before class time. Homework assignments will most likely come from the readings that will be handed out in class, from the textbook(s) or posted online.

The majority of information will be drawn from current events at the beginning of classes and for some of the writing assignments, so I expect that you read, watch or listen to at least one reliable source of international or domestic news daily. We will

also rely heavily on journal articles found from the web, the media and other sources to keep up to date. Of particular use will be the CIA's website at <https://www.cia.gov>. Much of the information will be drawn from the Center for the Study of Intelligence which publishes Studies in Intelligence quarterly, as well as other publications under the headings of Library and Reference (Kent Center Occasional Papers) and the FOIA Electronic Reading Room.

2. **Reading Quizzes:** Reading quizzes may be given randomly throughout the semester if the professor can tell that readings are not being done by the student. The readings can come from the textbook or from articles passed out in class or posted online.
3. **Participation:** Your success in this course is highly evaluated by active participation by all students...including completion of readings prior to the annotated date on the schedule. Participation accounts for 15% of the course grade and includes class meetings and interacting with classmates and the professor during class time. Please keep all comments to an intellectual level. Do not bring personal attacks against any student into my classroom.
4. **Final Exam** – a comprehensive exam that will evaluate your complete understanding of the course.
5. **Intelligence Policy Memorandum** – Each student will be required to submit a 5, but no more than 6, page paper in the form of a policy memorandum. The memorandum will be based from an intelligence related question assigned by the professor. Grading criteria will primarily be based on the four following areas:
 - Is the question answered?
 - Is there an argument presented and defended throughout the discussion?
 - Clarity, Organization, Structure, and Grammar.
 - Integration of class materials, facts, and readings to back up the argument.
6. **Intelligence Group Project** – The class will be split up into 4 person teams with each team developing a compelling intelligence theme or topic that is identified from the course (see examples below). Each group will create a project that involves insightful intelligence analysis and/or a threat assessment touching on homeland security equities. The project will demonstrate how intelligence analysis is based on collaboration and how to provide value-added information from the analytical process.

Grading: Student grades will be a function of the following evaluations.

Participation -	15%
Reading Assignments/Quizzes -	10%
Policy Memo:	15%
Exams -	40%
Group Project & Presentation -	20%

Respect! - I ask that you respect me and your fellow students in this class. During the course of the class, we could be discussing some politically and highly sensitive/personal topics. There will be disagreements within the class. Always keep these disagreements intellectual and NOT personal.

b) Cell phone – please turn your ringer to vibrate at the beginning of class. If you need to make a call or text, please do so outside of the classroom so it is not a distraction to those around you.

c) Please try to avoid walking in late or leaving early. This disrupts the class for all students and me during a lecture.

Plagiarism and cheating will not be tolerated - Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of

the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

In order to discourage cheating on exams, some rules must be followed.

- No electronic devices such as cell phones or Ipods are allowed during the exam.
- No talking will be allowed during the exam.

ACCOMODATIONS DUE TO DISABILITY:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

General Tips:

1. Keep this syllabus. The syllabus is a contract between the student and the professor about the course. In case of disputes, the syllabus is the final source of resolution. If you lose your syllabus, please contact me to get another one.
2. If you are having problems with the course material or with the assignments, or if you just seem to be getting behind, please see me as soon as possible. I am always happy to talk with you.
3. E-mail and office hours are the best way to contact me outside of class. I check my email regularly, but not necessarily during the day at school. All emails will be answered. If you do not get a response within one day, I probably have not received your email – so please resend it or call me.

Useful websites:

www.dni.gov – Director of National Intelligence

www.dni.gov/nic - National Intelligence Council (NIC)

www.intelligence.gov – the Intelligence Community

www.fas.org – the Federation of Atomic Scientists (Intelligence Heading)

www.StrategicStudiesInstitute.army.mil – The Strategic Studies Institute of the US Army War College

www.fpc.state.gov – the State Department’s Foreign Press Center (Reports)

www.foreignpolicy.org – Foreign Policy magazine

www.gwu.edu/~nsarchiv – The National Security Archive at George Washington University