

RESEARCH METHODS IN INTELLIGENCE
INSS 5300, CRN #13670
THE UNIVERSITY OF TEXAS AT EL PASO
FALL, 2020
TUESDAYS, 6:00-8:50
LIBERAL ARTS BUILDING, ROOM 107

- I. Misty Duke, PhD
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Note: office hours will be held remotely by appointment until the University transitions to the “low density” phase of access.

II. **TEXTBOOK**

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, California: Sage.

Remler, D. K., & Van Ryzin, Gregg, G. (2015). *Research methods in practice: Strategies for description and causation, 2nd edition*. Los Angeles: Sage.

Additional readings will be posted on Blackboard.

III. **COURSE OBJECTIVES**

Upon satisfactory completion of this course, the student will be able to:

- A. Understand qualitative, quantitative, and mixed methods research design.
- B. Apply general scientific methodology to the practice of intelligence analysis.
- C. Understand basic statistical concepts, such as descriptive statistics and probability.
- D. Learn and practice acceptable skills for writing research reports and presenting research findings.
- E. Understand ethical issues related to analytic research.

IV. **COURSE CATALOG DESCRIPTION**

This introductory graduate course provides students with the opportunity to develop the qualitative and quantitative research skills necessary to undertake intelligence work. Special attention will be given to the distinct differences between intelligence research and social and behavioral science research. The course demonstrates critically how intelligence data is validated, systematically organized, and processed for a profession

that has operational and information security requirements at its core.

V. COURSE REQUIREMENTS

A. Exams (40%)

There will be two online exams comprised of fill-in-the-blank, short answer, and essay questions. The first exam will be on **October 13th** and the second exam will be on **December 13th**. Exams will be available on Blackboard for a 24-hour period. Once you begin taking the exam, you will need to finish it within three hours. Information covered on the exam will be taken from the book and Power Point lectures. All the information in the book will not be covered in the lectures. You are responsible for reading and knowing the assigned book material. Additionally, all the information covered in lectures will not be in the book. You are responsible for accessing the slides and listening to the lecture. The scores on the exam will be adjusted so that the average score is 80% of the maximum possible points.

B. Critiques (20%)

You will be required to read several research papers throughout the semester. These papers will illustrate various aspects of research methodology discussed in readings and lectures. You will be required to complete a critique of each paper, which will include questions about the content of the paper and your assessment of the content. You may be asked to critique a specific section of the paper, or the entire paper. Failure to turn in the critique on time will result in a 2% deduction from your grade for every day that it is late. See grading rubrics and due dates for critiques under the "Critiques" link.

C. Research proposal (20%) and presentation (10%)

You will be required to write a proposal for a quantitative, qualitative, or mixed methods research study using open source data on a topic related to intelligence and/or national security. You will work in groups of 3 or 4 on this project. Your proposal will need to include all the elements of a research paper discussed in class materials. Additionally, you will be required to present a multi-media presentation (for example, in Power Point or Presi) of your proposal on **December 3rd**. The presentation must include an audio component. The audio component should elaborate on information provided in the slides (not merely reproduce the words in the slides). You will receive feedback from the class and the instructor on your presentation and then you will be expected to incorporate this feedback into your final, written proposal, which will be due by **December 11th**. Please see the grading rubric posted on the "Research Proposal" link on Blackboard, which specifies exactly what is expected from you regarding the written proposal and presentation. Failure to turn in the presentation or proposal on time will result in a 2% deduction from your grade for every day that it is late.

Your group must complete the following tasks (submitted in Blackboard) related to the presentation/proposal by the specified deadlines. Failure to complete these tasks by the

designated deadlines will result in a 1% deduction from your final grade for every day that it is late.

Submit a research question	October 13 th
Submit a brief description of the research design	November 3 rd
Submit an outline of the literature review and a list of sources	November 10 th
Submit a brief description of the method of data analysis	November 17 th

D. Class participation (10%)

Students will be graded according to their level of participation in classroom activities (e.g. level and quality of discussion, engagement in assignments, cooperation with classmates in small-group activities). Your grade is NOT dependent upon in-person attendance. However, if you are not able to attend class in person, you must watch the recording of the class and complete any classroom activities individually and email your responses to the instructor.

VI. GRADING SCALE AT THE END

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = below 60%

NOTE: Final grades are a weighted average of assignment and exam grades. Final grades are not curved.

VII. TECHNOLOGICAL PROBLEMS/QUESTIONS

For all technological, hardware, software problems, lost files, and/or questions with Blackboard, as well as difficulties you are having during an exam, contact Technology Support Help Desk 24 hours a day, 7 days a week. Tech support is set up to specifically address technical questions and problems about Blackboard.

Professors are not technical support staff.

Phone: 915.747.4357 or toll free: 1-877-382-0491

E-mail: helpdesk@utep.edu

Website: <https://www.utep.edu/technologysupport/>

In Person: UTEP Library, Room 300

Please regularly refer to Blackboard for links, documents, announcements, and calendar changes. You are responsible for being up-to-date on all class information that is posted on Blackboard. Although I will try to provide you with reminders for exams, you are ultimately responsible for submitting all assignments and exams on time. Note that, as with any online

program, Blackboard may experience unexpected technical difficulties from time to time. For this reason, I strongly suggest that you do not wait until the last minute to submit assignments. Technical difficulties are no excuse for late submissions.

CHECK YOUR TECHNOLOGY

- A. Computer with a reliable internet connection. Mobile devices are not reliable to access exams and use the discussion board.
- B. Blackboard (BB) Learning Management System. The entire course is run through UTEP's BB system, so students must activate and use their BB accounts regularly. Always log in using your UTEP name and password, and never as a "guest" (the guest option will kick you out after 15-20 minutes, which is problematic when taking a test because you will not be able to finish your test). All students are responsible for regularly logging in and checking for posted announcements, submitting assignments, participating in discussion boards, and taking tests through BB. Contact UTEP tech support for any questions or concerns regarding navigating in BB or learning how to do something in BB.
- C. Browser Information (See the left side of the menu on the main BB page for hardware, software, and browser checks) Firefox seems to consistently work the best, but other supported Browsers include Chrome, Safari, and Internet Explorer. Be sure to "Allow pop-ups" for Blackboard Clear your browser cache
- D. Verify that you have the most updated version of "Java" <http://java.com>.
- E. All word documents should be saved with a "docx" extension identifying it as a Microsoft Word file or compatible with MS Word, Windows Media Player, Quick Time, Adobe Reader, Adobe Flash Player

VIII. ACADEMIC DISHONESTY

The critiques, individual assignments, and exams are not collaborative assignments. If you are suspected of cheating or of collaborating with other students on these assignments, I will follow the University's policy regarding student dishonesty, which may result in a grade of zero and referral to the Office of Student Conduct and Conflict Resolution. If you are suspected of plagiarism, I will follow the University's policy regarding student dishonesty, which may result in a grade of zero and referral to the Office of Student Conduct and Conflict Resolution.

Academic dishonesty or cheating is simply unethical and not acceptable under any circumstances. Plagiarism is a form of cheating that involves "stealing" the words and thoughts of others. It is a very serious academic violation and cannot be tolerated. The most common form of plagiarism is using information or original wording in a paper or other assignment without giving credit to the source of that information or wording. Plagiarism also includes the direct copying of a source verbatim (word for word) and incorporating that copied material into the student's paper or assignment without first paraphrasing with proper referencing or placing

the copied text into a direct quotation, again with appropriate footnotes or citations. You must use their own words when not using direct quotes. Direct quotes should be used sparingly and only when appropriate to provide examples, evidence, or illustrate specific points. You cannot simply “cut and paste” wording or text from source material to artificially “construct” their papers, essays, and other assignments. This practice is also considered plagiarism, even if references are done properly.

Likewise, you must not submit work under your name that they did not do yourself. You also may not submit work for this course that you produced for another course. If you are found to be cheating in any capacity including plagiarism and collusion, you will be subject to disciplinary action, per UTEP catalog policy. Cases of academic dishonesty will be sent to the Office of Student Conduct and Conflict Resolution for adjudication and possible sanctions. Possible penalties for academic dishonesty include a zero for the assignment, a failing grade for the course, suspension, and even expulsion from the university. You are responsible for understanding their specific obligations to maintain academic integrity at all times. Please refer to the following link for further information on UTEP’s policies on plagiarism and academic dishonesty: <http://sa.utep.edu/osccr/academic-integrity/>.

IX. STUDENTS WITH SPECIAL NEEDS

If you have a disability that requires an accommodation, you may contact the Center for Accommodations and Support Services at 747-5148.

X. UTEP COURSE DROP POLICY

If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student’s responsibility to determine how dropping courses may affect financial aid. **Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.**

- A. Students who drop a course before the “official census date,” the course will not appear on the transcript, and doesn’t count toward the 6-course drop limit.
- B. Dropping a course after the official census date, but before the “course drop date” will generate a “W” in the course—although the drop shows on your transcript, a “W” does not lower your GPA. However, a “W” counts against your 6-drop limit.
- C. If the course is dropped after the “course drop date” or if the student just stops participating, taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript.
- D. UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the

course drop through their UTEP student email account. A “W” or an “F” will be issued. A “W” for these reasons counts against the 6-drop limit.

XI. STUDENT CONDUCT

You must be respectful of other students and of all opinions. All communication should be free of vulgar, offensive, and/or discriminatory language. While it is appropriate to share your opinion on particular issues, your opinion should be presented as such (not as a fact) and should be supported by valid, factual arguments. You may also provide constructive criticism of other opinions. Constructive criticism is provided respectfully and professionally, criticizing the merit of the arguments or the veracity of the facts not the person.

Cell phones should not be used in class without the permission of the instructor. Students should attend to the instructor during class lectures. Students who are disruptive to the class will be asked to leave. Students who wish to record lectures must obtain the instructor’s permission. Laptops are allowed during class for taking notes or to aid in classroom exercises. Students who use laptops for other purposes will be asked to put them away.

According to University policy, “The Texas Department of Public Safety defines a concealed handgun as a handgun, the presence of which is not openly discernible to the ordinary observation of a reasonable person. This same definition is utilized at UTEP. At all times, the handgun must be on or about the license holder’s body or secured and concealed safely.” This means that handguns may not be openly displayed on campus.

Further, students should ensure that all emailed communication is written using appropriate etiquette. Please use a salutation (for example, “Dear Dr. Duke”, or “Hello Dr. Duke”), a clear and thorough communication of your question or concern, and a closing (for example, “Thanks, Bill Martinez” or “Sincerely, Angel Gomez”). Make sure to proofread your emails for grammar, spelling, and clear meaning. Also, please be sure to indicate the course title or number in your email.

XII. COVID-19 SAFETY POLICY

All students should complete COVID-19 student training [here](#) prior to the start of the semester.

The present course has a hybrid component that permits for actual face to face interactions with faculty and other students enrolled in this class. Everyone who attends in person activities must wear a face mask (not a face shield, bandana, or mask with valve; cloth or surgical masks are required) at all times while such meetings are taking place, maintain social distance of a minimum of 6 or more feet, and practice proper hygiene practices. Anyone not wearing a mask will be required to leave. The mask must cover your nose and mouth at all times. As you enter or exit campus, minimize the number of encounters with others to avoid infection by the SARS-CoV-2. Use preventive safety and health measures at all times until informed otherwise by campus officials.

The only exception to not wearing mask at all time is while individuals are at the specific outdoor locations on campus that are recommended to be designated as mask-free zones for use to drink, eat, and take a brief break. While at these locations, all individuals must maintain social distancing of 6-foot minimum, and must not move tables, seats or other items and must not stay in designated mask-free areas to for more than 30 minutes.

If you are unable to wear a face covering (e.g., medical reasons), the best course of action is to enroll in courses that are entirely online or to work with academic advisors, if necessary, to identify alternative courses. If this is not possible, request an accommodation from [Center for Accommodations and Support Services \(CASS\)](#) prior to coming to campus for in-person activities. Students who receive an accommodation to not wear a face covering must share this with the professor and work to minimize contact with others in the class. Students who are considered high-risk according to CDC guidelines and/or those who live with individuals who are considered high-risk may contact [\(CASS\)](#) to discuss temporary accommodations for on-campus courses and activities.

Prior to each campus visit, you must complete self-screening at [screening.utep.edu](#). If you are experiencing any symptoms of illness, **do not come to class**. You must stay at home until you are symptom-free. If you have been tested for COVID-19, do not come to class until you have received a negative result. You will not be penalized for not attending class; however, you must inform the instructor when you plan to not attend and I will prove accommodations for you. You must report 1) if you have been diagnosed with COVID-19, 2) are experiencing COVID-19 symptoms, or 3) have had recent contact with a person who received a positive COVID-19 test result. Reports should be made at [screening.utep.edu](#).

Seats in the classroom will be distanced from one another by at least six feet; **do not move the chairs in the classroom or change seats during the class period**, even if you are conducting a small-group activity. The capacity of the classroom is 72; University policy requires a capacity of 38% of normal. Therefore, the classroom can safely hold a maximum of 27 students. You must maintain 6 feet of separation at all times, including when talking with other students. You must also follow the signage indicating specific entry and exit doors and pathways. Do not cluster in groups and keep hallways open. Wash your hands and/or apply hand sanitizer prior to entering the classroom and after leaving the classroom. Do not touch your face until hands are washed or sanitized. Use an alcohol wipe, which will be provided outside the classroom, to sanitize your seat and desk/table prior to class. Follow my protocols for leaving and entering the classroom.

If you fail to follow these guidelines, you will be dismissed from the class and subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab

activities may be transitioned to remote delivery. Please contact the instructor if you have any questions concerns related to your safety on campus.

XIII. CLASS CALENDAR*

Week 1: 8/25

Introduction to Research Methods and Epistemology

Remler, Chapter 1

Creswell, Chapter 1

Week 2: 9/1

Theory, Research Questions, and Hypothesis Testing

Remler, Chapter 2

Creswell, Chapters 3 and 7

Week 3: 9/8

Qualitative Research

Remler, Chapter 3

Zohar, E. (2013). Intelligence analysis as a manifestation of a grounded theory. *International Journal of Intelligence and Counterintelligence*, 26, 130-160.

Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education*, 74, 1-7.

Sandelowski, M. (1998). Writing a good read: Strategies for re-presenting qualitative data. *Research in Nursing and Health*, 21, 375-382.

Dyson, S. B., & Parent, M. J. (2017). The operational code approach to profiling political leaders: Understanding Vladimir Putin. *Intelligence and National Security*.

Week 4: 9/15

Measurement and Sampling

Remler, Chapters 4 and 5

Chase, E. (2013). Defining terrorism: A strategic imperative. *Small Wars Journal*, 1-6. Retrieved from: <http://smallwarsjournal.com/jrnl/art/defining-terrorism-a-strategic-imperative>.

Due: Critique #1

Week 5: 9/22

Secondary Data and Data Collection

Remler, Chapters 6 and 7

Due: Critique #2

Week 6: 9/29

Interpreting Quantitative Data

Remler, Chapters 8 and 9

Barnes, A. (2016). Making intelligence analysis more intelligent: Using numeric probabilities. *Intelligence and National Security*, 31, 327-344.

Week 7: 10/6

Understanding Causation

Remler, Chapter 11

Due: Critique #3

Week 8: 10/13

Exam 1

Due: Research Question

Week 9: 10/20

Observational Studies

Remler, Chapter 12

Dolnik, A. (2011). Conducting field research on terrorism: A brief primer. *Perspectives on Terrorism*, 5, 3-35.

Week 10: 10/27

Randomized Experiments/Natural and Quasi Experiments

Remler, Chapters 14 and 15

McDermott, R. (2011). Experimental intelligence. *Intelligence and National Security*, 26, 82-98.

Merari, A., Diamant, I., Bibi, A., Broshi, Y., & Zakin, G. (2010). Personality characteristics of “Self Martyrs” / “Suicide Bombers” and organizers of suicide attacks. *Terrorism and Political Violence*, 22, 87-101.

Due: Critique #4

10/30 Course Drop Deadline

Week 11: 11/3

Mixed-Methods Research

Cresswell, Chapter 10

Ahram, A. (2011). Origins and persistence of state-sponsored militias: Path-dependent processes in third world military development. *Journal of Strategic Studies*, 34, 531-555.

Due: Critique #5

Due: Research Design

Week 12: 11/10

The Policy, Production, and Ethics of Research

Remler, Chapter 16

Due: Critique #6

Due: Literature Review

Week 13: 11/17

Presenting Research Findings: Literature Review, Writing an Introduction, and Writing about Research Methods

Remler, Chapter 17

Cresswell, Chapters 5 and 6

Due: Method of Data Analysis

Week 14: 11/24

Presenting Research Findings: Writing about Conclusions and Oral Presentations

Cresswell, Chapter 4

Bem, D.J. (2003). Writing an empirical journal article. In J.M Darley, M.P. Zanna, & H.L. Roediger III (Eds) *The Complete Academic: A Practical Guide for the Beginning Social Scientist*, 2nd Edition. Washington, DC: American Psychological Association.

INSS Writing Guide

Week 15: 12/1

Research Proposal Presentations

Due: Research Proposal Presentation

Week 16: 12/8

Due December 8th: Research Proposal Paper

Due December 10th: Exam 2

*Calendar subject to change