INR 4363
Intelligence Analysis & Reporting
Fall 2023

Instructor: Andrew Boutton

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Office Hours: Wednesday & Thursday, 3-5pm

Email: andrew.boutton@ucf.edu

Time: TR 12:00 - 1:15

TA: Mohammed Al-Awaad (contact via Webcourses)

Place: CB 1, rm. 318

Overview

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.

This is an upper-level course, and thus will be both reading- and writing-intensive. You should be prepared to keep up with the reading and written assignments throughout the semester. In addition, stories and events related to terrorism are in the news on a daily basis, and we'll discuss many of them directly in class. Therefore, I strongly suggest that you keep up with current international events as well. This will put you in a better position to do well on exams and quizzes, and also to earn participation points in class. A good place to start is the *World* section of the New York Times website, but please ask me if you're interested in additional recommendations.

Objectives

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

- Describe the network of actors, agencies, and institutions that make up the U.S. intelligence community
- Know about important events and outcomes in the history of U.S. intelligence
- Explain key historical developments in the field of intelligence analysis

- Apply and analyze core SATs for information collection, and defend their findings
- Create and communicate analytical conclusions and reports for intelligence stakeholders

Materials

You will need to acquire the following books for this class:

> Randolph H. Pherson and Richards J. Heuer. 2020. Structured Analytic Techniques for Intelligence Analysis, 3rd edition. Thousand Oaks, CA: SAGE Publications

It is in stock at university bookstores, but you may be able to find it for less online. *Note: All course readings will be assigned from the 3rd edition, which is different from the first two versions. If you decide to opt for an older edition, note that some content may be missing and/or you may need to adjust the page numbers in the syllabus on your own to match your copy.*

The remainder of the readings will consist of academic articles, selections from books, or online newspapers. I'll make these available to you via Webcourses in the coming weeks.

Grading:

The overall grade for this class will consist of three different categories of assignment: quizzes, participation, and final paper. These are explained in more detail below. The value of each assignment varies, but the total value of all assignments is 500 points. Thus, your final grade is based directly upon how many of the 500 points you earn throughout the semester.

Quizzes (300 points)

Students will take three (3) non-cumulative, in-class mini-exams throughout the semester covering intelligence processes, analytic techniques, and outcomes. The exams will consist of a mix of multiple choice, true/false, fill-in-the-blank, and short answer questions, although I will provide more details on format and subject matter as the exams approach. The tentative dates for the quizzes are:

- September 21
- October 26
- November 30

Final Project: 100 points

The final project for this class will be a 6-8 page intelligence analysis report based on a prompt provided by me. The project will be due Monday, December 4th 2022 at 11:59pm EST, via Webcourses. I will provide more details and guidance regarding the project throughout the course. We will also have an in-class writing workshop toward the end of the semester.

In-class activities and participation (100 points)

This is a large class, and so at least some of the time will be conducted in lecture format. However, there will be a number of in-class activities throughout the semester in which student participation is central. In fact, the quality of these activities is, in part, dependent on your active, in-class engagement alongside your classmates. It is therefore important that you come to class prepared each week, having read the readings

carefully and being prepared to discuss them. As such, each student will receive a participation grade made up of two components:

1. **Attendance:** All students are expected to regularly attend class. If you need to miss a class due to a university-approved reason, please let me know ahead of time and we can plan for anything you will miss.

2. **In-class participation:** Throughout the semester, we will have a number of unscheduled in-class activities, games, and simulations. Students are expected to actively participate in these activities, and to ask/answer questions in class and be actively involved in group activities and discussions. If you are concerned about your ability to actively speak in class dialogues or participate in class activities, please come talk to me early in the semester.

The table below shows the thresholds I will use for letter grades:

Letter grade	Percentage (out of 500 points)
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Late work

You may submit late work without a university excuse up to five (5) days after the due date, but with a **20% deduction per day from your grade** on that assignment. After five days, your grade will be zero.

Make-up policy

If you are unable to take an exam or complete an assignment due to an emergency or a university-approved scheduling conflict, you must let me know as soon as possible and provide the relevant documentation. I will try to be as accommodating as possible for students [mark "D" on the syllabus quiz] with legitimate conflicts, but as a general rule, I will only consider allowing make-up exams if you contact me ahead of time (email is fine). Make-up exams should be taken within one (1) week of the original exam date, and will not be given before the exam date.

Grade rounding

Final grades will be rounded up to the nearest whole number if and only if the grade is within 0.5 points of the next highest whole number. For example, a grade of 89.5 will be rounded to 90, but a grade of 89.49 will not be. There will be no discussion on this point. I realize this may be frustrating in some cases, but you are all adults, and the line must be drawn somewhere. One additional consequence of my participation policy (discussed above) is that I will not entertain ***any*** end-of-semester requests for extra credit or for grades to be rounded up.

Plagiarism

The penalty for plagiarism and "cheating" of any kind may vary, but as a general rule, plagiarism will result in a 0 for the assignment and may result in an F for the entire class, depending on the severity of the case.

Particularly egregious instances may be referred to the Office of Student Conduct if further action is needed. Despite what some students seem to think, plagiarism is quite easy to detect. Fortunately, it is also very easy to avoid by citing your sources correctly. For this class, please follow the Chicago Manual of Style's citation guide.

Email

I am generally available via email to answer questions about the class, readings, or assignments. You can email me directly at andrew.boutton@ucf.edu or via the email feature in Webcourses. ***If you email me directly, please put the course number in the subject line***. I will make every effort to respond to emails within 48 hours of receiving them.

Course Schedule:[1]

Week 1

August 22: *Course introduction*

August 24: *Intelligence & US foreign policy*

Week 2

August 29: *The intelligence community*

August 31: *No class*

Week 3

September 5: *The intelligence process I*

September 7: *The intelligence process II*

Week 4

September 12: *How do people think?*

September 14: *How do people think, pt 2*

Week 5

September 19: *Analyzing people & review*

September 21: *Quiz #1*

Week 6

September 26: *Making Sense: Decomposition and Visualization*

September 28: *Exploration Tactics*

Week 7

October 3: *Diagnostic Tools*

October 5: *Reframing Strategies*

Week 8

October 10: *Foresight/Decision Support*

October 12: *NO CLASS*

[1] The reading assignments are subject to change slightly. I will make you aware of any changes well in advance.

Week 9

October 17: *Other analytic techniques, pt 1*

October 19: *Other analytic techniques, pt 2*

Week 10

October 24: *Review*

October 26: *Quiz #2*

Week 11

October 31: *Intro to case study analysis*

November 2: *Case study 1*

Week 12

November 7: *Case study 2*

November 9: *Case study 3; NO CLASS*

Week 13

November 14: *Intelligence writing, part 1*

November 16: *Intelligence writing, part 2*

Week 14

November 21: *NO CLASS*

November 23: *NO CLASS*

Week 15

November 28: *The future of intelligence analysis & review*

November 30: *Quiz # 3*

Academic Integrity

Students should familiarize themselves with the UCF 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. 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: take the zero, not a shortcut.

Course Accessibility Statement

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) (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 here.
- 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 here.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to www.getrave.com/login/ucf and logging in. On the "My Account" tab, fill out the information, including email address and cell phone number.
- 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.

Campus Safety Statement for Students in Online-Only Courses

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 www.getrave.com/login/ucf and logging in. On the "My Account" tab, fill out the information, including email address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students

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.

Make-Up Assignments for Authorized University Events or 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 here.

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 here.

Title IX Policy

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options here and here.

University Writing Center

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.