

# PIA3141: SPIES, INTELLIGENCE AND NATIONAL SECURITY

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## Effective Term

Semester B 2022/23

## Part I Course Overview

### Course Title

Spies, Intelligence and National Security

### Subject Code

PIA - Public and International Affairs

### Course Number

3141

### Academic Unit

Public and International Affairs (PIA)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

AIS3141 Spies, Intelligence and National Security

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

Intelligence, defined as the gathering and analysis of information to help illuminate leaders' decisions, is a key component of foreign policy making in many countries. A broad range of threats to national security – economic, military and political – and the advancement of spy technology have fostered states' growing dependence on intelligence in making policy choices. This course examines key issues in the study of intelligence organisations and activities. It explores the three major missions of intelligence: collection-and-analysis; covert action; and counterintelligence. The course sheds light on what is known as the intelligence cycle to analyse the challenges of gathering and assessing information. Particular attention is paid to covert action, the most controversial intelligence activity. The course also covers the problems associated with protecting secrets from foreign spies and terrorist organisations. Finally, it considers the question of intelligence accountability: how a nation can protect its citizens against the possible abuse of power by its own secret agencies.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	To identify and describe key actors and issues in intelligence		x	x	x
2	To analyse the effects of intelligence issues on national security		x	x	x
3	To assess case studies within the issues		x	x	x
4	To develop research and analytical skills		x	x	x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	the instructor will present concepts and case studies in intelligence studies	1, 2, 3, 4
2	Class discussions	both in-class and in external fora will engage students in debates and explorations	1, 2, 3, 4
3	Oral presentations	Students will work in groups to lead class discussions and structured question and answer sessions on relevant topics	1, 2, 3, 4

4	Research	students use relevant materials to write papers as set by the instructor	1, 2, 3, 4	
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**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Attendance and Participation	1, 2, 3, 4	10	
2	Presentation	1, 2, 3, 4	15	
3	Exam (Mid-term and Final)	1, 2, 3, 4	50	
4	Research paper	1, 2, 3, 4	25	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. Attendance and Participation

**Criterion**

Active and informed participation in class/class etiquette

**Excellent (A+, A, A-)**

Excellent demonstration of active and informed participation in class/ excellent class etiquette

**Good (B+, B, B-)**

Good demonstration of active and informed participation in class/excellent class etiquette

**Fair (C+, C, C-)**

Adequate demonstration of active and informed participation in class/excellent class etiquette

**Marginal (D)**

Marginal demonstration of active and informed participation in class/excellent class etiquette

**Failure (F)**

Poor demonstration of active and informed participation in class/excellent class etiquette

**Assessment Task**

2. Presentation

**Criterion**

- Presence and communication (50%)
- Organisation and quality of material presented (50%)

**Excellent (A+, A, A-)**

Excellent presence and communication

Excellent organisation and quality of material

**Good (B+, B, B-)**

Good presence and communication  
Good organisation and quality of material

**Fair (C+, C, C-)**

Adequate presence and communication  
Adequate organisation and quality of material

**Marginal (D)**

Marginal presence and communication  
Marginal organisation and quality of material

**Failure (F)**

Poor presence and communication  
Poor organisation and quality of material

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**Assessment Task**

3. Exam (Mid-term and Final)

**Criterion**

Quality and demonstration of knowledge gained from readings and lecture notes.

**Excellent (A+, A, A-)**

Excellent demonstration of knowledge gained from readings and lecture notes.

**Good (B+, B, B-)**

Good demonstration of knowledge gained from readings and lecture notes.

**Fair (C+, C, C-)**

Adequate demonstration of knowledge gained from readings and lecture notes.

**Marginal (D)**

Marginal demonstration of knowledge gained from readings and lecture notes.

**Failure (F)**

Poor demonstration of knowledge gained from readings and lecture notes.

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**Assessment Task**

4. Term Paper

**Criterion**

- Quality of writing (grammar, structure and coherence) (25%)
- Application and demonstrated comprehension of theories and approaches covered in the course (15%)
- Demonstration of research and prudent use of research materials in relation to argument (25%)
- Quality and originality of argument (35%)

**Excellent (A+, A, A-)**

Excellent quality of writing  
Excellent application and demonstrated comprehension of theories and approaches covered in the course  
Excellent demonstration of research and prudent use of research materials

Excellent and original argument

#### **Good (B+, B, B-)**

Good quality of writing

Good application and demonstrated comprehension of theories and approaches covered in the course

Good demonstration of research and prudent use of research materials

Good and reasonably original argument

#### **Fair (C+, C, C-)**

Adequate quality of writing

Adequate application and demonstrated comprehension of theories and approaches covered in the course

Adequate demonstration of research and prudent use of research materials

Adequate articulation of argument/adequate attempt at making an original argument

#### **Marginal (D)**

Marginal quality of writing

Marginal application and demonstrated comprehension of theories and approaches covered in the course

Marginal demonstration of research and prudent use of research materials

Marginal demonstration of argument and or originality in argument

#### **Failure (F)**

Poor quality of writing

Poor application and demonstrated comprehension of theories and approaches covered in the course

Poor demonstration of research and prudent use of research materials

Poor deployment of or non-existent argument

## **Part III Other Information**

### **Keyword Syllabus**

Intelligence process, intelligence collection and analysis, geospatial intelligence, human intelligence, open source intelligence, signals intelligence, intelligence community, national security, covert action, international intelligence cooperation, counterintelligence, economic espionage, intelligence oversight, cyber-espionage and cyber-security.

### **Reading List**

#### **Compulsory Readings**

<b>Title</b>	
1	Johnson, Loch, K. 2012. National Security Intelligence. Cambridge, UK: Polity Press
2	Johnson, Loch, K. ed. 2009. Handbook of Intelligence Studies. Abingdon, Oxon: Routledge
3	Lowenthal, Mark M. 2015. Intelligence: From Secrets to Policy. Los Angeles: Sage
4	Shulsky, Abram N. and Gary J. Schmitt. 2002. Silent Warfare: Understanding the World of Intelligence. Washington, D.C.: Brassey's, Inc.

#### **Additional Readings**

<b>Title</b>	
1	Intelligence and National Security (various issues)
2	International Journal of Intelligence and Counterintelligence (various issues)
3	Journal of Intelligence History (various issues)