Course Syllabus
(01:790:483) Critical Thinking and Analytic Writing for the Intelligence Community

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Office Hours: By appointment

REQUIRED TEXTBOOK

- Heuer, Richards, J. (1999) *Psychology of Intelligence Analysis*. Center for the Study of Intelligence. ISBN 1929667000 Available for free download at: https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/PsychofIntelNew.pdf

COURSE DESCRIPTION: Students will learn some of the fundamental skills of a successful intelligence analyst: developing sound analysis through the use of structured analytical techniques and communicating analytical judgements effectively in both written products and oral presentations. Students will be taught how to research, develop, draft, refine and present analytic products consistent with the tradecraft currently used by Intelligence Community professionals. Students will also learn about how intelligence analysis compares and contrasts between the Intelligence Community, domestic law enforcement/homeland security agencies and the private sector.

LEARNING OBJECTIVES: The purpose of this course is to provide students with the skills to think critically about intelligence and security issues and develop products and briefings that are accurate, insightful, relevant and timely through exposure to "best practices". Students will also learn the skills necessary to write and brief senior government officials. At the culmination of this course, students should be able to:

1. Enhance their knowledge of the intelligence process and various components of the Intelligence Community.
2. Develop the skills necessary to write concisely, clearly, and analytically about sensitive and complex intelligence and national security issues.
3. Understand the core elements of the "Intelligence Cycle" and specifically the process of effective intelligence analysis.
4. Apply common structured analytic techniques to intelligence questions.
5. Develop the skills to conduct oral briefings on sensitive and complex intelligence and national security issues with confidence.
6. Work efficiently and effectively in teams to understand, assess, and analyze intelligence issues and case studies.
7. Develop the ability to critique peers' writing assignments and oral presentations.

COURSE REQUIREMENTS

To be successful in this course students will:

- Attend class
- Complete assigned readings prior to class
- Create high quality written products and deliver high quality briefings

- Contribute to class discussions constructively and consistently
- Keep informed of current events as they pertain to their briefing topics

IMPORTANT NOTES:

Attendance is Mandatory. Since class participation is a significant portion of the overall grade, a student needs to be present in class to be eligible to receive maximum participation credit. Additionally, the instruction on how to successfully produce the assignments required for this class will be provided during the designated class time. Unlike some other subjects, it will be extremely difficult to rely on outside sources to replace the instruction provided during class. If there is an emergency that prevents a student from attending class, the student can notify the professor prior to class through email. Excused absence will be granted on a case by case basis. Documentation, such as a doctor's note for an illness/injury, should be provided in order to avoid a grade reduction penalty for attendance. If a student misses more than two classes they must meet with the professor to discuss whether the student can remain in the course.

All work presented in this course must be original work. Recycling or reusing whole or parts of presentations or briefings prepared for other courses is **NOT** permitted. Plagiarism is the quickest way to ruin your personal and organization's reputation and credibility. It's also a violation of University policy and a guaranteed way to fail this class.

In the event that class meets on campus during the fall semester:

Electronic devices of all kinds (cell phones, laptop computers, etc.) are not permitted in class. Students should turn off cell phones and other electronic devices prior to the start of the class.

Why?

1. There's some evidence that note taking by hand leads to better retention and understanding of material than typing notes into an electronic device.
2. While the science may not be totally settled on that point, electronic devices are distracting both for the user and others in the room.
3. Analysts don't always have the luxury of having a laptop on hand when receiving a tasking or collecting information. Sometimes, classified information restricts the presence of electronic devices and sometimes you won't have time to grab your device. You need to be able to receive, evaluate, and summarize information in a way that will allow you to recall and use it later.

The syllabus is subject to change. The operating environment changes frequently, requiring alterations in priorities and tactics. This course will undoubtedly be no different. I will endeavor to make changes to the syllabus only when necessary to improve the learning experience and give you as much advance notice as possible. Stay flexible.

Feedback. Throughout this course you will be expected to give (and be graded on providing) detailed, insightful feedback to your classmates regarding their presentations and written products. This can cause a great deal of anxiety all around. Your feedback should be done respectfully, clearly and with the sole intent of helping the author develop a more effective briefing or written piece.

Remember, it is very easy to misinterpret tone in written feedback. If you don't understand feedback from your peer or find it unhelpful, provide feedback of your own (respectfully!) on how they can better communicate.

Spoiler: This is very much a practical course, focusing on developing skills that a new intelligence analyst can expect to use upon joining an intelligence shop within the Intelligence Community, at a state or local government agency or in the private sector.

GRADING POLICY:
Final grades will be based on attendance, class participation, individual written assignments and one oral briefing.

10 Points:	Attendance and class participation (including DIB)
15 Points:	Written intelligence product (EIB): Ebola
15 Points:	Written intelligence product (EIB): Immigration
10 Points:	Peer reviewing
20 Points:	Intelligence briefing (individual) - draft and final
20 Points:	Written intelligence product - draft and final
10 Points:	Group intelligence briefing (Superbowl)

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100 Points

General Guidance for all Products

- **Be analytic** - Do not just tell the reader what is happening, tell them why it matters.
- **Be objective** - Avoid being a voice of advocacy for a particular opinion or ideology. You are writing intelligence analysis, not policy reports.
- **Adhere to the BLUF (Bottom Line Up Front) rule** - Make the main point at the very beginning of your analysis. Keep in mind that a busy reader may only read the first few sentences—or maybe only the title—so if you want the reader to get the message, put it up front.
- **Keep your sentences and paragraphs short and wording simple and straightforward** - Do not use a long word when a shorter one will do.
- **Be aware of your audience and write accordingly** - Do not use technical jargon when writing for a general audience. Avoid the overuse of acronyms and complex terminology.
- **Use active voice** - Use the passive voice sparingly and only when necessary.
- **Use graphics (only if you need them).** Use graphics and maps to explain particularly complex ideas or relationships, but be careful as they can distract from your key point(s).
- **Avoid questions with a "Yes", "No" or "No kidding" answers**

  PowerPoint (or similar programs) may be used for the group threat briefing (but not the DIB or Executive Intelligence Briefing). If used, the presentation should not exceed seven slides and text should be no smaller than 20-point font. Presentation programs should highlight key points and not be used as a script to be read from.

BRIEFINGS
Students will be graded on three different briefings:

- The **Daily Intelligence Brief (DIB)**: a short (3 minute) analytic briefing about a current threat stream.
- An **Executive Intelligence Briefing**: a 7-10-minute briefing designed to be an oral version of a corresponding written intelligence product. Followed by a 5 minute feedback session (for the initial draft briefing) or Q&A (for the final briefing).

- A **group threat briefing** (15-20 minutes) on an intelligence/security topic of the group's choosing. All group members will present. It will be followed by 5 minutes for Q&A. The briefing will be evaluated on organization, effectiveness, and the quality of analysis and material.

*If you aren't comfortable with public speaking, don't panic! I've trained many analysts who've had major anxiety about public speaking and everyone has gotten through it. We will set you up for success.

General Guidance for Briefings

- **Write up your notes prior to your briefing.**
- **Avoid getting "in the weeds".** For each piece of information you provide, make sure you can articulate why your decision maker needs to know.
- **Rehearse your briefing.** Reading over your notes is not a reliable test to see if your briefing will be effective. Rehearse your briefing in as realistic conditions as possible. Stick to a three-minute time limit, use your notes, have someone listen and ask questions. Recording yourself and listening to your briefing is one of the best ways to identify areas of improvement.
- **Speak clearly, concisely and accurately.** Some issues or cases can get very complex. Avoid terms like "they said," "the guy," etc. unless it is very clear who you are talking about.
- **Expect questions.** Decision makers are likely to ask detailed questions about your topic. Make sure that you are prepared to provide the appropriate answers. If you do not know the answer, say so—*do not try to BS your way through!*
- **Don't read your notes or slides.** Your notes should provide you cues instead of a script. Your audience will know if you're reading and it will appear you aren't familiar with the content of your presentation. One way to guard against reading your presentation is to write your notes in bullet points containing the key information you want to convey.
- **Slow down.** Nervous and inexperienced speakers tend to talk way too fast. Take a breath.
- **Make eye contact.** Your audience will usually give you feedback through their body language and you'll be able to determine if you're speaking at the appropriate pace, need to pause for questions or if you can move on to your next point.
- **Project Your Voice**. Make sure you can be heard (volume) and understood (clarity).
- **Don't Apologize for your presentation.** Don't apologize for being nervous or for your presentation. Remember, YOU are the subject matter expert and people have come to see you. By apologizing for what you are saying or the way you say it, you are basically telling the audience they've wasted their time. You should apologize when you've done something wrong or said something inaccurate.
- **Brief like it is a "real" briefing**. Have you identified the target audience for your briefing to be the President of the United States? The CENTCOM Commander? A governor? Your appearance and presentation should reflect that.

The Daily Intelligence Brief (DIB)

The Director's Daily Brief (DDB) is intended to provide senior decision makers with insight to significant national security, homeland security or intelligence events. The items should focus on the "so what", "what's next" or "why should I care" question rather than simply regurgitating the reporting of others and have an eye on items of relevance to the decision maker's area of responsibility.

Every student is expected to canvas relevant news in order to prepare one item to brief-identify a suitable topic, ensure a good understanding of the subject matter, develop talking points and rehearse for an effective presentation-for *each* class. I will randomly pick several students to brief at the beginning of each class and the class will provide feedback. Since the selection will be random it is entirely possible you will be assigned to brief on consecutive days.

The class will jointly identify a hypothetical audience for our DIBs on the first day of class.

The parameters of the briefing are:

- briefings should be informal and include a short bullet on each topic along with the context and analytic comment that makes the item relevant to the decision maker
- be targeted for roughly 3-5 minutes (but Q&A or special circumstances may make them longer)

Developing a Key Intelligence Question

Almost all analysis begins with the formulation of a key intelligence question. These questions provide the initial framework upon which analysts frame their issue, collect their information and conduct their analysis. Therefore, the ability to develop an appropriate question can mean the difference between success and finding yourself struggling ever harder to make your work relevant and useful.

Key intelligence questions are used to:

- Select essential intelligence information from your research data;
- Ask yourself the questions you need to answer in order to make judgments about the issues your consumer is interested in; and
- Help you decide what overall analytic message you want to communicate to your consumers.

Some generic key questions that you could apply across portfolios:

- What is new in my portfolio? What is being done differently?
- Why is it happening?
- Who are the principal actors?
- What are the goals, broader concerns, and motivations of the principal actors?
- What factors influence success or failure?
- Are the actors aware of these factors?
- Do they have a program or strategy to deal with the factors?
- What constitutes success or failure?
- What are the prospects for success? Or failure?
- Where do the principal actors go from here?
- What are alternative scenarios and their meaning for the actors, your consumer, the US or other countries?

The Executive Intelligence Brief (EIB)

The Executive Intelligence Brief is a 2-page, written product intended to distill essential analysis into a product which can be absorbed in a short period of time. EIBs should address a single key intelligence question and support an analytical judgement supported by evidence. Students will submit their Key Intelligence Question for approval and then collect, collate data, apply structured analytical techniques and submit their draft product.

EIBs are intended for senior decision makers in the public or private sector. Readers can be expected to have a broad general understanding of issues surrounding the topic but are unlikely to have a deep understanding of specific groups, individuals or issues. When formulating and submitting your key intelligence question, you should specify who your intended primary audience is.

The parameters of the EIB are:

- The EIB will NOT exceed one page (excluding endnotes)
- The EIB will be written in Times New Roman font.
- The title will be in 16 point bold, be analytical (rather than simply descriptive) and not exceed one line. Capitalize all words in the title except prepositions and conjunctions, such as "and," "or," and "of." The first and last words of the title are always capitalized, as are all words of more than three letters.
- The opening paragraph will contain your analytic judgement as the first sentence, in bold, italics, 12 point font.
- All text should be left-justified.
- There should be one space between sentences.
- The paragraph margins of each piece of finished intelligence should be .5 (left) and 7 (right).
- All bulleted subsections should be in .25 increments.
- All drafts should include an endnotes section citing evidence.
- Documents submitted to me for review should be accompanied with the name of the person who peer reviewed it. Documents that weren't peer reviewed will not be reviewed.
- Source material should be cited in Chicago Manuel Style: https://www.chicagomanualofstyle.org/home.html

You can find an example of an EIB at:
https://static1.squarespace.com/static/54d79f88e4b0db3478a04405/t/57ced24859cc6804d1959780/1473172040800/ISIS%E2%80%99s+Strategy+to+Divide+Muslims+in+the+West.pdf
***This is a partial example; more detail will be provided in class on how to complete this product. The details provided in class should be added to the template provided in order to create a complete finished product. Failure to incorporate the sections taught in class to the finished product will result in significant point reduction to the assignment.**

Group Threat Briefing

You are part of a group of intelligence analysts who have been assigned the task of preparing a threat assessment for Super Bowl LV in February of 2021 at the Raymond James Stadium in Tampa, Florida.

Your group will be responsible for presenting a 20-minute threat briefing to the Governor, the head of the Florida State Police, and representatives from the Miami Joint Terrorism Task Force.

Your briefing should cover *at a minimum*:

1. *Brief* overview of the event and location
2. Crime threats
3. Terrorism threats
4. Cyber threats
5. VIPs that may increase the threat level
6. Other threats/considerations you think your customers need to be aware of
    a. Maybe use some of our analytic techniques to think of these?
7. Your process for developing and delivering this briefing

Briefing requirements:

- Every person on the team will brief for at least 5 minutes
- Every team will be led by an "MC" who will introduce the group, the topic and answer or direct all questions for the group.
- You may divide the labor however you'd like so long as everyone contributes to the production and delivery of the briefing.
- You may use PowerPoint (or equivalent) software, graphic aids or anything else you think is appropriate.
- You may allocate up to 5 minutes (but a minimum of 2 minutes) for questions out of the 20-minute presentation. Of course, the more time you give me for questions...the more questions I may have.

Since you have more than six weeks to prepare this briefing, the expectation is that it will be well rehearsed and the material polished (all written material free from errors, consistent in format, and conforming to standards we've discussed and that are in this syllabus). Due Session 8.

CLASS SCHEDULE

Session 1 (Sept 07 / Sept 09): Introductions, Class Parameters, Terminology, The Intelligence Cycle, Collection Disciplines and Dissemination Controls

Key Questions (be prepared to discuss in class):

- What is intelligence, information and knowledge? Why are the distinctions important?
- Is intelligence analysis different from punditry? If so, how?
- What do we mean by tactical and strategic?
- How was the Intelligence Community created?
- How did the role of the Intelligence Community change after 9/11?
- What organizations are a part of the Intelligence Community?
- Who are the customers of the Intelligence Community?
- What is the difference between covert action, intelligence operations, collection and analysis?
- Can the Intelligence Community operate domestically?
- What is the difference between law enforcement and intelligence activity?
- How has technology (social media, Internet, communications, etc…) impacted intelligence operations?
- What is the intelligence cycle?
- What is the National Intelligence Priority Framework?

- How do foreign intelligence activities differ from those of the "domestic intelligence enterprise?"

ASSIGNED READINGS:

- Executive Order 12333 https://www.archives.gov/federal-register/codification/executive-order/12333.html
- Office of the Director of National Intelligence (2013). *U.S. National Intelligence: An Overview*. https://www.dni.gov/files/documents/USNI%202013%20Overview_web.pdf
- Review of Domestic Sharing of Counterterrorism Information (pages 1-52) https://www.dni.gov/files/documents/Newsroom/Domestic_Sharing_Counterterrorism_Information_Report.pdf
- *Psychology of Intelligence Analysis* Chapters 1-2

- National Strategy for Information Sharing, 2007, The White House https://www.dni.gov/index.php/who-we-are/organizations/national-security-partnerships/ise/about-the-ise
- Office of the Director of National Intelligence. (January 02, 2015). Analytic standards. *Intelligence Community Directive 203*. U.S. Government. https://www.dni.gov/files/documents/ICD/ICD%20203%20Analytic%20Standards.pdf
- Office of the Director of National Intelligence. (January 22, 2015). Sourcing requirements for disseminated analytic products. *Intelligence Community Directive 206*. U.S. Government. https://www.dni.gov/files/documents/ICD/ICD%20206.pdf
- *Psychology of Intelligence Analysis.* Chapter 14

BRIEFING ASSIGNMENT: None

WRITTEN ASSIGNMENT: None

Session 2 (Sept 14 / Sept 16): Fundamentals of Analytic Writing & Mental Models, Critical Thinking: Cognitive Biases

ASSIGNED READINGS:

- *Words of Estimative Probability https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/sherman-kent-and-the-board-of-national-estimates-collected-essays/6words.html*
- *Structured Analytic Techniques for Intelligence Analysis*
- The invisible gorilla experiment. http://www.theinvisiblegorilla.com/gorilla_experiment.html

BRIEFING ASSIGNMENT: Daily Intelligence Brief

WRITTEN ASSIGNMENT: It is October 7, 2014 and West Africa is in the midst of an ebola epidemic. A number of cases have been identified in Europe and America raising fears of a wider outbreak here from travelers or even the virus being weaponized by a terrorist organization to conduct attacks.

Simultaneously, the Islamic State and Iraq and Syria and al Qaeda have made threats against the West and some commentators have begun to speculate that a terrorist group could weaponize the disease and bring it to the US.

As New Jersey and New York are major points of entry for international travelers, the Governor has been requested to lobby the federal government to issue a mandatory quarantine for all travelers coming from Africa. Write a 1 page threat assessment, for the Governor, assessing the possibility that ebola may be used by terrorists and the strength (or weakness) of existing public health and security measures to prevent an accidental or intentional spread of the disease into New Jersey. *You may only use evidence dated prior to October 7, 2014.* Due session 6.

WRITTEN ASSIGNMENT: Key Intelligence Question for Executive Intelligence Brief (Due Session 4)

Session 3 (Sept 21 / Sept 23): Product construction: Parameters, Key Intelligence Questions, Audience Analysis

Students will read several products and answer the following questions:

- Was the product analytical?
- Who was the intended audience?
- What was the key intelligence question?
- Was it effective?

ASSIGNED READINGS:

- 6 Things To Think About While Discussing Requirements With A Decisionmaker (All 6 Parts). Available at: http://sourcesandmethods.blogspot.com/2018/10/6-things-to-think-about-while_22.html
- Worldwide Threat Assessment of the US Intelligence Community https://www.dni.gov/files/documents/Newsroom/Testimonies/2018-ATA---Unclassified-SSCI.pdf
- Five myths about the President's Daily Brief https://www.washingtonpost.com/opinions/five-myths-about-the-presidents-daily-brief/2016/12/29/eeb4bbec-c862-11e6-8bee-54e800ef2a63_story.html?noredirect=on&utm_term=.50c6e0f8604d
- What I Learned in 40 Years of Doing Intelligence Analysis for US Foreign Policymakers. https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol.-55-no.-1/what-i-learned-in-40-years-of-doing-intelligence-analysis-for-us-foreign-policymakers.html
- *Psychology of Intelligence Analysis* Chapter 3
- Podcast: Hizballah - The Nexus Between Terror and Crime https://www.njhomelandsecurity.gov/media/podcast-hizballah
- Podcast: The Rise of Vanguard America https://www.njhomelandsecurity.gov/media/podcast-the-rise-of-vanguard-america
- Timeline: Ebola in the USA https://www.usatoday.com/story/news/nation/2014/10/01/ebola-us-timeline/16541935/
- Ebola quarantine is perfectly legal http://www.cnn.com/2014/10/06/justice/callan-law-on-quarantine/index.html

BRIEFING ASSIGNMENT: Daily Intelligence Brief

WRITTEN ASSIGNMENTS: None

Session 4 (Sept 28 / Sept 30): Structured analytic techniques (Structured Brainstorming)

ASSIGNED READINGS:

- INTELBRIEF: THE ART OF SIDELINING INTELLIGENCE http://thesoufancenter.org/intelbrief-the-art-of-sidelining-intelligence/
- *Psychology of Intelligence Analysis* Chapters 4-5
- *Structured Analytic Techniques for Intelligence Analysis. Introduction and pages 99-107*
- *Psychology of Intelligence Analysis* Chapters 6-7

BRIEFING ASSIGNMENT: Daily Intelligence Brief

WRITTEN ASSIGNMENTS: Submit an intelligence question for your own EIB.

Sessions 5 (Oct 05 / Oct 07): Critical Thinking: Structured analytic techniques (Key Assumptions Check & Devil's Advocacy)

ASSIGNED READINGS:

- *Structured Analytic Techniques for Intelligence Analysis.*
- *Thinking, Fast and Slow* Chapters 1-2 and 4
- *Thinking, Fast and Slow* Chapters 7-9
- Militia Extremists (this is a link to an image of an intelligence product-no other electronic version was available) https://drive.google.com/file/d/0B5IzdeCW25lzSG5sR09ZX1FxcjZ2OXYyQmVRWDVaWUQ1SUVF/view?usp=sharing
- Our Response to NJ Office of Homeland Security and Preparedness http://www.njoathkeepers.org/our-response-to-nj-office-of-homeland-security-and-preparedness/

BRIEFING ASSIGNMENT: Daily Intelligence Brief

WRITTEN ASSIGNMENTS:

1. It is September 30, 2015. An estimated four million people have fled the Syrian Civil War, straining the ability of countries in the region (like Lebanon, Jordan and Turkey) to provide care and risking the spread of instability in the region. Almost 300,000 refugees have applied for asylum in Europe, and leading to a political turmoil in many governments. The United States is considering accepting thousands of asylum seekers but there are concerns among some politicians, the media and general public about the vetting process of asylum seekers and the potential that ISIS members may infiltrate refugee populations and later carry out attacks here in the US. The Governor has asked for a 1-2 page assessment of the security of the asylum vetting process and the threat posed by Syrian refugees if they are resettled in the state. *You may only use information dated prior to September 30, 2015.* Due session 14.

2. Submit your draft EIB to a peer for review.

Session 06 (Oct 12 / Oct 14): Product Deconstruction / Editing, Critical Thinking: Structured analytic techniques (ACH)

Students will read several products and answer the following questions:

- Was the product analytical?
- Who was the intended audience?
- What was the key intelligence question?
- Was it effective?

Then, in groups, they will edit and revise the product. Teams will then present their findings to the class.

ASSIGNED READINGS:

- Cigarette Smash 'n Grabs https://www.iaca.net/CAUDC/Products/ShawneeCigSmashGrabRedacted.pdf
- Assessing Russian Activities and Intentions in Recent US Elections https://www.dni.gov/files/documents/ICA_2017_01.pdf
- Analytic Pitfalls and Stumbling Blocks https://www.cia.gov/library/readingroom/docs/DOC_0000622865.pdf
- *Structured Analytic Techniques for Intelligence Analysis.*

BRIEFING ASSIGNMENT: Daily Intelligence Brief

WRITTEN ASSIGNMENTS: Peer reviewed EIBs should be returned to the author AND me

Session 07 (Oct 19 / Oct 21): Group project tasking: background and Q&A, Fundamentals of Analytic Briefing

ASSIGNED READINGS:

- The NAACP 107th National Convention Threat Assessment https://ccrjustice.org/sites/default/files/attach/2018/03/DHS%20I%26A%20-%20NAACP%20Threat%20Assessment.pdf
- Physical Threat Assessment of Super Bowl® 50 https://www.lookingglasscyber.com/wp-content/uploads/2016/02/051816_LG_WP_Super_Bowl_50-f.pdf
- The Security Challenges for the 2016 Rio de Janeiro Olympic Games https://digitalcommons.fiu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1004&context=whemsac
- Doing a TED Talk: The Full Story https://waitbutwhy.com/2016/03/doing-a-ted-talk-the-full-story.html
- *Thinking, Fast and Slow* Chapters 13-15

BRIEFING ASSIGNMENT: Daily Intelligence Brief

- WRITTEN ASSIGNMENTS: 2nd draft of EIB product to peer for review

Session 08 (Oct 26 / Oct 28): Group Presentations (Superbowl)

BRIEFING ASSIGNMENT: Group presentations
WRITTEN ASSIGNMENT: None

Session 09 (Nov 02 / Nov 04): Draft EIB Briefings

ASSIGNED READINGS:

- *Thinking, Fast and Slow* Chapters 16-18
- *Thinking, Fast and Slow* Chapters 19-21

BRIEFING ASSIGNMENT: Daily Intelligence Brief

WRITTEN ASSIGNMENTS: Edited 2nd draft of EIB product should be returned to author AND me

Session 10 (Nov 09 / Nov 11): Draft EIB Briefings & Intelligence Products

ASSIGNED READINGS:

- 2017 New Jersey Office of Homeland Security Terrorism Threat Assessment
  https://static1.squarespace.com/static/54d79f88e4b0db3478a04405/t/59b7da12f22910a0c04f35df/1505221148613/2017+Terrorism+Threat+Assessment+FINAL+w+bleeds+%289.12.2017%29.pdf
- THE PRESIDENT'S DAILY BRIEF 6 SEPTEMBER 1972
  https://www.cia.gov/library/readingroom/docs/DOC_0005993505.pdf
- Iraq's Continuing Program for Weapons of Mass Destruction
  https://www.dni.gov/files/documents/Iraq_NIE_Excerpts_2003.pdf
- North Richmond Robbery Series - Tactical Analysis
  https://www.iaca.net/CAUDC/Products/NoRichmondRobberies.pdf
  ISIS: Deploying Unmanned Aerial Vehicles (UAVs)
  https://static1.squarespace.com/static/54d79f88e4b0db3478a04405/t/58c6e7a9414fb55de98560df/1489430443150/ISIS+-+Deploying+Unmanned+Aerial+Vehicles+%28UAVs%29.pdf
- Podcast: ISIS Expands Weaponized Drone Program
  https://www.njhomelandsecurity.gov/media/podcast-isis-expands-weaponized-drone-program

BRIEFING ASSIGNMENT: Daily Intelligence Brief

WRITTEN ASSIGNMENTS: None

Session 11 (Nov 16 / Nov 18): Information evaluation

ASSIGNED READINGS:

- To Resist Disinformation, Learn to Think Like an Intelligence Analyst
  https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol-62-no-1/pdfs/think-like-an-intelligence-analyst.pdf

BRIEFING ASSIGNMENT:

- Daily Intelligence Brief
- Students will give a 7-10 minute (plus Q&A) briefing on their Executive Intelligence Brief product

WRITTEN ASSIGNMENTS: Final draft of EIB should be submitted

Session 12 (Nov 23 / Nov 25): Final EIB Briefings

ASSIGNED READINGS:

- *Thinking, Fast and Slow* Chapters 31-33
- *Thinking, Fast and Slow* Chapters 34-36

BRIEFING ASSIGNMENT:

- Daily Intelligence Brief
- Students will give a 7-10 minute (plus Q&A) briefing on their Executive Intelligence Brief product

WRITTEN ASSIGNMENTS: None

Session 13 (Nov 30 / Dec 02): Final EIB Briefings

ASSIGNED READINGS: *Thinking, Fast and Slow* 37-38

BRIEFING ASSIGNMENT: Students will give a 7-10 minute (plus Q&A) briefing on their Executive Intelligence Brief product

WRITTEN ASSIGNMENTS: None

Session 14 (Dec 07 and Dec 09): Final EIB Briefings

ASSIGNED READINGS: None

BRIEFING ASSIGNMENT:

- Students will give a 7-10 minute (plus Q&A) briefing on their Executive Intelligence Brief product

WRITTEN ASSIGNMENT: Immigration/Asylum Paper Due

Session 15 (Dec 14): Ethical Questions for Intelligence Analysts, Course After Action Review

ASSIGNED READINGS:

- Fifteen Axioms for Intelligence Analysts. https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/97unclass/axioms.html

- Intelligence, Policy, and the War in Iraq. https://www.foreignaffairs.com/articles/iraq/2006-03-01/intelligence-policy-and-war-iraq

BRIEFING ASSIGNMENT:

- Daily Intelligence Briefing

WRITTEN ASSIGNMENTS: None