Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Liberal Arts
   Department: Sociology, Anthropology and Social Work

2. Course Prefix and Number: SOCY 5120/6120

3. Effective Term: Fall 2014

4. Course Title: Critical Thinking and Structured Analysis
   Abbreviated Title (30 characters or less):

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   - [ ] Current Course Number:
   - [ ] Proposed Course Number:
   - [ ] Type of Revision:

6. Course Credit:
   Contact/Group Hours
   Scheduled Type
   (e.g.: Lab, Lecture, Practicum, Directed Study)
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment
   Maximum Hours (Repeatability): 3
   Total Credit Hours: 3

7. Grading Type:
   [ ] Regular (ABCDF)
   [ ] Satisfactory/Unsatisfactory (S/U)
   [ ] Audit

8. Prerequisites/Corequisites:
   Use "P." to indicate a prerequisite, "C." to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.

   P=SOCY 1000 or Departmental Approval. Junior Standing for 5120. Graduate Standing for 6120.

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Exploration of various methodological and analytical issues related to critical thinking and structured analysis.

11. May Count Either:
    SOCY 5120 or SOCY 6120
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    | Program Type | Program Title | Requirement or Elective? |
    |--------------|---------------|-------------------------|
    | Major        | BA/MA Sociology | Elective (required or optional?) |
    | Minor        | Information and Cyber Analysis (Proposed) | Required |

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - [ ] Applicable
   - [ ] Not Applicable
14. Justification:

This course is required in the proposed undergraduate minor in Information and Cyber Analysis. The minor is a component of the Cyber Initiative, one of the six strategic initiatives identified in the AU Strategic Plan.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

No additional resources required.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization – i.e.: Dean – where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

Course Objective 1: Students will develop and exercise critical thinking skills.

Course Objective 2: Students will develop an understanding of how bias influences data analysis and interpretation.

Course Objective 3: Students will be exposed to various analytical procedures/techniques.

Required summaries of assigned readings and exercises completed in class emphasize skills related to critical analysis of various topics and also in emphasizing the importance of recognizing and taking into account biases which may affect conclusions drawn. Representative examples of "real life" studies that will be utilized include the assassination of President John F. Kennedy, the Atlanta Olympics bombing incident, the "Amerithrax" controversy, and the debate over Weapons of Mass Destruction in Iraq. Furthermore, the research paper and accompanying presentation will require the student to demonstrate basic knowledge of the analytical techniques/approaches covered throughout the course.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Required Texts/Books:

All Students


Additional Readings for Graduate Students
(undergraduate students are encouraged to review these sources)


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Additional readings will be assigned throughout the semester to correspond with specific class topics.

Tentative Course Outline – Teaching modules follow the reading topics.

Week 1 - Introductions, Course Objectives and Final Project Requirements

Week 2 - Introduction to Mindsets, Biases and Perceptions. Class Exercise
1. Reading assignment: Heuer – Chaps. 1-3; Carkenord – Chapt 2 (graduate students only).

Week 3 – Introduction to Critical Thinking. Class Exercise 2. Reading assignment: Heuer – Chaps. 4-8; Carkenord – Chapt 3 (graduate students only). Final Project assignment.

Week 4 – Questions and Point of View in Government/Business Intelligence Analysis. Class Exercise 3. Reading assignment: Heuer – Chaps. 9-13; Carkenord – Chapt 4 (graduate students only). Module Feedback.

Week 5 – Issue Development; Divergent/Convergent Thinking; Pros, Cons and Fixes. Class Exercise 4 – Substantive Article Review 1: Choosing Words Carefully. Reading assignment: Heuer – Chapt. 14; Carkenord – Chapt. 5 (graduate students only).


Week 7 – Matrix and Link Analysis; Diagnostics. Exercise 7 – Analyst Notebook – Link Chart. Class Exercise 8 – Matrix Development. Class Exercise 9. Reading assignment: Johnston - Chaps 5-9; Carkenord – Chapt. 6 (graduate students only).

Week 8 – Denial and Deception. Reading assignment: Carkenord- Chapter 6 (graduate students only). Module Review.

Week 9 – Hypothesis Development and Testing, Analysis of Competing Hypotheses, Weighted Ranking – Part I. Reading assignment: Johnston – 10-12; Carkenord – Chapter 6 continued (graduate students only).

Week 10 – Analysis of Competing Hypotheses – Part 2. Weighted Ranking Exercise. Reading assignment: Moore – Pages 61-96; Carkenord - Chapter 7 (graduate students only). Module Review.

Week 11 – Contrarian Techniques – A/B Team, High Impact/Low Probability/What if? Analysis, Red Team Analysis. Reading assignment: Carkenord – Chapter 7 continued (graduate students only).

Week 12 – Final Project Preparation and Review

Week 13 – Student Presentations

Week 14 – Student Presentations

Week 15 – Student Presentations
Final Project Due

Final Exam

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Final Project.

At a minimum, the research paper will include:

1. Topic Overview and Literature Review
2. Methodological Plan
3. Findings and Analysis
4. Discussion and Conclusions

Undergraduate: The final project shall consist of a briefing paper (10-15 pages, including supporting documentation) and annotated one paragraph bulleted summary. Topics must be approved by instructor.

Graduate: The final project shall consist of a briefing paper (15-20 pages, including supporting documentation) and annotated one page bulleted summary. Topics must be approved by the instructor.

Presentation,

Undergraduate: 10 minutes including a bulleted one slide summary. Topic will be the same as the final project.

Graduate: In lieu of a traditional format for the final exam, all graduate students will prepare and give an oral presentation that summarizes their efforts throughout the semester on the topic of interest. This assignment will require the student to demonstrate knowledge of both the topic of interest as well as analytical approach(es) utilized. Topic will be the same as the final project.

Reading Assignments:

Reading Summaries: Undergraduate students will submit a one-page summary of weekly assigned readings, corresponding with the course schedule. Graduate students will submit a 2-3 page summary and synthesis of weekly assigned readings.

Book Reviews (Graduate Students): No later than the last scheduled class meeting, graduate students will prepare and submit a five (5) page review for the Heuer (1999) and Carkenord (2009) books, respectively. Each review will consist of a brief summary of the work, followed by your critique and analysis of it. All outside sources must be cited in a bibliography.

Class Exercises and Attendance: Much of the information and learning is derived from class room exercises and discussions and cannot be accomplished outside of the scheduled class time. Because of this, class attendance is mandatory. Active participation in class discussions and exercises is a vital part of the learning process for each student. Make up exercises will be allowed only with a university-approved excuse.

Final Exam (Undergraduate): Undergraduate students will complete a comprehensive exam of all material covered in the course. This exam will include essay questions and in-depth exercise/application items.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Grading Policy: The overall course grade is based on the following distribution:

Undergraduate Students:

Reading Summaries 150 points
Class Exercises and Attendance 150 points
Final Project 100 points
Presentation 100 points
Final Exam 100 points
<table>
<thead>
<tr>
<th>Component</th>
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<tr>
<td>Total</td>
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<tr>
<td>Graduate Students:</td>
<td></td>
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<tr>
<td>Reading Summaries/Syntheses</td>
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Course grades will be determined on a 10 percentage point scale. A≥90%, B≥80%, C≥70%, D≥60%, F≤60%.

(List all components of the course grade – including attendance and/or participation if relevant – with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:  Graduate students are responsible for additional assigned readings. They will be required to submit a written review and synthesis of this material which goes beyond summarization. The final project for graduate students is more in depth and requires demonstration of critical thinking and analytical skills at a higher level than what is expected for undergraduate students.

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.)

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but, in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1220 Haley Center, 844-2528 (VITT).
SOCY5120/6120 (3 Hours)
Critical Thinking and Structured Analysis

Syllabus

Class: TBA
Classroom: TBA

Instructor:
Greg S. Weaver
7056 Haley Center
844-5040
weavegs@auburn.edu

Prerequisite and Enrollment Requirements:

Undergraduate: Senior Standing
Graduate: Graduate Standing

Graduate Credit Justification:

Materials presented and pace of class are rigorous. Graduate students are expected to possess basic critical and analytical skills developed during their undergraduate education and have the capability of understanding relevant literature and to participate in robust discussions.

Course Overview:

This course focuses on a variety of analytical issues relevant to public and private sectors.

Objectives:

- Familiarize the structure and function of analysis, spanning business, government, the military and law enforcement.
- Introduce the effect that perception and memory can have on the quality of analysis
- Present strategies for improving analytical judgment in the face of incomplete information
- Assessing information load
- Present and practice various tools for thinking
  - Keeping an open mind – Methodological Empathy
  - Structuring analytical problems
  - Analysis of competing hypotheses
- Learn to recognize cognitive biases and their sources
  - Biases in evaluation of evidence
  - Biases in perception of cause and effect
  - Biases in estimating probabilities
  - Hindsight biases and their effects
- Customer evaluation
- Project evaluation
- Enterprise environment evaluation
- Technical environment evaluation
• Analytical technique evaluation
• Increasing your value as an Analyst

Required Texts/Books:

All Students


Additional Readings for Graduate Students
(undergraduate students are encouraged to review these sources)


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Additional readings will be assigned throughout the semester to correspond with specific class topics.

Course Requirements:

Final Project:

**Undergraduate**: The final project shall consist of a briefing paper (10-15 pages, including supporting documentation) and annotated one page bulleted summary. Topics must be approved by instructor.

**Graduate**: The final project shall consist of a briefing paper (15-20 pages, including supporting documentation) and annotated one page bulleted summary. Topics must be approved by the instructor.

Presentation:

**Undergraduate**: 10 minutes including a bulleted one slide summary. Topic will be the same as the final project.

**Graduate**: In lieu of a traditional final exam, graduate students will prepare for and give a comprehensive presentation/brief related to your final project research topic. At a minimum, this presentation should be 30 minutes in length and you must include at least five PowerPoint slides as a guide. Additional instructions will be distributed throughout the semester.
Reading Assignments:

Reading Summaries: Undergraduate students will submit a one-page summary of weekly assigned readings, corresponding with the course schedule. Graduate students will submit a 2-3 page summary and synthesis of weekly assigned readings.

Book Reviews (Graduate Students): No later than the last scheduled class meeting, graduate students will prepare and submit a five (5) page review for the Heuer (1999) and Carkenord (2009) books, respectively. Each review will consist of a brief summary of the work, followed by your critique and analysis of it. All outside sources must be cited in a bibliography.

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Final Exam (Undergraduate): Undergraduate students will complete a comprehensive exam of all material covered in the course. This exam will include essay questions and in-depth exercise/application items.

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Accommodations:

Any student needing accommodations (as per the Americans with Disabilities Act) should schedule a meeting with the Instructor as soon as possible. Please contact the AU Office of Accessibility, 1288 Haley Center, 844-2096 (V/TT).

Make Up Policy:

Make up work will be allowed only with excused absences in accordance with university policy as outlined in the student policy e-handbook.
http://www.auburn.edu/student_info/student_policies/

Communication: Your Auburn University email address (userid@auburn.edu) will be used for course communication. It is your responsibility to contact the Information Technology Help Desk to have this address forward email to the e-mail address that you regularly check.
Tentative Course Outline – Teaching modules follow the reading topics.

Week 1 - Introductions, Course Objectives and Final Project Requirements

Week 2 - Introduction to Mindsets, Biases and Perceptions. Class Exercise 1. Reading assignment: Heuer – Chpts. 1-3; Carkenord – Chapt. 2.

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