



CPD 024 Comparative Approaches to Homeland Security & Defense

COURSE SYLLABUS

SECTION I: COURSE IDENTIFICATION

Course Number and Title:

CPD 024 Comparative Approaches to Homeland Security & Defense

Course Description:

The objectives of this course are: (1) to examine, compare, and assess the effectiveness of homeland security and homeland defense strategies employed by democracies around the world; (2) to quantify the effectiveness of these non-U.S. strategies and determine whether or not they might be viable and successful for the United States if adopted; and (3) to apply any lessons learned to the organizational, operational, and functional challenges faced by homeland security leaders, first responders, and citizens within the United States.

The course is divided into two sections. In the first section, student study the homeland security and homeland defense national strategies, objectives, and modus operandi of selected world democracies. It examines the effectiveness of tactics, techniques and procedures and relates that effectiveness to the U.S. approach. In the second section, each student develops a comparative briefing which delineates the positive lessons gleaned from section one's work. Students must explain precisely why other democracies' homeland security and defense initiatives and approaches should be adopted by the U.S., and delineate the best way to affect the adoption operationally, organizationally, and functionally. Successful course completion will be determined by student written answers to weekly questions, class participation, and a final project.

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.

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, graded assignments and a final research paper, students will:

1. Examine, compare, and assess the effectiveness of homeland security and homeland defense strategies employed by democracies around the world.
2. Quantify the effectiveness of non-U.S. homeland security and defense strategies and determined whether or not they might be viable and successful for implementation within the United States.
3. Apply lessons learned from other nations to the organizational, operational, and functional challenges faced by homeland security leaders, first responders, and citizens within the United States.

Course Topic Schedule:

- Week 1. Homeland Security & Defense: Israel
 - 1.1 Comparative U.S.-Israeli Homeland Security
 - 1.2 Ministry of Public Security Missions
 - 1.3 Israeli Strategy of Modern Terrorism
 - 1.4 Strategies for Countering Terrorism: Lessons from the Israeli Experience
 - 1.5 Consequences of Israel's Counter-Terror Policy
 - 1.6 The Effectiveness of Israel's Counter-Terrorism Strategy
 - 1.7 Israel's Lessons for Fighting Terrorists and Their Implications For the United States
 - 1.8 A Look at Ben Gurion International Airport Security
 - 1.9 New Study Indicates U.S. Could Learn A Lot About Citizen Preparedness From Israel
 - 1.10 Review of Public Role and Engagement
- Week 2. Homeland Security & Defense: United Kingdom & France
 - 2.1 Countering International Terrorism: The United Kingdom's Strategy
 - 2.2 UK to update counter-terrorism strategy
 - 2.3 House of Commons Affairs Committee Project
 - 2.4 UK Anti-Terror Technology: 007 or 1984?
 - 2.5 British Government Debates Engagement with Radical Islam in New Counterterrorism Strategy
 - 2.6 Evaluating the Effectiveness of French Counter-Terrorism
 - 2.7 The French Counter-Terrorism Model
 - 2.8 Counter Terrorism Policy in France
 - 2.9 France, Counter-Terrorism Policy
 - 2.10 Terrorism is greatest threat to France, Nicolas Sarkozy says
- Week 3. Homeland Security & Defense: Germany and Japan
 - 3.1 A Security Strategy for Germany
 - 3.2 Germany's Role in Fighting Terrorism: Implications for U.S. Policy
 - 3.3 Anti-Terror Campaigns of Germany & Japan
 - 3.4 Action Plan for Prevention of Terrorism
 - 3.5 Japanese-American Collaborative Efforts to Counter Terrorism
 - 3.6 Japan's International Counter-Terrorism Cooperation
 - 3.7 Japan's Counter-Terrorism Assistance (2004-2007)
- Week 4. Homeland Security & Defense: Australia
 - 4.1 Australian National Counter-Terrorism Plan
 - 4.2 Anti-Terrorism Act (No. 2) 2005
 - 4.3 Counter-terrorism coordination
 - 4.4 Key elements of Australia's international counter-terrorism efforts
 - 4.5 National Security Public Information
 - 4.6 Trusted Information Sharing Network (TISN)
 - 4.7 Trusted Information Sharing Network (TISN) Fact Sheet
 - 4.8 Contemporary Challenges
- Week 5. Homeland Security & Defense: Canada
 - 5.1 Canada, Counter-Terrorism Policy
 - 5.2 Canadian Anti-Terrorism Act
 - 5.3 Canada's Actions Against Terrorism Since September 11

- 5.4 Canada's Anti-Money Laundering and Anti-Terrorist Financing Initiative
- 5.5 Counter-Terrorism and Transportation
- 5.6 Canadian Terrorism References
- 5.7 Report No. 2000/04: International Terrorism: The Threat to Canada
- 5.8 The Views of Canadian Scholars on the Impact of the Anti-Terrorism Act
- Week 6. Homeland Security & Defense: Russia
 - 6.1 Asymmetric Threats and Counter-Terror Strategies in Russia
 - 6.2 Russia Adopts New Counter-Terrorism Law
 - 6.3 The Concept of Counterterrorism in the Russian Federation
 - 6.4 Russia's Counterterrorism Policy: Variations on an Imperial Theme
 - 6.5 National Security Concept of the Russian Federation
 - 6.6 Homeland Security and the Russian Approach
 - 6.7 Russian Security Strategy Under Putin: US and Russian Perspectives
 - 6.8 Russia Wrapping up its War Against Terror
 - 6.9 Russia in International Counterterrorism Cooperation in 2008
- Week 7. International Counter-Terror Efforts
 - 7.1 National Security Strategies: Security from What, for Whom, and by What Means
 - 7.2 The EU and Counter Terrorism
 - 7.3 NATO's military concept for defense against terrorism
 - 7.4 NATO and the Fight Against Terrorism
 - 7.5 United Nations General Assembly Adopts Global Counter-Terrorism Strategy
 - 7.6 United Nations Security Council Newsroom
 - 7.7 ASEAN Efforts to Counter Terrorism
 - 7.8 Confronting the Terrorist and Transnational Crime Challenges of the 21st Century: Are We Prepared?
 - 7.9 Interpol's Efforts to Counter the Global Threat of Terrorism
- Week 8. Counter Terror Strategy and Programs
 - 8.1 Prosecuting Terrorism beyond 'Material Support'
 - 8.2 Fighting Terrorism With Terrorists
 - 8.3 Attacking al Qaeda's Operational Centers of Gravity
 - 8.4 Security Sector Reform and the Fight Against Terrorism
 - 8.5 Counterterrorism Beyond Shock and Awe, Part II
 - 8.6 Similar Threats, Similar Approaches: Improving Transatlantic Counterterrorism Ties
 - 8.7 Global Terrorism: Multilateral Responses to an Extraordinary Threat
 - 8.8 Implementing the United Nations General Assembly's Global Counter-Terrorism Strategy in the Asia-Pacific
 - 8.9 Five Lessons from China's War on Terror
- Week 9. The Research Paper

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 & Defense: Israel | 8 points |
| ○ Week 2: Homeland Security & Defense: UK & France | 8 points |
| ○ Week 3: Homeland Security & Defense: Germany & Japan | 8 points |
| ○ Week 4: Homeland Security & Defense: Australia | 8 points |
| ○ Week 5: Homeland Security & Defense: Canada | 8 points |
| ○ Week 6: Homeland Security & Defense: Russia | 8 points |
| ○ Week 7: International Counter-Terror Efforts | 8 Points |
| ○ Week 8: Counter-Terror Strategies & Programs | 8 points |
| ○ Week 9: Course Research Paper | 36 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 be 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 fifteen (15) 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.

The following is your topic for the Research Paper:

Design an Optimal Homeland Security and Defense Strategy for the United States.

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).