



PICX813

The History of Intelligence

S2 OUA 2018

Department of Security Studies and Criminology

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General Information

Unit convenor and teaching staff

Unit Convenor

Brian Cuddy

brian.cuddy@mq.edu.au

Australian Hearing Hub, South Wing, Level 2

By appointment

Prerequisites

Corequisites

Co-badged status

Unit description

This unit considers how and why the practices of intelligence professionals and the organisations in which those professionals work have changed over time. It covers both ancient and modern intelligence, but focuses mostly on the post-World War II era. In surveying this history of intelligence as part of the broader development of national security policies and institutions, the unit provides context for some of the debates and discussions around intelligence today. In closely examining selected case studies of intelligence success and failure, students will develop their own skills in historical and analytical thinking, skills that are integral elements of intelligence tradecraft. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

Learning Outcomes

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

Demonstrate knowledge of the historical development of intelligence practices and organisations.

Synthesize complex information relating to significant episodes of intelligence history, and weigh the merits of competing interpretations of those episodes.

Assess the significance of particular concepts and debates within the academic field of Intelligence Studies, and evaluate their applicability to contemporary intelligence practice.

Develop compelling and original arguments regarding intelligence practice, and clearly communicate those arguments in audience-appropriate formats (e.g., intelligence estimates, policy briefs, analytical essays).

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|----------------------------|-----------|--------|--------------------------|
| Essay | 50% | No | Variable |
| Quiz | 30% | No | Weeks 3, 5, 7, 8, 10, 11 |
| Engagement | 20% | No | Weekly |

Essay

Due: **Variable**

Weighting: **50%**

Option A: Two 2,000 word analytical essays (worth 25% each) that use the assigned readings to answer set questions. One essay will be due in Week 3, 5, or 7, and the other essay will be due in Week 8, 10, or 11.

Option B: One 4,000 word research essay (worth 50%) on a question of your choice (but approved by the teaching staff). Essay due in Week 12.

On successful completion you will be able to:

- Demonstrate knowledge of the historical development of intelligence practices and organisations.
- Synthesize complex information relating to significant episodes of intelligence history, and weigh the merits of competing interpretations of those episodes.
- Assess the significance of particular concepts and debates within the academic field of Intelligence Studies, and evaluate their applicability to contemporary intelligence practice.
- Develop compelling and original arguments regarding intelligence practice, and clearly communicate those arguments in audience-appropriate formats (e.g., intelligence estimates, policy briefs, analytical essays).

Quiz

Due: **Weeks 3, 5, 7, 8, 10, 11**

Weighting: **30%**

An online quiz will be available from 9am Monday until 5pm Wednesday in each of six weeks

across the unit. Each quiz (worth 5%) will test your knowledge of that week's assigned readings.

On successful completion you will be able to:

- Demonstrate knowledge of the historical development of intelligence practices and organisations.
- Synthesize complex information relating to significant episodes of intelligence history, and weigh the merits of competing interpretations of those episodes.

Engagement

Due: **Weekly**

Weighting: **20%**

The unit is primarily discussion-based, and as such its success relies on the active participation of all students. Students will engage in a robust but civil manner with the ideas and essays of other students, and with the arguments and concepts embedded within the assigned readings and class exercises.

On successful completion you will be able to:

- Demonstrate knowledge of the historical development of intelligence practices and organisations.
- Synthesize complex information relating to significant episodes of intelligence history, and weigh the merits of competing interpretations of those episodes.
- Assess the significance of particular concepts and debates within the academic field of Intelligence Studies, and evaluate their applicability to contemporary intelligence practice.
- Develop compelling and original arguments regarding intelligence practice, and clearly communicate those arguments in audience-appropriate formats (e.g., intelligence estimates, policy briefs, analytical essays).

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/

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 Special Consideration Policy. Extensions will not be granted by unit conveners or tutors, but must be lodged through Special Consideration: <https://students.mq.edu.au/study/my-study-program/special-consideration>

LATE SUBMISSION OF ASSESSMENT TASKS

Unless a Special Consideration request has been submitted and approved, (a) **a penalty for lateness will apply** – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) **no assignment will be accepted seven (7) days (incl. weekends) after the original submission deadline**. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

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>
- In accordance with the Grade Appeal Policy, individual works are not subject to regrading.

STAFF AVAILABILITY

- Department staff will endeavour 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.

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late

submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special

Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](#).

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) 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

IT Help

For help with University computer systems and technology, visit 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 - 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

- Synthesize complex information relating to significant episodes of intelligence history, and weigh the merits of competing interpretations of those episodes.
- Assess the significance of particular concepts and debates within the academic field of Intelligence Studies, and evaluate their applicability to contemporary intelligence

practice.

- Develop compelling and original arguments regarding intelligence practice, and clearly communicate those arguments in audience-appropriate formats (e.g., intelligence estimates, policy briefs, analytical essays).

Assessment tasks

- Essay
- Quiz
- Engagement

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

- Demonstrate knowledge of the historical development of intelligence practices and organisations.
- Synthesize complex information relating to significant episodes of intelligence history, and weigh the merits of competing interpretations of those episodes.
- Assess the significance of particular concepts and debates within the academic field of Intelligence Studies, and evaluate their applicability to contemporary intelligence practice.
- Develop compelling and original arguments regarding intelligence practice, and clearly communicate those arguments in audience-appropriate formats (e.g., intelligence estimates, policy briefs, analytical essays).

Assessment tasks

- Essay
- Quiz
- Engagement

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

- Synthesize complex information relating to significant episodes of intelligence history, and weigh the merits of competing interpretations of those episodes.
- Assess the significance of particular concepts and debates within the academic field of Intelligence Studies, and evaluate their applicability to contemporary intelligence practice.
- Develop compelling and original arguments regarding intelligence practice, and clearly communicate those arguments in audience-appropriate formats (e.g., intelligence estimates, policy briefs, analytical essays).

Assessment tasks

- Essay
- Quiz
- Engagement

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

- Synthesize complex information relating to significant episodes of intelligence history, and weigh the merits of competing interpretations of those episodes.
- Assess the significance of particular concepts and debates within the academic field of Intelligence Studies, and evaluate their applicability to contemporary intelligence practice.
- Develop compelling and original arguments regarding intelligence practice, and clearly communicate those arguments in audience-appropriate formats (e.g., intelligence estimates, policy briefs, analytical essays).

Assessment tasks

- Essay
- Quiz
- Engagement

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 outcome

- Develop compelling and original arguments regarding intelligence practice, and clearly communicate those arguments in audience-appropriate formats (e.g., intelligence estimates, policy briefs, analytical essays).

Assessment tasks

- Essay
- Engagement

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

- Synthesize complex information relating to significant episodes of intelligence history, and weigh the merits of competing interpretations of those episodes.
- Assess the significance of particular concepts and debates within the academic field of Intelligence Studies, and evaluate their applicability to contemporary intelligence practice.
- Develop compelling and original arguments regarding intelligence practice, and clearly communicate those arguments in audience-appropriate formats (e.g., intelligence estimates, policy briefs, analytical essays).

Assessment tasks

- Essay
- Quiz
- Engagement