

# INSC320: Intelligence Management

## College of Graduate and Continuing Studies, Norwich University

[Print This Page](#)

### Course Description

This seminar introduces the student to the discipline of intelligence and provides the student with an understanding of how intelligence systems function, how they fit within the policymaking systems of free societies, and how they are managed and controlled. The course will provide a theoretical overview of the intelligence, including psychology of intelligence, types of intelligence methods, tools and techniques, basic writing and briefing skills, basic data management strategies and tools and various types of intelligence used throughout the private and public sectors.

**PREREQUISITES:** none

### Course Outcomes

Students will become familiar with the discipline of intelligence and its various functions, processes, and dilemmas sufficient to allow for the study of more specialized intelligence topics over the course of their academic and professional careers.

### Seminar Objectives:

At the end of the course, the student will be able to:

- Discuss key concepts in national security, law enforcement intelligence;
- Describe the intelligence process and its various stages;
- Assess issues in intelligence such as counterintelligence, covert action, policymaking, oversight and accountability, ethics, failure, and reform; and
- Differentiate between reality and fiction in the intelligence realm.

### Weekly Outline

Every week has a prescribed checklist of activities required to successfully complete the lesson. Follow this checklist, in the specified order, to complete each lesson.

Week	Topic	Assignments
Week 01	What is Intelligence?	1 Discussion
Week 02	The History of Intelligence and the Intelligence Community Today	1 Discussion, 1 Assignment
Week 03	How do we know what we know? Part 1	1 Discussion
Week 04	How do we know what we know? Part 2	1 Discussion, 1 Assignment
Week 05	Counterintelligence and Covert Operations	1 Discussion

Week 06	Law Enforcement Intelligence and Crime Analysis	1 Discussion
Week 07	Threats and Challenges for the Twenty-First Century	1 Discussion
Week 08	The Future of Intelligence	1 Discussion, 1 Assignment

### [Required Textbooks](#)

The textbook for **Intelligence Management** is:

Jensen, Carl J., McElreath, David H., & Graves, Melissa. (2018). Introduction to Intelligence Studies. Boca Raton, FL: CRC Press. (ISBN: 9781498738347).

See the [Required Readings](#) page for a list of each week's readings.

### [Course Components](#)

**POLICIES: The following policies apply to this seminar:**

#### *Critical Thinking*

Although critical thinking is not always identified as an assignment requirement or as a key element in classroom discussion, you can use this skill every time you complete an assignment and speak with your classmates. It is important to think critically because, when you do, you reason through concepts rather than make automatic or emotionally based conclusions. Having an opinion is important, and you do not want to disregard your feelings on any given subject. In fact, you should support your feelings with evidence and ensure your feelings are relevant to the issue at hand. Consider an idea from all angles to understand both your own perspective and the perspectives of others.

I like to see more critical thinking in your own words in an assignment. It is good to use quotes but they should not be ***more than 20 percent of the paper***. Using mostly quotes and block quotes for the majority of your paper is not critical thinking. Of course, I will be looking for proper in-text citations in APA style for quotes and block quotes.

What is research? Research is scientifically conducted study of an issue with mathematical precision, or specific description of a phenomenon such as an unstudied cultural issue. When we research something there are often numbers involved or percentages. Sometimes, and sometimes not, there are control groups where one group receives an intervention or a medication and one group does not. That way we can "control" the variables such as people getting better because of a placebo effect.

Why do we look for scholarly, peer-reviewed, articles? The articles that are chosen for scientific journals are well reviewed by other scholars to see if the research plan was viable, if the population is the correct size, and if the methods and statistical analyses were correctly chosen. Be very cautious of your references. Online research is tricky. Sites like Wikipedia and Answers.com, etc are not peer reviewed and should not be used as your only source.

The results then, are as close as we can get to "truth." While we can never say that research creates facts or that research proves anything, we can say that the research supports a certain trend or result. When research from several different sources supports the same result, we can begin to add this up to a verifiable conclusion.

This process relies on trust among professionals that we agree on ethical and professional conduct. We also look at issues such as who has financially supported a study. By the way, we also cannot, as scholars say that something caused or did not cause something. The language is more tentative and sounds something like: "There is a possible causal relationship between X and Y."

Now that you are becoming a scholar, you will have to stop saying things like: "Everyone knows that...." and "Research proves that..." You will need to start using correct language. When you say research, I need to see what research you are discussing, about whose research, and when was it conducted?

This is where citation and referencing come in.

When addressing problems or assignments, try using the following critical thinking techniques:

- Consider the purpose or goal of an assignment.
- Restate a question in numerous ways.
- Gather information.
- Look for inferences and assumptions inherent in a problem or assignment.
- Clarify the thought process you use to understand a problem or assignment.
- Try to understand other points of view.
- Think through the implications and possibilities of your solution or idea.

In general, follow these guidelines for demonstrating your thinking process:

- Be clear. State what you mean and provide various explanations and examples.
- Be accurate. Justify or explain how you know your claims are true. If you are uncertain about the truth of your claims, how could you ascertain their truth?
- Be relevant. Explain how your ideas relate to the topic at hand.
- Be logical. Explain how ideas fit together and why they make sense. Describe how you came to your conclusions.
- Be fair. Consider how your ideas and behaviors will make others feel or think. Treat yourself, your classmates, and your facilitators with respect.

If there are any questions about this, please let me know.

### [Quizzes and Exams](#)

This course may have Quizzes and/or Exams. The exams are not timed.

### [Grades](#)

You will be provided a weekly commentary/lecture and have [required readings](#) and discussion assignments. There will be a number of written assignments and exercises, which are explained thoroughly in the list of assignments. A total of 1000 points are available in the course distributed across the components listed below, with both points and percent of final grade indicated.

As a student in this course, you have a number of responsibilities that will affect the level of learning you achieve. These responsibilities include: 1) working actively to create a challenging and useful learning experience for yourself, your discussion group and the class as a whole; 2) encouraging and supporting the learning of each member of the class; 3) preparing and participating fully in discussions as well as group and/or class activities; and 4) completing all assigned work on time or making prior arrangements if an absence of late submission is unavailable. In this course you have the opportunity to acquire knowledge and skills that will help you become effective, confident and focused in your learning.

Activities	Total Points	Weights (%)
1st Paper: What is intelligence? (Due end of week 2)	200	20%
2nd Paper: How do you know what you know? (Due end of week 4)	200	20%

Final Paper: Choose one of the following: <ul style="list-style-type: none"> <li>• Drivers affecting the world's future;</li> <li>• Technology's rapid growth;</li> <li>• Pros and cons of globalization.</li> </ul>	400	40%
Discussions – (25 points x 8 wks)	200	20%

Letter grades for the course will be based on the following grading scale.

Letter Grade	Percentage	Grade Point
A	93–100%	4.0
A -	90-92.9%	3.7
B +	87-89.9%	3.3
B	83-86.9%	3.0
B -	80-82.9%	2.7
C +	77-79.9%	2.3
C	75-76.9%	2.0
C -	73-74.9%	1.7
D +	70-72.9%	1.3
D	67-69.9%	1.0
D -	63-66.9%	0.7
F	Below 63.0%	0.0

For complete information on the Grading Policy, please refer to the [CGCS Online Catalog](#).

All writing for this seminar must follow the APA writing style. All writing for this seminar must follow APA guidelines for formatting and citation, which can be found at [The Purdue Online Writing Lab \(OWL\)](#). Grading rubrics for assignments and discussions are provided from the [Grading Guidelines and Rubrics](#) link.

### Discussion Groups

Each week I will post discussion questions that are designed to explore the content of this course as well as some more “immediate” topics. Please refer to the [Grading Guidelines and Rubrics](#) for **Rules** and **Grading on Discussions**.

### Late Work

It is important that writing assignments and discussion posts be completed on time. Extensions of deadlines will be given only for serious extenuating circumstances. In the absence of such extensions, assignments may be downgraded for lateness at the discretion of the instructor. Regardless, it is imperative that you complete all assignments. Remember, your final paper is worth a significant portion of your final grade, is cumulative and requires a strong grasp of each of our topics!

## **[Academic Honesty and the Norwich University Honor Code](#)**

A student must submit work that represents the student's own original analysis and writing. Copying another's work is not appropriate. If the student relies on the research or writing of others, the student must cite those sources. Words or ideas that require citations include, but are not limited to all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. While students are encouraged to seek editing feedback, extensive revisions of one's work by another person is considered a lack of academic honesty, as it is representing another student's work as one's own.

For more information see:

[Academic Dishonesty](#)

[Academic Integrity](#)

[Norwich University Honor Code](#)

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## **[Section 504 of the Rehabilitation Act of 1973/ADA](#)**

Please consult [Appendix H: University Policy - Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act \(ADA\)](#) for instructions on obtaining an accommodation.

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Disclaimer: Please note the specifics of this Course Syllabus are subject to change. Students are responsible for abiding by any such changes. Your instructor will notify you of any changes.

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