



# PICT813

## Foundations of Modern Intelligence

S1 Evening 2015

*Dept of Policing, Intelligence & Counter-Terrorism*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Fred Smith

[fred.smith@mq.edu.au](mailto:fred.smith@mq.edu.au)

Contact via [fred.smith@mq.edu.au](mailto:fred.smith@mq.edu.au)

PICT Offices

By appointment

Credit points

4

Prerequisites

Admission to MPICT or PGDipPICT or GradDipPICT or PGCertPICT or MPICTMIntSecSt or MIntSecStud or PGDipIntSecStud or GradDipIntSecStud or PGCertIntSecStud or PGCertIntell or GradCertIntell or MCompForensics

Corequisites

Co-badged status

PICT813 is a Macquarie University unit, while PICX813 is an OUA course.

Unit description

This unit is the foundation for studies in intelligence and provides students with a thorough understanding of the long-term history of intelligence, looking at specific themes broken down by political, economic, social, technological and military categories. Students will consider the effects and contributions of certain technological advances on the intelligence profession, both from a collection and an analysis perspective. The unit will provide a broader perspective on the intelligence environment, including a deeper look at the future of intelligence.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Critique contemporary literature relating to the concepts of intelligence

Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments

Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present findings logically, rationally and lucidly  
Evaluate aspects of the intelligence community environment and its history  
Explore a case study involving development of intelligence practice

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Journal Article Critique</u></a>	25%	End of Module 3
<a href="#"><u>Engagement Quizzes</u></a>	20%	End of Modules 2-11
<a href="#"><u>Constructive Engagement</u></a>	5%	Weekly, Modules 2-13
<a href="#"><u>Research Paper</u></a>	50%	End of Module 11

### Journal Article Critique

Due: **End of Module 3**

Weighting: **25%**

1500-Word Critique of a Recent Journal Article (published since 2009)

A detailed marking matrix is available to all enrolled students on the unit iLearn site. Marking criteria in the marking matrix includes evaluation of topic comprehension, argument, essay structure & organisation, written expression, and referencing.

On successful completion you will be able to:

- Critique contemporary literature relating to the concepts of intelligence
- Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Evaluate aspects of the intelligence community environment and its history

### Engagement Quizzes

Due: **End of Modules 2-11**

Weighting: **20%**

Engagement Quizzes - Weeks 2-11

No marking matrix required.

On successful completion you will be able to:

- Critique contemporary literature relating to the concepts of intelligence
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Evaluate aspects of the intelligence community environment and its history
- Explore a case study involving development of intelligence practice

## Constructive Engagement

Due: **Weekly, Modules 2-13**

Weighting: **5%**

Online and in-class discussion seminar participation. Ten weeks of participation required between Weeks 2 and 13, either in-class for internal students or online for external students.

No marking matrix required.

On successful completion you will be able to:

- Critique contemporary literature relating to the concepts of intelligence
- Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Evaluate aspects of the intelligence community environment and its history
- Explore a case study involving development of intelligence practice

## Research Paper

Due: **End of Module 11**

Weighting: **50%**

3500-Word Research Paper

A detailed marking matrix is available to all enrolled students on the unit iLearn site. Marking criteria in the marking matrix includes evaluation of topic comprehension, argument, essay structure & organisation, written expression, and referencing.

On successful completion you will be able to:

- Critique contemporary literature relating to the concepts of intelligence

- Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Evaluate aspects of the intelligence community environment and its history
- Explore a case study involving development of intelligence practice

## **Delivery and Resources**

### **UNIT REQUIREMENTS AND EXPECTATIONS**

You should spend an average of at least 12 hours per week on this unit. This includes listening to pre-recorded lectures prior to seminar discussions and reading weekly 'required readings' detailed in iLearn.

Internal students are expected to attend all seminar sessions and external students are expected to contribute to on-line discussions.

Students are required to submit assessment tasks 1 and 4 in order to pass the unit.

### **REQUIRED READINGS**

The citations for all the required readings for this unit are available to enrolled students through the unit iLearn site and at the Macquarie University Library E-Reserve site. Electronic copies of required readings may be accessed at the E-Reserve site found at: <http://www.library.mq.edu.au/reserve/>

### **RECOMMENDED READINGS**

Recommended readings will be posted to the unit iLearn site, with additional recommended readings posted as the Session progresses. If a direct link to the recommended readings is not posted to iLearn, it can be found by using the Macquarie Library's 'MultiSearch' search function, found on the Library's homepage at: [http://www.mq.edu.au/on\\_campus/library/](http://www.mq.edu.au/on_campus/library/)

### **TECHNOLOGIES USED AND REQUIRED**

Personal PC and Internet access are essential for this unit. Basic computer skills and skills in word processing are also a requirement.

The unit can only be accessed by enrolled students online through: <http://ilearn.mq.edu.au>

## SUBMITTING ASSESSMENT TASKS

-- All assessment tasks are to be submitted, marked and returned electronically. This will only happen through the unit iLearn site.

-- Assessment tasks must be submitted either as a PDF or MS word document by the due date.

-- All assessment tasks will be subject to a 'Turnitin' similarity review as an automatic part of the submission process.

Assignments need **not** be submitted with an Assessment Coversheet incorporating a plagiarism declaration. A plagiarism declaration will be displayed on the Turnitin Assignments page under each individual assignment link. By submitting your paper, you have accepted these terms.

The granting of extensions of up to one week is at the discretion of the unit convener. Any requests for extensions must be made in writing before the due date for the submission of the assessment task. Extensions beyond one week are subject to the university's Disruptions Policy ([http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html#purpose](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html#purpose)).

## LATE SUBMISSION OF ASSESSMENT TASKS

There is a penalty for the late submission of assessment tasks. If an assignment is submitted late, it initially will be marked as if it had been submitted on time. However, 5% of the weighting allocated for the assignment will then be deducted from the mark the student initially achieves in the assessment task for each day it is late. For example if the assessment task's weighting is 20, 1.00 mark per day will be deducted from the initial mark given per day it is late, i.e. a task initially given 15/20 but which is submitted four days late will lose 4 x 1.00 marks. That means 15/20 - 4 marks = 11/20. It is this second mark, which will be recorded in Gradebook.

The same principle applies if a student seeks and is granted an extension and the assessment task is submitted later than the amended submission date.

## Unit Schedule

**Module 1:** Course Intro: Themes from History & Technological Enablement

**Module 2:** Ancient-to-Modern History - Part I (Pre-Industrial Revolution)

**Module 3:** Ancient-to-Modern History - Part II (Pre-WW II)

**Module 4:** World War II - Part I

**Module 5:** World War II - Part II

**Module 6:** The Cold War – Part I

**Module 7:** The Cold War – Part II

**Module 8:** Post-Cold War

**Module 9:** 9/11 & Post 9/11

**Module 10:** Today – Where we are

**Module 11:** Future Themes

**Module 12:** Environment – Broadening Intelligence

**Module 13:** Evolution of Modern Intelligence Architectures

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)

- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- Critique contemporary literature relating to the concepts of intelligence
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Evaluate aspects of the intelligence community environment and its history
- Explore a case study involving development of intelligence practice

#### Assessment tasks

- Journal Article Critique
- Engagement Quizzes
- Constructive Engagement
- Research Paper



## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Critique contemporary literature relating to the concepts of intelligence
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Evaluate aspects of the intelligence community environment and its history
- Explore a case study involving development of intelligence practice

### Assessment tasks

- Journal Article Critique
- Engagement Quizzes
- Constructive Engagement
- Research Paper

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- Critique contemporary literature relating to the concepts of intelligence
- Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Evaluate aspects of the intelligence community environment and its history
- Explore a case study involving development of intelligence practice

## Assessment tasks

- Journal Article Critique
- Engagement Quizzes
- Constructive Engagement
- Research Paper

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- Critique contemporary literature relating to the concepts of intelligence
- Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments
- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Evaluate aspects of the intelligence community environment and its history
- Explore a case study involving development of intelligence practice

## Assessment tasks

- Journal Article Critique
- Engagement Quizzes
- Constructive Engagement
- Research Paper

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate higher order communication skills including the ability to formulate

sustained, persuasive and original written and oral arguments

- Model academic research skills, particularly the ability to select sources appropriately to integrate knowledge from diverse sources, to critically evaluate its significance and relevance, synthesise material and present findings logically, rationally and lucidly
- Explore a case study involving development of intelligence practice

### **Assessment tasks**

- Journal Article Critique
- Constructive Engagement
- Research Paper

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### **Learning outcomes**

- Critique contemporary literature relating to the concepts of intelligence
- Evaluate aspects of the intelligence community environment and its history
- Explore a case study involving development of intelligence practice

### **Assessment tasks**

- Journal Article Critique
- Engagement Quizzes
- Constructive Engagement
- Research Paper