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American Public University System

The Ultimate Advantage is an Educated Mind

**School of Security and Global Studies
INTL 508: Intelligence Analysis
3 Credit Hours
8 Weeks
Prerequisite(s): INTL500**

Table of Contents

Instructor Information	Evaluation Procedures
Course Description	Grading Scale
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Online Library and Turnitin
Course Resources	Selected Bibliography

Instructor Information

Instructor:

Adobe Connect Office Hours:

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

After the class is over, instructor contact information:

[Table of Contents](#)

Course Description (Catalog)

INTL508 Intelligence Analysis (3 credit hours)

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This course is a study of intelligence analysis and its' relationship to threats to security – military, political and economic. It focuses on a variety of aspects related to both US and foreign analysis and the analytical process, including the evolution of intelligence process, application in responses to threats, perspectives on intelligence action since World War II, principles of analysis and response, and assessments of successes and failures of such actions. The student will develop a foundation from which to understand and conduct critical analysis based on collection. Students will develop a case study of a current or historical threat vector to national economic, political or military security and participate in a simulation which analyzes a threat.

[Table of Contents](#)

Course Scope

As part of the core requirement INTL 508 establishes the basis of intelligence analysis, based on collection, in relation to the determination of a threat. In addition, it looks at the interaction between intelligence analysis and policy development when dealing with international threats to security. This course will focus on a variety of aspects and issues related to both US and foreign intelligence analysis, including the growth of and changes in global responses to threats and how the analytical process can information decision making. It examines different approach based on cultural and historic norms found in different countries, both within the military and law enforcement. Throughout the course, case studies and vignettes are used to examine the reasons for success or failure in historical cases. The student will conduct an analytical case study of a modern or historical threat. The course will conclude with the student conducting a simulation of a modern threat applying a range of analytical approaches.

[Table of Contents](#)

Course Objectives

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

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CO-1: Appraise the basic analytic tools, concerns, critical thinking and problems involved when performing intelligence analysis at the national and international level both in and outside the United States.

CO-2: Examine the role of analysts in US intelligence agencies in assessing collection products US the impact on global security and the effect of policy makers in applying this Information including psychological concepts.

CO-3: Classify historic and cultural differences encountered when comparing the intelligence analysis and policy practices of different countries including bureaucratic/organizational dynamics.

CO-4: Analyze complex intelligence analysis situations, apply analytic tools, and suggest possible problems and solutions using information gained from this course.

CO-5: Explain future intelligence analysis challenges both in and out government impacting military, political and economic security.

[Table of Contents](#)

Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials 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.

[Table of Contents](#)

Course Resources

Required Course Textbooks

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Clark, Robert M. 2012. *Intelligence Analysis: a Target-Centric Approach*. 4th ed. Washington, D.C.: CQ Press.

Fingar, Thomas. 2011. *Reducing Uncertainty: Intelligence Analysis and National Security*. Stanford, CA: Stanford University Press.

Fukuyama, Francis. ed. 2007. *Blindside: How to Anticipate Forcing Events and Wild Cards in Global Politics*. Washington D.C.: Brookings Institution Press.

George, Roger Z. and James B. Bruce, eds. 2008. *Analyzing Intelligence: Origins, Obstacles, and Innovations*. 2 ed. Washington D.C: Georgetown University Press.

The following book is *recommended*:

Turabian, Kate L. 2014. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. The University of Chicago Press.

Other Required Readings

- Peer-reviewed journal articles, book chapters, external websites and other assigned readings are found in the Lessons area of the classroom.
- Weekly Lesson Notes and videos or audio files are found in the Lessons area of the classroom.

[Table of Contents](#)

Evaluation Procedures

The course grade is based on the following assessments:

Discussion Forums – 20 percent

Six of the Eight weeks, a discussion Forum question is provided and posts should reflect an assimilation of the readings. Students are required to provide a substantive initial post by Thursday at 11:55 pm ET and respond to two or more classmates by Sunday 11:55 pm ET. Forum posts are graded

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on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

Case Study Research Proposal– 20 percent

The components of this assignment support the case study submitted in Week 6. The student will identify a historic or modern threat to military, economic or political power which will be analyzed within a Case Study format. Develop a research question, a purpose statement, and identify a theoretical framework and research design used answer the research question. The proposal should be 4-5 pages in length. Due Sunday of week 2.

Case Study – 30 percent

Based on the approved research proposal in Week Two, conduct a case study that is 13-15 pages. The page length does not include the cover page, the reference list, and any appendices. Due Sunday of week 7.

Simulation – 30 percent

This assignment is a simulation. You will be required to complete 2, six page (double-spaced) essay questions at the end based on your decision making. Due Sunday of week 8.

Assignments	Percentage
Discussion Forums	20 percent
Research Proposal	20 percent
Case Study	30 percent
Simulation	30 percent
TOTAL	100 percent

[Table of Contents](#)

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8 – Week Course Outline

Week 1: Introduction - Analysis and Collection Overview.

Learning Outcomes: *Characterize and define the nature of intelligence analysis.* (See course objective 1)

Assignments: Complete week 1 forum posts.

Required Readings:

George & Bruce (2008), *Analyzing Intelligence*, Chapters 1-3.

Fingar (2011), *Reducing Uncertainty*, Chapter 1, "Reducing Uncertainty."

Clark (2012), *Intelligence Analysis*, Chapters 1-4; 6-8; and 10-12.

Recommended Optional Reading:

Clark (2012), *Intelligence Analysis*, Chapter 5, "Overview of Models in Intelligence."

Week 2: Perception and Bias – Thinking Critically About How we Process Information.

Learning Outcomes: *Evaluate the key analytical tools involving intelligence analysis.* (See course objective 2)

Assignments: Complete week 2 forum posts, research proposal due.

Required Readings:

Cottam, Martha L., Beth Dietz-Uhler, Elena Mastors, Thomas Preston. 2010. "Cognition, Social Identity, Emotions, and Attitudes in Political Psychology." and pages 37-64. In *Introduction to Political Psychology*. New York: Psychology Press. - The entire book can be found within the Online Library.

Tetlock, Philip E. 1999. "Theory-Driven Reasoning About Plausible Past and Probable Futures in World Politics: Are We Prisoners of our Preconceptions?" *American Journal of Political Science* 43, no. 2 (April): 335-366.

Schafer, Mark and Michael D. Young. 1998. "Is There a Method in Our Madness: Ways of Assessing Cognition in International Relations." *Mershon International Studies Review* 42, no. 1 (May): 63-96

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Moore, David T. 2007. *Critical Thinking and Intelligence Analysis*. Occasional Paper No. 14. National Defense Intelligence College. Pages 3-18, 48-90.

Treverton, Gregory F. and C. Bryan Gabbard. 2008. "Assessing the Tradecraft of Intelligence Analysis." Technical Report. *RAND National Security Research Division*. Pages 3-26.

U.S. Government. 2009. *A Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis*. Center for the Study of Intelligence. Washington, D.C.: U.S. Central Intelligence Agency. Pages 1-38.

Recommended Optional Reading:

Clark (2012), *Intelligence Analysis*, Chapter 9, "Denial, Deception, and Signaling."

Beebe, Sarah Miller and Randolph H. Pherson. 2015. *Cases in Intelligence Analysis: Structured Analytic Techniques In Action*. CQ Press.

Steinbruner, John D. 1974. *The Cybernetic Theory of Decision: New Dimensions of Political Analysis*. Princeton University Press.

Khong, Yuen Foong. 1992. *Analogies at War: Korea, Munich, Dien Bien Phu, and the Viet Nam Decisions of 1965*. Princeton University Press.

Richards J. Heuer Jr. (1999) *Psychology of Intelligence Analysis* available here:
<https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/index.html>

McGraw, Kathleen M. 2000. "Contributions of The Cognitive Approach to Political Psychology." *Political Psychology* 21, no. 4: 804-824.

George, Alexander L. and Eric K. Stern. 2002. "Harnessing Conflict in Foreign Policy Making: From Devil's to Multiple Advocacy." *Presidential Studies Quarterly* 32: 484-508.

Bar-Joseph, Uri and Rose McDermott. 2008. "Change the Analyst and Not the System: A Different Approach to Intelligence Reform." *Foreign Policy Analysis* 4: 127-145.

Taber, Charles S. Damon Cann, and Simona Kucsova. 2009. "The Motivated Processing of Political Arguments." *Political Behavior* 31: 137-155.

Fiske, Susan T. and Shelley E. Taylor. 2013. *Social Cognition: From Brains to Culture*. 2nd ed. Thousand Oaks, CA: Sage.

Sinclair, Samuel, and Daniel Antonius. Eds. 2013. *The Political Psychology of Terrorism Fears*. Oxford University Press.

Week 3: Policymakers and Challenges to Threat Analysis.

Learning Outcomes: *Examine the role and mutual connection between intelligence analysis and policy creation/validation.* (See course objective 3)

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Assignments: Complete week 3 forum posts.

Required Readings:

Fingar (2011), *Reducing Uncertainty*, Chapter 2, "Myths, Fears, and Expectations."

Fingar (2011), *Reducing Uncertainty*, Chapter 3, "Spies Collect Data, Analysts Provide Insight."

Clark (2012), *Intelligence Analysis*, Chapter 16

George & Bruce (2008), *Analyzing Intelligence*, Chapters 4-7, and 12

Welch, David A. 1992. "The Organizational Process and Bureaucratic Politics Paradigms: Retrospect and Prospect." *International Security* 17, no. 2 (Autumn): 112-146.

Preston, Thomas and Paul 't Hart. 1999. "Understanding and Evaluating Bureaucratic Politics: The Nexus Between Political Leaders and Advisory Systems." *Political Psychology* 20, no. 1 (March): 49-98.

Recommended Optional Reading:

Janis, Irving L. and Leon Mann. 1977. *Decision Making: A Psychological Analysis of Conflict, Choice, and Commitment*. New York: The Free Press.

Neustadt, Richard E. and Ernest R. May. 1986. *Thinking In Time: The Uses of History for Decision Makers*. New York: The Free Press.

Bendor, Jonathan and Thomas H. Hammond. 1992. "Rethinking Allison's models." *The American Political Science Review* 86, no. 2 (June): 301-322.

't Hart, Paul, Eric C. Stern, and Bengt Sundelius. eds. 1997. *Beyond Groupthink: Political Group Dynamics and Foreign Policy-Making*. University of Michigan Press.

Schafer, Mark and Scott Crichlow. Eds. 2010. *Groupthink: High-Quality Decision Making in International Relations*. New York: Columbia University Press.

Mitchell, David. 2005. "Centralizing Advisory Systems: Presidential Influence and the U.S. Foreign Policy Decision-Making Process." *Foreign Policy Analysis* 2: 181-206.

Allison, Graham and Philip Zelikow. 1999. *The Essence of Decision: Exploring the Cuban Missile Crisis* 2nd ed. New York: Longman.

Vertzberger, Yaacov. 1984. "Bureaucratic-Organizational Politics and Information Processing in a Developing State." *International Studies Quarterly* 28, no. 1 (March): 69-95.

Rosenthal, Uriel, Paul 't Hart, and Alexander Kouzmin. 1991. "The Bureau-Politics of Crisis Management." *Public Administration*: 211-233.

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Hudson, Valerie M. 2007. "Group Decisionmaking: Small Group Dynamics, Organizational Process, and Bureaucratic Politics." *Foreign Policy Analysis: Classic and Contemporary Theory*: 65-101.

Stern, Eric, Bertjan Verbeek, David Welch et al. 1998. "Whither the Study of Governmental Politics in Foreign Policymaking?: A Symposium." *Mershon International Studies Review* 42, no. 2: 205-256.

Week 4: US and Foreign Perspectives of Threat Analysis and Policy Practices.

Learning Outcomes: *Assess the different perspectives on intelligence analysis between US and its foreign counterparts.* (See course objective 3)

Assignments: Complete week 4 forum posts.

Required Readings:

Fukuyama (2007), *Blindside*, Chapters 1-5

Clark (2012), *Intelligence Analysis*, Chapter 13

Criminal Intelligence Service Canada. 2007. "Integrated Threat Assessment Methodology." Ottawa, Ontario. 1-29

SOCTA. 2013. "EU Serious and Organised Crime Threat Assessment." European Police Office. 1-52.

Spielmann, Karl. 2012. "Strengthening Intelligence Threat Analysis." *International Journal of Intelligence and CounterIntelligence* 25, no. 1. 19-43.

Recommended Optional Reading:

Kramer, Roderick M. 1998. "Revisiting the Bay of Pigs and Vietnam Decisions 25 Years Later: How Well Has the Groupthink Hypothesis Stood the Test of Time?" *Organizational Behavior and Human Decision Processes* 73, no. 2/3 (February/March): 236-271.

Baron, Robert S. 2005. "So Right It's Wrong: Groupthink and the Ubiquitous Nature of the Polarized Group Decision Making." *Advanced in Experimental Social Psychology* 37:219-253.

Turner, Marlene E. and Anthony R. Pratkanis. 1998. "A Social Identity Maintenance Model of Groupthink." *Organizational Behavior and Human Decision Processes* 73, no. 2/3 (February//March):210-235.

Yetiv, Steve A. 2003. "Groupthink and the Gulf Crisis." *British Journal of Political Science* 33, no. 3 (July): 419-442.

Schafer, Mark and Scott Crichlow. 2010. "Case Studies in High Quality Decision Making." In *Groupthink Versus High-Quality Decision Making in International Relations*, 123-153. New York: Columbia University Press.

Week 5: Dealing with the Unknown, the Uncertain, and the Counter-Intuitive.

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Learning Outcomes: *Analyze the gaps in threat analysis that occur at the strategic, operational and tactical levels.* (See course objective 3)

Assignments: Complete week 5 forum posts.

Required Readings:

Fingar (2011), *Reducing Uncertainty*, Chapter 4, "Using Intelligence to Anticipate Opportunities and Shape the Future"

Fingar (2011), *Reducing Uncertainty*, Chapter 5, "Estimative Analysis: What It Is, What It Isn't, and How to Read It."

George & Bruce (2008), *Analyzing Intelligence*, Chapters 8, 10, 11

Clark (2012), *Intelligence Analysis*, Chapter 14.

Davis, Jack. 2003. "Strategic Warning: If Surprise is Inevitable, What Role for Analysis?" *The Sherman Kent Center for Intelligence Analysis* 2, no 1 (January). Accessed May, 1 2014 <https://www.cia.gov/library/kent-center-occasional-papers/vol2no1.htm>.

Gaddis, John Lewis. 2002. "On Strategic Surprise." *Hoover Digest* no. 2 Accessed May 1, 2014. <http://www.hoover.org/research/strategic-surprise>.

Gray, Colin S. 2005. "Transformation and Strategic Surprise" *U.S. Army War College: Strategic Studies Institute* (April) 1-38.

Setty, Sudha. 2011. "What's In a Name? How Nations Define Terrorism Ten Years After 9/11." University of Pennsylvania Law School. Accessed on December 2, 2015. <https://www.law.upenn.edu/live/files/139-setty33upajintl12011pdf>

Recommended Optional Reading:

George & Bruce (2008), *Analyzing Intelligence*, Chapter 12, "The Missing Link: The Analyst-Collector Relationship."

Jervis, Robert. 2010. *Why Intelligence Fails: Lessons from the Iranian Revolution and the Iraq War*. Cornell University Press.

NIC's 2008 study *Global Trends 2025: A Transformed World*

White House. 2015. "Findings from the Select Federal Reports: The National Security Implication of a Changing Climate." (May). Washington, D.C. Accessed December 11, 2015. https://www.whitehouse.gov/sites/default/files/docs/National_Security_Implications_of_Changing_Climate_Final_051915.pdf.

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Fingar, Thomas. 2008. "National Intelligence Assessment on the National Security Implication of Global Climate Change to 2030." House of Representatives. Permanent Select Committee on Intelligence and the Global Select Committee on Energy Independence and Global Warming. Accessed December 11, 2015. https://fas.org/irp/congress/2008_hr/062508fingar.pdf.

National Intelligence Council. 2007. *Iran: Nuclear Intentions and Capabilities*. Accessed December 11, 2015. http://www.dni.gov/files/documents/Newsroom/Reports%20and%20Pubs/20071203_release.pdf

Week 6: Impact of Crisis on Analysis, Accountability, and Decision-Making.

Learning Outcomes: *Evaluate the tools used in intelligence analysis and their associated pitfalls.* (See course objective 4)

Assignments: Complete week 6 forum posts, case study research paper due.

Required Readings:

George & Bruce (2008), *Analyzing Intelligence*, Chapter 13

Jordan, Jennifer, Niro Sivanathan, and Adam D. Galinsky. 2011. "Something to Lose and Nothing to Gain: The Role of Stress in the Interactive Effect of Power and Stability on Risk Taking." *Administrative Science Quarterly* 56, no. 4 (December): 530-558.

Leary, Kimberly, Julianna Pillemer, and Michael Wheeler. 2013. "Negotiating With Emotion." *Harvard Business Review* 91, no. 1 (Jan/Feb): 96-103.

't Hart, Paul, Karen Tindall, Christer Brown. 2008. "Success and Failure in Crisis Leadership: Advisory Capacity and Presidential Performance in the 9/11 and Katrina Crises. Accessed April 28, 2013. /access/content/group/security-and-global-studies-common/Intelligence%20Studies/INTL506/pol_leadstylebushkatrina.pdf

't Hart, Paul, Heyse, Liesbet, and Arjen Boin. 2001. New Trends in Crisis Management Practice and Crisis Management Research: Setting the Agenda. *Journal of Contingencies and Crisis Management* 9, no.4: 181-188.

Boin, Arjen, Paul 't Hart, Allan McConnell, and Thomas Preston. 2010. "Leadership Style, Crisis Response, and Blame Management: The Case of Hurricane Katrina. *Public Administration* 88, no.3 (September): 706-723.

Recommended Optional Reading:

Janis, Irving L. 1989. *Crucial Decisions: Leadership in Policymaking and Crisis Management*. New York: The Free Press.

Ellis, R.J. 1994. *Presidential Lightning Rods: The Politics of Blame Avoidance*. Lawrence, KS: University Press of Kansas.

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Rosenthal, U., Boin, R.A., and Comfort, L.K. eds. 2001. "The Changing World of Crisis and Crisis Management." In Rosenthal, U., Boin, R.A., and Comfort, L.K. eds. *Managing Crises: Threats, Dilemmas, Opportunities* 5-27. Springfield, IL: Charles C. Thomas Publisher, Ltd.

Boin, Arjen and Paul 't Hart. 2003. "Public Leadership in Times of Crisis: Mission Impossible?" *Public Administration Review* 63, no.5 (September): 544-553.

Maitlis, Sally and Hakan Ozcelik. 2004. "Toxic Decision Processes: A Study of Emotion and Organizational Decision Making." *Organization Science* 15, no. 4 (July-August): 375-393.

Bovens, Mark, Paul 't Hart, Sander Dekker, and Gerdien Verheувel. 1999. "The Politics of Blame Avoidance: Defensive Tactics in a Dutch Crime-Fighting Fiasco." Accessed April 30, 2013. [/access/content/group/security-and-global-studies-common/Intelligence%20Studies/INTL506/the%20politics%20of%20blame%20avoidance_Bovens%20\(1999\).pdf](/access/content/group/security-and-global-studies-common/Intelligence%20Studies/INTL506/the%20politics%20of%20blame%20avoidance_Bovens%20(1999).pdf).

Preston, Thomas. 2011. *Pandora's Trap: Presidential Decision Making and Blame Avoidance in Vietnam and Iraq*. Rowman and Littlefield.

Week 7: Forecasting and the Changing Environment.

Learning Outcomes: *Assess threat analysis forecasting methods.* (See course objective 4)

Assignments: Complete week 7 forum posts, and submit case study research paper.

Required Readings:

Fukuyama (2007), *Blindside*, Chapters 6-11

Fingar (2011) *Reducing Uncertainty*, Chapter 6, "A Tale of Two Estimates."

George & Bruce (2008), *Analyzing Intelligence*, Chapters 14-18

Khalsa, Sundri K. n.d. "Forecasting Terrorism: Indicators and Proven Analytic Techniques." 1-6.

Schmidt, G.S., Goffeney, J., and Willis R. 2007. "Impact of Uncertainty on Terrorism Forecasting." *NRL Review*. 217-219.

Recommended Optional Reading:

Clark (2012), *Intelligence Analysis*, Chapters 15, and Appendix I.

Week 8: The Future of Analysis and Decision Making.

Learning Outcomes: *Appraise future intelligence analysis issues.* (See course objective 5)

Assignments: Complete week 8 forum posts, and complete the simulation along with all corresponding simulation essay questions.

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Required Readings:

Fukuyama (2007), *Blindside*, Chapters 12-15.

Fingar (2011) *Reducing Uncertainty*, Chapter 7, "Epilogue: Lessons and Challenges."

George & Bruce: Ch. 9

George & Bruce (2008), *Analyzing Intelligence*, Chapter 9, "U.S. Military Intelligence Analysis: Old and New Challenges."

Clapper, James R. 2013. "Statement for the Record: Worldwide Threat Assessment of the US Intelligence Community." United States. Senate Select Committee on Intelligence. 1-34.

Recommended Optional Reading:

Clark (2012), *Intelligence Analysis*, Chapter 17

Lahneman, William J. 2006. "The future of intelligence analysis." *Center for International Security Studies at Maryland*. 1-28.

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](#)
[Grading Scale.](#)

Citation and Reference Style

Attention Please: Within the Intelligence Studies Program students are required to follow the Turabian/Chicago Style as the sole citation and reference style used in written work submitted as part of coursework to the University. More information on writing style can be found under the "Citation and Reference Style" heading within the "Course Overview" module.

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In addition, all written submissions should be submitted in Times New Roman 12pt font with 1" margins, typewritten in double-spaced format. There should be no extra spaces between paragraphs. In most cases a title page and references/bibliography will be required unless otherwise specified. **Graduate-level work is expected to be free of grammar, usage, and style errors.** To prevent errors, it's best to work with the latest Turabian manual as you work on your assignments.

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

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.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

- **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: ;-), :), ☺

[Table of Contents](#)

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:

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- 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.

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.

[Table of Contents](#)

Selected Bibliography

The following are excellent peer-reviewed journals that students and professionals should regularly read to keep current in their fields.

Journal of Intelligence Studies

International Journal of Intelligence and CounterIntelligence

Intelligence and National Security

International Security

Political Psychology

Advanced in Political Psychology

[Table of Contents](#)