INR 4363.0001: INTELLIGENCE ANALYSIS AND REPORTING
SPRING 2021

Tuesday and Thursday, 1:30 – 2:45pm EST
V - Synchronous Virtual via Zoom

Instructor: Dr. Kelsey Larsen
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Office Hours (held via Zoom):

- Wednesday 12:00-1:00pm EST
- Thursday 2:45-4:45pm EST
- By appointment

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
- Interview and interact with members of the IC

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 (40%)
Homework (15%)
Midterm Exam (20%)
Final Project (25%)

Class Participation:
Because this is a 'synchronous' V1 format in response to COVID-19, 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/engagement opportunities. However, you are unable to attend a live synchronous course meeting due to COVID-19 related health concerns, you can also view the course lectures asynchronously *within one week of the original course meeting date*. In order to encourage synchronous session attendance, however, note the following policy: if you attend at least 21 of the course meetings at their regularly scheduled 'live' time, you may automatically drop your lowest homework score from the six required assignments in the "Homework" category, no questions asked.

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

Midterm exam:
Students will take an in-class virtual midterm during the March 9th class period covering topics from 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:
Students will craft a 7-10 page intelligence analysis report based on a prompt provided by the instructor. The final project is due Tuesday May 4th 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

Course Format:
The Zoom links for live class meetings will appear in the "Calendar" tab of your Webcourses@UCF homepage (assigned to the calendar INR4363). You can familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device, tablet, or computer, though some there is some difference in functionality across formats. When possible, it is recommended you use Zoom via Desktop Client to make the easiest use of the available features.

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.

- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

Professionalism:
The world is weird right now, and in this course we are not going to pretend otherwise. We accept that these are not normal circumstances, and that we can still learn intelligence analysis while also living a once-in-a-hundred-years new version of life. What that means is: I know you will sometimes attend class in your pajamas, or while eating your lunch, or while walking your dog, and it is not a big deal as long as you follow one magical set of rules: please always be dressed (tops and bottoms), always be muted unless you're actively speaking or in a small group setting, always show respect and professional poise to any senior officials and analysts we interact with as guest speakers in the course, and please remember that the University has all of this recorded. If you Zoom from the toilet, it's in the cloud forever.

Instructor Contact Information

As indicated above, Office Hours will be held every Wednesday from 12-1pm EST and every Thursday from 2:45-4:45pm EST for students to meet with the instructor regarding any questions or concerns they may have. Students should attend using the unique Zoom Office Hours meeting link in their Webcourses@UCF calendar. Note that Zoom Office Hours will utilize a Waiting Room, meaning you may log-in to the Office Hours session and see a message asking you to wait (and that the host will let you in soon). This means that one or more people are in the queue ahead of you; you will be automatically admitted as soon as their session(s) conclude. Students may also schedule office hours by appointment, by messaging the instructor directly through the Webcourses@UCF Inbox. Note that for all communications, the instructor will reply within 24 hours (unless otherwise indicated in advance).

UNIVERSITY POLICIES: COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

Though this course will be delivered online, to protect members of our community, everyone on campus is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Note that faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should 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, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

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

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: In synchronous courses like this one, 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. The completion of graded work in an online synchronous course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course 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:

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- 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.

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. Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Technology Requirements:
You will be expected to have daily access to the internet and email, given that all course content and announcements will be delivered in online synchronous/asynchronous formats. 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.

* = Readings may be subject to change based on speaker availability

Date	Topic	Readings	Important Notes
12 January	Course introduction	- None	
14 January	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.	
19 January	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]	
21 January	Brief History of Intelligence Outcomes	- Rosenbloom (1980). "The CIA to 1961," *Harvard Kennedy School of Government Case Study #C14-80-280,* pp. 1-27. [Webcourses@UCF]	- Homework Assignment #1 DUE (11:59pm EST)
26 January	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] - Davis, J. (2008). Why bad things happen to good analysts. *Analyzing intelligence: Origins, obstacles, and innovations*, 157-170. [Webcourses@UCF]	

28 January	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]	
02 February	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] - 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] - McDermott, R. (2004). The feeling of rationality: The meaning of neuroscientific advances for political science. *Perspectives on politics*, *2*(4), 691-706. [Webcourses@UCF]	
04 February	How Do We Analyze People?	- Pherson & Heuer, pp. 15-46 - Zegart, Amy (2013). No one saw this coming. *Foreign Policy Magazine*. [Webcourses@UCF]	
09 February	Making Sense: Decomposition and Visualization	- Pherson & Heuer, pp. 69-86 - Silver pp. 75-107	
11 February	Exploration Tactics	- Pherson & Heuer, pp. 87-126 - Silver pp. 412-445	- Homework Assignment #2 DUE (11:59pm EST)
16 February	Diagnostic Tools	- Pherson & Heuer, pp 127- 180 - Silver pp. 232-261	
18 February	Reframing Strategies	- Pherson & Heuer, pp. 181-248 - Silver pp. 370-411	
23 February	Foresight	- Pherson & Heuer, pp. 249-304 - Silver pp. 19-46	

25 February	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]	- Homework Assignment #3 DUE (11:59pm EST)
02 March	SATs 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]	
04 March	Midterm Review	- None	
09 March	In-class Midterm (VIRTUAL)	- None	- LIVE Virtual Midterm 1:30pm – 2:45pm EST!
11 March	Introduction to Case Study Analysis	- Beebe & Pherson, pp. 7-15 - Beebe & Pherson, pp. 21-34	
16 March	Case Study: Benazir Bhutto	- Beebe & Pherson pp. 141-162	
18 March	Lessons from the Intelligence Community: Getting Started	- IC Equal Employment Opportunity and Diversity Office (2017). "Diversity and Inclusion: Examining Workforce Concerns within the Intelligence Community." *Report Prepared for the Office of the Director of National Intelligence*, pp. 29-71. [Webcourses@UCF] - Eftimiades, N. (2018). "Intelligence Officer Careers and How to Get One." *Small Wars Journal* [blog]. [Webcourses@UCF]	- Homework Assignment #4 DUE (11:59pm EST)
23 March	Case Study: Wen Ho Lee	- Beebe & Pherson, pp 61-82	

25 March	Lessons from the Intelligence Community: Military intelligence	- Joint Chiefs of Staff (2017). "Joint and National Intelligence to Support Military Operations," *Joint Publication 2-01.* Washington, DC: pp. ix – xix. - Connable, B. (2012). "Military Intelligence Fusion for Complex Operations: A New Paradigm." *RAND Occasional Paper Series*. Santa Monica, CA: RAND Corp, pp. 1-27.	
30 March	Case Study: Tarin Kowt	- Beebe & Pherson pp. 105-122	
01 April	Lessons from the Intelligence Community: DIA, CIA, and more	- Grossman, D. (2019). "Explaining the DIA's Critical Role in National Security." *War on the Rocks [Blog].* [Webcourses@UCF] - Jeszenszky, E. (1992). The Defense Intelligence Agency: Jointness is Goodness. *American Intelligence Journal*, *13*(3), 79-83. [Webcourses@UCF] - Wippl, J. W., & D'Andrea, D. (2010). "The CMO in the CIA's National Clandestine Service." *International Journal of Intelligence and CounterIntelligence*, *23*(3), 521-533 [Webcourses@UCF] - Priess, D. (2019). "Why intelligence leadership won't resign in response to Trump's criticisms." *Lawfare* [Blog] [Webcourses@UCF]	- Homework assignment #5 due via Webcourses@UCF
06 April	Case Study: DC Sniper	- Beebe & Pherson, pp. 199-209	
08 April	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.	
13 April	NO CLASS – SPRING BREAK	- None	
15 April	NO CLASS – SPRING BREAK	- None	

20 April	Lessons from the Intelligence Community: Congressional Oversight	- DeVine, M. (2018). "Intelligence Community Spending: Trends and Issues." *Congressional Research Service*, Washington: DC, pp. 1-13. [Webcourses@UCF]
		- Lohaus, P., Schuman, D., and Smithberger, M. (2017). "Improving Congress' Oversight of the Intelligence Community." *The Hill [Blog]:* https://thehill.com/blogs/congress-blog/politics/315956-improving-congress-oversight-of-the-intelligence-community
		- *Homepages of the Permanent Select Committee on Intelligence* [Websites] Browse these websites:
		  - Majority: https://intelligence.house.gov/
		  - Minority: https://republicans-intelligence.house.gov/
			- Homework assignment #6 due via Webcourses@UCF

22 April	Final Review and the Future of Intel Analysis	- Weinbaum, C. and Shanahan, J. (2018). "Intelligence in a Data-Driven Age," *Joint Forces Quarterly*, Vol. 90 no. 3. Pp. 4-9. - Brown, Z. T. (2018). "What would you say you do here? Redefining the Role of Intelligence in the Information Age." *War on the Rocks [Blog].* [Webcourses@UCF] - Finley, A., Mendez, J., and Priess, D. (2020). "How do you spy when the world is shut down?" *Lawfare* [Blog]. [Webcourses@UCF] - Gartin, J. (2019). "The Future of Analysis," *Studies in Intelligence* Vol. 63, No. 2. Pp. 1-5. https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol-63-no-2/pdfs/Future-of-Analysis.pdf	
04 May	**FINAL PROJECT DUE VIA WEBCOURSES@UCF AT 11:59 PM EST**		