

Victoria University of Wellington



MASTER OF STRATEGIC STUDIES PROGRAMME

STRA 522

METHODS OF INTELLIGENCE

(First Trimester Course – 15 points)

2005 COURSE OUTLINE

Co-ordinator:

Associate Professor Jim Veitch

School of Art History, Classics and Religious Studies

Phone: (04) 463 - 5394

Email: Jim.Veitch@vuw.ac.nz

Lecturer:

Jim Nockels

Jim has over thirty years experience working in Intelligence and Defence policy positions in Australia. He has served as an intelligence officer in DSD, JIO and the National Assessments Staff, where he was also Secretary of the National Intelligence Committee. Jim has also been an intelligence user working as a senior Defence manager in a range of positions managing strategic and international policy issues, including three years in Washington as Counsellor Defence Policy at the Australian Embassy. He also served in London, where he attended the Royal College of Defence Studies. Jim is an experienced intelligence manager, having worked on a variety of issues, most recently Olympics security planning, responses to September 11 and the Bali bombing, and critical infrastructure security. He recently retired from the Australian Public Service and now acts as a consultant on a wide range of security related issues.

Administrator:

Darren Morgan

Room RH 802, Rutherford House, Pipitea Campus

Phone: (04) 463 - 5458

Fax: (04) 463 - 5454

Email: Darren.Morgan@vuw.ac.nz

Course Dates, Times and Location

This is an intensive course. It runs from Tuesday 17 to Friday 20 May 2005 (inclusive).

Classes will start at 8.30am and finish at 4.00pm each day.

Location: RLWY 312, level 3, Railway Station, Pipitea Campus

Course Objectives

Accurate and timely intelligence on events and threats is crucial to national security. In this context, the course will seek to provide an overview of the intelligence collection process and its methods, while raising the question of whether the secrecy inherent in the process compromises democratic values. It will cover:

- The intelligence cycle;
- Differing methods of intelligence collection;
- The relationship between intelligence and policy making;
- Differences between law enforcement and security intelligence;
- Some of the factors responsible for intelligence success and failure;
- Legal and ethical factors associated with intelligence activity; and
- Implications of emerging technologies and global terrorism for intelligence collection.

Course Content

The course will be conducted between Tuesday 17 and Friday 20 May 2005 in 12 sessions of two hours duration.

The program will begin with an historical overview of the development of intelligence before moving to acquaint participants with its fundamentals. It will go on to explore the sources of intelligence and how they are managed. An opportunity will be given to also consider some of the reasons for intelligence successes and failures, with particular emphasis on sources. In conclusion, the course will look at future challenges for intelligence and security, including terrorism, technological change and inter-agency cooperation.

Delivery Arrangements

Each of the 12 sessions will be two-hour components, consisting of lecture and discussion periods. However, class exercises will also be programmed in some of the components requiring participants to undertake group work.

1. Understanding Intelligence

Objective

The purpose of this session is to acquaint participants with the concept of intelligence and its different elements. It will set the parameters and foundations for the rest of the program. An

opportunity will be provided to discuss the need for intelligence and why differing intelligence agencies exist.

Scope

Main issues covered will be:

- Defining intelligence
- Differentiating and contextualising Security and Law Enforcement Intelligence
- Foreign Intelligence
- Intelligence and Policy Makers

Essential Reading

Warner, M: “Wanted: A Definition of Intelligence” in Studies in Intelligence
www.odci.gov/csi/studies/vol46no3/article02.html

“Can Spies Be Made Better”, *Economist*, March 19th – 25th 2005

“Cats’ Eyes in the Dark”, *Economist*, March 19th – 25th 2005

Shulsky, AN: Silent Warfare, Brassey’s, US, 2002 pp 1 – 9

General Reading

Bennett, RM: *Espionage Spies and Secrets*, Virgin Books, London 2002

Sun Tzu: *The Art of War* (trs. T Cleary), Shambhala, Boston, 1998

2. Intelligence: Past Practice and New Horizons

Objective

In this segment, the participants will explore the growth of intelligence in the Twentieth Century, noting the increasing reliance on intelligence by the state. It will also begin discussion of security and law enforcement intelligence, and the cultural changes brought about with the emergence of global terrorism.

Scope

The main issues covered will be:

- War, peace and intelligence
- The Growth of Security Intelligence Organisations

- The Evolution of Law Enforcement Intelligence
- The Challenge of Cooperation And Sharing
- Police, Security Agencies and Terrorism
- Intelligence Sharing

General Reading

Dulles, A: *The Craft of Intelligence*, Harper and Row, New York, 1963

Loewenthal, MM: *Intelligence: From Secrets to Policy*, Congressional Quarterly Press, Washington, 2000

Carver, George A: “Intelligence in the Age of Glasnost”, *Foreign Affairs*, ???

Ratcliffe, JH (Ed): *Strategic Thinking in Criminal Intelligence*, Federation Press, Sydney 2004

3. – 5. The Intelligence Process

Objective

The aim of this unit is to ensure participants understand the basic elements that drive the intelligence collection and assessment process, and how priorities are established and customers’ needs met. It will also draw attention to the world of computer-aided analysis.

Scope

The main issues covered will be:

- The Intelligence Cycle
- Asking the Right Questions
- Knowing What You Don’t Know
- Answering the Questions
- Getting the Right Answers to the Right People
- Computer Aided Analysis

Essential Reading

Commission on the Roles and Capabilities of the US Intelligence Community: “Preparing for the 21st century: An Appraisal of US Intelligence”, Washington DC 1996, Appendix B

Flood, Philip: Report of the Inquiry into Australian Intelligence Agencies, Australian Government, 2004, pp 1 – 8

General Reading

Laqueur, W: *A World of Secrets: The Uses and Limits of Intelligence*, Basic Books, New York 1985

Kent, S: *Strategic Intelligence for American World Policy*, Princeton University Press, 1966

Discussion: Develop a New Zealand intelligence collection plan to meet concerns over the growth of military capability in regional countries.

6. Security Intelligence

Objective

This unit will discuss the roles of security intelligence agencies, with particular reference to the current threat from terrorism.

Scope

The main issues covered will be:

- Roles and Functions
- Setting Security Intelligence Priorities
- Relationships and Information Flows
- Security Intelligence and Security Response

Discussion: Postulate Australia's major security concerns and consider the role of police, foreign and security intelligence agencies in countering them.

Essential Reading

Australian Secret Intelligence Organisation: "About ASIO"
www.asio.gov.au

Australian Security Intelligence Organisation: *Report to Parliament*, Commonwealth of Australia, Canberra, 2005

Lyons, J: "Inside ASIO", *The Bulletin*, 6 May 2003, pp 211 – 229

Annual Report of the New Zealand Secret Intelligence Service
www.nzsis.govt.nz

Rolfe, Jim: "The Spy Catchers", *NZ Defence Quarterly* 22, Spring 1998, pp 7 – 11

General Reading

Allen, T & Polmar, N: *Merchants of Treason*, Delacorte Press, New York, 1998

Simon, JD: *The Terrorist Trap: America's Experience With Terrorism*, Knopf, New York, 1994

7. Foreign Intelligence

Objectives

This unit will discuss foreign intelligence and the various organisations which undertake foreign intelligence collection.

Scope

The main issues to be covered will be:

- Roles and Functions
- Setting Priorities
- Relationships and Coordination

Essential Reading

Australian Secret Intelligence Organisation: "About ASIS's Role"
www.asis.gov.au

Government Communication Security Bureau website content
www.gcsb.govt.nz

General Reading

Johnson, LK: *America's Secret Power: The CIA in a Democratic Society*, OUP, New York, 1989

Wark, WK (ed): *Espionage Past, Present and Future?* Frank Cass, London, 1994

Hager, Nicky: *Secret Power: New Zealand's Role in the International Spy Network*, Nelson, 1996

8. – 10. Sources of Intelligence

Objective

This unit will review intelligence sources and discuss why intelligence success depends, in part, on understanding where to acquire data, and the limits and pitfalls of the information available from differing sources.

Scope

- **Open Source** – A review of the publicly available information its utility for Intelligence. A classroom exercise to develop an Open Source Matrix of information available to meet the Intelligence needs of the New Zealand Government.
- **Human Intelligence (HUMINT)** – A review of the various means of gathering intelligence using human sources.
- **Communications Intelligence (COMINT)** – Discussion of the various form of communications intelligence

Essential Reading

Barnes, K: “The Defence Signals Directorate – Its Role and Functions” *Australian Defence Force Journal*, no 108, Sep / Oct 1994, pp 3 – 7

Department of Defence: “About DSD”

www.dsd.gov.au

- **Imagery Intelligence (IMINT)**

Essential Reading

Richelson, JT: “The Spies in Space”, *Air and Space*, Dec 1991 / Jan 1992

“About DIGO”

www.defence.gov.au

General Reading

Richelson, JT: *America’s Space Sentinels*, University of Kansas Press, 1999

- **Specialised Technical Collection**

General Reading

Richelson, JT: *America’s Space Sentinels*, University of Kansas Press, 1999

11. Intelligence Failures and Successes

Objective

This group session will ask teams of participants (selected at the beginning of the course) to present their views on major intelligence failures (selected from the following list) with the objective of drawing lessons on the future uses of intelligence in policy-making.

Scope

A range of intelligence failures for consideration are:

- Operation Barbarossa 1941
- Fall of Singapore 1942
- Tet Offensive 1968
- Yom Kippur 1973
- Falklands Islands 1982

Essential Reading

Kahn, D: "The Intelligence Failure of Pearl Harbour", *Foreign Affairs*, Vol 70, No 5, 1991

Betts, RK: "Analysis, War and Decision: Why Intelligence Failures are Inevitable", *World Politics*, Vol 3, No 1, 1978

Gladwell, M: "Connecting the Dots", *The New Yorker*, March 9, 2003

Keegan, J: *Intelligence in War*, Hutchison, London, 2004 – Read Selectively

Hughes-Wilson, J: *Military Intelligence Blunders*, Robinson, London, 1999, pp 1 – 15

A further group session will focus on a practical intelligence exercise with participants reviewing the intelligence assessments that were made public about Iraq's WMD capability and consider methods to improve the reliability of future assessments.

Essential Reading

The Assessment of the British Government on Iraq's Programme for Weapons of Mass Destruction (the "Blair Dossier"), September 2002

www.pm.gov.uk/output/Page271.asp

British Government: "Iraq - Its Infrastructure of Concealment, Deception and Intimidation", January 2003

www.pm.gov.uk/output/page1482.asp

Address by US Secretary of State Powell to the UN Security Council on 5 February 2003

www.whitehouse.gov/news/releases/2003/02/20030205-1.html

Parliament of Australia: Hansard, 4 February 2003, pp 10642 – 10652, Ministerial Statements: Iraq

Post – war press reporting and other commentaries on the search for WMD

12. The Ethics and Legality of Intelligence Collection

Objectives

This unit seeks to make participants aware of legal frameworks which exist in democratic states to oversight intelligence collection activities, and its ethical underpinning.

Scope

The main issues covered will be:

- New Zealand and Australian legal constraints
- Participants will consider legal and ethical issues raised by collection methods and be asked to discuss what means justify what ends.

Essential Reading

Office of General Counsel, US Department of Defence “An Assessment of International Legal Issues in Information Operations”, May 1999

Richelson, JT: ”When Kindness Fails; Assassination as a National Security Option, *International Counter Intelligence*, vol 15, no 2, 2002

Godfrey, ED: “Ethics and Intelligence”, *Foreign Affairs*, no 3, April 1978

Pfaff, T: “Bungee Jumping off the Moral High Ground: The Ethics of Espionage in the Modern Age”

<http://atlas.usafa.af.mil/jscope/JSCOPE02/Pfaff02.html>

General Reading

Hersh, S M: “The Gray Zone” *The New Yorker*, 24 May 2004

Press reporting on the Mamdouh Habib torture allegations from the Australian Press in early January 2005

Time	Tuesday 17 May	Wednesday 18 May	Thursday 19 May	Friday 20 May
0830 – 1030	Session 1: Understanding Intelligence	Session 4: The Intelligence Process	Session 7: Foreign Intelligence	Session 10: Sources of Intelligence
1030 – 1100	Morning Tea			
1100 – 1300	Session 2: Intelligence: Past Practice and New Horizons	Session 5: The Intelligence Process	Session 8: Sources of Intelligence	Session 11: Intelligence Failures and Successes
1300 – 1400	Lunch (not provided)			
1400 - 1600	Session 3: The Intelligence Process	Session 6: Security Intelligence	Session 9: Sources of Intelligence	Session 12: The Ethics and Legality of Intelligence Collection

Assessment

The course will be assessed as follows:

1. two essays of 450 words each, to be written on topics covered in the lectures, and presented on the last day of the course (Friday 20 May 2005) (15% each)
2. an essay of 3000 - 5000 words, on a topic to be agreed with the course co-ordinator and due on Monday 20 June 2005 (70%).

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.