INR 4363 - INTELLIGENCE ANALYSIS

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2026
Class Meeting Days: TR
Class Meeting Time: 12:00PM - 01:20PM
Class Meeting Location: CB1 O122
Modality: P
Credit Hours: 3.000000000000000

Instructor Information

Name: Nathan Becker
Office Location: HPH Room 313
Email: nathan.becker2@ucf.edu

Office Hours

- Tuesday - 10:30-11:45
- Thursday - 10:30-11:45
- 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 by 10% unless expressly approved by the instructor. Assignments turned in more than 7 days after the due date will receive a score of "0" 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
1/16/26	Academic Activity Quiz		1
2/19/26	Group SAT Presentation		100
2/26/26	SAT Homework		100
3/12/26	Intelligence in the News Presentation		100
4/21/26	In Class Intelligence Project Day 1		75
4/23/26	In Class Intelligence Project Day 2		75
4/23/26	Attendance and Participation		250
4/27/26	Term Paper		300

Grading Scale

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

Missed/Late Assignments

Assignments turned in after the due date will be deducted by 10% unless expressly approved by the instructor. Assignments turned in more than 7 days after the due date is a failing assignment. Students are expected to submit all assignments by the assigned due dates, however, we all know that sometimes work and life get in the way - our work schedules get moved, cars break down or we get sick and can't make the assigned deadline. If this happens, please let me know and we can discuss the 10% late assignment deduction.

Instructor Contact Information

Office hours will be held in-person and via Microsoft Teams every Tuesday and Thursday from 10:30 - 11:45 and by appointment. If you feel like you will need more time than that or have other scheduling concerns, contact me directly to make an appointment. You can also message me with written questions/concerns anytime, please allow 24 hours to respond during the week and 48 hours on the weekends.

Homework Requirements

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.

Attendance and Participation - 25% (250 points)

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 and graded or ungraded tasks. Bring either pen and paper or a computer to class, as most group exercises will require note taking, organizing thoughts, and briefing.

Academic Activity Quiz (1 point)

Each student will complete the academic activity quiz for financial aid purposes by 16 January.

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 sign-up list will be provided for presentation dates on 29 January, 3 February, 26 February, and 12 March.

Group SAT Presentation - 10% (100 points)

5 minute presentation on 1 Structured Analytical Technique (SAT) from the assigned chapter to the class. Due 19 February in class. Presentations will not exceed 5 minutes and should be polished and reflect good practices for effective presentations.

SAT Homework Activity - 10% (100 points)

Due on 26 February. Students will complete the SAT homework activity and submit via Webcourses.

In Class Intelligence Exercise - 15% (150 points total, 75 points for each day of the project)

Students will conduct an in class intelligence simulation on 21 and 23 April exposing them to many aspects of the intelligence community through a team-learning exercise covering a wide range of key analytical issues and context-based considerations. Students must attend both classes as this is a capstone exercise. Failure to attend can result in "0" points being assigned.

Term Paper - 30% (300 points)

Students will write a 7 page term paper that is due on 27 April. The term paper will be a double-spaced, intelligence analysis report on a security issue that will develop over the next year using available sources. The term paper will use Times New Roman font and normal margins. Students are required to use 3 Structured Analytical Techniques (SAT) as part of the process of developing the report, however, the completed SATs will not be included in the main body of the term paper, the completed SATs must be included in an Appendix. Students can reference the SATs throughout their paper. The report must include the consideration of multiple appropriate hypotheses, their probabilistic assessments, and students are required to use Analysis of Competing Hypotheses (ACH) as one of their 3 SATs. While 8 sources are the minimum, the estimate must reflect a profound understanding of the issue and students must use in-text citations in accordance with their preferred writing style (APA, MLA, Chicago). 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 (BLUF, probabilistic assessment language, consideration of multiple hypotheses, effective logic, and the use of specific evidence. The paper must include 7 pages of analysis, a cover page is not required, but if used it does not count towards the analysis. A works cited/bibliography that also does not count towards the 7 page limit. Students must consistently use their preferred formatting style throughout the paper. After the Works Cited will come the Appendix where students must attach their completed SATs for review.

Grading

Grades are assigned to both individual pieces of work and group projects. All material is graded on its own terms, rather than through comparison with other students' work.

Changes to the Syllabus

In the event there is a need to change the syllabus, an announcement will be sent to all students via webcourses and will be mentioned during class. Changes become effective immediately. If changes create hardships for students, please contact me as soon as is practical.

Cancellation of Class

In the event that the instructor needs to cancel class, an announcement will be sent to all students via webcourses. In cases of late cancellation, notice may also be posted on the classroom door.

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:

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

13 January	Course Introduction
15 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
20 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
22 January	The Intelligence Cycle Chapter 2
27 January	Intelligence Outcomes and Failures Eva Michaels, How Surprising was ISIS' Rise to Power for the German IC? *Intelligence and National Security*, 2021.
29 January	Thinking about Thinking Chapter 3 Intelligence in the News Presentation
3 February	Perception and Deception Chapter 4 Intelligence in the News Presentation
5 February	Analytical Communication, Defining the Problem and Generating Hypotheses Chapters 6, 7, 8
10 February	Intelligence Collection Chapter 9
12 February	Intelligence Analysis Tradecraft Chapter 10
17 February	Cognitive Traps for Intel Analysts Chapter 11
19 February	Structured Analytical Technique Presentations
24 February	Estimating Probabilities Chapter 12
26 February	Creating an Analytical Plan Chapter 13 Intelligence in the News Presentation SAT Homework Due
3 March	Know the Audience, Prepare and Conduct Intelligence Briefings Chapters 5, 14
5 March	Best Practices Chapter 15
10 March	OPSEC
12 March	Cyber Intelligence in the News Presentations
16-21 March	Spring Break
24 March	Guest Speaker
26 March	Introduction to Case Study Analysis
31 March	Case Study - Tarin Kowt
2 April	Case Study - Wen Ho Lee
7 April	Case Study - Osama bin Laden
9 April	Team Intelligence Exercise – Learning Intelligence Analysis
14 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
16 April	Paper Writing Review, Review on Presentations, In Class Exercise Review and Questions
21 April	In Class Intelligence Exercise
23 April	In Class Intelligence Exercise
27 April	Term Paper Due – No Class
28 April	UCF Study Day – No Class