PICT813
Foundations of Modern Intelligence
S1 External 2016
Dept of Policing, Intelligence & Counter-Terrorism

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https://unitguides.mq.edu.au/unit_offerings/55050/unit_guide/print
General Information

Unit convenor and teaching staff
Unit Convenor
Fred Smith
fred.smith@mq.edu.au
Contact via fred.smith@mq.edu.au
PICT Offices
By appointment

Credit points
4

Prerequisites
Admission to MPICT or PGDipPICT or GradDipPICT or PGCertPICT or PICTMIntSecSt or MIntSecStud or PGDiplntSecStud or GradDiplntSecStud 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://students.mq.edu.au/important-dates

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
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Article Critique</td>
<td>25%</td>
<td>End of Module 3</td>
</tr>
<tr>
<td>Engagement Quizzes</td>
<td>20%</td>
<td>Covering Modules 2-11</td>
</tr>
<tr>
<td>Constructive Engagement</td>
<td>5%</td>
<td>Weekly, Modules 2-13</td>
</tr>
<tr>
<td>Research Paper</td>
<td>50%</td>
<td>End of Module 11</td>
</tr>
</tbody>
</table>

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, 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

Due: **Covering Modules 2-11**
Weighting: 20%

Engagement Quizzes - Due end of Weeks 1-10

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
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.

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
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• Explore and critically assess case studies 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, 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

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 Macquarie University's Library Multi-Search site. Electronic copies of required readings may be accessed on Multi-Search at: http://www.library.mq.edu.au/.

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.
-- Most 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
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).

**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 - 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](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html#purpose). 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


Disruption to Studies Policy 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/

**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 Enquiry Service**

For all student enquiries, visit Student Connect at 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/.
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
- Engagement Quizzes
- Constructive Engagement
- Research Paper

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

Assessment tasks

- Journal Article Critique
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<td>30/01/2016</td>
<td>Unit Guide displayed on PIC813 iLearn page does not match my submitted version. I am resubmitting in order to ensure the correct version is displayed prior to OUA cloning. V/r, Fred</td>
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