

COGNITIVE BIAS IN INTELLIGENCE ANALYSIS
INSS 4350/5380, CRN #16157/15889
M 6 :00-8 :50
UNDERGRADUATE LEARNING CENTER, ROOM 210
THE UNIVERSITY OF TEXAS AT EL PASO
FALL, 2018

- I. Misty Duke, PhD
Office phone: 915-747-8573
Office hours by appointment, Kelly Hall, Room 213A
mcduke@utep.edu

II. **TEXTBOOK**

Fischhoff, B., & Chauvin, C. (Eds.) *Intelligence Analysis: Behavioral and Social Scientific Foundations*. Washington DC: The National Academies Press. ISBN: 978-0-309-17698-9. Available at <http://www.nap.edu/catalog/13062/intelligence-analysis-behavioral-and-social-scientific-foundations>

Heuer, Jr., R. J. (1999) *Psychology of Intelligence Analysis*. Washington, DC: Center for the Study of Intelligence, Central Intelligence Agency. Available at <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/PsychofIntelNew.pdf>

Wheaton, K. J., and Richey, M. *Strawman*. Sources and Methods Games. Available on Amazon at http://www.amazon.com/Strawman-Kristan-J-Wheaton-ebook/dp/B00HG3XN6W/ref=sr_1_1?s=books&ie=UTF8&qid=1439759221&sr=1-1&keywords=strawman+wheaton

Links to all readings will be posted on Blackboard.

III. **COURSE OBJECTIVES**

Upon satisfactory completion of this course, the student will be able to:

- A. Understand the cognitive processes underlying intelligence analysis.
- B. Recognize biases in evaluation of evidence, inference, and attribution.
- C. Understand how structured analytic techniques, mental modeling, and methods from social science can reduce cognitive biases in analysis.
- D. Apply methods to increase awareness of, and decrease susceptibility to, cognitive biases in analysis.

III. COURSE REQUIREMENTS

A. Exams (70%-undergraduate students/50%-graduate students)

There will be two exams comprised of fill-in-the-blank, short answer, and essay questions. If you must miss an exam for any reason, you must see me prior to the exam to discuss alternate arrangements. Arriving late for an exam may result in forfeiture of the opportunity to take the exam and a grade of zero. Information covered on the exam will be taken from the readings and class discussions. All of the information in the readings will not be covered in the class. You are responsible for reading and knowing the assigned material. Additionally, all of the information covered in class will not be in the readings. You are responsible for coming to class regularly. If you miss a class, you are responsible for obtaining notes from a classmate. The scores on the exam will be adjusted so that the average score is 75% of the maximum possible points. If you do not put your name on the exam, you may receive a grade of zero.

B. Paper (15%)

You will be required to write a 3-5-page paper based upon your experience reading the book, *Strawman*. Because this is a “choose your own adventure”-style book, each student will likely proceed through the book differently. Keep track of the decisions you make as you read through the book and, in your paper, describe your decisions in terms of the cognitive processes discussed in class. This paper will be due on the date of the final exam and will be submitted via Blackboard.

C. Class participation and attendance (15%)

This class will involve a combination of lecture, experiential activities, and discussion. Your participation in these discussions and activities is vital in order for all students to obtain meaningful new knowledge and critical thinking skills from this class. You are expected to attend all class meetings. Please discuss with me any issues that make come up that require you to miss one or more classes. Additionally, you are expected to have read all of the material for each class period prior to coming to class so that you may fully engage in discussion about that material. I will periodically question students about the reading material to ensure understanding. When it is clear that students have not read the material, class participation grades will be diminished.

D. Thought papers (10%-graduate students only)

Graduate students are expected to complete a thought paper after each class. These papers be at least 200 words but no longer than 400 words and will describe your thoughts about each class, including ideas related to the reading material or class lecture and impressions related to experiential exercises. I am not interested in a simple reiteration of the lecture, readings, or discussion, but original and interesting ideas or thoughts that you have about the material. These papers must be submitted via Blackboard by Sunday at noon following each class period.

E. Presentation (10%-graduate students only)

Graduate students are expected to provide a 15-minute presentation on one of the class readings. You will clearly summarize and explain the content of the article/chapter via Power Point slides or Presi. This presentation will demonstrate your thorough comprehension of the material presented in the article/chapter. You should also be prepared to answer questions from me or the other students. The slides must be submitted to Blackboard by noon on the day of the presentation.

IV. INSTRUCTOR 'S POLICIES

Cell phones must be turned off or turned to silent during class.

The papers and presentations are not collaborative assignments. If you are suspected of cheating on the final exam or of collaborating with other students on the papers and/or presentation, I will follow the University's policy regarding student dishonesty, which may result in a grade of zero and referral to the Office of Student Conduct and Conflict Resolution. If you are suspected of plagiarism, I will follow the University's policy regarding student dishonesty, which may result in a grade of zero and referral to the Office of Student Conduct and Conflict Resolution.

Academic dishonesty or cheating is simply unethical and not acceptable under any circumstances. Plagiarism is a form of cheating that involves "stealing" the words and thoughts of others. It is a very serious academic violation and cannot be tolerated. The most common form of plagiarism is using information or original wording in a paper or other assignment without giving credit to the source of that information or wording. Plagiarism also includes the direct copying of a source verbatim (word for word) and incorporating that copied material into the student's paper or assignment without first paraphrasing with proper referencing or placing the copied text into a direct quotation, again with appropriate footnotes or citations. You must use their own words when not using direct quotes sparingly and appropriately to provide examples, evidence, or illustrate specific points. You cannot simply "cut and paste" wording or text from source material to artificially "construct" their papers, essays, and other assignments. This practice is also considered plagiarism, even if references are done properly.

Likewise, you must not submit work under you name that you did not do yourself. You also may not submit work for this course that you produced for another course. If you are found to be cheating in any capacity including plagiarism and collusion, you will be subject to disciplinary action, per UTEP catalog policy. Cases of academic dishonesty will be sent to the Office of Student Conduct and Conflict Resolution for adjudication and possible sanctions. Possible penalties for academic dishonesty include a zero for the assignment, a failing grade for the course, suspension, and even expulsion from the university. You are responsible for understanding their specific obligations to maintain academic integrity at all times. Please refer to the following link for further information on UTEP's policies on plagiarism and academic dishonesty: <http://sa.utep.edu/osccr/academic-integrity/>

If you have a disability that requires an accommodation, you may contact the Center for Accommodations and Support Services at 747-5148.

Please speak to me before you consider withdrawing from the class. Under Texas law, you may be penalized academically and financially for excessive class withdrawals. If you choose to discontinue attending the class and do not apply for a withdrawal from the class with the college, you are at risk of receiving an F. I **will not** drop you.

Please regularly refer to Blackboard for links, documents, announcements, and calendar changes. You are responsible for being up-to-date on all class information that is posted on Blackboard.

Class calendar*

8/27	Introduction to the course
Reading	Heuer: Forward, Introduction, Chapter 1
9/3	No class-Labor Day
9/10	Evaluating Evidence Part I (no class-review slides online) <ul style="list-style-type: none"> • Confirmation bias • Memory • Hindsight bias
Reading	Heuer: Chapters 3, 9, 13
9/17	Evaluating Evidence Part II <ul style="list-style-type: none"> • Dual-systems models of thinking • Introduction to probabilistic reasoning • Errors in probabilistic reasoning
Reading	Heuer: Chapters 4, 5, 10 Tversky, A., & Kahneman, D. (1974) Judgment under uncertainty: Heuristics and biases. <i>Science</i> , 185, 1124-1131.
9/24	Evaluating Evidence Part III <ul style="list-style-type: none"> • Reasoning using Bayesian logic
Reading	Heuer: Chapter 12 Schweitzer, N. (1996) Bayesian analysis for intelligence: Some focus on the Middle East. <i>Central Intelligence Agency Center for the Study of Intelligence Studies Archives Indexes</i> , 20(2). Available at https://www.cia.gov/library/center-for-the-study-of-intelligence/kent-csi/vol20no2/html/v20i2a03p_0001.htm Wheaton, K. J., Lee, J., & Deshmukh, H. (2009). Teaching Bayesian statistics to intelligence analysts: Lessons learned. <i>Journal of Strategic Security</i> , 2(1), 39-58.

10/1	Evaluating Evidence Part V <ul style="list-style-type: none"> • Structured analytic techniques
Reading	Heuer: Chapters 7, 8, and 14 Heuer, R. J., & Pherson, R. H. (2011). <i>Structured Analytic Techniques for Intelligence Analysis</i> . Washington DC: CQ Press. ISBN: 978-1-50871-018-8. Chapter 7.0
10/8	Exam 1
10/15	Drawing Inferences Part I <ul style="list-style-type: none"> • Logical reasoning • Causal inferences • Group decision-making
Reading	Heuer: Chapter 11 Heuer & Pherson: Chapter 8.0 Marrin, S. (2007). Intelligence analysis: Structured methods or intuition? <i>American Intelligence Journal</i> , 25(1), 7-16.
10/22	Drawing Inferences Part II <ul style="list-style-type: none"> • Scientific reasoning • Signal detection theory
Reading	Fischhoff & Chauvin: Chapter 8 Fischhoff & Chauvin: Chapter 4
11/2	Course drop deadline
11/5	Forming Behavioral Attributions Part I <ul style="list-style-type: none"> • Attribution bias
Reading	Fischhoff & Chauvin: Chapter 9
11/12	Forming Behavioral Attributions Part II <ul style="list-style-type: none"> • Group biases • Game theory
Reading	Fischhoff & Chauvin: Chapter 3

11/19	Mental Models Part I <ul style="list-style-type: none"> • Mental models in analysis
Reading	Waltz, E. (2014). <i>Quantitative Intelligence Analysis</i> . London: Rowman and Littlefield. Chapter 3
11/26	Mental Models Part II <ul style="list-style-type: none"> • Explicit models of analytic thinking
Reading	Waltz: Chapter 4
12/3	Mental Models Part III <ul style="list-style-type: none"> • Explicit models in structured and quantitative analysis
Reading	Waltz: Chapter 5
12/10	Final exam 7:00-9:45
Due	Turn in paper by midnight

* This calendar is subject to change.