

Information Science in the Intelligence Community

INF 385T – Fall 2021

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 will explore this topic from several perspectives, both generally as a class and specifically as individuals based on your interests. While the class will focus on the intelligence community of the United States, students will also have a chance to explore other countries' intelligence agencies and practices if desired.

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 and Remote 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. When we do meet together physically, we will adhere to appropriate guidelines and requirements as mandated by the University, the State of Texas, and common sense. These requirements may change over the course of the semester as the pandemic continues to evolve.

All students must use a UT Zoom account in order to participate in classes, office hours, and any UT affiliated events.

Class Recording Privacy

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

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 without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found on such sites that are associated with a specific student, 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 of the course.

COVID Resources

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](#).

Classroom safety and COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- The university has determined that all students coming to campus for the fall semester must receive a viral COVID-19 test in their local community within 72 hours prior to arrival in Austin for move in. If they already reside in Austin, they must test within 72 hours of moving into the residence where they will reside for the academic semester. Finally, individuals who are already living in the residence in Austin where they will reside this academic semester should test within 72 hours (3 days) prior to the start of class on Aug. 25.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.

- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services](#)' Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this [University Health Services link](#).
- [Behavior Concerns and COVID-19 Advice Line](#) (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact [BCCAL](#) or self-report (if tested off campus) to [University Health Services](#).
- Visit [Protect Texas Together](#) for more information.

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.

- Purnell, S. (2019). *A woman of no importance: The untold story of the American spy who helped win WWII*. New York: Viking.
- 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>

Additional Information

The following information is provided by the University to help guide and inform students.

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.

Land Acknowledgment

(I) We would like to acknowledge that we are meeting on Indigenous land. Moreover, (I) We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.

Campus Safety

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).

Class Calendar:

Class	Activity	Reading & Assignments
Aug 27	Course Introduction Cadence and Classes Readings and Assignments	<i>Syllabus</i>
Sep 3	Information, Intelligence, & Espionage	<i>Canvas Readings</i>
Sep 10	IC Organization, Function, & other Services	<i>Lowenthal: 1-4, 15 (select several intelligence services of interest)</i>
Sep 17	Collection & Analysis	<i>Lowenthal: 5-6</i>
Sep 24	Counterintelligence & Covert Action	<i>Lowenthal: 7-8 Supplemental Canvas Readings</i>
Oct 1	Policy & Politicization, Oversight & Accountability	<i>Lowenthal: 9-10 Supplemental Canvas Readings</i>
Oct 8	IC Agendas & Priorities	<i>Lowenthal: 11-12 Supplemental Canvas Readings</i>
Oct 15	Ethical & Moral Issues, Intelligence Reform	<i>Lowenthal: 13-14 Supplemental Canvas Readings</i>
Oct 22	IC Simulation Exercise – Introduction & Kickoff	
Oct 29	IC Simulation Exercise – Simulation Session 1 Due – Position Memo	<i>Model Diplomacy Readings Canvas Readings</i>
Nov 5	IC Simulation Exercise – Simulation Session 2	<i>Simulation Presidential Directive Canvas Readings</i>
Nov 12	Research Project – Kickoff Due – Policy Review Memo Due - Project Topic & Outline	<i>Individual project readings</i>
Nov 19	Research Project - Updates	<i>Individual project readings</i>
Nov 26	NO CLASS – HAPPY THANKSGIVING!	
Dec 3	Research Project – project presentations Due - Project Presentation Final Project due Dec 6th	<i>Individual project readings</i>