INR 4363 - INTELLIGENCE ANALYSIS

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Fall 2025
Class Meeting Days: MWF
Class Meeting Time: 12:30PM - 01:20PM
Class Meeting Location: PSY 0106
Modality: P
Credit Hours: 3.00

Instructor Information

Name: Nathan Becker
Office Location: HPH Building
Email: nathan.becker2@ucf.edu

Office Hours

Either in Person or via Teams

- Monday – 11:00 – 12:00
- Wednesday – 11:00 – 12:00
- By appointment

Course Description

INR 4363 COS-POL SCI 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. Fall, Spr

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.

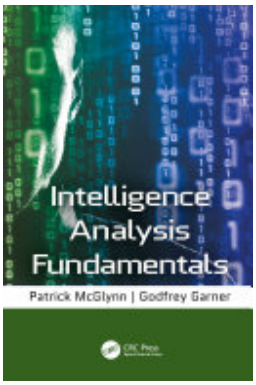
Student Learning Outcomes

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

Required 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 SAT Presentation	10%

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points

Due Date	Assignment Name	Assignment Type	Points
	Attendance and Participation	Assignment	250
8/22/25	Financial Aid Academic Activity	Assignment	1
10/6/25	Group Presentation	Assignment	100
10/10/25	SAT Homework Activity	Assignment	100
10/22/25	Intelligence in the News Presentation	Assignment	100
11/17/25	In Class Intelligence Project Day 1	Assignment	50
11/19/25	In Class Intelligence Project Day 2	Assignment	50
11/21/25	In Class Intelligence Project Day 3	Assignment	50
11/24/25	Term Paper	Assignment	300
10/6/25	Group SAT Presentation	Assignment	100
11/21/25	In Class Intelligence Project Day 3	Assignment	50

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%

Letter Grade	Percentage
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
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 only a few 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 22 August.

Overall Participation—25% (250 points)

Includes well-prepared, thoughtful participation in class and completion of ungraded tasks.

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 for 10 September, 15 September, 8 October, and 22 October.

Group SAT Presentation—10% (100 points)

5 minutes. Due 6 October in Class

Students will present one structured analytical technique method to the class. Presentations will last no more than 5 minutes and should be polished and reflect good practices for effective briefing.

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

In Class Intelligence Project—15% (150 points)
17, 19 and 21 November
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.

Term Paper—30% (300 points)
7 pages. Due 24 November.
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 report itself will not make reference to SATs, students are required to use 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 probabilistic assessments and should deploy ACH. 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).

Artificial Intelligence (AI) Use Policy

- **Use of Generative Artificial Intelligence (GenAI) is governed on an assignment-by-assignment basis**. For each assignment, you must carefully review the instructions to determine whether AI-generated content is permitted. In some cases, you may be permitted (though not required) to use GenAI. When using GenAI, you must disclose specifically where and how it was used in the process of completing the assignment. Unless explicitly allowed, all components of your work must be fully prepared by you. Any attempt to represent GenAI output inappropriately as your own work will be treated as plagiarism. Ultimately, students are responsible for the accuracy and veracity of submitted work whether AI-generated or not.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

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 access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & 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 discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by 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

18 August
Course Introduction

20 August
What is Intelligence? Definitions, Actors, Institutions and Disciplines (and dangers)

22 August – Complete Academic Activity Quiz
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

25 August
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

27 August
Intelligence Analysis Exercise

29 August
The Intelligence Cycle
Chapter 2

1 September
Holiday

3 September
The Intelligence Cycle
Chapter 2

5 September
Intelligence Outcomes and Failures

8 September
Intelligence Outcomes and Failures
Eva Michaels, How Surprising was ISIS' Rise to Power for the German IC? *Intelligence and National Security*, 2021.

10 September – Intelligence in the News Presentations

12 September
Thinking about Thinking
Chapter 3

15 September – Intelligence in the News Presentations

17 September
Perception and Deception
Chapter 4

19 September
Analytical Communication, Defining the Problem and
Chapters 6, 7, 8

22 September
Generating Hypotheses
Chapter 8

24 September
Intelligence Collection
Chapter 9

26 September
Intelligence Collection
Chapter 9

29 September
Intelligence Analysis Tradecraft
Chapter 10

1 October
Cognitive Traps for Intel Analysts
Chapter 11

3 October -
Cognitive Traps for Intel Analysts
Chapter 11

6 October - Structured Analytic Techniques Presentations

8 October - Intelligence in the News Presentations

10 October
Estimating Probabilities - **SAT Homework Due**
Chapter 12

13 October
Creating an Analytical Plan
Chapter 13

15 October
Know the Audience, Prepare and Conduct Intelligence Briefings
Chapters 5, 14

17 October

Best Practices
Chapter 15

20 October
OPSEC
Chapter 16

22 October - Intelligence in the News Presentations
Cyber

24 October - Guest Speaker

27 October
Intro to Case Study Analysis – Beebe and Pherson

29 October
Intro to Case Study Analysis – Beebe and Pherson

31 October
Case Study – Tarin Kowt

3 November
Case Study – Wen Ho Lee

5 November
Case Study – Osama bin Laden

7 November
Team Intelligence Exercise – Learning Intelligence Analysis

10 November
Team Intelligence Exercise – Learning Intelligence Analysis

12 November
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

14 November

Paper Writing Review, Review on Presentations, In Class Exercise Review and Questions
Announce Groups for In Class Intel Exercise

17 November
In Class Intelligence Exercise

19 November
In Class Intelligence Exercise

21 November
In Class Intelligence Exercise

24 November
Term Paper due – No Class

26 – 29 November
Thanksgiving Holiday

1 – 6 December (Finals Week)
No Final Exam