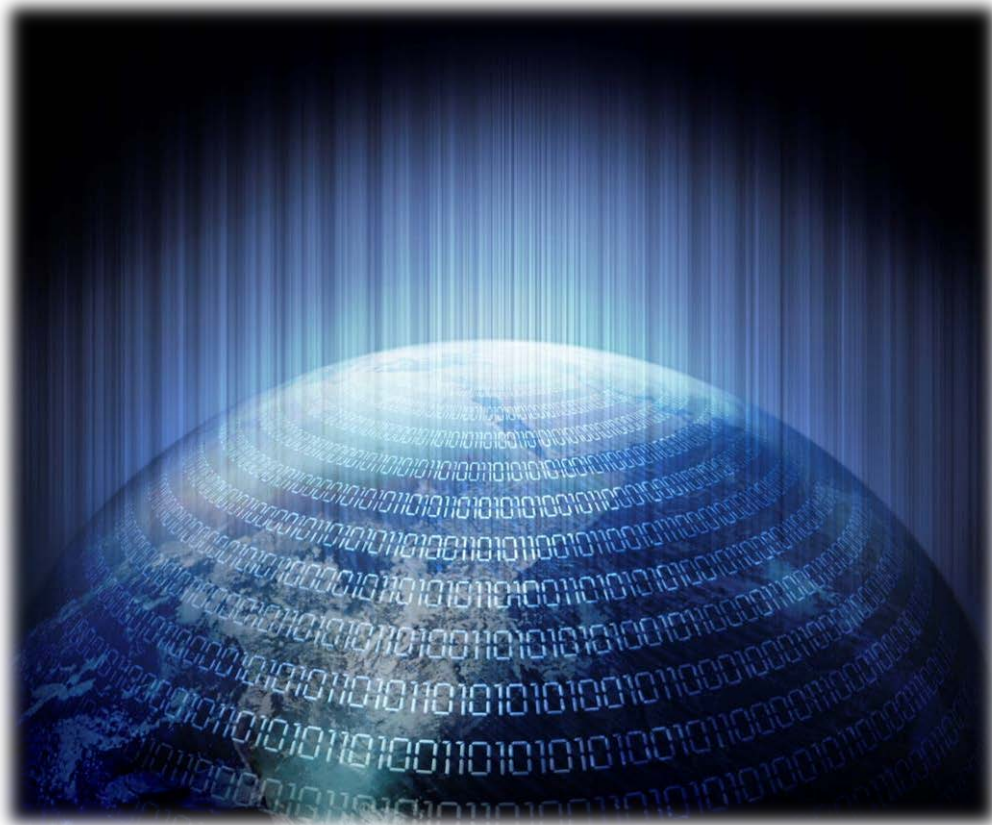


**INSS 5305 (CRN 18354)**  
**Introduction to Intelligence Analysis –Fall 2022**  
**Thursdays, 6:00pm-8:50pm**  
**Education Building, Room 114**



**Department of Criminal Justice,  
Intelligence and National Security Graduate Program  
University of Texas at El Paso**

**Professor Diana I. Bolsinger  
DIBolsinger@utep.edu  
Office Hours: In Person: Thursdays, 3:10-4:40pm, Kelly Hall #213B  
And Virtually by Appointment**

## Welcome to INSS 5305: Introduction to Intelligence Analysis

How is data transformed into intelligence? What obstacles do analysts face? What techniques and “tricks of the trade” do they employ? This course will delve into these questions and more. Students who successfully complete the course will learn the basic theory and practice of intelligence analysis including analytical communication (written/oral), evaluation of sources, problem structuring, hypothesis testing, forecasting, and competitive analysis, among others. You will leave the class with an understanding of the analysts’ job and how intelligence analysts work to ensure they are providing policymakers with the best possible support.

Learning Outcomes	Assessment
<ol style="list-style-type: none"><li>1. Discuss the main issues and controversies in the academic and professional intelligence analysis literature as well as apply to emerging news events</li><li>2. Develop the basic skills and knowledge to create intelligence analysis</li><li>3. Improve analytical writing and briefing skills</li><li>4. Practice productive and respectful analytic coordination as part of a team</li></ol>	<ul style="list-style-type: none"><li>• Annotated bibliographies of course readings that demonstrate command of authors’ main points, arguments, and contributions</li><li>• A take-home, open-book midterm.</li><li>• Assignments to practice key analytic skills and simulate membership in an analytic team</li><li>• A final intelligence briefing and memo project that integrates key analytic skills</li></ul>

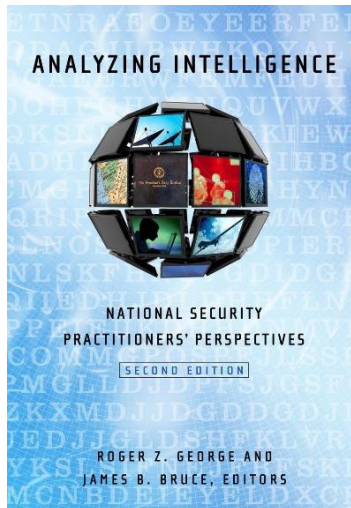
### University Catalog Description

This course will examine the process of intelligence analysis. The course will focus upon critical thinking, the analytical process, the nature of bias, the avoidance of bias in qualitative analysis, as well as dealing with uncertainty. Central will be the use of hypotheses and argumentation in the analytical process. Students will also learn to categorize intelligence evidence. Causal analysis and interpreting intentions will be stressed. Forecasting procedures, target analysis, and the psychology of intelligence analysis will round out the subjects examined.

## Required Texts

Along with journal articles and book chapters, the readings include one required textbook:

James Bruce and Roger George. *Analyzing Intelligence: National Security Practitioners Perspectives*. Washington, DC: Georgetown University Press, second edition, 2014.



Additional readings will be available on Blackboard.

Our style guide for the course is *Style Manual and Writers Guide for Intelligence Publications* (2011). Available for free at: <https://fas.org/irp/cia/product/style.pdf>. Since the CIA style manual does not include guidance on citation style, we will use the Chicago Style manual for citing references ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html))

## Assignments and Evaluation

### Grading Scale.

Please note that a “C” or “average” work is that which meets the basic requirements and “Good” or “B” work exceeds the basic requirements. “Excellent” or “A” work greatly exceeds basic requirements. Typically, most undergraduate work falls in the “C” category and most graduate work in “B.” Students seeking the M.S. in Intelligence and National Security must get a “B” in this course to get credit towards the degree.

Points	Grade	Meaning
500-450	A	Excellent
449-400	B	Good
399-350	C	Average
349-300	D	Below Average
<324	F	Inadequate (fail)

### **Lateness policy.**

All assignments must be completed on time. Exceptions will only be made in extreme circumstances, when students can provide supporting documentation, and/or at the instructor's discretion.

### **Assignments in Brief.**

<b>Assignment</b>	<b>Pts.</b>	<b>% of Grade</b>	<b>When will you have to do it?</b>
Annotation journal	100	20	Completed before class, Weeks 2 - 7
Take-home midterm	150	30	Due <b>Oct. 19th</b>
Analytic assignments (5)	100	20	Completed by 11:59pm each Wednesday, Weeks 9 - 14
Intelligence brief and memo	150	30	Briefings given on <b>Dec. 1st</b> ; memo due <b>Dec. 8th</b>
<b>Total</b>	<b>500</b>	<b>100</b>	

### **Assignment Descriptions.**

#### ***Annotation Journal- 20% (100pts)***

Students will annotate the course readings from September 1<sup>st</sup> through October 6<sup>th</sup> (covering all readings for Weeks 2 – 7). The annotations will be kept in a single Microsoft Word file. See Appendix 1 for instructions and details on how this assignment will be evaluated.

#### ***Take-Home Midterm- 30% (150pts)***

The open-book midterm exam will require short essay responses to question prompts that require students to synthesize their knowledge of course content.

#### ***Analysis Homework- 20% (100pts)***

To reinforce concepts covering in the second half of the course on analysis, there will be five assignments (20pts apiece). Student groups will begin the assignments in class and complete them by the end of each week. Individual grades will reflect both participation (as judged from in-class work and as reported by group members) and how the final product meets criteria spelled out in each assignment.

#### ***Intelligence Briefing and Memo- 30% (150pts)***

Student teams will write a concise intelligence memo on a national security threat. A briefing based on the memo will be presented on **December 1st**. The memo will be due

on **December 8<sup>th</sup>**. Please note that 5% of your grade will rest on your submitted evaluation of your team's performance which will include assessments of other team members. Please see Appendix 2 at the end of this syllabus for further details on this assignment.

## Course Guidelines

### COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

### ***Communication.***

I will only use your UTEP email to communicate with you.

### ***General Expectations***

Students are encouraged to take an active and engaged orientation to their own learning. Ultimately, the more students put into the process, the more they will learn. The following guidelines will create a comfortable and productive learning environment throughout the semester.<sup>1</sup>

#### You can expect me:

- To start and end class on time as well as provide you with an interactive and interesting class.
- To reply to e-mails within 24 hours on weekdays and 48 hours on weekends.
- To assign coursework and reading that adequately covers the material and meets the learning objectives of the course while adhering to the time expectations for the course.

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<sup>1</sup> This section is a reproduced and modified version provided by the Elderly Center for Teaching Excellence and Educational Innovation at Carnegie Mellon University:  
<https://www.cmu.edu/teaching/designteach/design/syllabus/samples-policiesexpectations/>

- To assign a midterm exam and final project that accurately reflect the material covered in class and assigned coursework.
- To recognize individual effort (or lack thereof) in team activities.

I can expect you:

- To come to class on time and not to take unnecessary and distracting breaks during class. (There will be scheduled breaks each class session.)
- To refrain from unnecessary and unrelated use of electronic devices during class.
- To spend an adequate amount of time on the coursework each week, making every reasonable effort to understand the content.
- To make every effort to do your fair share (and a bit more) in teamwork activities.
- To honestly account, when asked, for the division of labor within submitted team products.
- To seek help when appropriate.

***Academic Integrity Statement.***

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. For more information, see: the Office of Student Conduct and Conflict Resolution's website: <https://www.utep.edu/student-affairs/osccr/>

***Student Disability Services Statement.***

I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please contact me personally in the first week of class, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services (CASS) in the East Union Bldg., Room 106 within the first two weeks of classes.

The CASS Office can also be reached in the following ways:

Website: <http://sa.utep.edu/cass/>

Phone: (915) 747-5148 voice or TTY Fax: (915) 747-8712

E-Mail: [cass@utep.edu](mailto:cass@utep.edu)

**Course Calendar and Guidelines**

Please note that this schedule may be modified during the semester either to take advantage of new opportunities or as necessitated by outside forces.

**Note:** All readings not in our textbook are linked in Blackboard under the appropriate week. You will also find several short, practical readings provided under the **Toolbox** tab for each of the weeks with assignments (weeks 9-15). These will help you complete each week's assignment and the final project.

## **Part I: Key Intelligence Discussions, Debates, and Themes**

### **Overview.**

In the first part of the course, we will cover the key issues in the intelligence analysis academic and professional literatures.

### **Week 1: Course Introduction and Defining Intelligence Analysis (August 25, 2022)**

### **Week 2: History of Intelligence Analysis & the Art-Science Debate (September 1, 2022)**

James Bruce and Roger George, "Intelligence Analysis: What is it—and What Does it Take?" in *Analyzing Intelligence: National Security Practitioners' Perspectives*, eds. James Bruce and Roger George (Washington, DC: Georgetown University Press, 2014), 1-22.

Stephen Marrin, "Evaluating the Quality of Intelligence Analysis: By What (Mis) Measure?" *Intelligence and National Security* 27, no. 6 (2012): 896-912.

Jennifer E. Simms, "Decision Advantage and the Nature of Intelligence Analysis," *Oxford Handbook of National Security Intelligence* (London, UK: Oxford University Press, 2010).

### **Recommended**

Erin Sikorsky, "Secrets Alone Won't Save Us: Providing 'Decision Advantage' on Climate Security," *War on the Rocks*, July 15, 2021.

### **Week 3: The Psychology of Intelligence Analysis (September 8, 2022)**

*Please read in this order:*

Richard Heuer, *Psychology of Intelligence Analysis* (Washington DC: Center for the Study of Intelligence, 1999), 1-30.

Jack Davis, "Why Bad Things Happen to Good Analysts," in *Analyzing Intelligence: National Security Practitioners' Perspectives*, eds. James Bruce and Roger George (Washington, D.C.: Georgetown University Press, 2014), 121-34.

Bess Puvathingal, and Donald A. Hantula, "Revisiting the Psychology of Intelligence Analysis: From Rational Actors to Adaptive Thinkers," *American Psychologist* 67, no. 3 (2012): 199–210.

Welton Chang, Elissabeth Berdini, David R. Mandel, and Philip E. Tetlock. "Restructuring Structured Analytic Techniques in Intelligence," *Intelligence and National Security* (2017): 1-20.

#### ***Week 4: Teams and Culture (September 15, 2022)***

Thomas Fingar, "Building a Community of Analysts," in *Analyzing Intelligence: National Security Practitioners' Perspectives*, eds. James Bruce and Roger George, (Washington, D.C.: Georgetown University Press, 2014), 287-302.

Rob Johnston, *Analytic Culture in the US Intelligence Community: An Ethnographic Study* (Washington, DC: Center for the Study of Intelligence, 2005), 97-106.

Richard Hackman, *Collaborative Intelligence: Using Teams to Solve Hard Problems* (San Francisco: Berrett-Koehler Publishers, 2011), 1-21.

Bridget Nolan, "Information Sharing and Collaboration in the United States Intelligence Community: An Ethnographic Study of the National Counterterrorism Center" (PhD diss., University of Pennsylvania, 2013), 57-87.

#### ***Week 5: Intelligence Analysis at the Policy-Level (September 22, 2022)***

*Please read in this order:*

John McLaughlin, "Serving the National Policymaker," in *Analyzing Intelligence: National Security Practitioners' Perspectives*, eds. James Bruce and Roger George (Washington, D.C.: Georgetown University Press, 2014), 81-92.

Jack Davis, "Intelligence Analysts and Policymakers: Benefits and Dangers of Tensions in the Relationship," *Intelligence and National Security* 21, no. 6 (2006): 999-1021.

Stephen Marrin, "Why Strategic Intelligence Analysis has Limited Influence on American Foreign Policy." *Intelligence and National Security* 32, no. 6 (2017): 725-42.

#### ***Week 6: Intelligence Failure (September 29, 2022)***

Richard K. Betts, *Enemies of Intelligence: Knowledge and Power in American National Security* (New York, NY: Columbia University Press, 2009), 1-18.

James Bruce and Michael Bennett, "Foreign Denial and Deception: Analytic Imperatives," eds. Roger George and James Bruce, *Analyzing Intelligence: Origins, Obstacles, and Innovations* (Washington, D.C.: Georgetown University Press, 2014), 197-214.



Roberta Wohlstetter, *Pearl Harbor: Warning and Decision* (Stanford, CA: Stanford University Press, 1962), 382-401.

**Week 7: Emerging Technologies and the Future of Intelligence Analysis (October 6, 2022)**

Efren R. Torres-Baches and Daniela Baches-Torres, "Through the Cloak and Dagger Crystal Ball: Emerging Changes that will Drive Intelligence Analysis in the Next Decade," *Journal of Mediterranean and Balkan Intelligence* 10, no. 2 (December 2017): 161-86.

Damien Van Puyvelde, Stephen Coulthart, and M. Shahriar Hossain, "Beyond the Buzzword: Big Data and National Security Decision-making," *International Affairs* 93, no. 6 (2017): 1397-416.

Nick Hare and Peter Coghill. "The Future of the Intelligence Analysis Task," *Intelligence and National Security* 31, no. 6 (2016): 858-70.

**Recommended reading:**

David Omand, Jamie Bartlett, and Carl Miller. "Introducing Social Media Intelligence (SOCMINT)," *Intelligence and National Security* 27, no. 6 (2012): 801-23.

**Week 8: Take-home Midterm Exam (October 10-19, 2022) – No Class Session**

**Week 9: Intelligence Targets (October 20, 2022)**

Robert M. Clark, *Intelligence Analysis: A Target-centric Approach* (Thousand Oaks, CA: CQ Press, 2017), 36-48.

Stephen Coulthart, "What's the Problem? Frameworks and Methods from Policy Analysis for Analyzing Complex Problems," *Intelligence and National Security* 32, no. 5 (2017): 636-48.

Gregory F. Treverton, *Addressing "Complexities" in Homeland Security* (Stockholm, Sweden: The Swedish National Defense College, 2008).

Randolph H. Pherson, *Handbook of Analytic Tools and Techniques* (Tysons, VA: Pherson Associates, 2008), 7.

**Optional**

Charles Vandeppeer, "Question-Asking in Intelligence Analysis: Competitive Advantage or Lost Opportunity?" *ASPJ Africa & Francophonie* 7, no. 4 (winter 2017): 24-43.

[Also see online toolkit in Blackboard for resources to complete the weekly assignment.]

**Week 10: Collecting and Assessing Information on Targets (October 27, 2022)**

Robert M. Clark, *Intelligence Collection* (New York: CQ Press, 2013), 17-44.

[Also see online toolkit in Blackboard for resources to complete the weekly assignment.]

**Week 11: Thinking About the Future (November 3, 2022)**

Cynthia M. Grabo, *Anticipating Surprise: Analysis for Strategic Warning* (Washington, DC: Joint Military Intelligence College's Center for Strategic Intelligence Research, 2002), 25-50.

Douglas London, "CIA's Former Counterterrorism Chief for the Region: Afghanistan, Not An Intelligence Failure -- Something Much Worse," *JustSecurity.org*, August 18, 2021.

[Also see online toolkit in Blackboard for resources to complete the weekly assignment.]

**Week 12: Constructing Judgments (November 10, 2022)**

Solveig Eggerz Brownfield, "Using Argument in Intelligence Writing," in *Communicating with Intelligence: Writing and Briefing for National Security*, ed. James Major (New York: Rowman & Littlefield, 2014). 21- 31.

Jeffrey Friedman and Richard Zeckhauser, "Handling and Mishandling Estimative Probability: Likelihood, Confidence, and the search for Bin Laden," *Intelligence and National Security* 30, no. 1 (2015): 77-99.

Sherman Kent, "Words of Estimative Probability," *Studies in Intelligence*, 1964.

[Also see online toolkit in Blackboard for resources to complete the weekly assignment.]

**Week 13: Critiquing Analysis (November 17, 2022)**

Richard Heuer, *Psychology of Intelligence Analysis* (Washington DC: Center for the Study of Intelligence, 1999). 95-110.

Richard L Russell, "Competitive Analysis: Techniques for Better Gauging Enemy Political Intentions and Military Capabilities" in *The Oxford Handbook of National Security Intelligence*, edited by Loch K. Johnson (Oxford, UK: Oxford University Press, 2010), 375-388.

## **Recommended**

Micah Zenko, "Red Team: How to Succeed By Thinking Like the Enemy," *Council on Foreign Relations*, November 10, 2015. <https://www.youtube.com/watch?v=BM2wYbu4EFY>

[Also see online toolkit in Blackboard for resources to complete the weekly assignment.]

### ***Week 14: Thanksgiving Break (November 24, 2022)***

No class or assigned readings.

### ***Week 15: Communicating Analysis (December 1, 2022)***

**In-class student team briefings and team time to work on final projects.**

James Major, "A Toolkit for Writing with Intelligence," in *Communicating with Intelligence: Writing and Briefing for National Security*, ed. James Major (New York: Rowman & Littlefield, 2014), 55-67.

James Major, "The ABCs of Good Intelligence Briefings and Briefers," in *Communicating with Intelligence: Writing and Briefing for National Security*, ed. James Major (New York: Rowman & Littlefield, 2014), 213-26.

[Also see online toolkit in Blackboard for resources to complete the final project.]

## APPENDIX A: ANNOTATION JOURNAL

### ***Directions***

Students will annotate readings for weeks 2-6 and keep them in a single Microsoft Word document. Citations will be formatted using the Chicago style manual.<sup>2</sup> The entry for each reading must have 1) a citation of the reading and 2) a 150-200 word description. The description should cover the theoretical and/or practical problem the author is addressing (in other words, why is the author writing the piece?), the main argument they are making, a description of how they support their arguments, and the possible implications of their arguments (the “so what”). You can also list separately any questions that came up during the reading. **Do not simply copy and paste sentences/phrases from the readings into the your journal.**

The goal of this assignment is to encourage you to think about the implications of your readings and how they connect with each other and our class discussions.

### ***Submission***

Save the file in a Microsoft Office file (no PDFs, please). The document should be in Times New Roman font with 1” margins, single-spaced.

Please name the file: Lastname\_Firstname \_INSS5305\_AnnotationJournal (example: Bolsinger\_Diana\_INSS5305\_AnnotationJournal.)

Throughout the semester I will randomly ask you to hand in your journals to make sure you are keeping current with the readings.

### ***Evaluation***

This should be a very easy assignment. All I am looking for is that you 1) read and understood the readings and 2) that you took the assignment seriously and completed the directions. If I get the sense you did not read or took the assignment seriously, I will send it back for you to properly complete it.

### ***Examples of Excellent Annotations:***

**Treverton, Gregory F. *Addressing “Complexities” in Homeland Security*. Swedish National Defense College, Vol. 4, no. 973, 2008.**

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<sup>2</sup> [https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)

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Treverton compares “complexities” and “wicked problems.” He states that issues range from puzzles to mysteries to complexities and that puzzles have solutions, mysteries have “some shape,” and “complexities,” are problems that are not “amenable to predictive analysis like puzzles” (2009, 6) and lack an established pattern. He claims that mysteries depend on other things and can be prevented or mitigated; he uses the example of financial crisis to explain the concept. Treverton says that “complexities” lack the boundaries of mysteries and that terrorists seek the element of surprise to prevent being predictable, a trait that allows them to act outside of the realm of what is expected. Treverton then explains how “complexities” compare to “wicked” problems, described as “messy, circular, and aggressive” (2009, 8) and clarifies that they are “ill-defined, ambiguous, and strongly stakeholder dependent.” Treverton says that “wicked” problems, much like “complexities” have no straight solution, only better or worse conditions, can be interrelated, and explained in various ways. He says treating terrorism as a “complexity” requires analysts and policymakers to remain mindful they may be wrong, and new ideas and ways of thinking may be necessary. Treverton concludes his article by suggesting ways to approach “complexities” including, involving stakeholders, staying true to the organization’s identity, focusing on action, and being forward-looking.

**Friedman, Jeffrey A., and Richard Zeckhauser. "Assessing Uncertainty in Intelligence." *Intelligence and National Security* 27, no. 6 (2012): 824-847.**

The authors argue that IC analysts should focus less on eliminating uncertainty and more on assessing uncertainty. This focus on eliminating uncertainty in assessments, leads analysts into the trap of consequence or probability neglect. Consequence neglect happens when an analyst focuses too much on the probability of an event as opposed to the possible consequences of said event; conversely, probability neglect results from paying too much attention to the consequences of an event instead of the likelihood the event will occur. The authors believe that it is more important to assess uncertainty rather than eliminate it entirely, which is impossible to do. By assessing uncertainty, the analyst can avoid trying to find the one “right answer” and can discuss a variety of possibilities along with indications of the likelihood of the events and source reliability, which also permit the analyst to shift the assessment as new information becomes available. The authors reviewed almost four hundred declassified assessments and found that very few allow for such flexibility, and only one used an unbiased approach that laid out several possibilities along with their likelihood and confidence, thereby allowing the policymaker or decision maker to make the best possible judgement.

## APPENDIX B: FINAL INTELLIGENCE MEMO AND BRIEFING

### ***Final Project Description***

Students will work in teams to analyze one of the following *key intelligence questions* (KIQs):

- How will migrant flows to the United States from Central America evolve?
- How will climate change impact on U.S. national security?
- What risks will foreign cyberattacks pose to U.S. domestic security?
- What does the Chinese Belt-and-Road initiative mean for U.S. interests in Asia?
- What are the implications for the Ukrainian War for European security?

**Students should email me their top two preferences for topic by the start of Week 2.**

During the second quarter, student teams will complete weekly assignments that will prepare them for the final project. The final project will include two outputs: a memo and a briefing. This project will take the place of a formal final exam.

### ***Memo Directions***

The basic elements of the memo include:

- 1-inch margins, 12-point Times New Roman font, single spaced, & spell/ grammar checked thoroughly. I am expecting a very tight and clean product. Sloppy work will receive a low grade.
- Definitions for all key terms
- You will be writing as an intelligence analyst. Write to me as though I am a senior-level decision maker who needs your analysis to make important decisions.

The page limit for all materials will not exceed 3 pages single-spaced (excluding sources/footnoting, an appendix, and other supporting materials). **Please don't be fooled into thinking this short length makes the assignment easier. Every word must be exact.**

1. Heading containing the students' names and the recipient of the memo along with a descriptive title. A descriptive title should be specific, so your reader knows what to expect of the report.
2. A "key judgments" section with bullets that lays out the essence of the memo. This section should be no more than half a page.
3. A background section that addresses only essential background. This section should be no more than half a page.
4. An outlook section that provides clear and strong support for the key judgments.
5. Close with intelligence gaps; that is, further intelligence collection that would be needed to answer the key intelligence questions. This section should be no more than half a page.
5. An appendix with any supporting analysis or technical information

## ***Memo Evaluation***

The memo portion of your final project is worth 100 points and will be evaluated on three components: content, form, and teamwork.

Indicators of excellent content include:

- Clear judgments that are well-supported, logical, and persuasive
- Significant and strong sourcing to support claims
- Consideration of multiple hypotheses and/or perspectives
- **IMPORTANT:** Content that tells the customer something new/novel/important that can help them make better decisions. This will mean stepping beyond description and drawing supported claims relevant to the issues and the capabilities of your customer. [As one senior intelligence official said “If it is a fact, it ain't intelligence”].

Indicators of excellent form include:

- The memo was structured in the bottom-line up front (BLUF) format, provided key judgments using words of estimative probability (rarely, most likely, etc.) and analytic confidence of the underlying sourcing
- Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.

In addition to content and form, the final memo grade will include a peer-evaluation by group members of each other's performance. I will send the link with the survey in May. Your thoughtful assessment of the team and its members will count for 5% of your project grade. Responses will not be anonymous.

Indicators of excellent teamwork include:

- Responsiveness to group members' emails and/or phone calls in a timely manner
- Significant contribution to group discussions and ideas
- Completion of components of the project
- Dedication to the project

## ***Memo Submission***

The memo should be saved in a Microsoft Office file (no PDFs, please). Please name the file: Team\_Members\_Last\_Names\_INSS5305\_memo (example: smith\_hernandez\_odinga\_INSS5305\_memo)

Your emailed memo is due to me by **11:59pm on December 8th**. No late submissions will be accepted for any reason. This assignment is in lieu of a final and should be treated as such.

### ***Briefing Directions***

Teams may select one or more briefers, but all group members should be ready to answer questions from the instructor. The briefing portion is worth 100 points. The briefing should not last more than 5 minutes and contain the following:

1. An introduction where you state your name and topic
2. A “grabber,” a statistic or fact that grabs the attention of the audience
3. Your bottom-line up front – “We/I assess...confidence level...”
4. A statement of relevance
5. Provide a substantiation of your main points and prioritize points from most to least important
6. Provide the outlook and intelligence gaps
7. Restate bottom line – Full sentence, verbatim summary or wrap up
8. Open the floor to questions

### ***Briefing Evaluation***

Your briefing will be judged according to the following criteria

- Is the briefing well-structured with a recognizable beginning, middle, and end?
- Is the briefing concise, presenting a busy policymaker with the information he or she most needs on the topic?
- Do the briefers present clear judgments that are well-supported, logical, and persuasive?
- Do the briefers adequately highlight areas of uncertainty and offer multiple hypotheses and alternatives when appropriate?
- Is the briefing well researched?
- Do the briefers appear poised and professional, having adequately rehearsed their presentation?