

**Information Science in the Intelligence Community**  
INF 350G / INF 385T – Fall 2017  
Friday 12:00-3:00 PM

Lance Hayden  
lhayden@ischool.utexas.edu

**Course Overview**

The purposes of this course are straightforward: first, I want to introduce you to the complex world of intelligence gathering and espionage, primarily from the perspective of the United States' intelligence community (IC). Second, I want to give you some perspective, as students and professionals of information, just how that complexity plays out. It may be surprising for you to discover how closely the worlds of espionage, information studies, and librarianship are aligned culturally and historically.

Thanks to recent history, people are probably more aware of the U.S. intelligence community (IC) than ever before. Intelligence failures leading up to 9/11 and the subsequent invasion of Iraq to look for weapons of mass destruction, the exposure of secrets by individuals such as Chelsea Manning and Edward Snowden, and allegations of Russian hacking of the 2016 Presidential Election among other covert actions have brought espionage and the IC to our living rooms and mobile devices (as news and quite literally).

But this increased general awareness doesn't mean people have a full, detailed picture of how the IC works, or what it is even supposed to do, or for whom. These are the themes we will be exploring during this semester, with a definite information-centric bias befitting of an iSchool.

**Assignments**

Assignments can vary from semester to semester, depending on the size and inclination of the students taking the class. I try to come up with assignments that stimulate the specific curiosities of all the students taking the course over the semester. To this end, we may work together to come up with the best mix of assignments, which range from group projects to more traditional research papers.

In general, assignments can take several forms:

*Assigned Readings* – we will read several required texts, including books and articles that are assigned during the semester (some by the students themselves.) I expect everyone to have completely read each all assignments prior to class and come ready to discuss.

*Discussions* – Similarly, I expect everyone to participate in class. Actively. You are all graduate students (or undergrads volunteering for a graduate-level class) and that means any classes that turn into three hour lectures by me represent a failure on both our parts. The reality is that only one of the parties in that relationship is penalized for the failure, so it is incumbent upon all of you to keep me from lecturing.

*News Tracking and Journaling* – in order to keep our eyes on the ball and to emulate the constantly moving world of intelligence, I will be asking the class to monitor the news and social media for items of interest. Similarly, I'll ask you to keep track of your thoughts and perspectives on these topics as we move through the semester, and to bring those insights back into class.

*Papers, Projects, and Exercises* – in order to apply the readings and discussions, I'll be asking you to undertake papers and projects over the course of the semester. There will be some choice and flexibility involved here. We'll talk more about these assignments in class.

*Live Action Simulations* – where class size allows it, we will undertake a simulation of a real-world event where the class must come together in different roles, assess the available information and intelligence available on the issue, and model activities or make recommendations regarding appropriate action.

### **Grades**

Given that the class only meets once a week, it is critical that you attend each scheduled class session. If you must miss a class, you must let me know at least one week ahead of time and arrange with one of your colleagues to take notes for you or cover any assignments due. ***If you miss a class session without giving me the above notice, I reserve the right to deduct 5 percentage points from your final grade for each class missed.***

*Class Participation* – keeping up with the readings, resulting in regular and engaged participation in class discussions, is required and counts for 25% of your final semester grade.

*Assignments* – grade ratios for assignments will be announced as those assignments are finalized, once we see how large the class will be.

Per University policy, the grading scale for this class is A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F.

**Office Hours:** By Appointment – please email me to set up a time

### **Required Textbooks**

Garton Ash, T. (1997). *The File: A personal history*. New York: Random House.

George, R. Z., & Bruce, J. B. (Eds.). (2014). *Analyzing intelligence: National security practitioners' perspectives* (2nd ed.). Washington, DC: Georgetown University Press.

Le Carré, J. (2013). *The spy who came in from the cold* (50th ed.). New York, NY: Penguin Books.

Lowenthal, M. M. (2016). *Intelligence - from secrets to policy* (7th ed.). Washington, DC: CQ Press.

Warrick, J. (2011). *The triple agent: The al-Qaeda mole who infiltrated the CIA*. New York, Doubleday.

### Canvas Readings

*Other required readings will be assigned through Canvas during the course of the semester.*

### Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please view the University catalog:

<http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct>

### Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259.

### Calendar:

<b>Class</b>	<b>Activity</b>	<b>Reading &amp; Assignments</b>
Sept 1	Course Introduction Readings and Assignments Setting the Mood	<i>Syllabus</i>
Sept 8	Information & Intelligence	<i>Canvas Readings</i>
Sept 15	IC Organization & Function	<i>Lowenthal, 1-4</i>
Sept 22	Collection HUMINT & SIGINT	<i>Lowenthal, 5</i> <i>Canvas Readings</i> <i>Garton Ash – entire book</i>
Sept 29	Analysis	<i>Lowenthal, 6</i> <i>George &amp; Bruce, TBD</i> <i>Canvas Readings</i>
Oct 6	Counterintelligence	<i>Lowenthal, 7, 8</i> <i>George &amp; Bruce, TBD</i> <i>le Carré – entire book</i>
Oct 13	Covert Action	<i>Lowenthal, 9, 10</i> <i>George &amp; Bruce, TBD</i>
Oct 20	Consumers and Oversight	<i>Lowenthal, 11, 12</i> <i>George &amp; Bruce, TBD</i>
Oct 27	Propaganda, Info Warfare, Truth and Fake News	<i>Lowenthal, 13, 14</i> <i>Warrick – entire book</i>
Nov 3	Simulation – Introduction	<i>Lowenthal, 15 (particularly Russia)</i> <i>CFR Materials</i>
Nov 10	Simulation – Round One	<i>CFR Materials</i>
Nov 17	Simulation – Round Two	<i>CFR Materials</i>

Nov 24	<b>Happy Thanksgiving!</b>	<b>Happy Thanksgiving!</b>
Dec 1	Simulation – Round Three & Debriefing	<i>CFR Materials</i>
Dec 8	<b>Last Day</b>	<i>Closeout and goodbye!</i>