

## Intelligence and National Security: Policies & Operations

### *Preliminary Outline for 2012W*

#### INAF 5224

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Term: Winter, 2012

Class: Monday: 08.35-11.25

Room: DT-1318

**Winter break February 20-24, 2012**

#### Office Hours 2011-2012

Monday: 13.00 to 15.00

Tuesday: 10.30 to 12.30

#### Note to students

This course requires the submission of an assignment most weeks. Assignments range from 800 word op-ed to 3,000 word research papers.

#### Assignments

#1: Jan. 23: National Security Review paper (15%)

#2: Jan. 30: Op-Ed article (15%)

#3: Feb 6 to Feb 27: Legal Briefing paper (15%)

#4: Feb 6. To Mar. 19: Case Study (15%)

#5: Mar. 26: National Security Review paper revisited (20%)

#6: April 2: Group project: presentation of Action memorandum (20%)

#### 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 21<sup>st</sup> 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
10. Monday, March 19: National security dimensions of foreign influence & interference
11. Monday, March 26: Learning from intelligence failures
12. Monday, April 2: National Security in Canada: the next decade – student presentations

## 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

Craig Forcese, 'National Security Law' (Toronto, Irwin Law, 2008) *Provides an overview of national security law in Canada.*

Peter Hennessy (Ed), 'The New Protective State' (London, Continuum, 2007) *A useful snapshot of high-level UK thinking 2004 to 2007.*

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