



Syllabus

SCHOOL OF BUSINESS AND MANAGEMENT

CJ 410: Risk Assessment & Prevention

5 Credits

Effective: Spring 2020/2021

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course will provide a foundation for Intelligence, risk analysis, and analytic reasoning. It focuses on using the tools of empiricism and science for advanced, applied skills for problems analysis, problem solving and decision-making. It is designed to help the student apply the rigor of the scientific method to strategy and information analysis. The course will draw on the decision sciences to teach students about the strengths and limitations of human judgment and decision-making, and how to mitigate the impact of bias in each. Specifically, the focus will play the role of an intelligence analyst and apply these techniques to a variety of hands-on risk management scenarios concerning business, military, corporate espionage, and public administration.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage (“Find Your Textbook” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

REQUIRED COURSE RESOURCES

Heuer, Richards J., & Pherson, Randolph H. (2015). *Structured Analytic Techniques for Intelligence Analysis*, 2nd ed. Washington D.C.: CQ Press/SAGE Publications.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Professional competency and professional identity

COURSE OUTCOMES

At the end of this course, students will be able to:

- Define a problem, intelligence question, and/or research question
- Be able to distinguish between a simple, complicated, complex, and chaotic problem
- Understand the information environment and assess information quality
- Identify the methodology and techniques most appropriate to address the question
- Understand the benefits and limitations of each technique
- Know when and how to use each technique properly
- Put together an intelligence product using appropriate methodology and techniques for the question
- Be able to discuss thoroughly the usefulness and limitations of an analytic product, piece of research, and/or any other item of information that an intelligence analyst is likely to use

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

OVERVIEW OF ASSIGNMENTS/GRADING

The grades earned for the course will be derived using City University of Seattle's point grading system, based on the following:

| <i>Overview of Required Assignments</i> | <i>Points Towards Course Grade</i> |
|---|------------------------------------|
| "Skills" and "Response" DB activities (In class participation for in person courses) | 300 |
| "Conditional" DB activities | 200 |
| <i>You Are the Intelligence Analyst</i> | <i>200</i> |
| <i>Case Study Project Proposal</i> | <i>50</i> |
| <i>Case Study Project</i> | <i>250</i> |
| TOTAL | 1,000 |

In the course schedule there are more details about the graded assessments. What follows is a brief description.

Discussion Boards:

"Activity", "Skills", "SAPP" and "Response" DB Activities

These are Discussion Board (DB) based activities that involve students applying the skills learned and putting them into practice. Very frequently they involve students creating an artifact or conducting some kind of analysis and submitting it in the DB. The professor will then give students some combination of group and individual feedback. Very frequently we will use the students' analysis and submissions in one week and evolve what we are doing in the following week accordingly. Meaning we will use the ideas and concepts of what students produce to directly impact what we are doing in class.

“Conditional” DB Activities

With the exception of week 1 these are DB-based activities where students will be doing some kind of reflection. These are mostly designed to facilitate a ‘lessons learned’ or a ‘how does this issue apply to something you are familiar with’ type of conversation. These are mostly in the form of conversations and discussions with your classmates and professor.

| <i>Components</i> | <i>% of Grade</i> |
|-----------------------|-------------------|
| Quality of Responses | 70% |
| Quantity of Responses | 15% |
| Timeliness | 15% |
| TOTAL | 100% |

You Are the Intelligence Analyst:

Students will employ the skills and techniques and ideas in this class and attempt to answer a question. It can be any kind of question where the "true" answer is uncertain within the scope of this class. This project as a whole is intended to simulate what analysts have to do on the job, including defining a feasible question (this week), choosing your approach (later, in your proposal), then finally working through your analysis and making a judgment call about an uncertain situation (later, in your final project). Selected questions must not have definitive answer within the scope of this class.

The instructor will provide specific formatting instructions, but generally the student’s response should include the following:

- Propose at least one interesting question that you would like to spend time attempting to answer.
- Briefly state why you selected this theme.
- Based-on the topics discussed in this course, explain possible biases you struggle with, and should be aware of, when tackling this project. Students will be expected to cite course concepts, explain their application to the selected topic, and provide an definition of applicable concepts.
- Students should be able to apply the Complex or Chaotic problem types to their chosen topic and explain this application with critical analysis.
- Students should then outline the steps they might take, or methods that may be applied, to solve this "unsolvable" problem.
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Submissions should be in APA format and cite at least two sources. Final submissions should be no longer than 750 words. Students are strongly encouraged to utilize this assignment as a method to develop a concept for the case study project.

| <i>Components</i> | <i>% of Grade</i> |
|---|-------------------|
| DAS-U-Analysis and use of course concepts | 30% |
| DAS-U-Organization and coherence | 20% |
| DAS-U-Style and mechanics | 20% |
| DAS-U-Evidence and support | 30% |
| TOTAL | 100% |

Case Study Project:

Students will complete a case study project in two parts: a case study proposal and a final case study.

Case Study Proposal:

Students will begin developing an outline for the final course assessment, a case study project. Students may wish to utilize the topic chosen in the You Are the Intelligence Analyst assignment or may select a new topic using the same guidelines as those provided in the You Are the Intelligence Analyst assignment.

Once a topic has been selected, students will complete a case study project outline using the attached project outline template. Students may submit the project proposal in outline form, not to exceed 750 words, but must cite sources in APA format. Students should review instructions for formatting, content, and citation instructions.

| <i>Components</i> | <i>% of Grade</i> |
|---|-------------------|
| DAS-U-Analysis and use of course concepts | 30% |
| DAS-U-Organization and coherence | 20% |
| DAS-U-Style and mechanics | 20% |
| DAS-U-Evidence and support | 30% |
| TOTAL | 100% |

Case Study Project:

Students will engage in a case study project, building upon the previously submitted case study proposal in order to have the opportunity to “learn by doing.” Specifically, the case study will consist of a simulation of what students may expect to encounter as an intelligence analysis. Students will utilize their previously selected topic and develop a final assessment that demonstrates application of course techniques.

In the Intelligence Analyst assignment students engaged with deploying the skills, techniques, and ideas in this class and attempt to answer a question. Using the skills encountered in this assignment, students will build upon the case study project proposal to develop a thoughtful case study rich with critical analysis and supported by citations to appropriate sources. Students will be expected to demonstrate an integration of course concepts with their chosen topic of consideration. Students will utilize the proposal completed to develop a final case study project submission.

Students are expected to review the attached Case Study Project instructions for formatting, content, and citation instructions. Final submissions should be in essay format, consist of a minimum of 750 words and a maximum of 1,500 words, and be APA formatted.

| <i>Components</i> | <i>% of Grade</i> |
|---|-------------------|
| DAS-U-Analysis and use of course concepts | 25% |
| DAS-U-Organization and coherence | 20% |
| DAS-U-Style and mechanics | 20% |
| DAS-U-Evidence and support | 25% |
| 6-E: Risk Oversight | 10% |
| TOTAL | 100% |

COURSE POLICIES

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor PRIOR TO the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to team projects.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating

in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.