

**WILLIAM J. PERRY
CENTER FOR HEMISPHERIC DEFENSE STUDIES
NATIONAL DEFENSE UNIVERSITY
WASHINGTON, DC 20319-5066**



**CARIBBEAN DEFENSE AND SECURITY COURSE
CDSC (2013)**

Distance Learning I

Monday, April 29, 2013 – Friday, May 2, 2013

In-Residence

Monday, June 10, 2013 – Friday, June 21, 2013

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Perry Center Policy on Non-attribution

Presentations by guest speakers, seminar leaders, students and panelists, including renowned public officials and scholars, constitute an important part of university academic curricula. So that these guests, as well as faculty and other officials, may speak candidly, the Perry Center offers its assurance that their presentations at the courses, or before other Perry Center-sponsored audiences, will be held in strict confidence.

This assurance derives from a policy of non-attribution that is morally binding on all who attend: without the express permission of the speaker, nothing he or she says will be attributed to that speaker directly or indirectly in the presence of anyone who was not authorized to attend the lecture.

Policy and Procedures on Academic Integrity

This statement on academic integrity applies to all components of the National Defense University. The purpose of this broad university policy is to establish a clear statement for zero tolerance for academic dishonesty and to promote consistent treatment of similar cases across the University on academic integrity and the integrity of the institution. This document should not be interpreted to limit the authority of the University President or the Provost and Vice President for Academic Affairs. This policy includes two key areas: academic integrity as it applies to students and participants at National Defense University; and academic integrity as it applies to assigned faculty and staff.

Academic Dishonesty

Academic dishonesty is not tolerated. Academic dishonesty includes, but is not limited to: falsification of professional and academic credentials; obtaining or giving aid on an examination; having unauthorized prior knowledge of an examination; doing work or assisting another student to do work without prior authority; unauthorized collaboration; multiple submissions; and plagiarism.

- *Falsification of professional and academic credentials:* Students are required to provide accurate and documentable information on their educational and professional background. If a student is admitted to the University with false credentials, he or she will be sanctioned.
- *Unauthorized collaboration* is defined as students working together on an assignment for academic credit when such collaboration is not authorized in the syllabus or directed by the instructor.
- *Multiple submissions* are instances in which students submit papers or work (whole or multiple paragraphs) that were or are currently being submitted for academic credit at other institutions. Such work may not be submitted at the National Defense University without prior

written approval by both the National Defense University professor/instructor and approval of the other institution.

- *Plagiarism* is the unauthorized use, intentional or unintentional, of intellectual work of another person without providing proper credit to the author. While most commonly associated with writing, all types of scholarly work, including computer code, speeches, slides, music, scientific data and analysis, and electronic publications are not to be plagiarized. Plagiarism may be more explicitly defined as:
 - Using another person's exact words without quotation marks and a footnote/endnote.
 - Paraphrasing another person's words without a footnote/endnote.
 - Using another person's ideas without giving credit by means of a footnote/endnote.
 - Using information from the web without giving credit by means of a footnote/endnote. (For example: If a student/professor/instructor/staff member enrolled or assigned to NDU copies a section of material from a source located on the internet (such as Wikipedia) into a paper/article/book, even if that material is not copyrighted, that section must be properly cited to show that the original material was not the student's).

Sanctions for Violations of Academic Integrity

Sanctions for violating the academic integrity standards include but are not limited to: disenrollment, suspension, denial or revocation of degrees or diplomas, a grade of no credit with a transcript notation of "academic dishonesty;" rejection of the work submitted for credit, a letter of admonishment, or other administrative sanctions. Additionally, members of the United States military may be subject to non-judicial punishment or court-martial under the Uniformed Code of Military Justice.

Processing of Potential Violations of Academic Integrity

The University is committed to establishing, maintaining, and enforcing a high level of academic integrity throughout the entire University community by implementing a very strict academic integrity policy. Cases in which a student is suspected of violating the academic integrity policy will be processed in accordance with the procedures set forth in the NDU Handbook, Section 5.12, entitled, "Student Disenrollment."

Perry Center Policy on Attendance of Classes and Activities

Participants have the responsibility to attend all activities and classes punctually. Please refrain from scheduling meetings, or accepting invitations to attend other activities, visits or appointments with diplomatic representatives from your country, friends or acquaintances during class times and any other time where your presence is required at the Perry Center.

Grading Standards for Participants in the William J. Perry Center for Hemispheric Defense Studies Courses

I. Participants' Evaluations

The Perry Center applies several different mechanisms for evaluating a student's work including examinations, BOG contribution, and papers.*

II. Grading Scale

Grade	Numerical Scale	Value
A+	100 – 97	Excellent
A	96.9 – 93	Very High
A-	92.9 – 90	High
B+	89.9 – 87	Above Average
B	86.9 – 83	Average
B-	82.9 – 80	Below Average
C+	79.9 – 77	Marginal
C	76.9 – 73	Passing
C-	72.9 – 70	Minimal Pass
F	69 or less	Insufficient
I		Incomplete

III. Examinations

Tests and quizzes will be administered to assess participants' ability to understand and analyze the readings and the topics discussed in plenary as well as in BOG sessions.

The following guidance will be applied:

Grade	Value
A+ (97-100)	Organized, coherent and well-written responses that completely address the questions, convey all applicable major and key minor points, and demonstrate total grasp of the topic.
A (96.9 – 93)	Answers address all major and key minor considerations, demonstrate excellent grasp of the topic.
A- (92.9 – 90)	Well-crafted answer that discusses important ideas related to the topic.
B+ (89.9 – 87)	Answers reflect average graduate graduate-level performance,

* The Perry Center has adopted and adapted several standards used at College of International Security Affairs (NDU), the National War College (NDU), and the Naval War College.

	successfully considering the topic of each question.
B (86.9 – 83)	Answers address the questions but fail to address all relevant concepts or to demonstrate a clear understanding of the topic.
B- (82.9 – 80)	Cursory responses that do not fully address the questions or do not demonstrate clear understanding of the topic or relevant concepts.
C+ (79.9 – 77)	Answers demonstrate poor understanding of the topic, marginal support for arguments, and/or miss major analytical elements or concepts.
C (76.9 – 73)	Answers address the topic but do not provide sufficient discussion to demonstrate adequate understanding of the topic.
C- (72.9 – 70)	Answers address some of the ideas but response is incoherent.
F (69)	Insufficient

IV. Essay/Research Paper

The student's ability to gather information or to do research, to organize material logically, to compose and express thoughts in coherent and effective prose, and to use standard written language are crucial for paper content and composition. Submissions are to be typed (double-spaced) using 12-point Times New Roman

The following six elements are essential for a high-level paper:

1. It establishes the relevant question clearly;
2. It answers the question in a highly analytical manner;
3. It proposes a well-defined thesis, stated early on;
4. It presents evidence to support that thesis;
5. It addresses, explicitly or implicitly, opposing arguments or weaknesses in the thesis and supporting evidence (this constitutes a counterargument); and,
6. It accomplishes the above in a clear and well-organized fashion

The following guidance will be applied:

Grade	Value
A+ (97-100)	Offers a genuinely new understanding of the subject. Thesis is definitive and exceptionally well-supported, while counterarguments are addressed completely. Essay indicates brilliance.
A (96.9 – 93)	Work of superior quality that demonstrates a high degree of original, critical thought. Thesis is clearly articulated and focused, evidence is significant, consideration of arguments and counter-argument is comprehensive, and essay is very well-written.
A- (92.9 – 90)	A well-written, insightful essay that is above the average expected of graduate work. Thesis is clearly defined; evidence is relevant and purposeful, arguments and counter-argument are presented effectively.
B+ (89.9 – 87)	A well-executed essay that meets standards. A solid effort in which a thesis is articulated, the treatment of supporting evidence and counterargument has strong points, and the answer is well-presented and constructed.

B (86.9 – 83)	An essay that is a successful consideration of the topic and demonstrates average graduate performance. Thesis is stated and supported, counterarguments considered, and the essay is clear and organized.
B- (82.9 – 80)	Thesis is presented, but the evidence does not fully support it. The analysis and counterarguments are not fully developed and the essay may have structural
C+ (79.9 – 77)	The essay is generally missing one or more of the elements described above. The thesis may be vague or unclear, evidence may be inadequate, analysis may be incomplete, and/or the treatment of the counterargument may be deficient.
C (76.9 – 73)	While the essay might express an opinion, it makes inadequate use of evidence, has little coherent structure, is critically unclear, or lacks the quality of insight deemed sufficient to explore the issue at hand adequately.
C- (72.9 – 70)	Attempts to address the question and approaches a responsible opinion, but is conspicuously below graduate-level standards in several areas. The thesis may be poorly stated with minimal evidence or support and counterarguments may not be considered. Construction and development flaws further detract from the readability of the essay.
F (69)	Fails conspicuously to meet graduate-level standards. Essay has no thesis, significant flaws in respect to structure, grammar, and logic, and displays an apparent lack of effort to achieve the course requirements. Gross errors in construction and development detract from the readability of the essay
I	Incomplete

V. Contribution to BOG Sessions

The diversity of the student's body is one of the main features of the Perry Center courses. Students come from all countries of the hemisphere, with different professional and personal background, this unique characteristic tremendously enriches the discussion in the BOG sessions. Professor serving as facilitators, evaluate the contribution made by each student, assessing the quality of the student's input. The goal in assigning a classroom contribution grade is not to measure the number of times students have spoken, but how well they have understood the subject matter, enriched discussion, and contributed to their seminar colleagues' learning. This caliber of commitment entails that each student come prepared to take part in discussion by absorbing the readings, listening attentively to presentations, and thinking critically about both. Students are expected to prepare for and be thoughtfully engaged in each session. Not to contribute or to say very little in class undercuts the learning experience for everyone in the BOG. Differences of opinion should be conveyed with appropriate regard for the objective, academic, and professional environment fostered at the Perry Center.

BOG preparation and contribution will be graded at according to the following standards:

Grade	Value
A+ (97-100)	Contributions indicate brilliance through a wholly new understanding of the topic. Demonstrates exceptional preparation for each session as reflected in the quality of contributions to discussions. Strikes an outstanding balance of “listening” and “contributing.” Respects fellow's ideas while challenging them when necessary.
A (96.9 – 93)	Contribution is always of superior quality. Unfailingly thinks through the issue at hand before comment. Can be relied upon to be prepared for every BOG session, and contributions are highlighted by insightful thought, understanding, and in part original interpretation of complex concepts. Ability to listen and comment fellow's ideas.
A- (92.9 – 90)	Fully engaged in seminar discussions and commands the respect of colleagues through the insightful quality of their contribution and ability to listen to and analyze.
B+ (89.9 – 87)	A positive contributor to seminar meetings who joins in most discussions and whose contributions reflect understanding of the material. Occasionally contributes original and well-developed insights.
B (86.9 – 83)	Average graduate level contribution. Involvement in discussions reflects adequate preparation for seminar with the occasional contribution of original and insightful thought, but may not adequately consider others' contributions.
B- (82.9 – 80)	Contributes, but sometimes speaks out without having thought through the issue well enough to marshal logical supporting evidence, address counterarguments, or present a structurally sound
C+ (79.9 – 77)	Sometimes contributes voluntarily, though more frequently needs to be encouraged to participate in discussions. Content to allow others to take the lead. Minimal preparation for seminar reflected in arguments lacking the support, structure or clarity to merit graduate credit.
C (76.9 – 73)	Contribution is marginal. Occasionally attempts to put forward a plausible opinion, but the inadequate use of evidence, incoherent logical structure, and a critically unclear quality of insight is insufficient to adequately examine the issue at hand. Usually content to let others form the seminar discussions.
C- (72.9 – 70)	Lack of contribution to seminar discussions reflects substandard preparation for sessions. Unable to articulate a responsible opinion. Sometimes displays a negative attitude.
F	Rarely prepared or engaged. Student demonstrates unacceptable preparation and fails to contribute in any substantive manner. May be extremely disruptive or uncooperative and completely unprepared for seminar

VI. Grade communication to the students.

Feedback will be substantive, constructive, and timely. Test and papers will be returned to the students.

1. Professors will inform in writing and via Blackboard all tests and papers grades, including comments that explain the grade.

2. At the end of the course, professors will sent to the Registrar, a complete list of all grades as well as the final Evaluation of Academic Performance of each student.

VII. Challenging a Grade

The Perry Center recognizes that all participants in its courses are entitled to request a review of the grades received as a result of coursework. In cases of a challenge to a grade, the burden of proof rests with the student. In all cases where there is a reasonable doubt, the grade originally given will be retained. Requests for a change of grade will not be approved if the new grade results from additional work performed after the initial grade has been assigned.

The following process will take place when a student contests a grade:

1. No later than 15 days after receiving the grade, the student will request in writing an Explanation of his/her from the professor who assigned the grade. The professor, no later than 15 days after receiving the request, will respond to the request explaining the basis for the student's grade.
2. If the student believes that the explanation is still unsatisfactory, he/she will request to the Associate Dean of Academic Affairs, Division of Education a Review of his/her grade. This request should be submitted no later than 15 days after receiving the Explanation. The student shall state the facts and must provide a clear and complete justification for the request.
3. After this communication, if the student still deems that the Review is not satisfactory, he/she is entitled to resort to a third and final instance by appealing the grade to the Dean of Academic Affairs, no later than 15 days after receiving the review. The Dean of Academic Affairs will convene a faculty committee of three Perry Center professors who did not participate in the previous two review instances. Within 15 days of receiving the appeal, the committee will review all pertinent information relating to the case, which may include interviewing the instructor and student if necessary. The Dean of Academic Affairs, will communicate the results to the student thus bringing the process to an end. The decision of the Dean of Academic Affairs is final.

Course Introduction

This is a 6-week course, mixing distance phase and in-residence activities to provide students a wide range of perspectives and analyses on circumstances and variables surrounding the nature of governance, governability and security and defense. The program is in two parts. During a four-week pre-course distance phase, prospective participants will receive reading material, which will be discussed via the Blackboard learning platform. There will also be four “live” sessions using the Adobe Connect platform every Thursday (May 2, May 9, May 16 and May 23; instructions will be issued separately) During a two-week in-residence phase at the Perry Center, approved participants will engage in an intensive program of lectures, conferences, seminars, case-studies, debates and readings.

As pre-requisites for the course, candidates must hold an accepted college degree and demonstrate ability to read texts in English.

Participants must be aware that they will be required to read about 80 pages per week during the pre-course phase, and about 60 pages per day during the in-residence phase of the course.

Course Description

The Caribbean Defense and Security Course (CDSC) course is the English-language flagship course offering of the William J. Perry Center of Hemispheric Defense Studies. It is the English version of the Spanish language Strategy and Defense Policy (SDP) course. Together with its predecessor course, Defense Planning and Resources Management, the CDSC has taught those concepts essential to effective defense and security strategy and policy within democratic societies to nearly 4,000 civilian and military participants from 38 countries. The course plays a central role in fulfilling the Perry Center missions to:

- Provide qualification, formation, and conduct outreach, research and knowledge-sharing activities on defense and international security policy-making with military and civilian leaders of the Western Hemisphere.
- Advance international security policy and defense decision-making processes, foster partnerships and promote effective civil-military relations in democratic societies.
- Contribute to a cooperative international security environment and mutual understanding of U.S. and regional defense and international security policy issues.

The course focuses on issues being confronted today in the Caribbean and circum-Caribbean (e.g., Suriname, Guyana, Belize, etc.) countries as they seek to guarantee security and improve the administration of defense and security establishments. This focus is enriched by the participation of persons from both private and public sectors, who contribute their experiences and knowledge gained through a broad diversity of professional and academic preparation.

Participants who have graduated from the CDSC are forming an important part of the community of interest on defense and security matters throughout Caribbean region and the

hemisphere. Through instruction from Perry Center professors and their own colleagues, they have gained a common understanding of terminology, concepts, and mechanisms for raising the levels of security and defense, both nationally and regionally, and have established contact networks that sustain informed dialogue on defense issues far beyond the classrooms of the CDSC and the Perry Center itself.

Course Participants

The Perry Center admissions process strives to obtain a diverse group of participants who can learn from each other through intense interaction during the course's two-week in-residence portion. The Perry Center gives priority to admitting the following individuals to the CDSC study body:

- Junior defense and security officials with potential for careers in the defense and security sectors;
- Junior government officials from institutions other than the defense and security establishments who interact with defense issues, including from the legislative branch, foreign relations, and planning-budgetary components;
- Non-government individuals with careers in professional associations, business, political parties, journalism, academic or other research entities;
- Active duty military and police officers (25% of total)

Course Objectives

The CDSC is designed to set the foundation for sustained interaction with the Perry Center throughout the career of the specialists in the defense and security communities in the Caribbean and Western Hemisphere.

The general course objectives are:

- The *understanding of different perspectives* regarding the identification of defense and security problems, the proposals for their solutions, and of issues regarding the implementation of national policies and decisions.
- The *comprehension of conceptual issues* regarding the analysis of the strategic environment, national decision-making processes, and international interactions in relation to challenges shared by countries in the region.
- The *valuing of frameworks* to improve analytical abilities and evaluating policy formulation and implementation, roles and missions of institutions, and the capabilities necessary to perform effectively functions in the defense and security sector.
- The *valuing of collaborative efforts*, both among national institutions and international actors, to promote policies to confront traditional and new threats, such as terrorism and organized crime, to respond to humanitarian assistance and to the needs of law enforcement and security in the context of democratic governance.

The learning objectives are to:

- Identify the concepts, theories, and relationships that assist one to clarify and value policy options in defense and security matters at national and international levels.
- Analyze the scope and key nature of issues and responsibilities involved in managing the defense and security sector in a democracy.
- Review, select, and apply elements of policies and strategic reasoning appropriate for advancing solutions in different issues in the defense environment;
- Analyze the scope, nature, and problems of civilian-military and/or police/civilian collaboration in managing defense and security issues at the national, regional and international levels;
- Exchange ideas and experiences through integrated, interdisciplinary course activities and exercises.

Instructional Methodology

The Perry Center strives to teach participants how to think, not what to think. There are no Perry Center-approved solutions for resolving national and regional security dilemmas. Rather, the Perry Center offers individual perspectives of members of its highly experienced international faculty regarding the security and defense challenges facing the Caribbean and hemisphere in a globalized world. Through a combination of lectures, break-out group discussions and exercises, civilian and military participants become aware of and apply concepts critical to defense and security issues, especially strategy, policy, and management of the defense and security areas. Participants approach course topics through a four-step learning process:

1. Completion of reading assigned for the topic for in-class discussion.
2. Attendance at a “master lecture” on the topic by a Perry Center professor or invited expert.
3. Review in the Discussion Groups of the implications on a national or regional scenario of the material presented in the master lecture.
4. Presentation by the participants of current issues of their respective country’s defense and security
5. Application of key concepts through a group-centered exercise.

The Perry Center has embraced the statement of one of its former professors, the late Colombian Navy Captain Ismael Idrobo Bonilla, who stated that “You are the owners of your own learning and the teachers of your colleagues”. Much of the learning at the Perry Center takes place in the Discussion Groups, to which each student is assigned for the duration of the course. Perry Center strives to create a diverse participation in each group so that a rich interchange of opinions, experiences, and best practices can occur through the guidance of an experienced Perry Center facilitator.

Course Instructional Themes

During the three-week course, instructional material focuses on three clusters of themes that form the basis for the course curriculum. These are:

1. Cluster One:

- a. The international political system (roles of nation states, international and regional organizations, national interests, globalization)
- b. Regional and global security environment (threats—terrorism, organized crime—international organizations, international agreements, confidence building mechanisms et al.)

2. Cluster Two:

- a. The roles of defense and security forces (e.g., support to civilian authorities)
- b. Strategy and defense policy in a democracy (e.g., institutional challenges for the defense and/or security sector, including interagency cooperation, et al.)
- c. Effective management of the defense enterprise (planning, economic resources, human resources, logistics)

3. Cluster Three

- a. United States Strategy and Policy

Expectations regarding Student Participation

The value of the Perry Center depends to a high degree on the enthusiasm and willingness to contribute to learning of the course participants themselves. The Perry Center professors and facilitators are active agents for that process, but the level of understanding that each student carries back to his or her home country upon course completion depends to a very high degree upon that participants investment of time and attention in the course program. There are no formal evaluations of student participation, but the reputation that each student leaves with his fellow participants can be an important incentive for continued collaboration on national and regional levels.

Aside from demonstrating a positive and constructive approach to the course, each participant is expected to read approximately 40 to 60 pages per day and be prepared to contribute to a discussion of that material in the Discussion Group. Each participant is also expected to participate in activities on the course calendar as distributed to them during the first day of classes. Additional suggestions designed to promote a climate of mutual respect and camaraderie will be presented during the first day of instruction.

Organization of the Participants

The participants act as a single group for the fulfillment of the administrative activities, security and transportation between the hotel and Perry Center y the plenary presentations; while for the activities programmed for the Discussion Groups, they will be divided into three groups for discussion, panels, roundtables, and exercises according to the specific instructions of the simulation.

Course Certification

Participants will be granted a Certificate of Attendance specifying the number of hours dedicated to each major activity developed during the course.

Course Standards and Grading

Participants will be evaluated through exams, quizzes, class participation, and participation in group exercises. Additional information and grading rubric is available in the course "Standards of Evaluation" handout.

Grades will be ascribed according to the following distribution:

- In-Residence Test: 25%
- Participation (throughout the course): 75%
- Total 100%

Teaching Staff

Course Director: Michael Gold-Biss, Ph.D.

Deputy Course Director: Professor Kevin Newmeyer

Course Manager: Ms. Andrea Moreno

Professors:

Prof. George Benson *

Luis Bitencourt, Ph.D.

Thomaz Costa, Ph.D.

Prof. Pedro de la Fuente

Michael Gold-Biss, Ph.D.

Prof. Wilbert Kirton *

Hilton McDavid, Ph.D.*

Prof. Kevin Newmeyer *

Prof. Patrick Paterson

Scott Tollefson, Ph.D.*

* Facilitators

Specific Course Topics

The following lists specific lecture topics by instructor for the entire course. A detailed daily schedule is posted on Blackboard prior to the beginning of the course.

DISTANCE PHASE

WEEK 1 – Connection Session & Critical Thinking

Professors: Facilitators

Objective: The purpose of this session is to present a general view about the analytical challenges normally associated with policy-making in the defense and security sectors, including responses for law enforcement, disaster relief, and other possibilities for the use of defense capabilities. Participants will be informed of the values and principles of academic analysis and will be invited to reflect upon fundamental elements such as truth, evidence, justification, propositions, preferences, actors, the state, the international system, the notion of interest and of objective in politics, and will be introduced to the general context of national, international, and transnational security.

For a successful learning experience, this initial session and related readings aim to challenge the student to answer the question: “How well are you thinking about the problem under consideration?” This question is the first step for one to consider the notion of “critical thinking”. It indicates an approach that facilitates one’s ability to make more explicit the ways and components of the thinking processes, in all its scope, from the identification of a problem, the assumptions and theories one integrates to clarify relationships, and to identify propositions and consequences in solution seeking. This critical thinking effort to self-regulate how one thinks or approaches a security problem can result in greater analytical awareness, in the increasing grasp of how “to deal with issues”, in expanding creative solutions regarding dynamic and evolving situations, and by exploring the challenges of “thinking about the future” or “thinking outside of the envelope.”

WEEK 2 - Theoretical Frameworks

Professor: Facilitators

Objective: The purpose of this session is to provide participants with different analytical perspectives for the understanding of the international security environment. The outline informs about the issue of “level-of-analysis”, risk management, and the behavior of different actors in anarchic social structures. This review takes into consideration actors of different nature such as the state and international organizations, as well as non-state actors such as criminal groups or non-government organizations.

WEEK 3 - US Perspectives on Security and Defense Policy

Professor: Facilitators

Objective: The purpose of this session is to provide participants with some of the perspectives and priorities of the United States in the region. Reference is made to major policy statements and documents that articulate these approaches to security and defense policy.

WEEK 4 – Violence in the Caribbean

Professor: Facilitators

Objective: The purpose of this session is a consideration of the violence and crime that have become a major concern for many of the region's people and governments. Causes, effects and responses are considered from both regional and national perspectives.

IN-RESIDENCE PHASE

WEEK I

1.5 Course Overview and Introductions

Professors

Objective: The first session of the day takes place in the rooms the Perry Center names "breakout groups" or BOGs. This cohort meeting aims to provide participants with general information about activities and instruction that take place in the BOGs throughout the course. For participants, this is one's home room and the group in which one will share discussions and exercises. Participants will be informed by respective facilitators about the expected dynamics of these groups interactions, the rules of engagement in discussions and exercises, as well as review other administrative and academic norms. There are many instructions and information to learn from. But members of the faculty will be glad to assist and remind participants of procedures as necessary. Time allowing, participants will discuss the concerns about the current defense and security challenges faced by their respective countries.

2.1 The Caribbean Security Landscape

Speaker: Ambassador Curtis Ward

Objective: Participants will be introduced to a broad overview of the security and defense issues that are a part of the current regional security and defense reality. Participants will identify main social and economic issues affecting states, polities, and individuals.

2.3 Security and Defense as Public Policy

Professor: Thomaz Costa

Objective: In the start of the 21st Century, as components of the international systems evolved from the end of the Cold War and advanced into the current phase of international globalization, individuals and societies have become more aware about the nature of actual and potential "insecurities." The search for coping solutions to these problems of insecurity, seem to demand greater need for collaboration among parts since their causes and consequences have transnational implications. Organized crime, climate change, the management of natural resources, the surge of political violence, the threat of pandemics, and other problems have created new uncertainties and complexities. Individual and collective actions indicate a renewal in thinking these problems in terms of public policy formulation and implementation. In this session, participants are presented with the basic element of what a public policy is and the

challenges to provide effective, efficient, and economic services and goods, including those related to the prevention or mitigation of security problems.

2.4 Strategic Framework: Threats and Perspectives

Professor: Hilton McDavid

Objective: This session introduces basic concepts typical of security and defense analysis. The content invites participants to self-regulate their respective thinking effort in order to integrate operational concepts and relationships related to causes and effects of public action to solve security problems. This lecture and discussions introduce the concept of interests and objectives, security, use of force, policy, strategy, and capabilities as guiding components of the curriculum. Participants will understand the main features that that comprise a “Caribbean Security Environment.” Although the terms “Caribbean” and “Security” are widely used, there are different notions about meaning and applications, even within countries and organizations. This lecture concisely presents the concept of the “Caribbean” and evaluates the usefulness of the term. Participants will understand definitions of “Security” and identify main social and economic issues affecting states, polities, and individuals. This session aims to explain the specific concerns expressed by the Small Island States of the Caribbean and to evaluate the roles of the Caribbean Community, the Organization of American States and the Inter-American Defense Board in addressing them.

3.1 Policy Formulation and Development

Professor: Hilton McDavid

Objective: Participants will understand the basic “Eightfold Path” policy framework developed by Eugene Bardach and how to apply it as a valuable tool in the defense and security sectors. The parts of this framework are: Define the Problem; Assemble Some Evidence; Construct Alternatives; Select Criteria; Project Outcomes; Confront the Trade-offs; Decide; and, Tell Your Story.

3.3 Transnational Organized Crime (TOC)

Professor: George Benson

Objective: Participants will understand the security threats generated by transnational organized crime (TOC) and other factors that are weakening the ability of states to meet their defense and security needs. This lecture seeks to motivate participants to identify issues of prioritizing problems and strategies, of allocating resources, and of improving processes for information sharing, joint management, and coordinated responses to problems.

3.4 Interagency and Working with Partner Nations

Speaker: Vic Ramdass, Ph.D.

Objective: Participants will understand the work undertaken by the J9 – Partnering Directorate at the US Southern Command. “The Partnering Directorate fosters “whole-of-government” solutions for 21st century challenges by integrating the US Government, private sector, and public-private organizations into the shared mission of ensuring security, enhancing stability, and enabling prosperity”

4.1. Cyber Security

Professor: Kevin Newmeyer

Objective: Participants will understand some of the evolving technological developments and the use of the Internet as the primary tool to operate and manage different types of systems, as well as public and private services, has resulted in the proliferation of several groups intent on exploiting those means made available to them by the Internet, to illegally interfere with, and to attempt to seize operational control of said systems. These actions pose serious risks to the security of states, societies, and individuals.

4.2. Infrastructure Security

Professor: Kevin Newmeyer

Objective: The participants will be able to define critical infrastructure, identify key assets, identify important elements of critical infrastructure in the Caribbean context, explain the value of a risk assessment methodology for critical Infrastructure protection (CIP), define resilience and its importance to small island states and recognize cyber security as a subset of critical infrastructure protection. Critical infrastructure protection focuses on determining which parts of the country's infrastructure are so vital that their destruction or incapacity may have a debilitating impact on national security, economic security, public health or safety, environment, or any combination of these matters. It also includes the measures that are taken to protect this infrastructure and to develop systems or processes to increase the resiliency of the country. Critical infrastructure includes both physical and virtual elements and will to some extent vary by country. Commonly included items are electrical distribution, water and sanitation systems, telecommunications, and petroleum refining and distribution.

4.4 Crisis Decision-making

Professor: Luis Bitencourt

Objective:

This session is focused on political decision making processes in an environment of uncertainty, where a moment of crisis calls for a faster, more decisive reaction time. In addition to the processes, the institutional and organizational environments where these decisions are made are crucial, not only during times of crisis but also during routine dealings with security issues. To decide is to make an unequivocal selection with regards to the conditions and the allocation of resources to achieve specific objectives, taking into consideration the risks associated with each choice.

4.5. The Maritime Challenge and Security and Defense

Professor: Wilbert Kirton

Objective: Participants will understand the multidimensional challenges of security and defense as they relate to the vast maritime areas over which Caribbean states exercise sovereignty. Issues of a strategic nature are privileged as the challenges of successfully claiming sovereignty and controlling maritime areas are placed in the context of limited resources and dramatically increased threats, including the control over Exclusive Economic Zones.

5.1 International Cooperation and Inter-Agency Coordination

Professor: Dr. Scott Tollefson

Objective: Participants understand some of the salient issues of strategic thinking and choice in terms of international collaboration and discord for the promotion of “security.” Following, attention turns to challenges of decision-making and processes internal to the organization of the political actor. National politics, bureaucratic rivalries, organizational culture, and processes are noted for attention.

5.3 & 5.4 Regional Exercise/Simulation

Professor: Pedro de la Fuente

Objective: The Regional Exercise/Simulation based will allow the participant to evaluate and analyze a crisis situation, and then offer a policy or sets of policies that will aim to respond to the conditions and circumstances provided.

5.6 INDIVIDUAL TAKE-HOME TEST Due June 17 @ 6:00am

WEEK II

6.1 Issues; Private Security

Professor: Boris Saavedra

Objective: Participants will understand the nature of the power of privatization and the privatization of power in the field of security/defense generates the weakening of state action in providing for the common good of the citizen, society, and the nation security as a whole. The problem is aggravated by the state's inability to establish control and oversight for the companies providing these services allowing corruption through the penetration of organized crime in the security and defense without effective state control.

6.3 Resource Challenges: Security and Defense Economics

Professor: Michael Gold-Biss

Objective: Participants will understand some of the economic issues and analysis in defense and security policy formulation and management. Although the scale of national economies of most Caribbean countries are small, decision-makers and societies confront issues of trade-off, that is, how to allocate limited and scarce resources among all demands and needs. The session surveys key concepts and relationships of economic analysis and explores how they reveal themselves in security decisions and policy implementation.

6.4 Resource Challenges: Human Resources & Logistics

Professor: Wilbert Kirton

Objective: Participants will understand some of the salient issues in the management of human resources at the strategic level, taking into account the diverse phases of personnel management, the issues of military, police and civilian careers in the security sector. Participants will understand the general elements of logistics and evaluate principles in the political and technical options presented for decision-making.

7.1 Governability and Good Governance

Professor: Michael Gold-Biss

Objective: The participant will be able to identify governability and good governance as important concepts that cover not only public policy formulation, including that of defense and security, but how societies seek to respond to challenges and threats in the Twenty-First century. There are two basic elements of governability today: the ability of governments to respond efficiently and legitimately to the interests of the majority; and the fact that societies have self-organizing capabilities that further their cohesion.

7.2 Government Oversight and Control (Accountability)

Speaker: Kevin Newmeyer

Objective: Participants will understand mechanisms for government control and oversight of the security and defense sector, in order to ensure transparency and the effectiveness of public management issues.

7.5 The Rule of Law and Human Rights (Case Study-Tivoli Gardens)

Professor: Patrick Paterson

Objective: Understand and analyze respect for human rights laws in the security and defense sectors, and in the context of democracy.

8.1 Regional Defense and Security Cooperation and Caribbean and Defense and Security Forces

Professor: George Benson

Objective: Participants will understand some of the key challenges that national defense forces share, as well as some of the dominant features regarding Caribbean security and defense organizations

8.2 US Policy Perspectives: SOUTHCOM and NORTHCOM

Speakers: Mr. Steven Klingel and Mr. Jan Ithier

Objective: Participants will understand some of the priorities and responsibilities of the United States Southern Command (SOUTHCOM) and United States Northern Command (NORTHCOM) in the Caribbean.

8.3 Panel: US Policy Perspectives: Office of Western Hemisphere Affairs, Department of Defense and Department of State

Speakers: Amb. Liliana Ayalde (TBC) and Mr. Jim Stahlman (TBC)

Objective: Participants will understand some of the priorities and responsibilities of the Office of Western Hemisphere Affairs, U.S. Department of Defense and the Department of State in the Caribbean.

8.4 Panel: US Policy Perspectives: Department of Homeland Security and Coast Guard

Speakers: Mr. David Lemek and TBD

Objective: Participants will understand some of the priorities and responsibilities of the United States Department of Homeland Security and the Coast Guard in the Caribbean.

9.1 - 9.3 Country Presentations

Professors

Objective: The participants will gain a valuable understanding of how states in the Caribbean define their national interests and defense objectives. They will also gain insight into the key challenges facing represented countries and how they organize to meet them. Finally they will understand how the defense/security sectors are organized.

Each national delegation will give a presentation lasting no more than fifteen (15), minutes consisting of issues related to their respective country's defense and security. Before departing your country for Washington, DC, you should gather appropriate information and begin organizing your ideas and be ready to share them with your colleagues and the Perry Center faculty.

The presentation will consist of no more than four (4) PowerPoint slides:

- a) Title slide, including Name of Country and Date.
- b) What are the national security interests and defense objectives of the country?
- c) What are the key challenges facing the country to meet such objectives?
- d) How is the defense/security sector organized?

Participants can now also revisit country briefings and evaluate issues from the analytical perspective of defense restructuring or transformation.

- What are the key challenges that national defense forces share?
- From the presentations, what peculiar aspects attracted your attention regarding how countries define their security priorities?
- What are the dominant features regarding security/defense organization?
- What is the most important thing you learned from the presentations by your colleagues from other countries?
- How is the restructuring of defense forces advancing in Caribbean countries?

9.4 & 9.5 Regional Exercise/Simulation

Professor: Pedro de la Fuente

Objective: The Regional Exercise/Simulation will allow the participant to evaluate and analyze a crisis situation, and then offer a policy or sets of policies that will aim to respond to the conditions and circumstances provided.

10.1 Regional Exercise/Simulation

Professor: Pedro de la Fuente

Objective: Presentation of the results and conclusions of the Regional Exercise/Simulation.

10.1 Course-Wrap-UP/ Current Regional Defense Issues in the Caribbean

Professors

Objective: The last session of the course is an opportunity to summarize the themes and issues of the course and provide answers to some of the major issues raised.