



# PICT813

## Foundations of Modern Intelligence

S1 Evening 2017

*Department of Security Studies and Criminology*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

4

Prerequisites

Admission to MPICT or MCP ICT or PGDipPICT or GradDipPICT or GradDipCPICT or PGCertPICT or MPICTMIntSecSt or MCP ICTMIntSecSt or MIntSecStud or GradDipIntSecStud or PGCertIntell or GradCertIntell

Corequisites

Co-badged status

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 [http://students.mq.edu.au/student\\_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)

## Learning Outcomes

1. Critique contemporary literature relating to the concepts of intelligence
2. Demonstrate higher order communication skills including the ability to formulate sustained, persuasive and original written and oral arguments
3. 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
4. Evaluate aspects of the intelligence community environment and its history
5. Explore and critically assess case studies involving development of intelligence practice

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Journal Article Critique (AT1)</u></a>	20%	19 Mar 2017 by 11.59pm
<a href="#"><u>Engagement Quizzes (AT2)</u></a>	30%	Due End of Week, Modules 2-11
<a href="#"><u>Constructive Engagement (AT3)</u></a>	10%	Weekly, Modules 2-13
<a href="#"><u>Research Paper (AT4)</u></a>	40%	21 May 2017 by 11.59pm

### Journal Article Critique (AT1)

Due: **19 Mar 2017 by 11.59pm**

Weighting: **20%**

1500-Word Critique of a Recent Journal Article (published since 2010)

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, critique structure & organisation, written expression, and referencing.

This Assessment Task relates to the following 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

## Engagement Quizzes (AT2)

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

Weighting: **30%**

Engagement Quizzes - Covering Subject Matter in Weeks 2-11

No marking matrix required.

This Assessment Task relates to the following 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 and critically assess case studies involving development of intelligence practice

## Constructive Engagement (AT3)

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

Weighting: **10%**

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.

This Assessment Task relates to the following 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 and critically assess case studies involving development of intelligence practice

## Research Paper (AT4)

Due: **21 May 2017 by 11.59pm**

Weighting: **40%**

3000-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, research paper structure & organisation, written expression, and referencing.

This Assessment Task relates to the following 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 and critically assess case studies involving development of intelligence practice

## **Delivery and Resources**

### DELIVERY AND RESOURCES

#### UNIT REQUIREMENTS AND EXPECTATIONS

- You should spend an average of 12 hours per week on this unit. This includes listening to lectures prior to seminar or tutorial, reading weekly required materials as detailed in iLearn, participating in iLearn discussion forums and preparing assessments.
- Internal students are expected to attend all seminar or tutorial sessions, and external students are expected to make significant contributions to on-line activities.
- In most cases students are required to attempt and submit all major assessment tasks 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 Macquarie University's library site. Electronic copies of required readings may be accessed through the library or will be made available by other means.

#### TECHNOLOGY USED AND REQUIRED

- Computer and internet access are essential for this unit. Basic computer skills and skills in word processing are also a requirement.
- This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/>
- Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

- Information about IT used at Macquarie University is available at [http://students.mq.edu.au/it\\_services/](http://students.mq.edu.au/it_services/)

#### SUBMITTING ASSESSMENT TASKS

- All text-based assessment tasks are to be submitted, marked and returned electronically. This will only happen through the unit iLearn site.
- Assessment tasks must be submitted as a MS word document by the due date.
- Most assessment tasks will be subject to a 'Turnitin' review as an automatic part of the submission process.
- The granting of extensions is subject to the university's Disruptions Policy. Extensions will not in normal circumstances be granted by unit conveners or tutors, but must be lodged through Disruption to Study: [http://www.students.mq.edu.au/student\\_admin/manage\\_your\\_study\\_program/disruption\\_to\\_studies/](http://www.students.mq.edu.au/student_admin/manage_your_study_program/disruption_to_studies/).

#### LATE SUBMISSION OF ASSESSMENT TASKS

- If an assignment is submitted late, 5% of the available mark will be deducted for each day (including weekends) the paper is late.
- For example, if a paper is worth 20 marks, 1 mark will be deducted from the grade given for each day that it is late (i.e. a student given 15/20 who submitted 4 days late will lose 4 marks = 11/20).
- The same principle applies if an extension is granted and the assignment is submitted later than the amended date.

#### WORD LIMITS FOR ASSESSMENT TASKS

- Stated word limits include footnotes and footnoted references, but not bibliography, or title page.
- Word limits can generally deviate by 10% either over or under the stated figure.
- If the number of words exceeds the limit by more than 10%, then penalties will apply. These penalties are 5% of the awarded mark for every 100 words over the word limit. If a paper is 300 words over, for instance, it will lose  $3 \times 5\% = 15\%$  of the total mark awarded for the assignment. This percentage is taken off the total mark, i.e. if a paper was graded at a credit (65%) and was 300 words over, it would be reduced by 15 marks to a pass (50%).
- The application of this penalty is at the discretion of the course convener.

#### REASSESSMENT OF ASSIGNMENTS DURING THE SEMESTER

- Macquarie University operates a Grade Appeal Policy in cases where students feel their work was graded inappropriately: <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>
- Conformably to the Grade Appeal Policy, individual works are not subject to regrading.

#### STAFF AVAILABILITY

- Department staff will endeavor to answer student enquiries in a timely manner. However, emails or iLearn messages will not usually be answered over the weekend or public holiday period.
- Students are encouraged to read the Unit Guide and look at instructions posted on the iLearn site before sending email requests to staff.

## 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 - Part I

**Module 11:** Today - Where we are - Part II

**Module 12:** Environment – Future Themes & 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\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

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

Complaint Management Procedure for Students and Members of the

Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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 Enquiry Service

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

## Equity 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.

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).



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

## Graduate Capabilities

### 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 and critically assess case studies involving development of intelligence practice

#### Assessment tasks

- Journal Article Critique (AT1)
- Engagement Quizzes (AT2)
- Constructive Engagement (AT3)
- Research Paper (AT4)

### 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 and critically assess case studies involving development of intelligence practice

### **Assessment tasks**

- Journal Article Critique (AT1)
- Engagement Quizzes (AT2)
- Constructive Engagement (AT3)
- Research Paper (AT4)

## **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 and critically assess case studies involving development of intelligence practice

### **Assessment tasks**

- Journal Article Critique (AT1)
- Engagement Quizzes (AT2)
- Constructive Engagement (AT3)
- Research Paper (AT4)

## **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 and critically assess case studies involving development of intelligence practice

## Assessment tasks

- Journal Article Critique (AT1)
- Engagement Quizzes (AT2)
- Constructive Engagement (AT3)
- Research Paper (AT4)

## 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 and critically assess case studies involving development of intelligence practice

## Assessment tasks

- Journal Article Critique (AT1)
- Constructive Engagement (AT3)
- Research Paper (AT4)

## 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 and critically assess case studies involving development of intelligence practice

### Assessment tasks

- Journal Article Critique (AT1)
- Engagement Quizzes (AT2)
- Constructive Engagement (AT3)
- Research Paper (AT4)

## Changes since First Published

Date	Description
18/01/2017	Delivery and Resources section updated.