

**City University of Hong Kong  
Course Syllabus**

**offered by College/School/Department of Asian and International Studies  
with effect from Semester A 2017/18**

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**Part I Course Overview**

**Course Title:** Spies, Intelligence and National Security

**Course Code:** AIS3141

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B3

Arts and Humanities

**Proposed Area:**  Study of Societies, Social and Business Organisations

*(for GE courses only)*

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** Nil  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

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.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	To identify and describe key actors and issues in intelligence		✓	✓	✓
2.	To analyse the effects of intelligence issues on national security		✓	✓	✓
3.	To assess case studies within the issues		✓	✓	✓
4.	To develop research and analytical skills		✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

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

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: <u>100</u> %								
Attendance and Participation	✓	✓	✓	✓			10%	
Presentation	✓	✓	✓	✓			15%	
Exam (Mid-term and Final)	✓	✓	✓	✓			50%	
Research paper	✓	✓	✓	✓			25%	
Examination: <u>0</u> % (duration: N/A, if applicable)								
							100%	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Attendance and Participation	Active and informed participation in class/class etiquette	Excellent demonstration of active and informed participation in class/excellent class etiquette	Good demonstration of active and informed participation in class/excellent class etiquette	Adequate demonstration of active and informed participation in class/excellent class etiquette	Marginal demonstration of active and informed participation in class/excellent class etiquette	Poor demonstration of active and informed participation in class/excellent class etiquette
2. Presentation	#Presence and communication (50%)	Excellent presence and communication	Good presence and communication	Adequate presence and communication	Marginal presence and communication	Poor presence and communication
	#Organisation and quality of material presented (50%)	Excellent organisation and quality of material	Good organisation and quality of material	Adequate organisation and quality of material	Marginal organisation and quality of material	Poor organisation and quality of material
3.Exam (Mid-term and Final)	Quality and demonstration of knowledge gained from readings and lecture notes.	Excellent demonstration of knowledge gained from readings and lecture notes.	Good demonstration of knowledge gained from readings and lecture notes.	Adequate demonstration of knowledge gained from readings and lecture notes.	Marginal demonstration of knowledge gained from readings and lecture notes.	Poor demonstration of knowledge gained from readings and lecture notes.
4. Term Paper	Quality of writing (grammar, structure and coherence) (25%)	Excellent quality of writing	Good quality of writing	Adequate quality of writing	Marginal quality of writing	Poor quality of writing
	#Application and demonstrated comprehension of theories and approaches covered in the course (15%)	Excellent application and demonstrated comprehension of theories and approaches covered in the course	Good application and demonstrated comprehension of theories and approaches covered in the course	Adequate application and demonstrated comprehension of theories and approaches covered in the course	Marginal application and demonstrated comprehension of theories and approaches covered in the course	Poor application and demonstrated comprehension of theories and approaches covered in the course
	#Demonstration of research and prudent use of research materials in relation to argument (25%)	Excellent demonstration of research and prudent use of research materials	Good demonstration of research and prudent use of research materials	Adequate demonstration of research and prudent use of research materials	Marginal demonstration of research and prudent use of research materials	Poor demonstration of research and prudent use of research materials
	#Quality and originality	Excellent and original argument	Good and reasonably	Adequate articulation	Marginal demonstration	Poor deployment of or

	of argument (35%)		original argument	of argument/adequate attempt at making an original argument	of argument and or originality in argument	non-existent argument
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**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

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.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

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

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

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