SUMMARY
This course examines intelligence and national security, with a particular emphasis on the national security of Canada. Students will examine the historical, policy, legal, and ethical contexts of policies and operations through a series of case studies. The focus of the course is on enduring and emerging problems: espionage, proliferation, terrorism, cyber security, and climate change.

COURSE OBJECTIVES
(1) To develop an understanding of issues in Canadian intelligence & national security.
(2) To examine specific challenges to national security and their intelligence dimensions.
(3) To develop knowledge of the policy, legal, and ethical contexts of intelligence & national security.
(4) To apply learning through assignments that develop written, oral, research, analytical, presentation and other skills in individual and team environments.

OUTLINE OF TOPICS
01. Monday, January 9: Intelligence & National Security: course introduction
02. Monday, January 16: Intelligence & National Security in theory and practice: Canada
03. Monday, January 23: Intelligence & National Security: legal, ethical, and policy contexts
04. Monday, January 30: The ‘Intermestic’: globalization & state sovereignty in the 21st century
05. Monday, February 6: Counterintelligence
06. Monday, February 13: Proliferation
07. Monday, February 27: Terrorism
08. Monday, March 5: Cyber security
09. Monday, March 12: Climate Change
11. Monday, March 26: Learning from intelligence failures
OVERVIEW
This course is intended as an introduction to the study of intelligence and national security from an academic perspective. Students are not required to have any prior knowledge of intelligence or national security issues for this course, although completion of INAF 5204 would be an asset. The focus of this course is discrete challenges to national security in Canada, e.g. terrorism, and the experience of other democracies, particularly, the UK, and the US.

ORGANIZATION OF CLASS
A typical class is organized around blocks of time incorporating a lecture from the instructor, presentations by students, small group work within class, and discussion. An illustrative outline is:

08.35-09.05 Lecture from instructor
09.05-09.35 Student case study presentations
09.35-10.05 Discussion on required readings, pair & share, & small group work
10.05-10.20 Break
10.20-10.50 Collaborative learning groups for presentation assignment
10.50-11.15 Critical conversation / Q & A discussion
11.15-11.25 Course administration

For each class students are expected to have read the three required readings for each week of the course. This provides core literature on the topic. Introductory lectures occur most weeks. These lectures provide a framework for understanding the issue under discussion and identify key concepts and contemporary challenges. The class operates in seminar mode. Presentations by students are followed by a Q & A session on the presentations (peer review and comment), group work on assigned topics or readings, and collaborative learning groups for the class presentations. The final section of each week’s class involves a critical assessment of the topic under discussion.

This is an academic course: for your assignments you are expected to use official documents, articles from journals and periodicals, books, and other high-quality sources from think tanks, government departments and agencies, and the media as your principal sources of information.

Students should read a quality newspaper, such as the New York Times, and magazine, such as The Economist, on a regular basis and make use of resources such as http://www.foreignpolicy.com and subscription-based services offered by the library, such as Jane’s Intelligence Weekly.

Useful texts for reference


Christopher Andrew, Richard J. Aldrich, Wesley K. Wark (editors), ‘Secret Intelligence: A Reader’ (London & New York; Routledge, 2009)