SIA 6000
Psychology of Intelligence Analysis
Fall 2017

Instructor:
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Primary Texts: *Psychology of Intelligence Analysis*, Richards J Heuer
*Critical Thinking and Intelligence Analysis*, David T. Moore

Supporting Text: *Thinking, Fast and Slow*, Daniel Kahneman

Readings on Blackboard:
- Tradecraft Review / A Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis (SATIIA) — CIA, Sherman Kent School
- *The Thinker’s Guide to Analytic Thinking* (TGAT), Drs. Elder and Paul
- Assessing the Tradecraft of Intelligence Analysis (ATIA)
- Joint Publication 2-0, Joint Intelligence (JP 2-0)
- Additional reading on Blackboard

Course Description:
This course is open to all students who have taken Foundations of Psychology (prerequisite) [negotiable]. The course consists of four sections, 1) Our Mental Machinery, involving cognition perception & memory, 2) Tools for thinking, which encompasses strategies for analytical judgment, the need for more information, keeping an open mind, structuring analytical problems, and analysis of competing hypotheses, 3) Cognitive Biases, including biases in evaluation of evidence, perception of cause and effect, estimating probabilities and evaluation of Intelligence Reporting, and lastly 4) Improving Intelligence Analysis for Homeland Security and Military applications. In addition, an overview of structured analytical techniques is reviewed for use in a final analytical project. This course provides a fascinating interdisciplinary viewpoint and approach to both security and intelligence analysis through the use of case studies as well as current research in psychology.

Goals:
By the end of the course, you should be able to:
1. Summarize psychological theories relevant to critical thinking and analytical techniques;
2. Demonstrate knowledge, through examination procedures, of the major theories and research findings in intelligence analysis.
3. Become familiar with analytical literature through independent reading.
4. Apply analytical techniques and theories to problem sets.

Course Methodology
The course will consist of lectures, readings, and online discussions and exercises. Each week, students will be expected to:
1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Actively participate in class lectures and discussions, which will be a combination of discussion questions based on the week’s reading, and questions related to case studies that we will use throughout the class.

4. Complete four assignments that will be required at the end of each section of the course.

**Participation/Discussion Board**

Class announcements and any PowerPoint slides will be posted on Blackboard. Please make it a habit to check for announcements. I use Voice Thread to record and post lectures to allow for student comment and interaction.

**Communication/Submission of Work**

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Not every week will have an assignment. Attach your completed assignment and submit via Blackboard to turn them in. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on My Grades in the Tools module from the Northeastern University Online Campus tab.

**Blackboard Access:** Class announcements and any PowerPoint slides will be posted on Blackboard. Please make it a habit to check for announcements.

**Grading/Evaluation Standards**

Grades will be calculated as follows:

- 1/2 of grade based on participation in class discussions and case studies. Success in the discussions will be determined by how well students demonstrate an understanding of each week’s readings, and your ability to apply the week’s concepts to real-life situations.
- 1/2 of grade based on four assignments that will correspond to each of the four sections of the course.

**Class Schedule / Topical Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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</table>
| 1    | Our Mental Machinery | Heuer, 1-30  
Kahneman, Chapters 1, 3, 7, and 9  
Joint Publication 2-0, Appendix A |
| 2    | Critical Thinking, What is it?  
If We Can Think Critically, Why Can’t Intelligence Analysis Be Perfect? | Moore, 1-19  
Analysis, War, and Decision: Why Intelligence Failures are Inevitable, Richard Betts |
<table>
<thead>
<tr>
<th>Page</th>
<th>Assignment</th>
<th>Description</th>
<th>Source</th>
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<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>Critical Thinking Analysis of the Cuban Missile Crisis</td>
<td>Moore 20-47, Mind-sets and Missiles: A first-hand account of the Cuban Missile Crisis</td>
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<td></td>
<td>2</td>
<td>Section 2: Tools for Thinking</td>
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<td>Strategies for analytical judgment, information collection, open-mindedness, structuring analytic problems</td>
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<td>4</td>
<td>3</td>
<td>Employing Critical Thinking in Intelligence Analysis</td>
<td>What I Learned in 40 Years of Doing Intelligence Analysis for US Foreign Policymakers, Martin Petersen (Moore 48-60, Thinkers Guide, 1-21, Joint Publication 2-0 - p. IV-2 to IV-4, Intelligence Planning Lines of Effort)</td>
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<tr>
<td>5</td>
<td>4</td>
<td>Intelligence collection, managing information, incomplete information</td>
<td>Joint Publication 2-0, Chapter 1 (review as needed) (Heuer 31-84, Too Much Information: Ineffective Intelligence Collection, Alex Young)</td>
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<tr>
<td>7</td>
<td>6</td>
<td>Assignment 2: Breaking Down the Problem: Tokyo Subway Chemical Attack</td>
<td>Tokyo Chemical Sarin Attack 1995</td>
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<td></td>
<td>7</td>
<td>Section 3: Cognitive Biases</td>
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<td>8</td>
<td>8</td>
<td>What is Cognitive Bias?</td>
<td>Kahneman, Appendix A (Details for further examining Bias presented in Kahneman Parts II and III (optional but worth reading on your own)) (Heuer 111-172)</td>
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<tr>
<td>9</td>
<td>9</td>
<td>Taming Intuitive Prediction: Cognitive Bias and Iraqi WMD</td>
<td>Kahneman, Appendix B, Kahneman, Chapters 18-20, Misreading Intentions: Iraq’s Reaction to Inspections Created Picture of Deception (US Central Intelligence Agency)</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>Assignment 3: Effects of Cognitive Bias on Intelligence Analysis</td>
<td>1998 India Nuclear Test</td>
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Academic Integrity Policy

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic integrity; the complete policy is available in the Student Handbook. The Student Handbook is available on the CPS Student Resources page > Policies and Forms.

Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise

Plagiarism – intentionally representing the words, ideas, or data of another as one's own in any academic exercise without providing proper citation

Unauthorized collaboration – instances when students submit individual academic works that are substantially similar to one another; while several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual's independent work.

Participation in academically dishonest activities – any action taken by a student with the intent of gaining an unfair advantage

Facilitating academic dishonesty – intentionally or knowingly helping or attempting to violate any provision of this policy

For more information on Academic Integrity, including examples, please refer to the Student Handbook, pages 9-11.

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