

**PAD 4936
Intelligence Analysis
Course Outline**

Instructor

Abby Kinch

Bellamy Building, Room 646
Office hours M&W 8:30am-10am or by appointment
Office: (850) 644-9961
E-mail: akinch@em.fsu.edu

Course Text

Prunckun, H. (2007) *Scientific Methods of Inquiry for Intelligence Analysis. Second Edition*

Because the practice of intelligence analysis evolves continuously, many readings will come from recent articles or published work. These other assigned readings will be posted to Blackboard.

Course Overview

This course is a combined graduate and undergraduate course and is offered in the classroom in the fall and spring, and online in the summer

This course focuses on the techniques intelligence analysts use to solve problems, introducing the student to issues of strategic concern and the role of the intelligence analyst in informing policy judgments and courses of action. Students explore basic concepts in analysis including data collection, structured analytic techniques for analysis, and introductory qualitative and quantitative methods used to synthesize data in order to develop strategic assessments of threats and vulnerabilities.

Course Objectives

This course will expose students to techniques used in the analysis of information from across the globe in the production of intelligence including quantitative analysis, statistical analysis, data modeling, comparative analysis, data mining, data science, social networking analysis, and computational data analysis. By the end of this course, students will be able to:

- Explain the ethical dilemmas surrounding intelligence collection and analysis
- Write an intelligence report using the industry standard plain-language in a message-driven format
- Analyze qualitative data using grounded research to create a theory generalizable to similar events
- Prepare tactical analyses and reports on both target and mission-specific topics
- Operationalize, measure, and model intelligence based on quantitative data

Each week, this course will encourage critical thinking and public presentation of produced intelligence. Multicultural and international understanding will be presented with each lesson as a way to stress context of analysis. Students will work toward the production of intelligence reports backed by analytical processes used in the field that they will be competent to conduct. They will be able to compile reports to the standards of the professional community and present them to interested audiences.

Course Structure

Due to the nature of the profession, this course will consist of some lecture, but also a great deal of group activities and scenarios. Groups will be established before the third week of classes, and these groups will not change. In-class activities and scenarios will be used to reinforce lecture and expose students to necessary concepts in a hands-on way that is vital to the acquisition of analysis skills.

This course is a combined

Course Expectations

Students are expected to complete any assigned readings prior to class meeting. Because of the nature of the material, attendance is mandatory. Students are expected not only to be present, but also to participate in discussions and group activities.

If it is necessary to miss a class meeting, the instructor and the student's group mates should be notified ahead of time. If this is impossible, university-required documents should be submitted immediately upon return. It will be impossible to make up the in-class work, and so absences should be kept to a minimum.

Each course meeting, at least one group member should bring a computer and each student should bring paper and writing equipment.

To make the course more real (and a little fun) for students, each student will choose or will be assigned a code name. This is the name to be used in this course. It is important that documents include only the code name of the student.

Quizzes

One of the most important attributes of any analyst is attention to detail. Even more important is the ability to retain that detail to memory. Part of each class meeting will be aimed at honing those skills and that ability. Memory quizzes will be given during most weeks building on what we've learned. Grading will be skewed at the beginning of the semester and steadily become more detailed, such that simple completion of the quiz will garner a high grade for the first quiz, while full accuracy will be required at the end of the semester.

Individual & Group Projects

- Group Project 1 (week 2) Collection project. Students will be divided into their teams and assigned a country. Scenarios will be handed out based on the country with pieces of information.
 - Students should assign as collectors, analysts, and reporters based on the information needed.
 - Students will be asked to report on the information obtained periodically throughout this activity.
- Group Project 2 (week 4) Writing project. This project will get students used to how intelligence reports are crafted and written. Students will work in teams to develop a topic, answer the 5 "questions," write a report mission statement, and a brief outline as indicated in the week's lecture. Teams can choose any topic and fabricate supporting evidence. The entire purpose is to understand the structure and meaning behind the elements of writing.
- Group Project 3 (week 5) Qualitative Analysis project. Students will divide into their groups. They will then be given a topic to search on social media and, as a group, should come up with a list of inferences and conclusions.
- Group Project 4 (week 6) Analysis of Competing Hypotheses project. Students will divide into groups and be given a scenario with a backstory and a list of evidence with sources. The students should brainstorm hypotheses based on the evidence and assumptions (remember to include assumptions as evidence). They will then have to use the ACH matrix provided in the course library folder to select the least inconsistent hypothesis.
- Group Project 5 (week 7) Vehicle Path Analysis project. Students will divide into their teams and be given a map and a scenario to plan travel for a VIP. They may use any imaginary resources necessary to

facilitate ground transportation, and will be required to create a guide for the driver. A Red Team will be created to play the role of a group aiming to capture the VIP.

- Individual Project 6 (week 9) Bayesian Thinking Project. Students will work in their teams to solve an all-too common problem for the UN Nuclear, Biological, and Chemical (NBC) proliferation program. They will be given a scenario and will slowly acquire new intelligence reports, which add evidence to their decisions. Because of the size and robustness of this assignment, it will be worth twice the normal projects, but groups will have two weeks to complete it.
- Individual Project 7 (week 11) Cryptography project. This exercise will be submitted in two parts.
 - PART I:
A handout will be distributed during the class lecture, and will be submitted at the end of the class meeting.
 - PART II:
You should create an encrypted message using any of the techniques discussed in class and provide all tools needed for your ally to decrypt it. This should be done in class. You will provide to me one copy of the encrypted message with the solution as well as the group to whom you've sent it to the instructor.
The ally team should decrypt the ciphertext given to them, and submit the second part of the exercise in blackboard.
- Group Project 8 (week 12) Network analysis project. Each team will learn the complexities of network analysis by mapping and analyzing the network of a fictitious person. They will submit the map and the analysis to blackboard.

Participation

Participation is expected in this course as a means of full comprehension of the material presented. Simple attendance will not be enough. Participation in class discussion/debate will be recorded during every class meeting, and is required to earn full 15% of students' final grade. For graduate students only, 5% of that will be from a reading presentation given at the beginning of the class meeting when the reading is assigned.

Teamwork is mandatory.

We have all been involved in organizations in which one or two individuals did all the work and the rest came along for the ride and credit, much to the irritation of those who did the actual work. For that reason, peer evaluations will weigh heavily on your grade.

- Team Peer Evaluations
 - At the end of the semester, team members will evaluate and rank all other members of their team based on their individual performance on the team during the course of the simulation. Things to consider include, but are not limited to, attendance, preparation, helpfulness, cooperation, and effort. You will not evaluate yourself or members of other teams.
 - The scale will run from one to ten with ten being the highest grade. Be fair and honest and explain your rankings. I would be very surprised if everyone on a team deserved the same score.
 - If someone's rankings seem odd, they may receive a note.
 - Peer evaluations are confidential. They will not be returned to the students; I will keep them in accordance with University requirements for the maintenance of class records.
- Cooperation
 - Play nicely in the sandbox. If your load is light and someone else has a lot of work, help them. Initiative is an excellent trait and one that will serve you well in the future. The person needing help the next time may be you. If, while researching your part, you find something that may help someone else on your team, inform them. Send an e-mail with a link; copy the article; do not lose the information. Once again, initiative.