INR 4363 - Intelligence Analysis and Reporting

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2025
Class Meeting Days: TR
Class Meeting Time: 01:30PM - 02:50PM
Class Meeting Location: ENG2 0203
Modality: P
Credit Hours: 3.00

Instructor Information

Nathan Becker
Office Location: HPH 314
Office Hours:

- Tuesdays – 12:00 – 1:00
- Thursdays – 12:00 – 1:00
- By appointment

Email: nathan.becker2@ucf.edu

Course Description

INR 4363 COS-POLS 3(3,0)Intelligence Analysis and Reporting: PR: POS 2041 or INR 2002 or ENC 1102 Foreign intelligence analysis and its interaction with organizations,

politics, and psychology to shape political decisions. Occasional.

The U.S. Intelligence Community is an important part of contemporary decision-making for international relations and national security and has become an integral part of the modern state. 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.

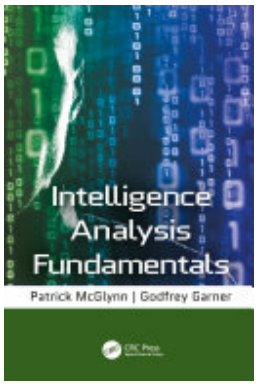
Student Learning Outcomes

After successful completion 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

Course Materials and Resources

Intelligence Analysis Fundamentals
ISBN: 9781351249331
Authors: Godfrey Garner, Patrick McGlynn
Publisher: CRC Press
Publication Date: 2018-08-06



Course Assessment and Grading Procedure

Students are expected to both attend and participate in class on a regular basis. Attendance and participation are indicators of your overall motivation, attitude, and commitment to this course.

Classroom civility is a crucial aspect of a beneficial learning environment. The conduct of both students and instructor should contribute to a classroom culture that is respectful, engaged, and productive. It is the responsibility of class members to maintain and protect the ethic of civility in the classroom.

Assignments turned in after the due date will be deducted 10% unless expressly approved by the instructor.

Assignment	Percentage of Grade
Attendance and Participation	25%
SAT Homework	10%
Intelligence in the News Presentation	10%
Term Paper	30%
In Class Intelligence Project	15%
Group Presentation	10%

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points

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	Attendance and Participation	Assignment	250
1/9	Financial Aid Academic Activity	Assignment	1
2/4	OSINT Homework	Participation	
2/13	Group Presentation	Assignment	100
2/20	SAT Homework Activity	Assignment	100
3/6	Intelligence in the News Presentation	Assignment	100
4/15	In Class Intelligence Project Day 1	Assignment	75
4/17	In Class Intelligence Project Day 2	Assignment	75
4/21	Term Paper	Assignment	300

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%

Letter Grade	Percentage
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Attendance & Participation

Attendance and participation are a very important part of this course. Consistent attendance (missing 1-2 classes) and participation is 25% of your final grade. Participation means raising your hand, volunteering your thoughts, justifying your conclusions, asking pertinent questions, and being a team player and participant in all group exercises. Bring either pen and paper or a computer to class, as most group exercises will require note taking, organizing thoughts, and briefing.

Note: All page limits assume double-spacing and Times New Roman type in 12 point font. All assignments should be turned in using the webcourses platform and are due by 11:59pm EST.

Academic Activity Quiz

Each student will complete the academic activity quiz (for financial aid purposes) by 9 January.

Overall Participation—25% (250 points)
Includes well-prepared, thoughtful participation in class and completion of ungraded tasks.

SAT Homework Activity—10% (100 points)
Due on 20 February.
Complete the SAT homework activity prior to class and submit via Webcourses.

Intelligence in the News Presentation—10% (100 points)
Students will sign up for 1 3-minute presentation discussing an intelligence-related topic in the news providing a BLUF, overview and impact of the topic. The signup list will be on Webcourses.

Term Paper—30% (300 points)
7 pages. Due 21 April.
Students will craft a 7 page, double-spaced, intelligence analysis report on a security issue that will develop over the next year using available ('open') sources. While the paper itself will only make reference to SATs, students must use at least three Structured Analytic Techniques as part of the process of developing the report, and will 'show their work' in an appendix. The report must include the consideration of multiple appropriate hypotheses and Analysis of Competing Hypotheses, or ACH, must be used. While 8 sources are the minimum, the estimate must reflect a profound understanding of the issue. Failures of fact or situational understanding will affect grades. Writing quality is very important for this report and the assignment should follow basic intelligence writing norms (i.e., BLUF, probabilistic language, consideration of multiple hypotheses, effective logic and the effective use of specific evidence).

In Class Intelligence Project—15% (150 points)
15 and 17 April
Students will conduct an in class intelligence simulation exposing them to many aspects of the intelligence community through a team-learning simulation covering a wide range of key

analytical issues and context-based considerations. Failure to attend both classes will result in a reduced grade.

Group Presentation—10% (100 points)
5 minutes. Due 13 February in class.
An overview of a Structured Analytical Technique (SAT) will be presented to the class. Briefings will last no more than 5 minutes, and you should expect at least 5 minutes for questions; presentations should be polished and reflect good practices for effective briefing.

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) (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.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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 and Academic Integrity, 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.

Title IX

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 at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

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.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

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 this activity 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.

Class Schedule

7 January	Course Introduction
9 January	What is Intelligence? Definitions, Actors, Institutions and Disciplines (and dangers) William E. Odom (2008) Intelligence Analysis, Intelligence and National Security, 23:3, 316-332, DOI: 10.1080/02684520802121216
14 January	Intelligence Analysis Chapter 1 ICD 208 - https://www.dni.gov/files/documents/ICD/ICD-208-Maximizing-the-Utility-of-Analytic-Products-2017-01-09.pdf ICD 209 - https://www.dni.gov/files/documents/ICD/ICD-209-Tearline-Production-and-Dissemination.pdf
16 January	The Intelligence Cycle Chapter 2
21 January	Intelligence Outcomes and Failures Eva Michaels, How Surprising was ISIS' Rise to Power for the German IC? *Intelligence and National Security*, 2021.
23 January	Thinking about Thinking Chapter 3 Intelligence in the News Presentation
28 January	Perception and Deception Chapter 4 Intelligence in the News Presentation
30 January	Analytical Communication, Defining the Problem and Generating Hypotheses Chapters 6, 7, 8
4 February	Intelligence Collection Chapter 9
6 February	Intelligence Analysis Tradecraft Chapter 10
11 February	Cognitive Traps for Intel Analysts Chapter 11
13 February	Structured Analytical Technique Presentations
18 February	Estimating Probabilities Chapter 12
20 February	Creating an Analytical Plan Chapter 13

	Intelligence in the News Presentation SAT Homework Due
25 February	Know the Audience, Prepare and Conduct Intelligence Briefings Chapters 5, 14
27 February	Best Practices Chapter 15
4 March	OPSEC
6 March	Cyber Intelligence in the News Presentations
11 March	Guest Speaker
13 March	Introduction to Case Study Analysis
18-20 March	Spring Break
25 March	Case Study - Tarin Kowt
27 March	Case Study - Wen Ho Lee
1 April	Case Study - Osama bin Laden
3 April	Team Intelligence Exercise – Learning Intelligence Analysis
8 April	Student Requested Topic - The Future of Intelligence Analysis - Gartin, J. (2019). "The Future of Analysis," Studies in Intelligence Vol. 63, No. 2. Pp. 1-5. https://www.cia.gov/resources/csi/static/Future-of-Analysis.pdf - https://www2.deloitte.com/content/dam/insights/us/articles/6306_future-of-intel-analysis/DI_Future-of-intel-analysis.pdf
10 April	Paper Writing Review, Review on Presentations, In Class Exercise Review and Questions
15 April	In Class Intelligence Exercise
17 April	In Class Intelligence Exercise
21 April	Term Paper Due
22 April	No Class