Intelligence Analysis for Homeland Security RPAD 557/457 (On-line)

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Course Summary:

Since the terrorist attacks of 9/11/2001 a revolution has taken place in the relationships among federal, state, and local homeland security, law enforcement and intelligence organizations. At the federal level, a new Department of Homeland Security has been created, the “wall” between law enforcement and intelligence has been nearly obliterated, some law enforcement organizations are becoming more like intelligence agencies, and the foreign intelligence community has been fundamentally reformed. The impact at the State level has been even larger. State governments have been assigned the lead role in homeland security. Most States have responded by bringing together existing public security, law enforcement, and emergency response capabilities, linking them to similar local assets, and opening channels to adjoining States. But there has been a missing piece. Prior to 9/11, none of the States had a robust intelligence analysis capability. Most now have created multiple intelligence cells in existing structures, as well as fusion centers which, for the first time, connect state and local homeland security and law enforcement—and especially the new intelligence organizations—with the federal community.

This course focuses on intelligence analysis at the Federal and State levels. We begin with an overview of the US foreign intelligence community, its mission, history, structure, and capabilities, with special emphasis on its analytic components. We examine how this community’s composition and structure have changed as its mission was fundamentally altered, first with the end of the Cold War and then with the rise of terrorism. Next, we look at intelligence analysis as it is conducted by federal law enforcement and at the Department of
Homeland Security. We will then look briefly at the various organizations that produce and use intelligence analysis at the State and local level and in the private sector. With this background, and based on the instructors career as an intelligence analyst at the CIA, the remainder of the course will be devoted to the internals of the intelligence analysis function.

We first examine the various types of “intelligence analysis” and the criteria for evaluating the quality of analysis. We will learn the psychology of intelligence analysis and the danger posed by cognitive biases and mental mindsets. We then move into the fundamentals of intelligence analysis tradecraft as practiced within the CIA and other federal intelligence agencies. Extensive time is devoted to learning and using structured analytic techniques through student-led analytic exercises on terrorism and major crimes. These tools were developed for the most part at CIA and now are being taught throughout the Intelligence Community, including the FBI.

The course focuses on the following questions:

--What are the roles and functions of the DNI and the Intelligence Community? What is the role of State and local intelligence? What can intelligence analysts do to assist national and state executive, policy, homeland security and law enforcement officials?

--Why does the intelligence community have its current array of collection and analytic capabilities and to what degree should these be emulated or complemented at the State level to support homeland security and law enforcement?

--How do Department of Homeland Security intelligence and the National Counter-Terrorism Center interface with intelligence at the State and local level? In the private sector?

--What is analysis? What is intelligence analysis? What is critical thinking? Why isn’t an intuitive analytic approach adequate for the most important intelligence challenges?

--What are mental mindsets? What analytic traps grow out of them? How can they be overcome?
--What are the best techniques for developing scenarios for examining alternative futures? Why are these tools critical for assessing future terrorism threats?

--What role can intelligence play in developing homeland security simulation exercises?

Course Content and Sequence

**Required readings for each class are provided in this syllabus and ADDITIONAL required readings are on BLACKBOARD under the “course content” button.**

Week 1. Course overview and administration and introduction to US intelligence. Discuss class assignments, including student presentations and student-led exercises. Walk through syllabus to ensure a shared understanding of approach and course goals.

Lecture on “intelligence” beginning with a brief history of US Intelligence from the Cold War to 9/11. America’s world role since the second half of the 20th Century and the resulting size, structure, and capabilities of the US Intelligence Community. Post-Cold War dynamics, 1991-2000 – the intelligence community searches for a mission. The events of 9/11.


Week 2. Intelligence Challenges in the 21st Century and intelligence reform. Intelligence failures – 9/11 and Iraqi WMD. Analytic support to federal law enforcement and homeland security. Lecture on the FBI and DHS missions and intelligence requirements, foreign and domestic. The missions, structure, and capabilities of the National Counterterrorism Center (NCTC). Intelligence support to homeland security and law enforcement at the State and local level. The
Governor’s role and priorities. The structure, missions, and roles of state level and private sector intelligence.


Readings: Pherson and Pherson, Critical Thinking for Strategic Intelligence, Part 2. Also (graduate students only) George and Bruce, Analyzing Intelligence, Introduction, Part 1, and Treverton chapter.
Week 6. Intelligence Analysis – the fundamentals, part 3. Building an argument, key assumptions, alternative hypotheses, concept papers, narrative outlines, and how can I be spectacularly wrong. Exercises on Blackboard.

Readings: Pherson and Pherson, Critical Thinking for Strategic Intelligence, Part 3.

Week 7. Intelligence Analysis – the fundamentals, part 4. How to convey your message effectively. Written and Oral presentation. Exercises on Blackboard. These are models for your required term paper/briefing.

Readings: Pherson and Pherson, Critical Thinking for Strategic Intelligence, Part 4.

Week 8. The psychology of intelligence analysis. Memory, cognitive bias, analytic traps and mindsets. Introduction to structured analytic techniques (SATs) for overcoming mindsets. Korea exercise.

Readings: Heuer and Pherson, Structured Analytic Techniques, Chapters 1 and 2. Graduate student only also read Richards Heuer, Psychology of Intelligence Analysis (entire book).

Student presentations on the Luna case must be posted by COB Thursday in preparation for next week’s team exercise.

Week 9. Applying SATs: Analysis of Competing Hypotheses --Luna case exercise (teams). Also brainstorming, annotated maps, chronologies, and timelines using the Luna case.

Readings: Heuer and Pherson, Structured Analytic Techniques, Chapters 5 and 7.

Student presentations on the Wen Ho Lee case must be posted by COB Thursday in preparation for next week’s team exercise.
Week 10: Applying SATs: Contrarian analytic techniques – Wen Ho Lee case exercise (teams). Key Assumptions Check and Team A/Team B analysis.

Readings: Heuer and Pherson, Structured Analytic Techniques, Chapters 8.

All term paper proposals MUST be approved by this class.

Student presentations on the FARC case must be posted by COB Thursday in preparation for next week’s team exercise.


Week 12. FARC in New York simulation.

Simulation Move 1: Strategic warning. Receipt of intelligence reports. Student teams use any/all analytic techniques. Each group prepares a report on alerts to be provided to local law enforcement/public and a set of collection requirements for the IC and state and local intelligence and law enforcement.

Simulation Move 2: Tactical phase. Turning concepts and principles into action. Each team will receive a second package of intelligence (3 weeks later in game time) and, during the course of deliberations, will receive specific intelligence generated by their collection requirements. Each team will present its findings on its estimate of likely FARC attack plans.

Weeks 13 and 14. Students finish their intelligence reports (all) and their oral briefings (graduate students only).

Course Requirements and Grades: In addition to class presentations, participation, and role-playing, each student will
prepare a 10 page (6 pages for undergraduates) intelligence report and briefing (graduate students only) on an approved topic. All papers are due by Friday COB of Week 13. Graduate students must post their recorded intelligence briefings by Friday COB of Week 14.

Student grades will be based on a combination of class participation and homework (one-half) and the major paper/briefing (one-half).

Students enrolled in the undergraduate section of this course (RPAD 457 rather than RPAD 557) will be expected to participate in all in-class and homework individual and team exercises. Reading requirements, however, are significantly less demanding for the undergraduate section. Further, their major papers will be shorter and require less original research. Finally, undergrads will be judged by different criteria for grading.

Readings:

In addition to the two required texts, there will be weekly reading assignments from monographs, web sites, articles and books on Blackboard. Readings will average over 150 pages per week for graduate students and 50 pages per week for undergraduates.

Texts:

Pherson, K. and Pherson, R. Critical Thinking for Strategic Intelligence (Required text)

Heuer, R. and Pherson, R. Structured Analytic Techniques for Intelligence Analysis (Required text)

Other readings are from:

George, Roger and Bruce, James Analyzing Intelligence

Lowenthal, Mark Intelligence: From Secrets to Policy
Heuer, Richards J. *Psychology of Intelligence Analysis* (available on-line)

Gladwell, Malcom *Blink*

Steiner, James E. *Homeland Security Intelligence*