

# Information Science in the Intelligence Community

INF 385T – Fall 2020

Friday 12:00-3:00 PM

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## Course Overview

This course is designed to introduce you to the complex world of intelligence and espionage. We'll explore this topic from several perspectives, but not nearly as many as we could. Specifically, the class will focus on the intelligence community (IC) of the United States, and we'll focus on intelligence and espionage from the perspective of information science and information studies. Other perspectives or ICs may be added, as time and student interests permit.

Recent history has made people more aware of the variety of U.S. intelligence agencies and what they do, including their successes and shortcomings. The intelligence failures leading up to 9/11 and the subsequent invasion of Iraq based on weapons of mass destruction, the leaks and exposures of individuals including Chelsea Manning and Edward Snowden, and foreign interference in American elections in 2016 and in 2020 are just a few of the events that have brought espionage and covert operations out of Hollywood movies and into our daily news feeds.

However, this increased general awareness doesn't mean people have a full, detailed picture of how the intelligence and espionage work, or what they are supposed to accomplish, and for whom. These are the themes we will be exploring during this semester, with an information-centric line of inquiry befitting the iSchool.

## COVID Requirements for In-Person Class Sessions

This course is considered a hybrid course, which means that we may meet both virtually and in-person over the course of the semester. That being said, safety and the health of both you and me are my primary consideration. Given the continuing uncertainty surrounding the pandemic, I reserve the right to be flexible about which, if any, of our class sessions meet in person. ***In any event, no student will be required to attend any in-person session if they do not feel comfortable doing so.***

We will work together as a classroom community to develop the best cadence for remote versus in-person class sessions. If and when we do meet together physically, the University has mandated a number of requirements and guidelines that we will adhere to and which follow.

**Safety and Class Participation/Masks:** We will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner. Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms. Therefore, for the benefit of everyone, this means that all students are required to follow these important rules.

- **Every student must wear a cloth face-covering properly in class and in all campus buildings at all times.** The mask must be properly fitted and worn at all times. The mask may not include a valve, holes, or other modifications that negate the protective qualities of the covering. If a student is not wearing a mask, they must leave the classroom and building. If a student refuses to wear a mask, class will be canceled for the remainder of the period and the student will be reported and subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3).
- **Students are encouraged to participate in documented daily symptom screening.** For the safety of our community, every student is strongly encouraged to do daily symptom screening, which is available using the Protect Texas Together app. Once the symptom screening is completed, it will inform students whether they are cleared to come to campus. Students should only come to campus if the symptom screening app clears them to do so. Otherwise, students should isolate and contact a medical professional for further guidance before coming to campus again.
- Information regarding [safety protocols with and without symptoms](#) can be [found here](#).

If a student is not wearing a cloth face-covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](#) working with [Services for Students with Disabilities](#).

**COVID Caveats:** To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

## **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. This flexibility is even more important during the current pandemic, which has disrupted our ability to meet and interact with one another in person.

In general, assignments may 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.

**Watching Films** – there are too many espionage movies to count, and intelligence work is so embedded in popular culture that it would be wrong not to explore it a bit. We may watch a movie or two over the course of the semester and analyze them against what we have learned of how the IC and spying really works.

**Discussions** – I expect everyone to participate in class. Actively. We will have to get creative in the age of COVID in finding ways to interact and collaborate while avoiding Zoom fatigue. A three-hour class period is challenging in person – trying to do it remotely is unrealistic. Our discussions will include Zoom sessions, but we will supplement those conversations with other ways of communicating and discussing our topics.

**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.

## **Class Materials and Grading**

This class will involve quite a bit of reading, so please plan accordingly as I expect everyone to have completed the assigned materials prior to the start of class.

### **Required Text**

Lowenthal, M. M. (2020). *Intelligence - from secrets to policy* (8th ed.). Washington, DC: CQ Press.

### **Canvas Readings**

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

### Optional Texts

You will have the opportunity (which is a nice way of saying you'll be required) to read and analyze one or more additional texts over the course of the semester. There are just too many good explorations of intelligence and espionage and we can't read them all, so you'll get to pick specific areas of interest as part of individual and/or group projects. We'll discuss this more during the semester, but I've taken the liberty of listing some pre-approved texts in case you want to explore themes ahead of time, although the list below is by no means exhaustive.

- Andrew, C. (2018). *The secret world: A history of intelligence*. New Haven, CT: Yale University Press.
- Corera, G. (2020). *Russians among us: Sleeper cells, ghost stories, and the hunt for Putin's spies*. New York: HarperCollins.
- Garton Ash, T. (1997). *The file: A personal history*. New York: Random House.
- Mattis, P. and Brazil, M. (2019). *Chinese communist espionage: An intelligence primer*. Annapolis, MD: Naval Institute Press.
- Macintyre, B. (2018). *The spy and the traitor: The greatest espionage story of the cold war*. New York: Crown.
- Olson, JM. (2019). *To catch a spy: The art of counterintelligence*. Washington, DC: Georgetown University Press.
- Pomerantsev, P. (2019). *This is not propaganda: Adventures in the war against reality*. New York: Public Affairs.
- Smith, M. (2019). *The anatomy of a spy: A history of espionage and betrayal*. New York: Arcade Publishing.
- Warrick, J. (2011). *The triple agent: The al-Qaeda mole who infiltrated the CIA*. New York: Doubleday.
- Wylie, C. (2019). *Mindf\*ck: Cambridge Analytica and the plot to break America*. New York: Random House.

### Attendance

Given that the class only meets once a week, and that those sessions will be mostly or entirely remote to protect everyone's health and safety, 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 and based upon class size, and student interest.

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. I will try to hold virtual office hours on Friday’s during our regularly scheduled class session, since we won’t be Zooming for three hours straight.

**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>

**Sharing of Course Materials is Prohibited:** No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

**Students with Disabilities**

Please see specific guidance for COVID-related accommodations in the relevant sections above. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259.

**Class Calendar:**

<u>Class</u>	<u>Activity</u>	<u>Reading &amp; Assignments</u>
Aug 28	Course Introduction Cadence and Classes Readings and Assignments	<i>Syllabus</i>
Sep 4	Information, Intelligence, & Espionage	<i>Canvas Readings</i>
Sep 11	IC Organization, Function, & other Services	<i>Lowenthal: 1-4, 15 (select several intelligence services of interest)</i>
Sep 18	Collection & Analysis	<i>Lowenthal: 5-6</i>

Sep 25	Counterintelligence & Covert Action	<i>Lowenthal: 7-8</i> <i>Supplemental Canvas Readings</i>
Oct 2	Policy & Politicization, Oversight & Accountability	<i>Lowenthal: 9-10</i> <i>Supplemental Canvas Readings</i>
Oct 9	IC Agendas & Priorities	<i>Lowenthal: 11-12</i> <i>Supplemental Canvas Readings</i>
Oct 16	Ethical & Moral Issues, Intelligence Reform	<i>Lowenthal: 13-14</i> <i>Supplemental Canvas Readings</i>
Oct 23	IC Simulation Exercise – Introduction & Kickoff	
Oct 30	IC Simulation Exercise – Simulation Session 1 <b>Due – Position Memo</b>	<i>Model Diplomacy Readings</i> <i>Canvas Readings</i>
Nov 6	IC Simulation Exercise – Simulation Session 2	<i>Simulation Presidential Directive</i> <i>Canvas Readings</i>
Nov 13	Research Project – Kickoff <b>Due – Policy Review Memo</b> <b>Due - Project Topic &amp; Outline</b>	<i>Individual project readings</i>
Nov 20	Research Project - Updates	<i>Individual project readings</i>
Nov 27	<b>NO CLASS – HAPPY THANKSGIVING!</b>	
Dec 4	Research Project – project presentations <b>Due - Project Presentation</b> <b>Final Project due Dec 7th</b>	<i>Individual project readings</i>