

## **NSIA 820 / NSIA 720**

### **Intelligence Analysis**

UPDATED 05/07/2025

### **Instructor**

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### **Catalog Description & Prerequisites**

NSIA 820 – Intelligence Analysis

Summer 2025 – Term 5 (05/27/2025 – 07/18/2025)

College of Professional Studies, Department of Security Studies

National Security Intelligence Program

Credits: 3 – [See the UNH Credit Hour Policy](#)

What do we mean when we say “intelligence analysis,” how can we draw parameters around what seems like an idiosyncratic process? In this course we will define intelligence analysis and examine the intelligence cycle with a focus on analysis and the role of the analyst. We will review analytic design, types of analysis and analytic products, evaluating the information analysis is based on, structured analytic techniques, analytic tradecraft, and what we can learn when intelligence analysis fails.

### **Prerequisites**

None.

### **Program requirements**

Faculty permission required.

### **Learning Objectives**

Students that successfully complete this course will be able to:

- Understand the role of the analyst in the intelligence cycle.
- Understand the relationship between analysis and synthesis; and relate logic and critical thinking to intelligence analysis.

- Demonstrate the ability to use analytic design to develop and plan an intelligence assessment.
- Identify and apply an appropriate analytic methodology to an intelligence problem.
- Evaluate the cause of analytic failure and propose solutions to the underlying problem.
- Create an analytical assessment on a current intelligence question applying sound analytical reasoning.
- Understand and apply policies, procedures, and standards applicable to intelligence analysis in the U.S. intelligence community.

## **Required Materials**

The following materials are required for this class. This list is not all inclusive and additional readings are likely. All material is available through the UNH library or will be provided in class:

Ben-Zvi, A. (1976). Hindsight and foresight: A conceptual framework for the analysis of surprise attacks. *World Politics*, 28(3), 381-395.

Betts, R. K. (1978). Analysis, war, and decision: Why intelligence failures are inevitable. *World Politics*, 31(1), 61-89.

Betts, R.K. (2008). Two faces of intelligence failure: September 11 and Iraq's missing WMD. *Political Science Quarterly*, 122(4n), 585-606.

Borek, J. J. (2019). Developing a conceptual model of intelligence analysis. *International Journal of Intelligence and CounterIntelligence*, 32(4).

Center for the Study of Intelligence. (2009). A tradecraft primer: Structured analytic techniques for improving intelligence analysis. Central Intelligence Agency

Coulthart, S. J. (2017). An evidence based evaluation of 12 core structured analytic techniques. *International Journal of Intelligence and CounterIntelligence*, 30(2), 368-391.

Davis, J. (2003). Strategic warning: If surprise is inevitable, what role for analysts? Sherman Kent Center for Intelligence Analysis.

Eiran, E. (2016). The three tensions of investigating intelligence failures. *Intelligence and National Security*, 31(4), 598-618.

Moore, D. T. (2011). Sensemaking. National Defense Intelligence College Press.

National Academies of Sciences, Engineering, and Medicine. (2011). Intelligence analysis for tomorrow: Advances from the behavioral and social sciences. The National Academies Press.

National Academies of Sciences, Engineering, and Medicine. (2019). A decadal survey of the social and behavioral sciences: A research agenda for advancing intelligence analysis. The National Academies Press.

Office of the Director of National Intelligence. (2019). National intelligence strategy of the United States of America.

Ormerod, O. (2021). Michael Polanyi and the epistemology of intelligence analysis. *Intelligence and National Security*, 36(3), 377-391.

### **Course Outline**

Class materials may be revised or supplemented by the instructor with advance notice.

<b>Module 1</b>	<b>Topic</b>
Week 1	Defining analysis.
Module 2	Analytic design.
Module 3	Evaluating sources and confidence levels.
Module 4	Learning from analytic failures.
Module 5	Structured analytic techniques (1).
Module 6	Structured analytic techniques (2).
Module 7	Community policies and tradecraft standards.
Module 8	Emerging issues in intelligence analysis.

### **Assessment**

The following chart details how you will be graded for this class.

<b>Assignment</b>	<b>Description</b>	<b>Total Points</b>
Participation	Weekly class discussion (24 points), student-instructor dialogue (8 points), class introduction (1 point).	33
Case Study	Students will write a case study on an intelligence failure and examine the utility of proposed and implemented solutions to the underlying causes.	20

Intelligence Assessment	Students will prepare an analytic design worksheet (10 points) and an accompanying intelligence assessment (30 points) on a current intelligence problem	40
Quizzes	Four in-class quizzes (3 X 2 points, 1 X 1 point).	7
Total		100

### *Final Grade Scale*

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%
D	<67% - 64%
D-	<64% - 60%
F	<60%

### *Participation Assignments*

The participation assignments are weekly discussion board inputs and student-instructor dialogue questions. For each of these assignments, you must complete the tasks asked of you to receive the full grades. For written materials, you must ensure that you have submitted relevant material.

### *Citations in Coursework*

You should reference all resources that you use in your writing. Please use the American Psychological Association (APA) seventh edition citation style in this course. Examples and additional guidance will be provided as part of class with your class materials.

See: <https://www.library.unh.edu/research-support/citation-styles>

<https://apastyle.apa.org/Links to an external site.>  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/index.htmlLinks to an external site.](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.htmlLinks to an external site.)

### *Late Assignments*

Your assignments are due on or before the deadlines listed in the class materials. You are free to request an extension from me via email before the due date. I will determine if the situation warrants an extension based on your email and may request more details or documentation (example: a doctor's note). If you are aware of an upcoming event (e.g. a religious holiday or cultural observance) please make your request as early as possible. If you do not meet the deadline for any assignment you have 6 days to submit it except quizzes. MyCourses will automatically subtract 15% of the total grade per day it is late as follows:

<b>Days Late</b>	<b>Points subtracted</b>
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1	15%
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2	30%
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3	45%
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4	60%
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5	75%
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6	90%
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7 or more	Will not be graded
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Missing assignments are automatically graded as zero.

EXTRA CREDIT is not offered for this class.

### **Attendance, Class Format, and Instructor Contact**

#### *Attendance and Class Format*

Students will use myCourses and Canvas accessible through your dashboard to access class lectures and assignments. There are no scheduled class meeting times, the individual modules follow a Monday to Sunday schedule.

#### *Office Hours*

Office hours are by appointment. Please request office hours via email or phone call.

### *Email*

Email is the primary communication method that you will use for contacting me regarding your work in this class. Please indicate in the subject line that this is a course-related question you are writing about.

Example email subject line: NSIA 820: Question Topic

Under normal circumstances, I will respond within 24 hours, Monday-Friday. If for some reason, you do not receive a response from me within 24 hours, please resend your email and indicate this is a second attempt.

### *Telephone*

Telephone contact should be used as a secondary method of contacting me. You may request a telephone call or Zoom meeting via email using the format provided above. Please note I am operating in the Eastern time zone.

### *Weekly Zoom / Teams meeting*

There will be an **optional** weekly Zoom or MSTEams meeting hosted by the instructor where the students can ask questions about the course material, assignments, etc. The material covered will be completely determined by student participants, there will be no specific format or agenda. Date, time, and link to the meeting will be posted weekly in the class announcements.

## **University and Classroom Policies**

### *Academic Honesty*

Students who commit academic misconduct risk automatic course grades of F and my recommendation that they are expelled from the university. Please ensure that you have read and complied with the University's policies on academic honesty:

<https://catalog.unh.edu/srrr/student-policies-regulations/academic-integrity/>

Please ensure you have completed the UNH Tutorial on Plagiarism:

<https://cola.unh.edu/academics/plagiarism-tutorial>

### *Artificial Intelligence (AI)*

As effective communication, especially writing, is a critical skill for intelligence analysts I strongly discourage the use of AI language generators like ChatGPT, Bard, Bing Chat, etc. To be successful as an analyst and communicator you need to find and refine your own voice; and that is something that these models won't allow you to do. AI tools span a wide universe however, and some may be useful in the research and brainstorming phases of your assignments. It is crucial that any product that is the result of AI language or image generators be cited accordingly. **Any text, images, or ideas that are not your own work, including AI, must be cited to avoid plagiarism** and accompanying academic misconduct.

See this post from the APA Style blog on how to think about and correctly cite AI produced material:

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>Links to an external site.

### *Disability Statement*

According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at 201 Smith Hall. Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure the timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS, but are under no obligation to provide retroactive accommodations.

For more information refer to [www.unh.edu/studentaccessibility](http://www.unh.edu/studentaccessibility) or contact SAS at 603.862.2607, 711 (Relay NH) or [sas.office@unh.edu](mailto:sas.office@unh.edu)

### *Emotional or Mental Health Distress*

Your academic success in this course is very important to me. If, during the semester, you find emotional or mental health issues are affecting that success, please contact:

Manchester: The Mental Health Center of Greater Manchester in the Academic Advising department (located in the Student Services suites, 4th floor). Fall semester walk-in hours: Tuesdays from 8:30 AM - 5:00 PM and Thursday mornings from 9:00 AM – 1 PM. You may call ahead to be placed on the schedule by calling Academic Advising at (603) 641 - 4170.

Durham: Psychological and Counseling Services (PACS) (3rd floor, Smith Hall; 603 862-2090/TTY: 7-1-1) which provides counseling appointments and other mental health services.

### *Classroom-Behavior Expectations*

You are expected to spend at least 16 hours per week on this class.

To ensure a climate of learning for all, disruptive or inappropriate behavior may result in exclusion (removal) from this class. If class meetings are held please note that cell phone/PDA, etc. use, including text messaging, are not permitted by Faculty Senate rule unless instructor permission is granted beforehand.

Please use professional language in all communicators related to this class.

Netiquette Guidelines (from UNH Academic Technologies)

Netiquette guidelines provide a socially and professionally acceptable way to communicate on the Internet. All UNH community members are expected to abide by these guidelines of “netiquette” when using online communication tools with your classmates and instructor. Guidelines can be found at USNH:

<https://td.unh.edu/TDClient/60/Portal/KB/ArticleDet?ID=2406>

### *Academic Alert System*

The University is invested in your academic success. If a faculty member is concerned about your academic behavior or performance, they may choose to submit an academic alert. Academic alerts are not punitive. The goal is to provide you with support and resources to support your success. They act as an important check-in point and, if you receive an academic alert, a professional advisor will email your UNH email address with the next steps. It is strongly recommended that you meet with a professional advisor and connect with your instructor to discuss the reason for the alert.

### *Confidentiality and Mandatory Reporting*

The University of New Hampshire at Manchester and its community are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires UNH faculty and staff members, hall directors, resident assistants (RAs), and other students employed in leadership, supervisory, and/or mentoring roles [such as Peer Assistant Leaders (PALs), Mentor Ambassadors for Transfer Engagement (MATEs) and the Center for Academic Enrichment (CAE) mentors and tutors] to report to the university's Title IX Coordinator (Donna Marie Sorrentino, [dms@unh.edu](mailto:dms@unh.edu), 603-862-2930/1527 TTY) any incidents of sexual violence, domestic violence, stalking and harassment shared by students regardless of whether it occurs on or off the Manchester campus. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can find a [list of confidential crisis centers](#) here. Please contact the crisis center that services the town you live in. For more information about what happens when you report, how the university considers your requests for confidentiality once a report is made to the Title IX Coordinator, your rights and report options at UNH (including anonymous report options) please visit: <https://www.unh.edu/diversity-inclusion/sexual-misconduct/reporting-options>