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American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
INTL 401 Critical Analysis
3 Credit Hours
8 Weeks
Prerequisite(s): None

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Instructor Information

Instructor:

Office Hours: [one hour/wk if teaching 1 course or two hours/wk if teaching 2+ courses]

Please contact your instructor through the Messages tab in the classroom.

After the class is over, instructor contact information:
your@mycampus.apus.edu.

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Course Description (Catalog)

INTL401 Critical Analysis (3 hours)

This course provides an introduction to critical thinking, intelligence analysis, and the use of structured methodologies. Functions associated with the processing of information to include

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perception, memory, and the evaluation of information are examined. Cognitive biases (both conscious and unconscious) along with strategies to mitigate their impact are also assessed. Students will also conduct a detailed assessment on the consequences of faulty analysis.

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Course Scope

As a 400-level course, this course provides a higher level of knowledge building on the basic material taught at the 300 level. The purpose and scope of this course is to enable the student to build a deeper understanding of the structure, function and collection cycle and capabilities within the Intelligence Community, as well as analytical and operational principles.

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Course Objectives

After successfully completing this course, students will be able to:

- CO-1 Employ strategies to overcome cognitive biases inherent to intelligence analysis.**
- CO-2 Distinguish the different techniques analysts can employ in order to interpret significant events from multiple perspectives.**
- CO-3 Apply a structured methodology**
- CO-4 Differentiate the external pressures capable of influencing analysis.**
- CO-5 Analyze the causes and impact of an analytical failure.**

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Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course resources and access to an online learning management system will be available to each student. Online assignments are due by Sunday at 11:55 pm ET and include all written assignments, examinations, and research papers submitted for grading. Weekly Forum questions (accomplished in groups in a Forum) require an initial response by Thursday at 11:55 pm ET, with all other required responses due by Sunday at 11:55 pm ET. The assigned faculty will support the students throughout this eight-week course.

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Course Resources

1. Heuer, Richards. The Psychology of Intelligence Analysis. Center for the Study of Intelligence, Central Intelligence Agency, 1999. Available on-line at:
<https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/index.html>
2. Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis Available on-line at: **<https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/Tradecraft%20Primer-apr09.pdf>**
3. Moore, David T. Critical Thinking and Intelligence Analysis. Center for Strategic Intelligence Research, National Defense Intelligence College. Washington D.C. March 2007. Available on-line: **http://www.ni-u.edu/ni_press/pdf/Critical_Thinking.pdf**
4. Paul, Richard and Elder, Linda. Guide to Critical Thinking: Concepts and Tools. The Foundation for Critical Thinking. 2006. Available on-line at:
http://www.criticalthinking.org/files/Concepts_Tools.pdf
5. Hansen, James. Soviet Deception in the Cuban Missile Crisis. Studies in Intelligence: Learning From the Past. Central Intelligence Agency. Available on-line at:
<https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol46no1/article06.html>
6. Kam, Ephraim. Surprise Attack: A Victims Perspective. Cambridge Massachusetts: Harvard University Press, 1988 or 2004. E-book available in the APUS Online Library.
 - Please visit <http://apus.libguides.com/er.php> and search by the course number (ex: LITR210) to access your required resources.

Various resources from the APUS Library are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

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Evaluation Procedures

Each assignment will be evaluated by the instructor using a rubric scoring guide and comments inserted into the Word document. Forum grades will be determined using a rubric scoring guide. Additionally, comments may be given informally within the forum or in more detail within the forum grader tool.

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LATE ASSIGNMENTS: Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Deductions:

Late forum posts can be penalized up to 5 points per day

Late assignments can be penalized up to 5 points per day

CITATION AND REFERENCE STYLE: All assignments for the School of Security and Global Studies (papers, essays, exams, and Forums) must follow the Turabian citation method. An online copy of may be found at:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. Students should be aware that in-text citations are the preferred method for citing sources (rather than in footnotes or endnotes). Any notes used in essays or assignments should be limited to extraneous information that the student wishes to include. The format for in-text citations is given in the Turabian guide linked above. Students are to use the parenthetical form (P) within the text of the document and the reference list form (R) in providing a list of sources. See more information on citation style in the Week 1 Lesson.

Forum discussions – Students will be required to participate in forum discussions. Students must submit a (250 word minimum) response to the initial forum question by Thursday, 11:55 pm EST. Students must then respond to at least two student posts no later than Sunday, 11:55 pm EST (200 word minimum each). Remember to cite your work appropriately. Specific questions found in Forums tab of the classroom.

Midterm assignment – Students will be required to prepare a four-page essay. Specific instructions to include format and length can be found in the Week Three “Assignments” folder in the classroom.

Progress assignments – Students will be required to prepare a six page paper simulating an analytical scenario. Specific instructions to include format and length can be found in the Week Six “Assignments” folder in the classroom.

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Final assignment – Students will be required to prepare a four-page essay. Specific instructions to include format and length can be found in the Week Three “Assignments” folder in the classroom.

Grade Instruments	Percentage
Forum Discussions	25
Midterm Assignment	25
Progress Assignment (Simulation)	25
Final Assignment	25
Total	100

Please see the [Student Handbook](#) to reference the University’s [grading scale](#).

For all university policies, including grading system, extensions, and disability accommodations, please see the [APUS Student Handbook](#).

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Eight Week Course Outline

Note: A detailed list of the required readings can be found in the corresponding weekly “Lessons” tab

Week	Topics	Course Objective	Readings	Assignments
1	Thinking About Thinking (1 of 2)	CO-1 Employ strategies to overcome cognitive biases inherent to intelligence analysis.	Critical Thinking and Intelligence Analysis Psychology of Intelligence Analysis Surprise Attack: A Victim’s Perspective	1) Forum Post: Introductory Post/Plagiarism 2) Forum Post: Perceiving Information 3) Forum Post: Select a Topic for the Wk-8 Case study
2	Thinking About Thinking (2 of 2)	CO-1 Employ strategies to overcome cognitive biases inherent to intelligence analysis.	Critical Thinking and Intelligence Analysis Psychology of Intelligence Analysis	1) Forum Post: Mirror Imaging.
3	The Cognitive Process and the Cuban Missile Crisis	CO-2 Distinguish different techniques analysts can employ in order to interpret significant events from multiple perspectives.	Critical Thinking and Intelligence Analysis Psychology of Intelligence Analysis Studies in Intelligence: Soviet Deception in the Cuban Missile Crisis Tradecraft Primer: Structured Analytic Techniques	1) Mid-Term Paper: Analyzing the Cuban Missile Crisis 2) Forum Post: Multiple Perspectives
4	Analysis of Competing Hypotheses (1 of 3)	CO-3 Apply a structured methodology.	Surprise Attack: A Victim’s Perspective	1) Forum Post: Satisficing 2) Assignment: ACH Steps #1/2
5	Analysis of Competing Hypotheses (2 of 3)	CO-3 Apply a structured methodology.	Surprise Attack: A Victim’s Perspective	1) Assignment: ACH Steps 3/4/5/6 2) Forum Post: Structured Methodologies
6	Analysis of Competing Hypotheses (3 of 3)	CO-3 Apply a structured methodology.	Surprise Attack: A Victim’s Perspective	1) Simulation (ACH Step 7): The PRC-Taiwan Crisis; Assessing Alternative Outcomes 2) Assignment: ACH Step 8 3) Forum Post: The Value of ACH
7	Analyzing the Causes and Impact of Analytical Failures	CO-4 Differentiate external pressures capable of influencing analysis.	Surprise Attack: A Victim’s Perspective	1) Forum Post: External Factors Impacting Analysis
8	Analyzing the Causes and Impact of Analytical Failures	CO-5 Analyze the causes and impact of an analytical failure.	Surprise Attack: A Victim’s Perspective Critical Thinking and Intelligence Analysis Guide to Critical Thinking: Concepts and Tools	1) Final Paper: Case Study-Analytical Failure 2) Forum Post: Course Questions

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Citation and Reference Style

Attention Please: Students will follow the Turabian/Chicago Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

See <http://www.apus.edu/Online-Library/tutorials/chicago.htm>.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

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- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition-, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

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Turnitin.com

Faculty require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. The instructor will post information in the classroom on student procedures.

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