

**PSCI 5805 W**  
**Foreign Policy Analysis:**  
**The Role of Intelligence Analysis as a Contributor**  
**Tuesday 8:35 – 11:25**  
**Please confirm location on Carleton Central**

Instructor: Dr. Kurt F. Jensen  
Office: Loeb Bldg B643  
Office Hours: Tuesday 11:30 – 12:30. Please make appointment. Other times are possible.  
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**Purpose of Course:**

States make foreign policy decisions based on many factors, including ideology, domestic considerations, prejudices, and perceptions. Knowledge and understanding of events are prime forces in positive decision-making – which does not always happen. Understanding of events is achieved from observations and analysis of the international community. Diplomatic reporting probably contributes roughly 80% of the knowledge quotient. The remaining generally comes from intelligence sources, whether as raw data or assessed intelligence.

Analysis is at the core of all intelligence work. Information is collected from technical and human sources, collated, evaluation and assessed. It is only after the material has been analyzed to determine its value and impact that it becomes intelligence. The course is designed to provide students with an understanding of the role, tradecraft, and challenges of intelligence analysis and how it factors in to Foreign Policy Analysis. The course will commence with a summary of the intelligence craft. Students will be introduced to the art of intelligence analysis and the challenges of the craft. Identification of the different types of intelligence analysis, the strategies and methodologies for conducting analysis, and the impact of denial and deception strategies upon successful intelligence analysis will be made. The contributors to intelligence failures (which can have a vital impact in the conduct of foreign policy) will be explained. Student participation is encouraged in the early classes but it is recognized that the ability to engage on topics of intelligence may only come after some grounding in the subject. A series of case studies on intelligence failures and successes will be led by students during the second half of the course, with discussions of their impact on foreign policy. Student participation in these sessions is imperative.

## **Requirements:**

A. This is a seminar, requiring that students actively engage in the class and show initiative in the discussions. Presence and active participation in class is an integral part of this course. Students should complete reading assignments prior to class and be prepared to engage in discussions. The class participation grade is based on attendance and participation in discussions.

B. Students will make one presentation to the class, being responsible for defining a specific foreign policy topic, the environment in which it occurred and the role of intelligence in the outcome. You should go beyond a summary of the reading. The function of your presentation is to engage the material, highlight the main points, and get the class involved in debating and discussing the material. You should also feel free to bring up what you think is wrong, or missing, from the arguments made in the readings under discussion. You will be evaluated on the basis of the substance and style of the presentation, as well as on the quality of the discussion questions. The instructor will be looking especially for evidence that you have carefully read and thought about the assigned readings. Your presentation is expected to cover the main points, issues, and arguments that arise from the readings. On the first day of class, you will sign up for presentations. You should coordinate with your co-presenter(s), if applicable, to minimize overlap. The length of your presentation should be about 20 minutes.

Written Critique: You are required to hand in a 5–7 page, double-spaced written critique of the assigned material. Like the oral presentation, this short paper must be more than a mere summary of the reading. You should develop a thesis or argument which serves to structure your discussion of the material. The written critique is due one week after your oral presentation.

C. You are required submit a short 2-4 page paper proposal that clearly and succinctly states the topic of your research paper. The proposal should situate your topic in the relevant literature, articulate your core argument or thesis, and provide a short bibliography. Students must have their paper proposal accepted before they can turn-in a final paper. The final paper should be no less than 15 pages in length and is due on the last day of class (or earlier). Return of this assignment is only possible if accompanied by a stamped, self-addressed envelope. Late submissions will lose a letter grade for each 48 hrs late. No paper will be accepted one week after the final class. Papers are only accepted in hard copy.

The breakdown of marks is as follows:

Attendance and participation	20%
Presentation and write-up	30%
Essay proposal	10% (Due on March 1)

Final paper

40% (Due on last day of class- April 5th)

ALL ASSIGNMENTS MUST BE SUBMITTED TO PASS THE COURSE.

IT IS IMPORTANT THAT STUDENTS ENSURE THAT THEY NOT MISS THE FIRST TWO CLASSES WHICH OUTLINE CORE INFORMATION.

### **Readings:**

Weekly readings will provide students with a base knowledge of the topics being discussed. All students must have read Lowenthal before the commencement of the class (3<sup>rd</sup> or 4<sup>th</sup> editions are also acceptable) to attain a basis understanding of the intelligence process. Students should read sufficiently about each case study to be able to make a valuable contribution to the discussion following presentations. The books suggested are reflective of the body of literature but are neither exhaustive nor exclusive. Many other valuable resources are available, particularly in academic journals.

### **Core textbooks:**

Robert M. Clark, *Intelligence Analysis: A Target-Centric Approach*, 4<sup>th</sup> edition  
Washington, CQ Press, 2013

Roger Z. George & James B. Bruce, eds. *Analyzing Intelligence*. 2008

Richards J. Heuer, Jr., *Psychology of Intelligence Analysis*  
Washington, Center for the Study of Intelligence, 1999

<https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/index.html>

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*, 6<sup>th</sup> edition  
Washington, CQ Press, 2015

Students should check:

Center for the Study of Intelligence (CIA)

Intelligence and National Security, Journal of

International Journal of Intelligence and Counterintelligence

Studies in Intelligence (CIA web site)

Lowenthal's book contains an excellent bibliography on various intelligence topics as well as listing significant relevant web sites.

### **Additional resources:**

Roger Z. George and Robert D. Kline, eds. *Intelligence and the National Security State*, 2006

Jerome Clauser. *Intelligence Research and Analysis*. 2008

Richards J. Heuer, Jr. and Randolph H. Pherson, *Structured Analytic Techniques for Intelligence Analysis*. Washington, CQ Press, 2011  
Robert Jervis, *Why Intelligence Fails*. 2010.  
Loch K. Johnson and James J. Wirtz, eds. *Strategic Intelligence*. 2004  
Loch K. Johnson and James J. Wirtz, eds. *Intelligence: The Secret World of Spies*, 2011.  
Stephen Marrin. *Improving Intelligence Analysis*, 2011  
Douglas H. Dearth & R. Thomas Goodden. *Strategic Intelligence: Theory and Application*, 2<sup>nd</sup> Ed. Defense Intelligence Agency, 1995  
Len Scott and R. Gerald Hughes, eds. *Intelligence, Crises and Security*, 2008.  
Timothy Walton. *Challenges in Intelligence Analysis*, 2010  
Sarah Miller Beebe and Randolph H. Pherson. *Cases in Intelligence Analysis*. 2<sup>nd</sup> Ed . 2015.

## **SCHEDULE OF SEMINAR WORK AND READINGS**

### **January 12, Session 1. Introduction to the course and allocation of assignments. Overview of intelligence process**

Speaker: Retired senior Canadian intelligence analyst (PH)

Lowenthal text should have been read before this class

### **January 19, Session 2. What is Intelligence Analysis? Training and Professionalization**

Readings – (all readings presented are minimal requirements)  
Clark: Introduction, Chaps. 1-4, and 10  
George and Bruce: Chap. 1, 3 and 18

### **January 26, Session 3. Challenges of Intelligence Analysis Types of Intelligence Analysis**

Readings –  
Clark: Chaps. 5-7, 11-14  
George and Bruce: Chaps. 10-15

### **February 2 and February 9. Sessions 4 and 5. Strategies and Methods of Intelligence Analysis. Denial and Deception Strategies**

Readings –  
Clark: Chap. 9  
George and Bruce: Chap. 8

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**February 16 WINTER BREAK – NO CLASS**

**February 23, Session 6 Contributions to Intelligence Failures**

Readings – almost any of the text and ancillary readings have sections on intelligence failures.

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**CASE STUDIES WITH STUDENT PRESENTERS BEGINS**

**March 1, Session 7**

Essay proposal is due

Pearl Harbor and/or Midway

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**March 8, Session 8**

Enigma and WWII Codebreaking or Double Cross System and Denial & Deception or Russia 1941: Why did Stalin get it wrong?

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**March 15, Session 9**

Cuban Missile Crisis

Speaker: Canadian intelligence officer in Cuba during the missile crisis. (JG)

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**March 22, Session 10**

Israel: Yom Kippur War, 1973

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## **March 29, Session 11**

Iran: End of the Shah, 1978

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## **April 5, Session 12**

Iraq WMD

Speaker: searching for WMD before and after invasion (PB)

**Essay is due**

And lessons learned, if time permits. Can intelligence 'Tell truth to power'? Can intelligence benefit foreign policy analysis?

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## **FURTHER SOURCES ON INTELLIGENCE ANALYSIS**

### BOOKS: ANALYSIS

Richards J. Heuer, Jr. and Randolph H. Pherson, Structured Analytic Techniques for Intelligence Analysis. Washington, CQ Press, 2011

Loch K. Johnson and James J. Wirtz, eds. Strategic Intelligence. 2004

Yom Kippur

9/11

Analysis

Timothy Walton. Challenges in Intelligence Analysis, 2010

Barbarossa

Pearl Harbor

Cuban Missile Crisis

Yom Kippur

Iran

Iraq WMD

9/11

Robert Dover and Michael S. Goodman, eds. Learning from the Secret Past, 2011.

Erik J. Dahl. Intelligence and Surprise Attack

Pearl Harbor

Midway

9/11

Yom Kippur

And others

Cynthia Grabo. Handbook of Warning Intelligence. 2010  
John Diamond. The CIA and the Culture of Failure. 2008  
Sarah Miller Beebe & Randolph H. Pherson. Cases in Intelligence Analysis. 2012.  
Roberta Wohlstetter. Pearl Harbor: Warning and Decision. 1962.

### BOOKS: CASE STUDIES

Henry C. Clausen and Bruce Lee, Pearl Harbor: Final Judgment. 1992  
Terry Crowdy, Deceiving Hitler, 2008  
Erik J. Dahl. Intelligence and Surprise Attack, 2013  
Robert Dover and Michael S. Goodman, eds. Learning from the Secret Past, 2011  
Roger Z. George & James B. Bruce, eds. Analyzing Intelligence. 2008  
Roger Z. George and Robert D. Kline, eds. Intelligence and the National Security State, 2006  
Col. John Hughes-Wilson, Military Intelligence, Blunders and Cover-Ups. 2004  
Robert Jervis, Why Intelligence Fails. 2010  
Loch K. Johnson and James J. Wirtz, eds. Strategic Intelligence. 2004  
Loch K. Johnson and James J. Wirtz, eds. Intelligence: The Secret World of Spies  
Brian Jones. Failing Intelligence. 2010  
John Keegan, Intelligence in War. 2003  
Willard C. Matthias, America's Strategic Blunders. 2001.  
Jack O'Connell, King's Counsel. 2011  
Gordon W. Prange, Miracle at Midway. 1982  
Richard L. Russell, Sharpening Strategic Intelligence. 2007  
Len Scott and R. Gerald Hughes, eds. Intelligence, Crises and Security, 2008  
Yom Kippur  
Iraq WMD  
Timothy Walton, Challenges in Intelligence Analysis. 2010  
Roberta Wohlstetter. Pearl Harbor: Warning and Decision. 1962.  
9/11 Commission Report  
<http://www.gwu.edu/~nsarchiv/news/20120905/CIA-Iraq.pdf> Iraq Failure

### **Academic Accommodations**

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The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of “F” for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:** All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.