INR 6365 - Seminar on Intelligence

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2026
Class Meeting Days: W
Class Meeting Time: 06:00PM - 08:50PM
Class Meeting Location: MSB 0407
Modality: P
Credit Hours: 3.00

Instructor Information

Name: Thomas Dolan
Title: Associate Professor
Office Location: HPH 314
Email: Thomas.Dolan@ucf.edu

Office Hours

Monday 3:30-5, Wednesday 12-1:30

Course Description

INR 6365 COS-POLS 3(3,0)Seminar on Intelligence: PR: Admission to degree-seeking program or C.I. Examines the organization and functions of the U.S. intelligence community, its interaction with national security policymakers, and the challenges in defining its future role. Occasional.

Intelligence is an important part of contemporary decision-making in international relations and national security. Likewise, over the past century, intelligence agencies have become an integral part of the modern state. This course will examine these phenomena by investigating the production of intelligence, the use of intelligence by policy-makers, and the relationships between intelligence institutions and other components of democratic states.

Student Learning Outcomes

- Students will engage with and master relevant social scientific and historical literature on intelligence and intelligence studies
- Students will improve research skills related to the study of intelligence
- Students will develop intelligence-related skills, including analysis, writing, and briefing

Required Course Materials and Resources

The CiA and the Politics of US Intelligence Reform
Authors: Brent Durbin

Superforecasting
Authors: Philip Tetlock

Why Intelligence Fails
Authors: Robert Jervis

Intelligence Success and Failure
Authors: Uri Bar-Joseph and Rose McDermott

War and Chance

Authors: Jeffrey Freidman

Spy Watching: Intelligence Accountability in the US

Authors: Loch Johnson

Course Assessment and Grading Procedure

Assignments:

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.

Academic Activity Quiz

Each student will complete the academic activity quiz (for financial aid purposes) by the first friday of the course

Overall Participation—10%
Includes well-prepared, thoughtful participation in seminars and completion of ungraded tasks

SAT Homework Activity—10%
Due 18:00 on 18 February
Complete the SAT homework activity prior to class.

Original Estimate 1 Proposal--2%
Students will briefly describe topic for their estimate.

Original Estimate 1—10 %
3 pages.
Students will identify a security issue that will develop in a meaningful way over the succeeding two months and prepare a (3 page, double spaced) estimate using available ('open') sources. While the estimate itself will not make reference to SATs, they will use at least three Structured Analytic Techniques as part of the process of developing the estimate, and will 'show their work' in an appendix that shows how they arrived at their estimate. Estimates must include the consideration of multiple appropriate hypotheses and must deploy ACH. While there are no requirements related to sources, the estimate must reflect a profound understanding of the issue that is being estimated. Failures of fact or situational understanding will affect grades.
Writing quality is very important for this assignment and the assignment and must comply with the estimate writing guidelines for the course. See Writing for Intelligence Guidelines Sheet
*Note that copies of Heuer and Pherson's *Structured Analytic Techniques* are available for borrowing at the ICCAE office.

Term Paper Proposal—5%
1 page.
Students will propose the topic for their term paper and identify the model that they will use for it.

NIE Hindsight Review—10%
2 pages.
Students will prepare an analysis of a published, largely unredacted NIE from the US, another English speaking country, or a French speaking country. (Students are required to include a file or link with the text of the estimate.) The summary of the estimate (identifying key issues addressed by, and estimates made in the NIE) in no more than half a page. The remainder of the paper

should be analytic; it should address the extent to which it succeeded (i.e., was it right? was it helpful to policy-makers?) and the reasons, to the extent that they can be elucidated, for its successes and failures. A successful paper will make reference to both the estimate and secondary sources that address the history of the case.
Published estimates can be found in a number of places, including the CIA Center for Intelligence website (https://www.cia.gov/readingroom/historical-collections), the Digital National Security Archive (an organization that makes available FOIA'd National Security documents, both on their website and via a subscription service to which the UCF library subscribes. You can also consult Aldrich, et al., *Spying on the World: The Declassified Documents of the Joint Intelligence Committee, 1936-2013* (Edinburgh 2014) for British equivalents.

Original Estimate 2 Plan--3%
Briefly describe topic and plan for preparing the estimate.

Estimate Reflection Paper—5%
1 page.
With the benefit of two months, students will consider the relative success of their estimate (which was submitted on 15 February) and conduct a post-mortem: what did they do that made their estimate more or less successful?

Term Paper—30%
15 pages.
Students will write a term paper using either the research design model or the conventional wisdom model, see webcourses for details).

Original Estimate 2—15% Group assignment, done in Groups of 3 or 4
3 pages (10%)+ briefing (5%)
Estimates are due 29 April at 8:00 (8 AM). Briefings will be at 7 PM.
Students will identify a security issue that will develop in a meaningful way over the succeeding year and prepare a short (3 page, double spaced) estimate using available ('open') sources. While the estimate itself will not make reference to SATs, they will use appropriate Structured Analytic Techniques at each stage of the development of the estimate. These SATs **must** include, at minimum, appropriate brainstorming techniques, the development of competing hypotheses, ACH, and at least one premortem technique. An appendix will provide details on the formulation of the question and present evidence of the SATs used in arriving at the estimate. While there are no requirements related to sources, the estimate must reflect a profound understanding of the issue that is being estimated. Failures of fact or understanding will significantly affect grades. Writing quality is very important for this assignment and the assignment and must comply with the estimate writing guidelines for the course. See Writing for Intelligence Guidelines Sheet

The estimate will be briefed to the class during the final exam period. Briefings will last no more than 10 minutes, and groups should expect at least 5 minutes for questions; briefings should be polished and reflect good practices for effective briefing.
All students must agree to a statement describing their part in preparing the briefing and doing the estimate.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points

Due Date	Assignment Name	Assignment Type	Points
	Academic Activity Quiz	Quiz	1
	Overall Participation	Assignment	10
3/26/25	Estimate 2 Plan	Assignment	3
4/23/25	Original Estimate 2	Assignment	15
2/4/26	NIE Hindsight Review	Assignment	10
2/18/26	Structured Analytic Techniques Homework	Assignment	10
2/22/26	Estimate 1 Proposal	Assignment	2
2/25/26	Original Estimate 1	Assignment	10
3/4/26	Term Paper Proposal	Assignment	5
4/15/26	Term Paper	Assignment	30
4/22/26	Estimate 1 Reflection Paper	Assignment	5

Grading Scale

93 or better	High-quality professional work
A- 90-92.99	Professional work
B+ 88-89.99	Good work but not quite professional-level work; contains clear weaknesses
B 83-86.99	Quality is acceptable, but has serious weaknesses
B- 80-82.99	Quality is marginally acceptable
C 70-79.99	Quality is problematic
D	Quality is not acceptable for graduate work

60-69.99	
F 59.99 or below	Fail

Note that per CGS policies, in graduate courses, a C is considered to be an unsatisfactory grade.

Policies for Course Grade

Grading
Grades are assigned to both individual pieces of work and cumulatively. The grade scale I use for both is below (note that “g” refers to the numerical grade you receive). I do not usually curve grades, but reserve the right to do so if I deem it necessary. All material is graded on its own terms, rather than through comparison with other students’ work.

Late Papers

Assignments are to be turned in by class time on the day they are due. They should be in hard copy unless unforeseen circumstances prevent printing them in or handing them in a timely manner. For every 24 hours that pass thereafter, 5% of credit is lost, to a maximum of 40% lost. Exceptions related to university activities, religious holidays, and for other reasons should be requested before assignments are due.

Attendance
As a rule students are expected to attend each meeting of the course in person. However, the instructor is willing to accommodate periodic participation via zoom, especially when students are feeling ill or have legitimate needs to travel. Students are asked to make these requests at least 2 hours before the start of class.

Artificial Intelligence (AI) Use Policy

A statement and two observations about AI
AI can be used to assist in proofreading. If the instructor determines that it is more than likely the case that an assignment was substantially produced using AI methods (including platforms like chat gtp), the instructor may grade the assignment as a 0. However, the instructor has found that these platforms, as a rule, produce poorly conceived work, and that assignments produced using AI, even if not detected as such, may receive quite poor grades *on their merits alone*. More generally, even if you 'get away' with having passed off AI generated text as your own, doing so may have its own negative natural consequences in the long term regardless of what happens in the course.

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:

1. 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 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 assessment, 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.
2. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
3. 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 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.

4. 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" designated 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 arrangements.

Campus Safety

At UCF's 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 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 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

Course Schedule

14 January: Introduction

21 January
What is Intelligence?
Required Reading
Thomas Fingar, 2011 "Analysis in the US Intelligence Community: Missions, Masters, and Methods. 2011. *Intelligence Analysis: Behavioral and Social Scientific Foundations*. Washington, DC: The National Academies Press.
Richard Shultz, Post-9/11 Wartime Intelligence Analysis. *Intelligence and National Security*, 33:7, 974-998.
Thomas Fingar, 2011. "Estimative Analysis: What it Is, What it Isn't, and How to Read It," *Reducing Uncertainty*, Stanford University Press. Ch. 5.
T. W. van de Kerke & C. W. Hijzen (2021) Secrecy, evidence, and fear: exploring the construction of intelligence power with Actor-Network Theory (ANT), *Intelligence and National Security*, 36:4, 527-540
Intelligence Community Directive 203, "Analytic Standards"

ALSO REVIEW:
NIEs: 11/13-69 (The USSR and China), 12/11-83 (Military Reliability of the Soviet Union's Warsaw Pact Allies), 11-23-88 (Gorbachev's Economic Programs), 11-18-91 (Implications of Alternative Soviet Futures), 2021-10030-A (Climate Change and International Responses Increasing Challenges to US National Security Through 2040).
https://www.cia.gov/readingroom/docs/DOC_0000265620.pdf
https://www.cia.gov/readingroom/docs/DOC_0000261304.pdf
https://www.cia.gov/readingroom/docs/DOC_0000265647.pdf
https://www.cia.gov/readingroom/docs/DOC_0000262471.pdf
https://www.dni.gov/files/ODNI/documents/assessments/NIE_Climate_Change_and_National_Security.pdf
Recommended:
Robert Levine, 2024. Probability of Confidence, a distinction without a difference? *Intelligence and National Security*
Peter de Werd (2021) Reflexive intelligence and converging knowledge regimes*, Intelligence and National Security*, 36:4, 512-526

28 January
Intelligence and Decision Advantage
Jennifer Sims, *Decision Advantage*, Oxford, 2022. Chapters 1, 4, 7, 9, 11, 13

4 February
Cognitive Biases in Analysis *NIE Hindsight Review due*
Required Reading
Richard Heuer, *Psychology of Intelligence Analysis*, Center for the Study of Intelligence. 1999. Ch. 1-3, 9-12 *Available free online via the CIA Center for the Study of Intelligence.
Jack Davis, Why Bad Things Happen to Good Analysts, *Studies in Intelligence*

11 February
Probability and Judgement *Original Estimate 1 Proposal due*
Required Reading
Jeffrey Friedman, *War and Chance*, Oxford University Press.
Selection from Philip Tetlock, *Expert Political Judgment*

18 February
Structured Analytic Techniques *SAT Homework Activity*
Required Reading
Richard Heuer, *Psychology of Intelligence Analysis*, Center for the Study of Intelligence. 1999. Ch. 4-8.
Randolph Pherson and Richard Heuer, *Structured Analytic Techniques for Intelligence Analysis*, Ch. 5-9
Boris Delagenière (2021) Intelligence analysis as cryptic hermeneutics, *Intelligence and National Security*, 36:4, 541-554
John Wilcox and David Mandel, (2024), Critical Review of the Analysis of Competing Hypotehses technique. *Intelligence and National Security.*
Recommended:
Welton Chang & Philip E. Tetlock (2016) Rethinking the training of intelligence analysts, *Intelligence and National Security*, 31:6, 903-920
Welton Chang, Elissabeth Berdini, David R. Mandel & Philip E. Tetlock (2018) Restructuring structured analytic techniques in intelligence, *Intelligence and National Security*, 33:3, 337-356
James Marchio, Overcoming the Inertia of Old Ways of Producing Intelligence—the IC's Development and use of new analytic methods in the 1970s, *Intelligence and National Security*, 2021.
Kathleen Vogel et al. The Impact of AI on Intelligence Analysis, *Intelligence and National Security*, 2021.
Ariel Kruger et al. Using Argument Mapping to Improve Clarity and Rigor in Written Intelligence Products, *Intelligence and National Security* 2022.
David Mandel and Philip Tetlock, Correcting Judgment Correctives in National Security Intelligence, *Frontiers in Psychology*, 2018
Stephen Coulhart, What's the Problem? Frameworks and Methods from Policy Analysis for analyzing complex problems, *Intelligence and National Security*, 2017.
Damien van Puyvelde et al. Beyond the Buzzword : Big Data and National Security Decision-Making, *International Affairs*, 2017.

25 February
Personality and Intelligence Analysis *Original Estimate 1 Due*
Required Reading
Philip Tetlock and Dan Gardner, *Superforecasting: The Art and Science of Prediction*. Crown/ RandomHouse.
Recommended:
David Mandel et al., Policy for Promoting Analytic Rigor in Intelligence, *Intelligence and National Security*, 2021.
Nassim Taleb et al., On Single Point Forecasts for Fat-Tailed Variables, *International Journal of Forecasting*, 2022.
Michael Horowitz et al. What Makes Foreign Policy Teams Tick? *Journal of Politics*, 2019.

4 March *Term paper proposal due*
Why Intelligence Fails
Required Reading
Robert Jervis, *Why Intelligence Fails*, Cornell University Press.
Uri Bar-Joseph and Rose McDermott, *Intelligence Success and Failure*, Oxford University Press.
Recommended:
Arzan Tarapore, The View from Somewhere, *Intelligence and National Security*, 2022.
Eva Michaels, How Surprising was ISIS' Rise to Power for the German IC? *Intelligence and National Security*, 2021.
Giangiuseppe Pili. 2024. A New Theory of Surprise. *Intelligence and National Security*.
Nicholas Miller, Predicting Proliferation, *International Organization*, 2021.
Uri Bar-Joseph, 2013. "The Special Means of Collection: The Missing Link in the Surprise of the Yom Kippur War," *Middle East Journal*, 67:4.

Robertta Wohlstetter, 1962. *Pearl Harbor: Warning and Decision*, Stanford University Press. Ch 1, 6, 7
Michael Jonsson, 2024. Swedish Intelligence, Russia, and the War in Ukraine. *Intelligence and National Security.*
Thomas M. Dolan. Working Paper. Accuracy and Usefulness in the President's Daily Brief.

11 March
Policy Makers and Intelligence
Required Reading
Keren Yarhi-Milo, In the Eye of the Beholder, *International Security*, 2013
Robert Jervis, 2010. "Why Intelligence and Policymakers Clash," *Political Science Quarterly*, 125:2.
Paul Miller, 2010. "Lessons For Intelligence Support to Policymaking during Crises" *Studies in Intelligence*, 54:2.
Jack Davis, 1995. "A Policy-Maker's Perspective on Intelligence Analysis," *Studies in Intelligence*, 38:5.
Fuller Armstrong, 2002. "Ways to Make Analysis Relevant but not Prescriptive," *Studies In Intelligence*, 46, 3.
Josh Kerbel and Anthony Olcott, 2010. "Synthesizing with Clients, not Analyzing for Customers," *Studies in Intelligence*, 54:4.
William Odom. 2008. "Intelligence Analysis," *Intelligence and National Security*, 23:3.

No Class--Spring Break

25 March
The Birth of American Intelligence Institutions
Jeff Rogg, *The Spy and the State*, Parts 1-3

1 April *Estimate 2 Plan due*
The Further Evolution of US Intelligence Institutions
Required Reading
Brent Durbin, *The CIA and the Politics of US Intelligence Reform*, Cambridge University Press.
Selection from Amy Zegart, *Flawed by Design.*
Selection from David Oakley, *Subordinating Intelligence*. University Press of Kentucky, 2019.

8 April
Intelligence Oversight
Required Reading:
Loch Johnson, *Spy Watching: Intelligence Accountability in the United States*, Oxford University Press.
Jeff Rogg (2020) The U.S. Intelligence Community's "MacArthur Moment", *International Journal of Intelligence and CounterIntelligence*, 33:4, 666-681
Gregory Smith, 2019. Secret, but Constrained: The Impact of Elite Opposition to Covert Operations, *International Orgnaizaiotn,* 685-707
Recommended
Diana Bolsigner, 2024. Overt Action: Congressional Oversight, Private Activism, and Afghan Covert Action Policy in the Reagan Administration. *Intelligence and National Security*.

15 April
Covert Action *Term Paper due*
Required Reading:
Austin Carson, Facing Off and Saving Face: Covert Intervention and Escalation Management in the Korean War, *International organization*, 2016.

Michael Poznansky, Revisiting Plausible Deniability, *Journal of Strategic Studies*, 2020.

Lindsay O'Rourke, The Strategic Logic of Covert Regime Change. *Security Studies*, 2019.

Chase Bloch and Roseanne McManus, 2024. Denying the Obvious. *International Organization*, 78, 600-24.

Recommended:

Michael Poznansky, Feigning Compliance. *International Studies Quarterly*, 2019.

Andrew Boutton and Thomas Dolan, Enemies in the Shadows, *International Studies Quarterly*,2021

Rory Cormac and Richard Aldrich, Grey is the New Black: Covert Action and Implausible Deniability, *International Affairs*, 2018.

Kevin Riehle, 2024. Ignorance, Indifference, or Incompetence: why are Russian Covert Actions so Easily Unmasked. *Intelligence and National Security.*

22 April *Estimate 1 Reflection Paper Due*
Foreign Intelligence Institutions
Required Reading:
Selection from Douglas Porch, *The French Secret Services*, 1995.
Selection from Richard Samuels, *Special Duty*, 2019
Selection from Peter Mattis and Peter Brazil, *Chinese Communist Espionage*, 2019
Huajie Jiang, Kazushi Minami; The Eyes and Ears of the Dragon: Open-Source Intelligence and Chinese Foreign Policy during the Cold War. *Journal of Cold War Studies* 2023; 25 (2): 41–63
Maria Morrow, Private Sector Intelligence, *Intelligence and National Security*, 2022.
Recomended
Selection from Christopher Andrews, *The Mitrokhin Archive*
Jardar Ostbe. 2024. The Russian Hybrid Intelligence State. *Intelligence and National Security*.
Katherine Tucker and Mariaa Robson-Morrow. 2024. Intelligence Outsourcing for Non-traditional Clients: the Rise of Private Sector Intelligence Providers. *Intelligence and National Security*.

29 April *Estimate 2 Due 8 AM*
Intelligence Estimate 2 Briefings (7 PM)