INR 4363.0001: INTELLIGENCE ANALYSIS AND REPORTING
FALL 2021

Tuesday and Thursday, 12:00-1:15pm EST
NSC O110

Instructor: Dr. Kelsey Larsen
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Email: kelsey.larsen@ucf.edu
Phone: 407-823-1482
Office Hours:
- Monday 12pm – 2pm
- Tuesday 1:30 – 2:30pm

You can pre-reserve your Office Hours slots at
https://calendly.com/kelseylarsen/officehours
(see Instructor Contact Information below for more guidance)

COURSE INFORMATION

Course Description:

The purpose of this course is to help students gain a better understanding of the basic principles of decision analysis and forecasting, and to introduce students to how those principles support and achieve national security objectives. It examines some of the tensions at the very heart of decision-making and state security: the balance between rationality and emotion, between secrecy and transparency, and between data-driven decision-making and decision-driven data collection. The course begins with an exploration of the key stakeholders and institutions that define the intelligence community (IC). It proceeds with a brief historical review of U.S. intelligence processes over time, then transitions to providing an in-depth exploration of traditional and contemporary theories of national security decision-making. As part of this, the course introduces students to the CIA's Structured Analytic Techniques (SATs), and through a mix of case studies and original research, trains them in how to apply those techniques to emerging threats and crisis scenarios. Finally, will expose learners to real-life applications of these lessons and provide guidance on further cultivating their careers in analysis and forecasting.

Course Objectives:

At the end of this course, students will be able to:
- Describe the network of actors, agencies, and environments that encapsulate the U.S. IC
- Explain key historical developments in the field of intelligence collection and analysis
- Apply and analyze core SATs for information collection, and defend their findings
- Create and communicate analytical conclusions and reports for intelligence stakeholders

Required Textbooks (hard copy or digital):

- Randolph H. Pherson and Richards J. Heuer (2020). Structured Analytic Techniques for Intelligence Analysis, 3rd edition. Thousand Oaks, CA: SAGE Publications.
- Sarah M. Beebe and Randolph H. Pherson (2015). Cases in Intelligence Analysis: Structured Analytic Techniques in Action, 2nd edition. Thousand Oaks, CA: SAGE Publications.

Optional Textbooks:

- Nate Silver (2015). The Signal and the Noise: Why So Many Predictions Fail – But Some Don't. New York, NY: Penguin/Random House.

Graded Assignments:

Class Participation (35%)
Homework (25%)
Midterm Exam (20%)
Final Project (20%)

Class Participation (350 points):
Students are expected to attend every class session, to have read the assigned readings for a class section before attending that class, and to actively participate in class discussions/group exercises. Class participation will be evaluated based on your active engagement with in-class prompts, your timely submittal of assignments, your participation in group activities, and your engagement with course guest speakers.

Homework (250 points):
Occasionally throughout the course, students will be assigned a series of five brief homework assignments designed to practice their general communication and analysis skills. These assignments will consist of short-answer questions/reflective commentaries, and will all be delivered via the Webcourses@UCF site. Specific details and instructions will be provided during class and on the course site.

Midterm exam (200 points):
Students will take a midterm exam covering intelligence processes and analytic techniques after the completion of the first half of the course. The instructor will provide information on the specific format and topics surveyed in the weeks prior to the Midterm.

Final project (200 points):
Students will craft a 7-10 page intelligence analysis report based on a prompt provided by the instructor. The final project is due Thursday December 9th, 2021 at 11:59pm EST, via the Webcourses@UCF course site. Information and guidance on the project guidelines will be

provided by the instructor throughout the entirety of the course, in addition to a specific writing workshop held in-class in the weeks prior to the final project due date.

Grading Scale

Letter Grade	Percentage	Total points
A	93%-100%	925- 1000
A-	90-93%	895 - 924
B+	87-89%	865 - 894
B	84-86%	835 - 864
B-	80-83%	795 - 834
C+	77-79%	765 - 794
C	74-76%	735 - 764
C-	70-73%	695 - 734
D+	67-69%	665 - 694
D	64-66%	635 - 664
D-	60-63%	595 - 634
F	0-59%	0-594

Instructor Contact Information

Office Hours will be held every Monday from 12-2pm EST and every Tuesday from 1:30-2:30pm EST. While we continue to adapt to COVID-19, the format will primarily be via Zoom (with the option to attend in person in the HPH 302J office. If you do choose to attend in person, please consider socially distancing and wearing a mask—the offices are tightly packed in, and we want to keep you healthy).

It's highly recommended you reserve your Office Hours slot ahead of time to avoid having to hang out endlessly in the waiting room. Reservations are easy: First, visit https://calendly.com/kelseylarsen/officehours. Then, it's a simple two-click process:

- Select the time/date you'd like to meet and click 'Confirm.' Don't see a time available? That means it's already filled up, so see if you can find another that works.
- Enter some basic details: your name/email, what you're hoping to chat about, and the format you'd prefer to meet in.
- Once your details are entered, click 'Schedule event.' You'll receive an email invitation with your personal Zoom link (if applicable), and your dedicated meeting time will be all locked in!

Please limit yourself to no more than 2 reservations during a given session, to be sure everyone gets their questions answered. If you feel like you'll need more time than that or have other scheduling concerns, contact Dr. Larsen directly to make an appointment.

Of course, you can also message the instructor with written questions/concerns anytime—she pledges to respond to you within 24 hours during the week and 36 hours on weekends. (Pro tip from Dr. Larsen to you: Emails often get responded to around the 5pm-ish hour… so if you submit before then, you're more likely to get a response that same day 🤓).

COVID-19 GUIDANCE

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19. Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

UNIVERSITY POLICIES: GENERAL

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*<https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: talk to your instructor, make a plan, take a compromise rather than a shortcut.

Please note: Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, et cetera. Just because you may not be in a formal classroom setting while taking a quiz or test does not mean that the completion of graded work should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- **Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.**
- **Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.**
- **The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.**
- **Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.**

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an "F" in the course depending on the act.

Course Accessibility:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety:

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military:

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Authorized University Events/Co-curricular Activities:
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

Religious Observances:
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

Copyright:
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Technology Requirements:

You will be expected to have daily access to the internet and email, given that important course assignments and announcements will be delivered via Webcourses@UCF. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. Students are also required to use the Canvas communication tools or their Knight's email account to communicate with the instructor; please note that if you use a personal email account, it may be designated as spam.

Academic Engagement Requirement:

All instructors/faculty 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 Webcourses@UCF quiz in the course site by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

COURSE SCHEDULE

The following course schedule is subject to amendment by the instructor with advance notice.

Date	Topic	Readings	Important Notes
24 August	Course introduction	- None	
26 August	What is intelligence? Definitions, Actors, Institutions	- *Terms and Definitions of Interest for Counterintelligence Professionals*. Washington, DC: Office of the National Counterintelligence Executive. 2014. [Webcourses@UCF]. Choose your own 10 page section of the document to review.	Course Engagement Quiz due by 5pm EST on 8/27
31 August	Introduction to Intelligence Collection	- Navarro, J. (2018) *The Dictionary of Body Language*. New York: HarperCollins. pp. 9-17, 119-143.	
02 September	Intelligence Regulation and Management	- Kris, D. (2017). "The CIA's new guidelines governing publicly available information." *Lawfare [Blog].* [Webcourses@UCF] - "The Hazards of Single-Outcome Forecasting," *United States Director of Central Intelligence.* Washington, DC (1983). Read pp. 1-7, then read one of the attachments (A through L) of your choosing. [Webcourses@UCF]	
07 September	A Brief History of Intelligence Outcomes	- 9/11 Commission (2004). "Chapter 3: Counterterrorism Evolves," in *The 9/11 Commission Report*. Washington, DC: 9/11 Commission. pp. 71-107. [Webcourses@UCF].	
09 September	How Do People Think? Pt. 1	- Allison, G. T. (1969). Conceptual models and the Cuban missile crisis. *American Political Science Review*, *63*(3), 689-718. [Webcourses@UCF] - Simon, H. A. (2000). "Bounded rationality in social science: Today and tomorrow," *Mind & Society*, *1*(1), 25-39. [Webcourses@UCF]	Homework Assignment #1 DUE (11:59pm EST)

14 September	How Do People Think? Pt. 2	- Davis, J. (2008). Why bad things happen to good analysts. *Analyzing intelligence: Origins, obstacles, and innovations*, 157-170. [Webcourses@UCF] - Bright, D. A., & Goodman-Delahunty, J. (2006). Gruesome evidence and emotion: Anger, blame, and jury decision-making. *Law and human behavior*, *30*(2), 183-202. [Webcourses@UCF]	
16 September	How Do People Think? Pt. 3	- Lerner, J. S. (2019). Decision science meets national security: A personal perspective. *Perspectives on Psychological Science*, *14*(1), 96-100. [Webcourses@UCF] - McDermott, R. (2004). The feeling of rationality: The meaning of neuroscientific advances for political science. *Perspectives on politics*, *2*(4), 691-706. [Webcourses@UCF]	
21 September	How Do We Analyze People?	- Pherson & Heuer, pp. 15-46 - Zegart, Amy (2013). No one saw this coming. *Foreign Policy Magazine*. [Webcourses@UCF]	
23 September	Making Sense: Decomposition and Visualization	- Pherson & Heuer, pp. 69-86 - Silver pp. 75-107	Homework #2 due by 11:59pm EST
28 September	Exploration Tactics	- Pherson & Heuer, pp. 87-126 - Silver pp. 412-445	
30 September	Diagnostic Tools	- Pherson & Heuer, pp 127- 180 - Silver pp. 232-261	
05 October	Reframing Strategies	- Pherson & Heuer, pp. 181-248 - Silver pp. 370-411	
07 October	Foresight	- Pherson & Heuer, pp. 249-304 - Silver pp. 19-46	Homework #3 due by 11:59pm EST
12 October	Decision Support	- Pherson & Heuer, pp 305 – 346 - Prezelj, I. (2015). Improving Inter-organizational Cooperation in Counterterrorism: Based on a quantitative SWOT assessment. *Public Management Review*, *17*(2), 209-235. [Webcourses@UCF]	

14 October	Midterm Review	- None	
19 October	Midterm Exam (VIRTUAL)	- None	Midterm exam, 12-1:15pm! See Webcourses for more info.
21 October	Analytic Techniques Over Time	- Chang, W., Berdini, E., Mandel, D. R., & Tetlock, P. E. (2018). Restructuring structured analytic techniques in intelligence. *Intelligence and National Security*, *33*(3), 337-356. [Webcourses@UCF] - Coulthart, S. J. (2017). An evidence-based evaluation of 12 core structured analytic techniques. *International Journal of Intelligence and CounterIntelligence*, *30*(2), 368-391. [Webcourses@UCF]	
26 October	Introduction to Case Study Analysis	- Beebe & Pherson, pp. 7-15 - Beebe & Pherson, pp. 21-34	
28 October	Case Study: Benazir Bhutto	- Beebe & Pherson pp. 141-162	
02 November	Case Study: Wen Ho Lee	- Beebe & Pherson, pp. 199-209	
04 November	Team Intelligence Exercise (TIE) #1	- Readings TBA	Homework Assignment #4 due by 11:59pm EST
09 November	Case Study: Preventing the Mumbai Attacks	- Beebe & Pherson, pp. 259-267	
11 November	No Class – US Holiday (Veterans Day)		

16 November	Case Study: Tarin Kowt	- Beebe & Pherson, pp 105-117	
18 November	Team Intelligence Exercise (TIE) #2	- Readings TBA	Homework Assignment #5 due by 11:59pm EST
23 November	Intelligence Writing Workshop	- Directorate of Intelligence, *Style Manual and Writers Guide for Intelligence Publications* (2011). [Webcourses@UCF]. Read pp. 145-177, and just browse through at least 3 additional sections of interest.	
25 November	No Class – US Holiday (Thanksgiving)	- None	
30 November	Team Intelligence Exercise (TIE) #3	- Readings TBA	
02 December	The Future of Intelligence Analysis	- None	
09 Dec	**FINAL PROJECT DUE VIA WEBCOURSES@UCF AT 11:59 PM EST**		