

DECISION-MAKING IN INTELLIGENCE AND CRIMINAL JUSTICE
INSS/CRIJ 53328 CRN #28452/28960
WEDNESDAYS, 6 :00-8 :50 PM, EDUCATION BUILDING, ROOM 114
THE UNIVERSITY OF TEXAS AT EL PASO
SPRING, 2022

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Office phone: 915-747-8573
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II. **TEXTBOOK**

Fischhoff, B., & Chauvin, C. (Eds.) *Intelligence Analysis: Behavioral and Social Scientific Foundations*. Washington DC: The National Academies Press. ISBN: 978-0-309-17698-9. Available at <http://www.nap.edu/catalog/13062/intelligence-analysis-behavioral-and-social-scientific-foundations>

Heuer, Jr., R. J. (1999) *Psychology of Intelligence Analysis*. Washington, DC: Center for the Study of Intelligence, Central Intelligence Agency. Available at <https://www.cia.gov/resources/csi/books-monographs/psychology-of-intelligence-analysis-2/>

Additional readings will be posted on Blackboard.

III. **COURSE OBJECTIVES**

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

- A. Understand the cognitive processes underlying intelligence analysis and criminal investigations.
- B. Recognize biases in evaluation of evidence, inference, and attribution.
- C. Understand how structured analytic techniques, mental modeling, and methods from social science can reduce cognitive biases in analysis.
- D. Apply evidence-based practices to improve critical thinking skills.

III. **COURSE CATALOG DESCRIPTION**

This course will address the effective practice of decision-making in intelligence and criminal justice fields. Students will learn how to overcome biases and errors in perception and decision. The course will incorporate findings from decision science and psychology to address specific decision problems. Learning will take place through a combination of lecture and interactive exercises designed to allow students to fully understand their own thinking errors and how evidence-based tactics can improve decision-making.

IV. COURSE REQUIREMENTS

A. Case analyses (60%)

Your group will complete two Case Analyses. The first will be due on **March 9th** and the second will be due during finals week on **May 9th**. The first analysis will concern a case chosen by your instructor. The second analysis will concern a case that you choose. If your group is comprised of Criminal Justice students, you will choose a case of wrongful conviction; if your group is comprised of Intelligence and National Security Studies or a Defense and Strategic Studies students, you will choose a case of intelligence failure. Your group will submit a written report and provide an oral briefing on the due date, following the guidelines and rubric discussed in the Case Analysis Handout. All written submissions will be uploaded to Blackboard. If your group provides a late submission, 2% will be deducted from the total score for every day that the work is late. Your group must complete milestones related to the analysis during a two-week period, as follows:

Project Milestones:

Milestone	Case #1 Due Dates	Case #2 Due Dates
Brief introduction to the case	2/25	4/11
Outline of the analysis	3/4	5/2

Additionally, you must inform me about your group membership by **January 31st** and submit a completed Group Contract by **February 7th**. Furthermore, your group must complete progress reports by **February 21st** and **April 18th**. Individual students must evaluate their group members' performance and participation for each of the three group projects. This assessment will make up part of the Case Analysis grades and is due on **May 11th**. Failure to complete these tasks will result in a 1% deduction from your Case Analysis grades for each day that each task is late.

B. Class participation (20% of your grade)

This class will involve a combination of lecture, experiential activities, and discussions. Your participation in these discussions and activities is vital in order for all students to obtain meaningful new knowledge and critical thinking skills from this class. You are expected to attend all class meetings. Please discuss with me any issues that require you to miss one or more classes. Additionally, you are expected to have read all of the material for each class period prior to coming to class so that you may fully engage in discussion about that material. I will periodically question students about the reading material to ensure understanding. When it is clear that students have not read the material, class participation grades will be diminished. Your participation in these discussions will be graded as follows:

5: Full engagement in the discussion *and* demonstration of good understanding of

reading material

4: Limited engagement in the discussion *or* some limitations to understanding of reading materials

3: Limited engagement in the discussion *and* some limitations to understanding of reading materials

2: Minimal or no engagement in the discussion *or* minimal understanding of reading materials

1: Minimal or no engagement in the discussion *and* minimal understanding of reading materials

C. Thought papers (20% of your grade)

You are expected to complete a thought paper after each class. These papers be at least 200 words but no longer than 400 words and will describe your thoughts about each class, including ideas related to the reading material or class lecture and impressions related to experiential exercises. I am not interested in a simple reiteration of the lecture, readings, or discussion, but original and interesting ideas or thoughts that you have about the material. These papers must be submitted via Blackboard by Sunday at noon following each class period. These papers will be graded using the following rubric:

5: Thorough discussion of ideas *and* original and insightful thoughts about the material. Examples may be used to illustrate thoughts in a creative manner.

4: Original and thoughtful insights about the material are discussed, but the discussion lacks specificity or is too short (less than 200 words) or too long (more than 400 words).

3: The paper lacks originality of thought or is too long or too short or is not thorough.

2: The paper lacks originality and insight and is either too long or too short and is imprecise.

1: No thought paper is submitted.

IV. 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.

V. 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

VII. ACADEMIC DISHONESTY

The papers and presentations are not collaborative assignments. If you are suspected of

cheating on the final exam or of collaborating with other students on the papers and/or presentation, 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 sparingly and appropriately 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 you 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/>

VIII. STUDENTS WITH SPECIAL NEEDS

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

IX. 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.

X. STUDENT CONDUCT

Because seminar classes involve extensive discussion and debate, it is especially important that all students attend to the appropriateness of their comments. 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. You should attend to the instructor during class lectures. If you are disruptive to the class, you will be asked to leave. You must obtain the instructor’s permission to record lectures. Laptops are allowed during class for taking notes or to aid in classroom exercises. If you use a laptop for other purposes, you will be asked to put it 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.

You 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.

VI. COVID-19 SAFETY POLICY

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, or test positive for, or know that you have COVID-19, please let the instructor know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive or know that you have COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The best way that Miners can take care of Miners is to please get the vaccine. If you still need the vaccine, it is free and widely available in the El Paso area and will also be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. For employees and students who have not been vaccinated, face coverings are highly recommended, especially when indoors, to reduce the spread of COVID-19. Your instructor will wear a mask when interacting with students directly but will remove the mask when speaking to the large group; your instructor has been fully vaccinated.

Please contact the instructor if you have any questions concerns related to your safety on campus.

XI. ABSENCE POLICY

Please do not come to class if you are displaying symptoms of COVID-19, have tested positive for COVID-19, or have been exposed to someone who has tested positive for COVID-19. If any of these events occur, you must inform me as soon as possible and I will allow you to make up missed classroom work. In the absence of these events, you are expected to attend all class periods. If you must miss class for any other reason, you must inform me as soon as possible and I may allow you to make up missed classroom work, depending upon the circumstance. All makeup work must be completed within one week of the missed class.

Class materials will be available on Blackboard. If you must miss class, you are responsible for reviewing this information and for obtaining any further information about the missed class from your classmates.

XII. GROUPWORK POLICY

Your Case Analysis assignments will require groupwork. Effective groupwork requires cohesion and group norms about work ethics. In other words, the members of your group should work well as a unit and equally share in the effort related to group tasks. Unfortunately, sometimes there is a tendency for at least one group member to be a *social loafer*, to allow others to do the work and then take an equal part of the credit. This interferes with group cohesion and violates group norms. Therefore, all members of the group will sign a group contract early in the semester that defines roles, agreed channels for communication, respectful behavior, etc. The contract will also provide a procedure for action if one or more group members violates the terms of the contract. After both group assignments, group members will assess and provide feedback regarding each other's performance during the assignment. This assessment will form part of the Case Analyses grades.

XIII. UTEP EDGE STATEMENT

The UTEP Edge is our philosophy that acknowledges the many assets our students bring to the University. We provide a variety of high-impact experiences both in and out of the classroom through work of our faculty, staff, alumni, and community partners that build on these assets and talents. Many of the assignments and discussions in this class will further develop the talents you bring to this class such as developing your communication skills, teamwork, critical thinking, decision-making, and problem solving. These skills will be developed through consumption of class content, participation in interactive classroom activities, group assignments, and case analyses.

Mastery of these skills will be demonstrated through the presentation and written report of your case analyses. Some of these assignments, such as hypothesis testing and conveying uncertainty, are related to more general intelligence analysis skills that you will gain in INSS 5305 Introduction to Intelligence Analysis. Some of the skills, such as scientific reasoning, causality, and probabilistic thinking, are related to INSS 5300 Research Methods in Intelligence and Criminal Justice, and INSS 5361 Applied Statistics in Intelligence and Criminal Justice.

CLASS CALENDAR

PART 1: THINKING ABOUT THINKING

Week 1: 1/19

Introduction to the Class/Memory

Heuer: Forward, Introduction, Chapter 1, Chapter 3

Week 2: 1/26

System 1 vs. System 2 thinking

Heuer: Chapter 2

Kahneman, D. (2011). *Thinking fast and slow*. Farrar, Strauss, and Giroux, pp. 19 – 30.

Due 1/31: Post group membership

Week 3: 2/2

Thinking about probability

Fenton, N., Neil, M. (2019). *Risk assessment and decision analysis with Bayesian networks*. pp. 87 – 129

Due 2/7: Submit group contract

PART II: RISK ASSESSMENT AND COMMUNICATION

Week 4: 2/9

Risk Assessment

[Chohlas-Wood, A. \(2020\). Understanding risk assessment instruments in criminal justice. Brookings.](#)

Fischhoff & Chauvin: Chapters 4

Lagnado, D. A., Fenton, N., & Neill, M. (2012). Legal idioms: A framework for evidential reasoning. *Argument and Computation*, 4, 46 – 63.

<http://dx.doi.org/10.1080/19462166.2012.682656>

Week 5: 2/16

Predicting Events

Heuer: Chapter 12

Fischhoff & Chauvin: Chapter 3

Due 2/21: Group progress report

Week 6: 2/23

Expressing Uncertainty

Friedman, J. A., & Zeckhauser, R. (2012). Assessing uncertainty in intelligence. *Intelligence and National Security*, 6, 824-847.

Weiss, C. (2008). Communicating uncertainty in intelligence and other professions.

International Journal of Intelligence and Counterintelligence, 21, 57-85.

<https://doi.org/10.1080/08850600701649312>

Due 2/25: Brief introduction to the case (Case Analysis #1)

Week 7: 3/2

Prepare Case Analysis #1: No class

Due 3/4: Outline of the analysis (Case Analysis #1)

Week 8: 3/9

Case Analysis #1

Due 3/9: Evaluation of group members

PART III: HYPOTHESIS TESTING

Week 9: 3/16

Generating Hypotheses

Heuer: Chapters 4 and 6

Week 10: 3/23

Selecting Evidence

Heuer: Chapter 10

[Stern, H. S., Cuellar, M., & Kaye, D. Reliability and validity of forensic science evidence.](#)

[Significance Magazine, 21-24.](#)

Week 11: 3/30

Spring Break: No class

Week 12: 4/6

Evaluating Hypotheses Part 1

Heuer: Chapter 8

Week 13: 4/13

Evaluating Hypotheses Part 2

Kahneman, D. (2011). *Thinking fast and slow*. Farrar, Strauss, and Giroux, pp. 270 – 278.

Meterko, & Cooper (2021). Cognitive bias in criminal case evaluation: A review of the research. *Journal of Police and Criminal Psychology*. <https://rdcu.be/cE09k>

Heuer: Chapter 13

Due 4/18: Brief Introduction to the Case (Case Analysis #2)

Due 4/18: Group progress report

Week 14: 4/20

Causation

Heuer: Chapter 11

Brady, H. E. (2011). Causation and explanation in social science. In Goodin. R. E. (Ed.) *The Oxford Handbook of Political Science*. Oxford University Press.

[10.1093/oxfordhb/9780199604456.013.0049](https://doi.org/10.1093/oxfordhb/9780199604456.013.0049)

PART IV: DECISION-MAKING IN CONTEXT

Week 15: 4/27

Group Decision-making

Fischhoff & Chauvin: Chapter 8

Due 5/2: Outline of the analysis (Case Analysis #2)

Week 16: 5/4

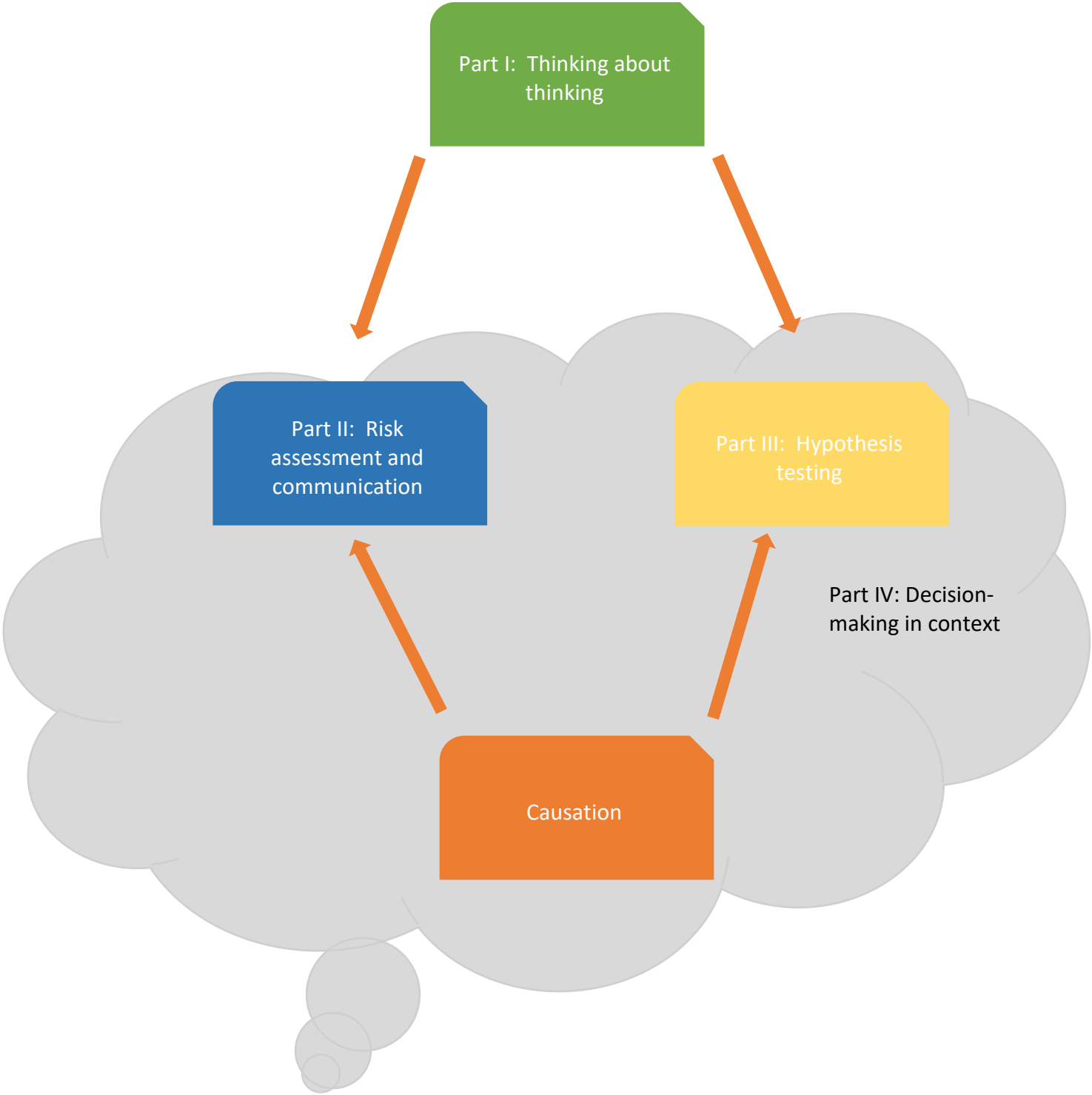
Prepare Case Analysis #2: No class

Week 17: 5/11

Case Analysis #2

Due 5/11: Evaluation of group members

* This calendar is subject to change.



Case Analysis Guidelines

Learning objectives:

These assignments are related to the following course learning objectives:

1. *Recognize biases in evaluation of evidence, inference, and attribution.*
2. *Understand how structured analytic techniques, mental modeling, and methods from social science can reduce cognitive biases in analysis.*

They are also related to the following INSS program learning objectives:

1. *Students will demonstrate a thorough understanding of critical thinking concepts and ideas and the employment of structured analytic techniques used to assess a range of security issues and challenges.*
2. *Students will be able to professionally communicate, both orally and in writing, in a manner that will contribute to their ability to work productively with a diverse and changing workforce.*

Purpose:

Intelligence analysts are required to produce estimates or forecasts, predicting potential future outcomes, or testing hypotheses about events that have occurred in the past or are ongoing. Criminal investigators must also test hypotheses about potential suspects. Other criminal justice workers, such as judges, parole officers, corrections officers, or probation officers must classify individuals according to their risk of re-offending, future violence, or other undesirable behavior. Juries who watch criminal trials have to make sense of the evidence and how it pertains to their judgment of guilt. All of these tasks require critical and systematic ways of thinking. Unfortunately, all people are susceptible to thinking errors. Nonetheless, there are techniques that can be used to improve decision-making.

Intelligence analysts are often called upon to provide oral briefings. Analysts and military officers learn to use the BLUF format (Bottom Line Up Front) when communicating with policymakers so that the most important information is provided at the beginning of the brief. Analysts must also be prepared to answer questions related to the briefed material.

Intelligence and criminal justice professionals are often expected to work in teams to complete job-related tasks. Groupwork can be challenging, especially when there are diverse perspectives and/or some members do not conform to group expectations. These assignments will help to prepare you to engage in effective groupwork during your career.

Task:

All assignments described on this handout are group assignments, except for the Evaluation of Group Members. Only one member of each group is required to submit group assignments.

Case Analysis:

Your group will complete two Case Analyses. The first will cover Part I and Part II of the class and the second will cover Part III and Part IV. For Case Analysis #1, your group will complete tasks related to a case assigned to you. For Case Analysis #2, your group will select a case relevant to either criminal

justice or national security. Your group will submit a written report and provide an oral briefing on the due dates. All written submissions will be uploaded to Blackboard.

Your report and brief will include the following sections:

Choose a relevant case

The case must have the following characteristics:

1. The complexity of the case must be appropriate to the topic and the available constraints on time and space for the presentation and report, respectively.
2. The case must be a good fit to the topic. In other words, the case should enable the audience to gain additional insight to the relevant topics.
3. There should be enough publicly available information to present an informed summary of the case.
4. Criminal justice cases should concern someone who was wrongfully convicted. Intelligence cases should concern an intelligence failure.

Present a case briefing

The briefing should follow the guidelines described for in-class case briefings (see the Class Participation Guidelines handout). That is, it should be presented in BLUF format, emphasize the most important and relevant aspects of the case to the topic, and be concise and informative. However, this briefing will be more extensive than those presented in class, as you will be educating the audience about the case, rather than just providing a review of the case. The case briefing should include the following components:

1. A brief background of the event in question. This may involve couching the event within a historical context or in relation to other events that occurred before or after (When?).
2. An introduction to important people or groups (Who?).
3. An introduction to the setting, where relevant (Where?).
4. A discussion of what took place and how it happened.
5. If available evidence exists, a discussion of why it happened. What were the motives of the actors?

Remember that this is a case briefing, not the case analysis. Reserve your judgments and conclusions for the analysis section of the report. Avoid making assumptions. If you present evidence that is speculative, then make sure you cite a reliable source.

Analyze the case

Your judgment should be based upon arguments that are both factual and logical and should demonstrate your understanding of the key concepts addressed in class. Your analysis should address the following questions:

1. What type of decision-making did the case call for (i.e., risk assessment, prediction/forecasting, classification, hypothesis testing)?
2. What are the best practices for this type of decision-making?

3. What went wrong? Discuss the thinking errors that led to the poor outcome. Make sure that your discussion incorporates the concepts discussed in class. There may be several thinking errors that occurred. If so, how did they interact to lead to the poor outcome? Be careful that you do not succumb to hindsight bias. Discuss how your group tried to avoid it.
4. Create a counterfactual. What would have happened if best practices had been used? Would this have produced a different outcome? How so?
5. What remaining questions need to be answered or dilemmas need to be resolved to get a better understanding of the dynamics in this case? What debates exist about this case?

Summarize the conclusions

Describe the lessons learned from this case. What recommendations would you make to intelligence analysts/criminal justice professionals on the basis of these lessons?

Reference the sources

You should include at least five sources. Citations must be included any time information is presented that was obtained from another source. Sources must be appropriate: obtained from academic journals, government reports, reputable news agencies, or other sources that are either peer-reviewed or have established standards for publication. Inappropriate sources include Wikipedia, blogs, tabloids, magazines, or social media. A reference page should be included. References and citations should be formatted using an established style (e.g., APA, MLA, Chicago).

Both the written report and oral briefing should be done using BLUF format. The written report and presentation slides will be submitted on Blackboard. The paper should be between 10 and 15 pages in length (not including the title page or references), written in 12-point Times New Roman or Calibri font using 1-inch margins. The paper should include 1) a title page, 2) an introduction, 3) the headings described above, 4) a conclusion, and 5) a reference page. The presentation should include the same components and last between 8 to 12 minutes in length.

As you work on your Case Analysis, you will be required to complete several milestones, which must be submitted on Blackboard. I may require you to revise and resubmit the information based upon my feedback. Revisions must also be submitted on Blackboard:

Brief introduction to the case:

This submission should be no longer than one page and include the following:

1. A brief (1-paragraph) description of the case.
2. An explanation of why you think the case is appropriate.
3. A brief review of available sources. Are there sufficient sources to provide a review of the case? Describe the type of sources (academic articles, news agencies, etc.) you will be including.

Outline of analysis:

This submission should be no longer than one page and should be written in brief outline format. Include the following, where relevant:

1. What key concepts from class are illustrated by your case?
2. What went wrong during the case?
3. What would you recommend have been done differently?
4. What remaining questions need to be answered or dilemmas need to be resolved?

There will also be tasks related to the formation of effective teams:

Group Membership Post

You will be required to choose your own group for this project. Groups should include no more than five members. Submit a post with your group membership.

Group Contract

Your group must complete a Group Contract (available on Blackboard) that describes group member roles and responsibilities, group norms, agreements on communication methods and meeting times, and other relevant information. This contract must be submitted on Blackboard.

Group Progress Report

Your group must submit a brief report (no more than one page) regarding your group's effectiveness in completing the required tasks. Please address the following points in your post:

1. Is the team making satisfactory progress toward completion of this assignment in a timely manner?
2. Is every member of the team honoring the terms agreed to in the team contract?
3. Are there any issues or conflicts the team is working to resolve?
4. Do you need to conference with me on any issues?

Evaluation of Group Members

This is an individual task. You will evaluate each member of your group on the following questions:

1. How reliable was the group member?

100% He/she responded to all or most messages, attended all/most group meetings, and submitted his/her portion of the work in a timely manner.

50% He/she responded to messages only about half of the time, attended only about half of the group meetings, and/or was often late submitting work.

0% He/she did not respond any/most messages, did not attend any/most group meetings, and was frequently late in submitting work.

2. Rate the quality of the group members' contribution.

100% The contribution included all or most required/agreed upon elements and met all or most of the requirements of the grading rubric. Work was professional and neat.

50% The contribution included about half of the required elements and/or met only about half of the requirements of the grading rubric. Work was somewhat sloppy or disorganized.

0% The contribution did not include any/most of the required elements and did not meet any/most of the requirements of the grading rubric. Work was sloppy, disorganized, and not fit to be included in the project.

3. How respectful was the group member towards others in the group?

100% The group member was respectful in all/most interactions with all/most group members.

50% The group member was respectful some interactions with group members.

0% The group member was not respectful in all/most interactions with all/most group members.

4. You may choose other relevant criteria on which to rate your group member.

Due dates:

Case Analysis Milestones:

Milestone	Case #1 Due Dates	Case #2 Due Dates
Brief introduction to the case	2/25	4/11
Outline of the analysis	3/4	5/2

Case Analysis:

Assignment	Case #1 Due Dates	Case #2 Due Dates
Written report	3/9 by midnight	5/9 by midnight
Presentation slides	3/9 by noon	5/9 by noon
Presentation	3/9 in class	5/9 in class

Groupwork Tasks

Group Membership Post	1/31
Team Contract	2/7
Group Progress Report	2/21 and 4/18
Evaluation of Group Members	3/9 (Case Analysis #1) 5/9 (Case Analysis #2)

Your assigned case for Case Analysis #1 is as follows:

INSS students: The assessment of weapons of mass destruction in Iraq
Criminal Justice: The case of Kenneth Adams and alleged co-conspirators

Grading:

Case Analysis:

The case is appropriate to the topic. It includes the necessary characteristics of a case: appropriate complexity, good fit to the topic, informative sources, and original. It is either about a case of wrongful conviction or an intelligence failure.

Relevant skill: Deduction, case selection

- 100% The case includes all the necessary characteristics.
- 75% The case is original, but its complexity, fit, or sourcing may have slight problems.
- 50% The case is original, but there are significant problems with its complexity, fit, or sourcing.
- 25% The case is original, but there are significant problems with its complexity, fit, and sourcing.
- 0% The case is not original.

The case briefing includes all the required components, concisely summarizes the most important and relevant information about the case and avoids making assumptions or judgments unless documented in the sourcing.

Relevant skills: Description, summarization, research

- 100% The case briefing includes all the required components, concisely summarizes the most important and relevant information, and avoids making assumptions or judgments unless documented in the sourcing.
- 75% The case briefing is missing one of the required components, omits one or two relevant pieces of information, or includes one or two irrelevant pieces of information.
- 50% The case briefing is missing one of the required components, omits one or two relevant pieces of information, and includes one or two irrelevant pieces of information.
- 25% The case briefing is missing some of the required components and the information provided is not relevant to apply the case to the topic material.
- 0% A case briefing is not provided.

The analysis is based on factual and logical arguments and demonstrates an understanding of key concepts and class discussions.

Relevant skills: Argumentation, hypothesis testing, analysis

- 100% The analysis is based on factual and logical arguments and demonstrates an understanding of key concepts and class discussions.
- 75% One or two judgments lack clear support through argumentation, or one or two arguments are not well-cited or illogical.
- 50% Some judgments lack clear support through argumentation and arguments are not well-cited or illogical.
- 25% Most judgments lack clear support through argumentation and arguments are not well-cited or illogical.

0% Most or all judgments are not supported by argumentation.

The analysis includes insightful solutions to dilemmas and/or debates, identifies questions that remain to be answered, conclusions, and areas of disagreement, as necessary.

Relevant skills: Debate, evaluation, recommendation, problem-solving

100% The analysis includes insightful solutions to dilemmas and/or debates, identifies questions that remain to be answered, conclusions, and areas of disagreement, as necessary.

75% One or two components require further development.

50% Some components require further development.

25% Most components require further development.

0% Components are missing.

The summary clearly and concisely identifies lessons learned and recommendations.

Relevant skill: Summarization, induction

100% The summary clearly and concisely identifies lessons learned and recommendations.

75% The summary is missing one or two components, or the summary needs minor revisions for clarification or brevity.

50% The summary is missing two or three components, or the summary needs significant revisions for clarification, brevity, or reflection on important aspects of the analysis.

25% The summary is missing more than three components, or the summary is difficult to comprehend or lacks insight.

0% The summary is not provided.

Structure of the paper and presentation is logical and easy to follow. Each section of the paper and presentation have a clearly defined purpose and transitions between sections are logical. The paper and presentation have an introduction, body, and conclusion.

Relevant skill: Organization

100% Structure of the paper is logical and easy to follow. Each section of the presentation has a clearly defined purpose and transitions between sections are logical. The presentation has an introduction, body, and conclusion

75% There are one or two problems with the structure of the paper. Some headings are applied inappropriately, or the purpose of some sections are unclear or transitions between some sections are missing.

50% Either the introduction, body, or conclusion are missing, or headings are used only sparingly or the paper lacks clear structure.

- 25% At least two of the following are missing: introduction, body, conclusion. Headings are used sparingly or inappropriately, and the paper is disorganized.
- 0% There is no apparent structure to the paper. Thoughts are disorganized and the purpose of sections of the paper are not at all clear.

Paper is well-written, free from grammatical, punctuation, and spelling errors. Paper is written in appropriate style.

Relevant skill: Writing skills: grammar, punctuation, spelling, Formatting

- 100% The paper is well-written, free from grammatical, punctuation, and spelling errors and is written in appropriate style (includes appropriately formatted title page and headings).
- 75% The paper is generally well-written, but there are a few grammatical, punctuation, or spelling errors or some inconsistencies with appropriate style.
- 50% The paper includes many grammatical, punctuation, or spelling errors or is very inconsistent with appropriate style.
- 25% The paper is poorly written, including frequent errors in grammar, punctuation, or spelling or is very inconsistent with appropriate style.
- 0% The paper is so poorly written that it is difficult to understand the ideas being presented.

Paper includes appropriately formatted citations and references. Sources are appropriate.

Relevant skill: Sourcing

- 100% The paper includes in-text citations and references written in appropriate style. Citations are included any time information is presented that was obtained from another source. Sources are appropriate: they are obtained from academic journals, government reports, reputable news agencies, or other sources that are either peer-reviewed or have established standards for publication. Inappropriate sources include Wikipedia, blogs, tabloids, magazines, or social media.
- 75% Citations or references are inappropriately formatted or too few citations are included or only one source is inappropriate.
- 50% Citations and references are inappropriately formatted, or more than one source is inappropriate.
- 25% Citations and references are inappropriately formatted, and more than one source is inappropriate.
- 0% Citations and references are missing.

Paper is 10-15 pages in length (not including the title page or references), written in 12-point Times New Roman or Calibri font, with 12-inch margins.

Relevant skill: Formatting

- 100% Paper is 10-15 pages in length (not including the title page or references), written in 12-point Times New Roman or Calibri font, with 12-inch margins.
- 75% Paper is either too long or too short by no more than a page or is not written in the correct font or has margins that are too small or large.
- 50% Paper is either too long or too short by more than a page or is not written in the correct font or has margins that are too small or large.
- 25% Paper is either too long or too short by more than two pages or is not written in the correct font or has margins that are too small or large.
- 0% Paper is either too long or too short by more than two pages and is not written in the correct font and has margins that are too small or large.

Slides are informative, uncluttered, and well-designed.

Relevant skill: Presenting

- 100% Slides include enough information to creatively illustrate the information being presented and highlight key points, but not so much information as to be cluttered, confusing, or distracting.
- 75% A few slides are uninformative, cluttered, unappealing, or confusing.
- 50% Several slides are uninformative, cluttered, unappealing, or confusing.
- 25% Most slides are uninformative, cluttered, unappealing, or confusing or many slides are missing.
- 0% Slides are incomplete and uninformative.

The spoken portion of the presentation was synchronous with the slides.

Relevant skill: Presenting

- 100% The spoken portion of the presentation is relevant to the information on each slide. The narrative is used to explain the information presented on the slide without reading the information directly from the slides. All members of the group participated in the presentation.
- 75% There were a few inconsistencies between the spoken portion of the presentation and the information presented on the slides or a few slides were not explained in the narrative. Some members of the group did not participate in the presentation.
- 50% The spoken portion of the presentation generally seemed unaligned with the information presented on the slides or many slides were not explained in the narrative.
- 25% The spoken portion of the presentation generally seemed unaligned with the information presented on the slides and many slides were not explained in the narrative or the presenter read the information directly from the slides.
- 0% The spoken portion of the presentation was very limited, with little to no explanation of the information on the slides.

Presenters kept their presentation within the allotted time (8 - 12 minutes).

Relevant skill: Presenting

- 100% The presenters kept their presentation within the allotted time (8 - 12 minutes).
- 75% The presentation was either too short or too long by no more than one minute.
- 50% The presentation was either too short or too long by 1 – 3 minutes.
- 25% The presentation was either too short or too long by 4 - 5 minutes.
- 0% The presentation was either too short or too long by more than five minutes.

Failure to submit any of the Case Analysis milestones on time will result in a 1% deduction from the Case Analysis grade for every day that it is late. Failure to submit any of the groupwork components on time will result in a 1% deduction from the Case Analysis #1 grade for every day that it is late. Failure to submit the Case Analysis written report or presentation slides on time will result in a 2% deduction from the respective Case Analysis grade for every day that it is late.

A weighted average of the scores for each section of the Case Analysis and its presentation will be taken as follows to form the total grade:

Written report	60%
Presentation	25%
Group member evaluations	15%

Scores for each assignment will be weighted in the calculation of the Total grade as follows:

Case Analysis #1	30%
Case Analysis #2	30%

Tips for success:

1. Be familiar with the key concepts from each module.
2. Use the resources provided to you: BLUF Writing Guide, Asking Questions handout. Pay attention to how the instructor organizes case materials for each module.
3. Carefully follow the guidelines presented in this handout.
4. Pay attention to the due dates. Plan your class meetings well ahead of the due dates; give yourselves plenty of time to complete the tasks.

Class Participation Guidelines

Learning objectives:

These assignments are related to the following course learning objectives:

1. *Understand the cognitive processes underlying intelligence analysis and criminal investigations.*
2. *Recognize biases in evaluation of evidence, inference, and attribution.*
3. *Understand how structured analytic techniques, mental modeling, and methods from social science can reduce cognitive biases in analysis.*
4. *Apply evidence-based practices to improve critical thinking skills.*

They are also related to the following INSS program learning objectives:

1. *Students will demonstrate a thorough understanding of critical thinking concepts and ideas and the employment of structured analytic techniques used to assess a range of security issues and challenges.*
2. *Students will be able to professionally communicate, both orally and in writing, in a manner that will contribute to their ability to work productively with a diverse and changing workforce.*

Purpose:

Intelligence analysts are required to produce estimates or forecasts, predicting potential future outcomes, or testing hypotheses about events that have occurred in the past or are ongoing. Criminal investigators must also test hypotheses about potential suspects. Other criminal justice workers, such as judges, parole officers, corrections officers, or probation officers must classify individuals according to their risk of re-offending, future violence, or other undesirable behavior. Juries who watch criminal trials have to make sense of the evidence and how it pertains to their judgment of guilt. All of these tasks require critical and systematic ways of thinking. Unfortunately, all people are susceptible to thinking errors. Nonetheless, there are techniques that can be used to improve decision-making.

Task:

Before class:

You are expected to read the assigned chapters/articles and review the case material. Take note of the key concepts and learning objectives for each module posted on Blackboard.

During class:

1. Review the learning objectives for the module.
2. Mini-lecture on module topic.
During the mini-lecture, the instructor will introduce *discussion questions and activities* designed to further engage students with the topic. You will be expected to engage in discussions and activities in a manner that demonstrates your understanding of the reading material. This activity requires you to **apply** your knowledge to the material, a deductive process.
3. Class activities.

Class activities are intended to illustrate the concepts being discussed. Some activities will involve the entire class and others will be carried out in groups. You will be expected to participate in the activities and in the debriefing discussions. The debriefing discussions will require you to **identify** any thinking errors you experienced, **connect** the experience to key concepts discussed in class, and/or **apply** the lessons learned to other contexts.

After class:

You are expected to complete a thought paper after each class. These papers be at least 200 words but no longer than 400 words and will describe your thoughts about each class, including ideas related to the reading material or class lecture and impressions related to experiential exercises. I am not interested in a simple reiteration of the lecture, readings, or discussion, but original and interesting ideas or thoughts that you have about the material.

Due Dates:

Thought papers are due at noon on the Sunday after the class.

Grading:

Discussion questions/activity participation:

Engagement means that you are responding to many of the discussion questions. You don't necessarily need to respond to every question, but your voice should definitely be heard during class. You must find the right balance between contribution to the discussion and dominating the discussion. Engagement means listening to others, as well as talking. Your engagement should be informed; in other words, don't just speak to hear yourself talk, but say something meaningful. Your engagement should reflect your **understanding** of the reading materials and demonstrate that you have come to class prepared to have an informative discussion.

- 5: Full engagement in the discussion *and* demonstration of good understanding of reading material
- 4: Limited engagement in the discussion *or* some limitations to understanding of reading materials
- 3: Limited engagement in the discussion *and* some limitations to understanding of reading materials
- 2: Minimal or no engagement in the discussion *or* minimal understanding of reading materials
- 1: Minimal or no engagement in the discussion *and* minimal understanding of reading materials

Thought papers:

- 5: Thorough discussion of ideas *and* original and insightful thoughts about the material. Examples may be used to illustrate thoughts in a creative manner.
- 4: Original and thoughtful insights about the material are discussed, but the discussion lacks specificity or is too short (less than 200 words) or too long (more than 400 words).
- 3: The paper lacks originality of thought or is too long or too short or is not thorough.

- 2: The paper lacks originality and insight and is either too long or too short and is imprecise.
1: No thought paper is submitted.

The instructor will assign points in Blackboard in the Participation and Thought Paper columns for each student after each class, along with written feedback about your performance. See this [website](#) for information about how to access additional information about your grades. Points will be averaged across all classes and then percentages will be calculated as follows: $(\text{score}/12) \times 100$.

Scores for each assignment will be weighted in the calculation of the Total grade as follows:

Discussion questions/activity participation	20%
Thought papers	20%

If you are absent:

If you are absent for a valid reason (see the syllabus), you will be allowed to make up class work. You must review the slides for that class, try to obtain notes from a classmate to learn more about the mini lecture and review the key concepts. I will email you two discussion questions. You will be required to email me a document in which you answer the discussion questions. The work will be due the Sunday following the missed class.

Tips for success:

1. Come to class prepared. Read the assigned chapters. Review the learning objectives and key concepts. Review the case material.
2. Use the resources provided to you: BLUF Writing Guide, Asking Questions handout, Facilitating Discussions handout.
3. Be respectful of other students during discussions. Don't interrupt or dominate the discussion. Listen to each other and provide constructive criticism. Criticize the ideas, not the student.
4. Recognize the difference between opinion and fact.
5. You are welcome to voice your opinions but make sure that you identify them as such. If you voice a fact, be prepared to provide some evidence for it. If you voice an opinion, make sure that it is an informed opinion; present fact-based arguments to support it.