

MASTER OF STRATEGIC STUDIES PROGRAMME

STRA 508

INTELLIGENCE POLICY

(First Trimester Course – 15 points)

2005 COURSE OUTLINE

Co-ordinator:

Associate Professor Jim Veitch

School of Art History, Classics and Religious Studies

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Other Contributors:

Dr Sandy Gordon is a lecturer at the Centre for Transnational Crime Prevention at the University of Wollongong, and was recently a lecturer at the Australian Defence College, University of New South Wales, where he taught courses on terrorism, transnational crime, intelligence and South East Asia. He has served in a number of roles in the Australian Government, including the Australian Federal Police and the Diplomatic Service. Sandy has a PhD (Cambridge).

Mr Jeff Penrose is a private consultant following 30 years service with the Australian Federal Police. He held senior executive positions including Director of Intelligence, and Director, Management of Serious Crime Programme. He was responsible for community, national, and international policing in matters of policy, intelligence, operations, organisational development, and international capacity building. His areas of expertise include transnational crime, counter terrorism, people smuggling, drugs, fraud, and general crime. He is a Visiting Fellow at the Centre for Transnational Crime Prevention, University of Wollongong and was a Visiting Fellow at the Australian Institute of Police Management. He has published internationally on counter terrorism, peace support operations, organisational development, and the Tokyo Subway gassings.

Administrator:

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Course Dates, Times and Location

This is an intensive course. It runs from Tuesday 15 to Friday 18 March 2005 (inclusive).

Classes will start at 9.00am and finish at 5.00pm each day, except on Friday 18 March, which will finish at 12.00pm noon.

The course will be run on the Pipitea Campus. Students will be advised of the location.

Course Overview

This course is designed to enable participants to critically reflect on and upgrade their skills and knowledge in the theory and management of intelligence from an operational, analytical and policy perspective. It will look at the success and failure in the history of intelligence; a critical examination of the meaning and use of intelligence in selected jurisdictions; the development of the use of intelligence in New Zealand; espionage in New Zealand; a critical reading of the 9/11 Senate Commission report, the UK Butler Report, and the Australian report by Philip Flood, and the application of these reports to the New Zealand situation; and ethical and legal issues involved in intelligence gathering.

The course benchmarks the role, function and use of intelligence in government and the private sector with emphasis on analysts, managers, and related stakeholders.

The contemporary intelligence environment requires an ability to work in partnership with organisations and countries that confront similar transnational threats. This introduces different cultures, operating policies and laws that could inhibit the timely exchange of information and the development of quality intelligence products for key decision makers.

This course seeks to provide a theoretical understanding of the intelligence process, including the interaction and responsibilities of intelligence practitioners and examine the emerging paradigm of intelligence-led operations.

Students will consider the evolving role of intelligence in the new global security environment and the impact of change on national, regional and international security policy. The program:

- provides a platform for students of international relations, strategic studies, law enforcement, defence studies with emphasises on academic analysis, intelligence doctrines, as well as guiding principles and with their operational application;
- covers theory and practice of intelligence doctrine, principles and analysis; and
- aims to enhance the skills, capability and understanding of senior officers and business managers who are tasked with researching, analysing and reporting on transnational, national and domestic security threats.

Course Objectives

On completion of the course students are expected to be able to:

- discuss and illustrate the impact of transnational and national threats on government, national security and the private sector.
- demonstrate an understanding of the legal and policy considerations involved in the intelligence environment.
- demonstrate an understanding of the political implications of global, regional and sub-regional security arrangements and developments.
- analyse new developments in preventing threats and enhancing security arrangements.
- assess relevant social, economic and political factors.

Readings

Required Readings

The Flood Report

http://www.pmc.gov.au/publications/intelligence_inquiry/index.htm

Congressional Reports: Joint Inquiry into Intelligence Community Activities before and after the Terrorist Attacks of September 11, 2001

<http://www.gpoaccess.gov/serialset/creports/911.html>

Butler Committee Report

<http://www.butlerreview.org.uk/report/index.asp>

Highly Recommended Readings

Mark Lowenthal *Intelligence From Secrets to Policy* CQ Press 2003

Abram N Shulsky and Gary J Schmitt *Silent Warfare: Understanding the World of Intelligence* Brassey's Inc 2002

Michael Herman *Intelligence Power in Peace and War* CUP 1996/2003

Michael Herman *Intelligence Services in the Information Age* Cass 2002

Herman Sukman *Agents for Change: Intelligence Services for the 21st Century* Little Brown 2001

Robert M Clark *Intelligence Analysis: A Target-Centric Approach* CQ Press 2004

Robert D'A Henderson *Intelligence Year Book 2003* Brassey's Inc 2003

Additional readings may be provided to participants during the course.

Assessment

The course will be assessed as follows:

1. a critical overview and analysis of the Flood Report from a New Zealand perspective (2500 words), due on the first day of the course (15 March) (25%)
2. an essay of 1500 words to be written on a topic covered in the lectures and presented on the last day of the course (18 March, by 5pm) (25%)
3. a further essay of 3000 words on a topic to be agreed with the course co-ordinator and due on Wednesday 30 March 2005 (50%).

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the VUW website at: www.vuw.ac.nz/policy/studentconduct.

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/staffconduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy, which is published on the VUW website: www.vuw.ac.nz/policy/academicgrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students

and staff, information from the Internet, software programs and other electronic material, designs and ideas. It also includes the organisation or structuring of any such materials.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- suspension from class or university,
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism, and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available.

Disability Support Services are located on Level 1, Robert Stout Building, Telephone: (04) 463 - 6070, Email: disability@vuw.ac.nz.

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the Administrative Assistant.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	<u>Staff</u>	<u>Location</u>
FHSS	Ann McDonald	Student Support Coordinator, 2 Wai - te - ata Road
Law	Kirstin Harvey	Old Government Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk Building, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Parade, room 109D
Victoria International	Anne Cronin	10 Kelburn Parade, room 202

The Student Services Group is also available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/ Email student-services@vuw.ac.nz.

VUWSA employs two Education Co-ordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, Telephone: (04) 463 - 6983 or (04) 463 - 6984, Email education@vuwsa.org.nz.