



CPD 011 Introduction to Homeland Security and Homeland Defense

SYLLABUS

SECTION : COURSE IDENTIFICATION

Course Title: CPD011 Introduction to Homeland Security and Homeland Defense

Course Description: This course begins with an overview of U.S. Homeland Security and Defense strategies, objectives and key players. It requires an in-depth analysis of (1) the strengths and weaknesses of Homeland Security and Defense policies, (2) procedures and operations with respect to U.S. foreign policy, the wars in Iraq, Afghanistan and against Islamist extremists, and (3) U.S. strategic communications as they affect global, public opinions. This course seeks to empower students with the knowledge and confidence needed to analyze ongoing homeland security and defense efforts and make effective recommendations to enhance them. Students will be guided and encouraged to dig beyond the surface of government rhetoric, “party lines,” and the press in the pursuit of strategies that optimize the United States’ security at home and abroad.

Contact Hours: 12

Time/Day: 24/7

Location: Online

Instructor: Joseph Ruffini

Instructor Email: eena10jo@frie.com

Instructor Phone: 719-930-4776

Technical Assistance Phone: 866-357-0841

Course Format:

- **Weekly Readings:** Each week the student will read assigned articles from online resources listed in the online course.
- **Weekly Written Assignments:** Each student will download the weekly assignment sheet from the online course, answer the questions on the sheet and submit the document in the online course. The weekly assignment is due by Friday, midnight Eastern Time.
- **Weekly Live Instructor Session:** On the Saturday ending each week, a live session online using Elluminate will be held with your instructor. This will be an interactive session offering an overview of the latest breaking news in the course topics and a chance to share real world experiences and practices. This session will be held each Saturday at 11:00 Eastern Time and will run for 90 minutes. The link to the session is in the online course.

Course Materials:

- **Required Readings:** All required reading materials are listed in the weekly assignments in the online course and are accessible via the Internet.
- **Recommended, Optional Readings:**
 - The following selected reading from: Griset, Pamela L. and Mahan, Sue. *Terrorism in Perspective*. Thousand Oaks, California: Sage Publications, 2003: Chapter 8: Counterterrorism, pages 277-290.
 - The following selected readings from: Howard, Russell D. and Sawyer, Reid L. *Terrorism and Counterterrorism: Understanding the New Security Environment*. Guilford, Connecticut: McGraw-Hill/Dushkin, 2004:
 - *Understanding Al Qaeda's Application of the New Terrorism – the Key to Victory in the Current Campaign* by Russell D. Howard, pages 75-86.
 - *Narcotics, Terrorism, and International Crime: The Convergence Phenomenon* by Barry R. McCaffrey and John A. Basso, pages 243-260.
 - *Soft Underbelly of American Primacy: Tactical Advantages of Terror* by Richard K. Betts, pages 376-392.
 - *Counterterrorism Policy and the Political Process* by Martha Crenshaw, pages 450-459.
 - *Combating Terrorism: With a Helmet of a Badge?* By Jeffrey H. Norwitz, pages 470-482.

- The following selected readings from: Cronin, Audrey Kurth and Ludes, James M., editors. *Attacking Terrorism: Elements of a Grand Strategy*. Washington, DC: Georgetown University Press, 2004.
 - *Diplomacy* by Michael A. Sheehan, pages 97-114.
 - *Intelligence* by Paul R. Pillar, pages 115-139.
 - *Military Force* by Timothy D. Hoyt, pages 162-185.
 - *Toward an Effective Grand Strategy* by Audrey Kurth Cronin, pages 285-301.

Mandatory Equipment/software:

A personal computer with direct access to the Internet, WWW, or a computer service, either the Microsoft Word® or WordPerfect® word-processing program if used to cut and paste into the email box, and a modem with a minimum speed of 28K.

ONLINE ASSIGNMENTS AND CLASS POLICIES:

This is an e-learning course. All assignments will be submitted to the instructor not later than midnight Mountain Time on the date that they are due. Assignments are to be submitted in the online course in Microsoft Word format. It is the responsibility of each student to scan their email attachments for viruses and all other infections before transmitting them to the instructor. Corrupted files will not be reviewed or graded. If an assignment cannot be submitted on time, it is the responsibility of the student to make arrangements with the instructor BEFORE the assignment due date. Unexplained, late assignments will receive a grade of "0."

It is the responsibility of each student to ensure that submitted assignments are in the online course by verifying in the gradebook online that the assignment attachment is in the proper location in the course.

You may contact the instructor at any time by email or telephone if you have questions or need assistance. If you need technical assistance with the course, contact OnLine Training Institute technical assistance phone number- 866-357-0841. It is recommended that you ***phone your instructor on matters of urgency or emergency.***

SECTION II: COURSE OUTLINE AND STUDENT OUTCOMES

Instructional Goals: This course reinforces critical workplace skill sets deemed to be an integral and essential part of any college education to include: written and oral communicative skills, the ability to ask well-defined questions and intelligently challenge the instructor and fellow students, personal responsibility, the ability to provide adequate documentation as necessary, and confidence to both express and defend one's own convictions and opinions. All are essential to successful course completion, as they play key roles in this course's goal to build greater self-confidence, enhance oratory abilities and debating skills, and expand the comprehension and analytical capabilities of each student.

General Learning Outcomes: At the completion of this course, successful students will have demonstrated an ability to learn and retain knowledge, analyze and intelligently question information and data presented to them, evaluate the significance and current-day applicability of what they have learned, synthesize ideas from multiple sources, organize thoughts and words, and possess the confidence to apply what has been learned in a real-life, operational environment (on the job).

Specific Course Outcomes:

Through assigned readings, online class participation, and graded, written assignments and a final research paper, students will be confident and capable in their:

1. Knowledge and command of the United States National Defense Strategy, National Strategy for Homeland Security, and National Strategy for Combating Terrorism.
2. Comprehension of the pros and cons associated with the legal investigative permissions granted by the U.S. PATRIOT ACT II.
3. Abilities to assess and discuss the strengths and weaknesses of the United States National Defense Strategy, National Strategy for Homeland Security, and National Strategy for Combating Terrorism.
4. Understanding of the governmental Interagency key players and the challenges surrounding the Insurgency's ability to optimally perform in support of U.S. strategic goals and objectives.
5. Understanding of and ability to discuss and debate U.S. successes and/or failures in the Middle East; specifically, the U.S. efforts in Afghanistan and Iraq, and the "war on terror."
6. Understanding of the dynamics and criticality of effective, strategic communication between the United States and the world at large.

7. Grasp of the concepts of unity of command and unity of effort as they apply to success in war and homeland security and homeland defense.
8. Grasp of current and emerging Islamist threats to U.S. national security.

Course Topic Schedule:

Week 1. Homeland Security and Defense Strategies

- 1.1 United States National Defense Strategy
- 1.2 United States National Strategy for Homeland Security
- 1.3 United States National Strategy for Combating Terrorism

Week 2. United States PATRIOT ACT II

- 2.1 Section-by section analysis
- 2.2 Key Controversies

Week 3. Are U.S. Security and Defense Strategies On-Target and Producing Optimal Results?

- 3.1 Assessments of America's Political and Military Actions 2003 to Present
- 3.2 America's Image Abroad
- 3.3 The Ongoing Islamist Threats on Our Own Soil

Week 4. The Interagency

- 4.1 Affairs of State: The Interagency and National Security
- 4.2 Is the Interagency Process in Need of Repair?

Week 5. Determining United States Security Successes and Failures post 9/11

- 5.1 Analysis of Terrorism & Counterterrorism Strategies
- 5.2 The Resurgence of the Taliban in Afghanistan
- 5.3 The Effectiveness of Strategies to Combat Al Qaeda
- 5.4 Transportation Security Administration: Indicative of the Government's Approach to Homeland Security?

Week 6. United States Strategic Communications: Public Relations with the World

- 6.1 Leading the War of Ideas
- 6.2 Hypocrisy in American Foreign Policy
- 6.3 Rebooting America's Image Abroad

Week 7. Unity of Command and Unity of Effort

- 7.1 Iraq Case Study
- 7.2 Afghanistan Case Study

Week 8. Current and Emerging Threats to National Defense

- 8.1 Horn of Africa
- 8.2 Preemptive versus Preventive War Strategies
- 8.3 Contemporary Security Threats and the Use of Force
- 8.4 Escalation in the Middle East

SECTION III: EVALUATION PROCEDURES

This course is designed for you to learn in an independent study environment. By reading the required web site materials, participating in discussions with the instructor and other students, and answering the instructor's assignment questions via email response, and submitting a final paper, each student will experience the maximum benefit from this course.

Grading/Evaluation: Grades will be awarded based upon the following, 1,000 point system:

Final grades will be determined as follows:

- A = 90 – 100 pts.
- B = 75 – 89 pts.
- C = 60 – 74 pts.
- D = 50 – 59 pts.
- F = 49 points and below

■ Points are awarded based upon each student's demonstrated grasp of the salient points of the readings as evidenced by written answers to assigned questions.

■ All assignments will receive a numerical grade based upon that week's maximum point value. For example, assignments submitted for week 1 can be awarded from 1 to 15 points by the instructor.

■ DO NOT presume that because one week's study material may be worth fewer points than some of the others that the subject material is any less important. Think of weeks 4, 5 and 7 as opportunities to maximize scores for those weeks while having additional time begin work on the final paper.

■ Weekly point scale is as follows:

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| ○ Week 1: Homeland Security and Defense Strategies | 15 points |
| ○ Week 2: United States Patriot Act II | 5 points |
| ○ Week 3: U.S. Security & Defense Strategies | 15 points |
| ○ Week 4: The Interagency | 5 points |
| ○ Week 5: U.S. Successes & Failures post 9/11 | 15 points |
| ○ Week 6: U.S. Strategic Communications | 10 points |
| ○ Week 7: Unity of Command & Unity of Effort | 5 points |
| ○ Week 8: Current & Emerging Threats to National Defense | 10 points |
| ○ Week 9: Course Research Paper: | 20 points |

TOTAL

100 points

■ **BONUS POINTS:** From week 1 through week 8, students can be awarded up to 2 bonus points each week for their verbal participation and contribution. These additional points – up to 16 achievable -will be added to the student's final total out of the possible 100. These bonus points could very well result in the student's final grade being pushed up to higher letter grades. For example, if a student's final point total for the written assignments and final research paper is 74, that student would be given a grade of "C" for the course. If, however, that student's weekly, verbal participation was exceptional, and that student was awarded 16 out of a possible 16 points, then that student's final point total would be raised to 90, bringing the final grade from a "C" to an "A." Bottom line, **IT WILL PAY TO DO THE READINGS; MAKE NOTES, BE PREPARED AND PARTICIPATE IN THE DISCUSSIONS.**

Points will be awarded based upon the *quality* (not quantity) of student's verbal contributions as follows:

1 Point: Demonstrated understanding and in-depth analysis of the assigned readings.

.5 Points: Willingness to effectively challenge the opinions of the instructor.

.5 Points: Strength of conviction and ability to "hold one's own" in the discussions.

Late Assignment Policy:

Late submissions without prior notification to and discussion with the instructor will receive a 20% deduction in points from the grade awarded for the assignment. For example, if the instructor grades that week's assignment as 10 out of a possible 15 points, but the assignment was submitted late without prior discussion and explanation, then the final grade for that submission would be 8 points out of 15 possible points. The instructor understands that many students have jobs, families and other additional responsibilities; ergo, the instructor will extend student deadlines based upon individual requests. The objective of this course is to teach, not to sanction. The instructor will trust students to tell the truth when exceptions are requested and granted. If a student takes advantage of or lies to the instructor, and the instructor finds out, that student will receive a grade of "0" points for the assignment in question.

Guidance for the Weekly Assignments that must be submitted to the online course:

■ The instructor DOES NOT specify how long written answers to any questions must be. ALL questions must be answered to the instructor's satisfaction; specifically, the student must demonstrate to the instructor that he/she had performed the required reading and grasped the important points. Some

students are more succinct and to-the-point than others. Some require more words to state their opinions. No matter, as long as the requirements are met.

- It is recommended that before performing the reading assignments, students review the questions that they must answer in order to highlight sections of the readings and/or take notes most appropriately and expeditiously.

The Research Paper:

The research paper for this class is due not later than midnight on the Saturday ending Week 9.

This paper must be a minimum of twelve (12) pages double-spaced in narrative content (not including cover page and bibliography), in Arial, 12 point font, with left, right, top and bottom margins of one inch. There is no maximum length for this research paper.

Students may choose one of the following topics for their research papers:

- U.S. Foreign Policy's Positive and/or Negative Effects Upon Homeland Security and Defense Today, with Emphasis on U.S. Alliances and Military Interventions in the Middle East
- The Contribution of U.S. Strategic Communications towards the Accomplishment of America's Homeland Security and Defense Objectives
- The Critical Roles that Military and Political Unity of Command and Unity of Effort Play in Achieving U.S. Homeland Security and Defense Objectives
- National Strategy for Combating Terrorism, National Strategy for Homeland Security, and National Defense Strategy: What Makes Sense and What Appears Wrong

All papers must be of college-level, academic quality. All papers must be grammatically correct and spell-checked. They must flow in a logical sequence, stating an initial premise, presenting an argument with documentation as appropriate, and ending with a logical and substantiated conclusion. Document references using the APA style citations with a separate Reference page. Include no pictures, no flow charts, and no diagrams. Use narrative text only. References obtained from the Internet must be properly cited according to APA style.

All of your homework assignments and papers will be graded based upon what is called the "REOS" method: Strength of your "Reasoning" (Logic); What, and how much "Evidence" (Sources) you present; Your own "Observations" on the material and its meaning; and the "Substance" of the paper (how much significant, new, and innovative information you present).