

## **iSpy: LIS, Espionage, and the World of Intelligence Gathering**

INF 350G / INF 385T – Fall 2016

Friday 12:00-3:00 PM

Lance Hayden

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### **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.

As a result of current events ranging from 9/11 and the subsequent invasion of Iraq through to Wikileaks and Edward Snowden, people probably are more directly aware of the U.S. intelligence community than ever in the country's history. But that doesn't mean people have the full picture of how the IC works, or what it is even supposed to do. We'll try to explore those themes in depth during this semester.

### **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 take three 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 and that means any classes that turn into 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.

*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.

## 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. I reserve the right to impose grading penalties on students who miss class.

*Class Participation* – keeping up with the readings, resulting in regular and engaged participation in class discussions, is required and counts for 1/3 of your final semester grade.

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

## Required Textbooks

Ash, T.G. (1997). *The File: A Personal History*, Vintage Books.

Clark, R.M. (2017). *Intelligence Analysis: A Target-Centric Approach*, 5<sup>th</sup> Ed. CQ Press.

Lowenthal, M. (2014). *Intelligence: From Secrets to Policy*, 6<sup>th</sup> Ed. CQ Press.

*\*\*Other supplemental readings will be assigned 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:

<u>Class</u>	<u>Activity</u>	<u>Reading &amp; Assignments</u>
Aug 26	Course Introduction Readings and Assignments Open Discussion	<i>Syllabus</i>
Sept 2	Discuss Readings	<i>Lowenthal, 1-3</i> <i>Clark, 1-5</i>
Sept 9	Discuss Readings	<i>Lowenthal, 4-6</i> <i>Clark, 6-8</i>

Sept 16	Discuss Readings <b>Due: Intelligence Model Topics</b>	<i>Lowenthal, 7-9</i> <i>Clark, 9-11</i>
Sept 23	Discuss Readings	<i>Lowenthal, 10-12</i> <i>Clark, 12-15</i>
Sept 30	Discuss Readings <b>Due: Intelligence Model Presentations</b>	<i>Lowenthal, 13-15</i> <i>Clark, 16-20 &amp; Appendices</i>
Oct 7	<b>--INDIE STUDIES--</b>	
Oct 14	Policy Exercise Introduction <b>Due: Intelligence Models</b>	<i>CFR Materials</i>
Oct 21	Policy Exercise	<i>CFR Materials</i>
Oct 28	Policy Exercise	<i>CFR Materials</i>
Nov 4	Policy Exercise	<i>CFR Materials</i>
Nov 11	Policy Exercise	<i>CFR Materials</i>
Nov 18	Discuss Readings <b>Due: Policy Exercise Report</b>	<i>Ash, entire book</i>
Nov 25	<b>Happy Thanksgiving!</b>	
Dec 2	<b>Last Day</b>	<i>Closeout and goodbye!</i>