INR 4363.0001: Intelligence Analysis

Instructor: Thomas M. Dolan, thomas.dolan@ucf.edu
Class Meetings: Tuesday-Thursday, 9:00-10:15 AM, CB1 319
Office Hours: Tuesdays 1:00-2 and Thursdays 12:30-3:30, or by appointment at Howard Phillips Hall 302
Credit: 3 Hours

Intelligence Analysis and Reporting is focused on improving students ability to understand basic principles of analysis and forecasting, understand conventions in intelligence reporting, and understand when intelligence analysis and reporting can lead to errors by strategic decision-makers.

Learning Outcomes

- Students will develop intelligence analysis skills, including familiarity with common structured analytic techniques
- Students will develop the ability to recognize and respond to potential sources of bias in their own and others' analyses
- Students will improve their ability to effectively communicate intelligence analyses and conclusions

Please note that none of these goals involve the advancement of anyone's political or policy opinions (including those of the instructor). While I encourage political activity and the fulfillment of one's citizenship duties outside of the classroom, a political science course is not a proper forum for the airing of one's personal politics.

Course Design

This course involves a combination of class sessions involving lecture, discussion, and group activities; directed readings, papers, and homework sets; exams; and opportunities for informal discussion during office hours. Each part serves a purpose, be it information transmission and retention, promoting rigorous analysis, or encouraging the development of new ideas. Failing to engage with all parts will diminish the return on your efforts. For this reason, pre-class preparation is essential for this course. Students are expected to have read and considered the assigned material prior to the course, and be prepared to discuss it in class. Please remember that that the material of the course is delivered in *both* texts and in-class discussion, which means that the texts contain valuable ideas and information which may not be specifically addressed in class, and discussions and lectures will go beyond the readings. You are responsible for understanding both, so please be sure to raise questions about things you are unsure about. As a matter of course, all students should plan to review each day the international news in a newspaper of record, like the *New York Times, Washington Post, LA Times, Le Monde, The Times of London,* etc. Neither the *USA Today* nor the *Orlando Sentinel* count.

Assignments

First Week Academic Activity
All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the week 1 academic activity by 5 PM on 18 January, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid. To complete the assignment (it's simple, based on the first reading), go to the webcourses webpage, select quizzes, and complete the 1-question quiz.

Homeworks: 6 assignments, each worth 8%, for a total of 48%
As intelligence analysis is a practical skill, you will have a series of homework assignments designed to practice different elements of intelligence analysis. Instructions will be passed out as semester progresses. **Tentative Due Dates**: 7 February, 14 February, 21 February, 28 February, 7 March, 26 March. *Due dates may be postponed depending on the rate that material is covered.*

Term Project: *22%*. 9 April. Identify a contemporary topic of interest and craft an intelligence analysis using open sources. 7 pages + work.

Final Exam: *20%. Thursday 25 April at 7:00 AM*
Addresses both theoretical and practical knowledge. Part multiple-choice, part essay/skill demonstration.

Class Preparation and Participation: *10%*
Your active participation in class is necessary if this class is to be a successful learning experience. This means you must come in having read the assignments and join in the class-room discussion of them, making evident that you have read and thought about them. While attendance is not graded as such, excessive truancy can affect this grade, since you are unable to participate when absent.

Assignments are to be turned in by class time on the day they are due. They should be in hardcopy unless unforeseen circumstances prevent printing them in or handing them in a timely manner. For every 24 hours that pass thereafter, 5% of credit is lost, to a maximum of 40% lost.
Exams are to be sat at the date and time specified, unless prior approval has been given or a doctor's excuse is submitted at the next attended class meeting. Exams should generally be taken within 1 week of the general administration of the exam.

Grades
Grades are assigned to both individual pieces of work and cumulatively. The grade scale I use for both is below (note that "g" refers to the numerical grade you receive). I do not usually curve grades, but reserve the right to do so if I deem it necessary. All material is graded on its own terms, rather than through comparison with other students' work. For the cumulative grades, I do not round: what you get is what you get.

100>g≥93: A	90>g≥88: B+	80>g≥78: C+	70>g≥68: D+	60>g: E
	88>g≥83: B	78>g≥73: C	68>g≥63: D	
93>g≥90: A-	83>g≥80: B-	73>g≥70: C-	63>g≥60: D-	

Academic Misconduct

Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://osc.sdes.ucf.edu/process/roc). Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Relevant UCF Policies

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Accommodations for Students with Military Obligations

Students who serve in the US military [defined as individuals on active duty in the US military OR individuals who have received training, activation, or deployment orders associated with service in either the US military reserves or the National Guard] may receive accommodations when unexpected military obligations interfere with the timely completion of assignments/participation in discussions, etc. Unless they are university approved excused absences, regularly scheduled ROTC activities do not qualify for accommodations.

Campus Safety

Emergencies on campus are rare. Still, everyone should be aware of their surroundings and familiar with basic safety and security concepts. Students may ensure that they are informed about situations

on campus by signing up for UCF text alerts via my.ucf.edu. The locations of campus first aid equipment can be found at http://www.ehs.ucf.edu/workplacesafety.html. UCF's emergency guide is available at http://emergency.ucf.edu/emergency_guide.html. Students who feel that they have experienced abuse or harassment may wish to consult https://letsbeclear.ucf.edu/ or UCF victim services https://www.ucf.edu/services/s/victim-services/. Students who feel that they may be in danger should contact UCF Police (Emergencies 911, Non-Emergencies (407) 823-5555).

Changes to the Syllabus:
In the event that there is a need for there to be any changes to the syllabus, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar) or will be announced in class meetings (though usually both). Changes become effective immediately after their mention in class, or the sending of the e-mail.

Cancellation of Class: In the event that the instructor needs to cancel class, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar) prior to class time.

Readings

Philip Tetlock and Dan Gardner, *Superforecasting*, Crown Publishers.

Richards J. Heuer and Randolph Pherson, *Structured Analytic Techniques*. 2nd Edition. Sage Press, 2015.

Sarah Beebe and Randoph Pherson, *Cases in Intelligence Analysis.* 2nd Edition. Sage Press, 2015.
*This book is principally used for homework assignments.

Richard Heuer, *Psychology of Intelligence Analysis*, Center for the Study of Intelligence. 1999.
*Available free online via the CIA Center for the Study of Intelligence.

Additional readings are available through the webcourses course page, in the "Files" section.

Course Schedule

8 January
Introduction

10 January
What are the goals of Intelligence Analysis?
Thomas Fingar, 2011 "Analysis in the US Intelligence Community: Missions, Masters, and Methods. 2011. *Intelligence Analysis: Behavioral and Social Scientific Foundations*. Washington, DC: The National Academies Press.
Richard Shultz, Post-9/11 Wartime Intelligence Analysis. *Intelligence and National Security*, 33:7, 974-998.

15 January
Characteristics of Intelligence Analysis Products
Thomas Fingar, 2011. "Estimative Analysis: What it Is, What it Isn't, and How to Read It," *Reducing Uncertainty*, Stanford University Press. Ch. 5.
Intelligence Community Directive 203, "Analytic Standards"

17 January
Probability and its Expression
Jeffrey Friedman, Richard Zeckhauser. 2015. Handling and Mishandling Estimative Probability: Likelihood, Confidence, and the Search for Bin Laden. Intelligence and National Security, 30:1, 77-99.

22 January
Questions
Charles Vandepeer (2018) Intelligence and knowledge development: what are the questions intelligence analysts ask?, Intelligence and National Security, 33:6, 785-803.

24 January
Kinds of Intelligence Data
Loch Johnson, *Handbook of Intelligence Studies*, Chapters 8, 9, and 12.
http://ucf.catalog.fcla.edu/permalink.jsp?29CF026591855

29 January
Thinking, the Basis of Analysis
R. Heuer, *Psychology of Intelligence Analysis*, Part 1 (Ch. 1-3)

31 January
Mental Models
Selection from Robert Clark, *Intelligence Analysis*.

5 February
Managing the Problem
Heuer and Pherson Chapter 4: Decomposition
R. Heuer, *Psychology of Intelligence Analysis*, Ch. 6

7 February
Coming up with Ideas
R. Heuer, *Psychology of Intelligence Analysis*, Ch. 4
Heuer and Pherson Chapter 5: Idea Generation

12 February
Indicators and Information
R. Heuer, *Psychology of Intelligence Analysis*, Ch. 5
Heuer and Pherson Chapter 6, Scenarios and Indicators

14 February
Analysis of Competing Hypotheses, I
R. Heuer, *Psychology of Intelligence Analysis*, Ch. 7 and 8.

19 February
Analysis of Competing Hypotheses, II
Heuer and Pherson Ch. 7.1-3, 7.5
Beebe and Pherson, Ch. 5

21 February
ACH & Argument Mapping
Heuer and Pherson Ch. 7.4

26 February
Key Assumptions Checks
Heuer and Pherson Ch. 8

28 February
Challenge Analysis
Heuer and Pherson Ch. 9

5 March
Decision Support
Heuer and Pherson Ch. 11

7 March
Questions about Structured Analytic Techniques
Welton Chang, Elissabeth Berdini, David R. Mandel & Philip E. Tetlock (2018) Restructuring structured analytic techniques in intelligence, *Intelligence and National Security*, 33:3, 337-356
Welton Chang & Philip E. Tetlock (2016) Rethinking the training of intelligence analysts, *Intelligence and National Security*, 31:6, 903-920

SPRING BREAK

19 March
Presenting Intelligence Analyses
William Strunk and E.B. While, *The Elements of Style.* [Any version—several are free online]
George Orwell, "Politics and the English Language" [Any version—several are free online]
Style Manual & Writers Guide for Intelligence Publications. 2011.
https://fas.org/irp/cia/product/style.pdf See particularly "Word Watchers Guide".
Recommended:
Ernest Gowers, *Plain Words* [Any version—several are free online]
Intelligence Community Directive 203, "Analytic Standards"

21 March
Cognitive Biases, I
R. Heuer, *Psychology of Intelligence Analysis*, Ch. 9-11
Jack Davis, Why Bad Things Happen to Good Analysts, *Studies in Intelligence*

26 March
Cognitive Biases, II
R. Heuer, *Psychology of Intelligence Analysis*, Ch. 12-13

28 March
Superforecasters
Tetlock and Gardner, Ch. 1-3

2 April
Personality and Good Forecasting
Tetlock and Gardner, Ch. 4-6

4 April
Characteristics of Good Forecasters
Tetlock and Gardner, 7-9

9 April: **Term Project Due**
Analysts and Customers
Robert Jervis, 2010. "Why Intelligence and Policymakers Clash," *Political Science Quarterly*, 125:2.
Paul Miller, 2010. "Lessons For Intelligence Support to Policymaking during Crises" *Studies in Intelligence*, 54:2.
Jack Davis, 1995. "A Policy-Maker's Perspective on Intelligence Analysis," *Studies in Intelligence*, 38:5.
Fuller Armstrong, 2002. "Ways to Make Analysis Relevant but not Prescriptive," *Studies In Intelligence*, 46, 3.
Josh Kerbel and Anthony Olcott, 2010. "Synthesizing with Clients, not Analyzing for Customers," *Studies in Intelligence*, 54:4.

11 April
Intelligence Failures? WWII
William Odom. 2008. "Intelligence Analysis," *Intelligence and National Security*, 23:3.
Douglas Porch, 1989. "French Intelligence and the Fall of France 1930-1940." *Intelligence and National Security*, 4:1.
Robertta Wohlstetter, 1962. *Pearl Harbor: Warning and Decision*, Stanford University Press. Ch 1, 6, 7,

16 April

Intelligence Failures? The Middle East

Uri Bar-Joseph, 2013. "The Special Means of Collection: The Missing Link in the Surprise of the Yom Kippur War," *Middle East Journal*, 67:4.

Robert Jervis, *Why Intelligence Fails,* Chapter 2 ("Failing to See the Shah Was in Danger").

"1978 Iran National Intelligence Estimate," via Digital National Security Archive.

18 April

Intelligence Failures? Iraq

Robert Jervis, *Why Intelligence Fails,* Chapter 3 ("The Iraq WMD Intelligence Failure: What Everyone Knows is Wrong,").

Robert Jervis, 2006. "Reports, Politics, and Intelligence Failures: the Case of Iraq," *Journal of Strategic Studies*, 29:1.

25 April (Thursday): FINAL EXAM, 7:00 AM