

**CENTER FOR HEMISPHERIC DEFENSE STUDIES  
NATIONAL DEFENSE UNIVERSITY  
WASHINGTON, DC 20319-5066**



**Perspectives on Homeland Security and Defense**  
**(PHSD - 2013)**

**March-April 2013**

**SYLLABUS**

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## **Course Introduction and General Description**

The defense of the homeland is a broad topic, encompassing many sources and types of threats and approaches to addressing them. The conceptualization of homeland security, the threats given greatest priority and the most appropriate and feasible responses vary widely across countries and sub-regions within the Western Hemisphere, as elsewhere in the world. Threats include, but are not limited to natural disasters, external state actors, terrorist groups, insurgencies, and the violence and corrosion of institutions fostered by the activities of transnational organized criminal groups. Damage to the state, its people, institutions, physical and economic health may be incurred by physical or cybernetic attacks or natural events. Attacks may target leaders, populations, systems, or infrastructures.

Many of the issues involved in preparing against such threats, and responding to their occurrence are common across national contexts: border, maritime and port security, preservation of critical infrastructure, continuity of operations of the government, and international and interagency coordination, among others. Nonetheless, the most appropriate and possible ways of preparing and responding will depend on available resources, domestic social economic and political considerations, and the manner in which the challenge is conceived by the leadership and the society.

In recognition of the diversity of approaches to conceptualizing homeland security, prioritizing and preparing for associated threats, in combination with the importance of international cooperation on such issues, the present course focuses on the sharing of different perspectives from across the Western Hemisphere for conceiving homeland security, and prioritizing and preparing to confront the associated threats. Although it draws heavily on the example and experience of US institutions, appropriate to the US context, it intersperses the presentation and discussion of this perspective with corresponding examples from other nations in the Western Hemisphere. In addition, through the required academic paper, presentation, and group discussion required of all students in the course, it seeks to create a dialogue between participants and national perspectives which broadens the knowledge of all, including instructors and facilitators, with the ultimate goal of generating new ideas, strengthening international cooperation, and increasing the capabilities of all participants with respect to the conduct of homeland security and homeland defense activities in the countries in which they reside and carry out their professional duties.

PHSD is structured as 5-week course, mixing on-line and in-residence activities to allow students to analyze and compare different perspectives on “Homeland Defense and Security,” and in the process, better prepare them to conduct activities in support of Homeland Security and Defense in their own national contexts.

The course is divided into two parts. During a 3-week on-line, distance phase, participants will read material and engage in on-line discussions and

videoconferences focused on the meaning of “Homeland Security” and “Homeland Defense” in their respective national contexts. During this time, they will also complete an original research paper on the meaning and application of these concepts in a specific case involving their own nation or subregion.

Following the on-line phase, participants will travel to the United States for a 2-week in-residence phase, spending one week in Washington DC at the Center for Hemispheric Defense Studies, and one week in Colorado Springs, Colorado, home of US Northern Command, with an intensive program of Presentations, conferences, seminars, and readings, to include student presentations of country-specific case studies with associated group discussion, and a day-long hands-on exercise focusing on international and inter-agency coordination and cooperation.

### **Course Goals**

This course is designed to provide participants with opportunities to analyze the scope and meaning of homeland security and defense, with the objectives of:

- Increasing participant knowledge of the diverse array of approaches to conceptualizing homeland security and defense, associated types and sources of threats, priorities, and approaches to addressing them.
- Increasing participant capability for exercising homeland security and defense functions at the senior/strategic level in his or her own country through expanded knowledge and hands-on-experience (through the exercise), an expanded base of perspectives from which to draw new ideas, and an expanded array of contacts and resources to draw upon in the future, and
- Increasing capability for international cooperation in preparing for and managing homeland security and defense challenges in the future, where appropriate, through increased awareness of the importance of international cooperation in such matters, increased knowledge of the possibilities for such cooperation in specific cases, and expanded international contacts to foster such cooperation in the future, where appropriate.

### **Learning Objectives**

At the end of the course, students will be expected to:

- Demonstrate awareness of, and the capability to analyze and compare, different concepts of “Homeland security and defense” in different national contexts, including:
  - Different sources and types of threats, and different ways of categorizing them

- Differences in the relevance of those threats in different national contexts, and associated differences in the priorities given to them, and
- Differences in approaches to preparing for, and responding to such threats, with attention to how such differences reflect available resources and domestic considerations.
- Draw upon multiple country perspectives to identify *operational* and *organizational* responses, appropriate to the respondent's country, for addressing specific categories of threats (where appropriate), such as:
  - Threats from states, insurgent groups, and terrorists
  - Threats from transnational organized crime groups and affiliated gangs
  - Cybercrime and cyber terrorism
  - Natural disasters such as hurricanes, tropical storms, earthquakes and volcanoes
  - Response to infectious diseases associated with natural disasters, and pandemics
- Describe the relevance of international and interagency cooperation for regional cooperation toward increasing Homeland Security and Defense measures.

### **Course Topics**

- *Scope* of Homeland Security and Defense
- Homeland Security *Threats*
  - Threats from other states and international coalitions
  - Insurgency and political challenges to the state
  - Transnational organized crime (TOC)
  - Illicit finance for TOC and terrorism
  - Terrorist groups in the Americas
  - Cybercrime and cyberterrorism and its systemic consequences
  - Threats from nature: Earthquakes, volcanoes, earthquakes, hurricanes, and tropical storms
  - Public health issues in disaster management
  - Pandemics
- *Interagency coordination* and the organization of the response to the homeland security / homeland defense challenge
- Responding to the homeland security and defense challenge – *US examples*
  - The Hurricane Sandy response
  - Interagency coordination in humanitarian assistance – the US perspective

- Interagency coordination in law enforcement
- USNORTHCOM
- Foreign Liaison officers
- The *political dimension* of homeland defense and homeland security
- *Defense support to civil authorities* and special legal authorities

## **Course Development/Methodology**

### **Distributive Learning Phase (3 Weeks)** – 25 March – 12 April

The Distance Learning phase of the course lasts three weeks and will be conducted on-line via Blackboard and via email between the professor and the students. This phase is designed to help the student to acquire, through discussion and comparison, a more nuanced understanding of different interpretations of “Homeland Defense” and “Homeland Security,” and to write a paper on the application of these concepts in their own national context, which will serve as the starting point for their sharing of their national perspective with other course participants via country-specific group presentations during the resident phase.

### **Resident Phase (2 weeks)** – 15-26 April 2013

The course will be conducted at CHDS and at Northern Command in Colorado Springs. Students will be exposed to basic information on Homeland Defense and Security topics. In addition to receiving information from multiple country perspectives on these topics through presentations and panels, they will also incorporate and compare their own national perspectives on these concepts through both “breakout group discussions,” and the delivery of presentations from each of the nations represented by the assembled students.

Students will also participate in a hands-on exercise focused on international and interagency cooperation in the management of a complex, multidimensional homeland security challenge.

### **Presentations of National Perspectives on Homeland Security and Defense**

Students will be sub-divided into 10 groups, divided in terms of specific countries and types of homeland security and defense challenge. Each group will make a 20 minute presentation during the Colorado Springs phase of the course on the principal meaning of homeland security and defense in their national context, systems and organizations used in their country to prepare for associated threats to the homeland, and an example from their national context regarding how that system was used in practice, with critical evaluation of both the positive and negative aspects of that experience.

## **Course Certification**

Upon their successful completion of the course, participants will be granted a Certificate recognizing their accomplishment, to include entry into the family of CHDS fellows.

## **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.

## **Academic Chain of Command**

- CHDS Director: Dr. Richard Downie
- Dean of Academics: Dr. Luis Bitencourt
- PHSD Course Director: Dr. R. Evan Ellis
- Deputy Director: Mr. Pat Patterson
- Facilitators: Mr. Pat Patterson  
Ms. Celina Realuyo  
Dr. Luis Kun

## **Course Readings**

### Pre-Course Distance Learning, 25 March - 12 Apr 2013

#### Required:

- Garcia Corrubias, Jaime, “Las dificultades para conceptualizar la seguridad y la defensa.” *Revista Política y Estrategia*, 17 (2011): 99-118
- McDavid, Hilton A. “Security Challenges and Threats in the Caribbean,” in *Rewiring Regional Security in a Fragmented World*, ed. Chester A. Crocker, Fen Olser Hampson, and Pamela Aall, (Washington D.C.: United States Institute of Peace Press, 2011) 463-481.
- Painter, William L. “Issues in Homeland Security Policy for the 112<sup>th</sup> Congress.” Congressional Research Service. 22 September 2011.
- “El Amazonas: Vulnerabilidades y Amenazas” *Military Review*. March-April 2008. Pp. 45-51.

#### Suggested:

- Barrientos Ramírez, Franklin, “El fracaso de la comunidad de inteligencia de Estados Unidos el 11 de Septiembre de 2001: ¿Fallas humanas o sistémicas?”, *Revista Política y Estrategia*, 116 (2010). 43-85.

- Rojas Aravena, Francisco “El Terrorismo Global y America Latina.” In *América Latina Hoy*. 2002. No. 31. Pp. 17-32.
- Santos Villarreal, Gabriel Mario, “Seguridad nacional: un concepto ampliado y complejo.” SPE-ISS-13-09. Chamber of Deputies, Parliament of Mexico. July 2009, i-iii, 10-21, accessed on \_\_\_\_\_, <http://www.diputados.gob.mx/cedia/sia/spe/SPE-ISS-13-09.pdf>.
- “Security.” I.H.S. Janes, last modified on November 5, 2012, URL

Day #1, 15 Apr 2013 – Administrative Matters, Introduction to Course

Presentations:

- Homeland Security
- Conceptualizing Threats

Required Reading:

- Robles Mella, Jorge, “El Entorno Estratégico en América Latina”, *Air & Space Power Journal en Español*, (Segundo Trimestre, 2011): 58-63.

Suggested Reading:

- Estrada, Isabel M., “Brasil – Defensa de la Amazon – Prioridad de Seguridad Nacional” *Dialogo*. <http://www.dialogo-americas.com>. November 21, 2011.

Day #2, 16 Apr 2013 – Threats: State-State, Insurgency, TOC, Gangs and Delinquency

Presentations:

- The State of State Threats
- Panel: State Threats
- Panel: Insurgent Threats
- Panel: Transnational Organized Crime – Mexico and the Region
- Panel: Gangs & TOC – Central America and the Caribbean

Required Readings:

- Haddick, Robert, “Colombia le Puede Enseñar a Afganistán” *Air & Space Power Journal en Español*. (Primer Trimestre 2010): 4-9
- Kawas, Jorge, “Lecciones de Rio a México” *Foreign Policy en Español*. . November 22, 2012, accessed----, <http://www.fp-es.org>
- Novakoff, Renee, “Uso de las Fuerzas Militares para Contrarrestar el Aumento del Crimen en América Latina.” *Air & Space Power Journal en Español*, (Segundo Trimestre, 2008): 12-20.
- “Puertos Más Seguros” *Agora*. 5, 4 (2012).

### Suggested Readings:

- Gómez, Juan Carlos, “La Utilización de las Fuerzas Militares en un Ambiente Criminal y no de Guerra: Desafíos del Siglo XXI.” *Security and Defense Studies Review*. Vol. 12. Fall-Winter 2011. Pp. 167-174.
- Koven, Barnett, “El Resurgimiento de Sendero Luminoso (SL)” *Air & Space Power Journal en Español*. Pp. 24-32.
- Owen, Taylor, and Grigsby, Alexandre. “In Transit: Gangs and Criminal Networks in Guyana.” *Small Arms Survey, Working paper 11 (2012.)*
- Rojas Merino, Luis, “Reflexiones Sobre el VRAE” *Revista del Comando Conjunto De Las Fuerzas Armadas*. Pp. 93-102.

### Day #3, 17 Apr 2013 – Threats: Illicit Finance, Terrorism, Cyber

#### Presentations:

- Illicit Finance
- Panel: Terrorism in Latin America
- Panel: Cybercrime, Cyberterrorism, and System Vulnerabilities

#### Required Readings:

- “Con los Manos en la Masa.” *Agora*. 5, 2, (2012): 13-17.
- D’Odorico, Jose, “El Terrorismo en la Guerra Irregular” *Air & Space Journal en Espanol*(Tercer Trimestre, 2010): 37-49.
- Realuyo, Celina, “Rastreando el dinero que da poder a las organizaciones criminales en Estados Unidos y México.” In *Atlas De Seguridad y Defensa De Mexico 2012*, Raul Benitez, Ed. (2013-Forthcoming).
- Robert Mauzr, “How to Halt the Terrorist Money Train.” *New York Times*. January 3, 2012.
- “Cyber War–la Guerra Silente,” SR Hadden Consulting Group, accessed -- --, <http://haddensecurity.wordpress.com/2012/08/28/cyber-war-la-guerra-silente/>

#### Suggested Readings:

- “Antiterrorismo de Alta Tecnología.” *Agora*. 5, 1 2012. 33-39.
- Best, Richard A. “The National Counterterrorism Center (NCTC)- Responsibilities and Potential Congressional Concerns.” *Congressional Research Service* (2010).
- Faddok, David and Raines, Richard, “Encaminándonos hacia el Éxito en la Misión Cibernética de la Fuerza Aérea.” *Air & Space Journal en Espanol* (Primer Trimestre, 2012): 5-10.
- Shakarian, Paulo, “Stuxnet: Revolución de Ciberguerra en los Asuntos Militares.” *Air & Space Journal en Espanol* (Primer Trimestre, 2012): 50-59.

- Wilshusen, Gregory, "Cybersecurity: Continued Attention Needed to Protect Infrastructure and Information Systems." GAO-11-463T, General Accounting Office (GAO) (March 2011).

Day #4, 18 Apr 2013 – Threats from Nature: Earthquakes, Storms, Interdependencies in Effects

Presentations:

- Panel: Earthquakes and Volcanoes: Cases and National Response Systems
- Systemic Implications of Disaster Response
- Haiti Relief Operations
- Panel #8: Hurricanes, Storms, Floods and National Response Systems

Required Reading:

- Copley, Gregory R., "The Strategic Earthquake." *Defense & Foreign Affairs Strategic Policy* 36.6 (2008): 7-10. Read all.
- Verastegui, Juan Sebastian, "Problemas Recurrentes en Los Terremotos de Peru, Haiti Y Chile: Buscando Respuestas." Read all.

Suggested Readings:

- Copeland, Claudia, John Fischer, and John Moteff. "Critical Infrastructure: What Makes an Infrastructure Critical?" *CRS Reports for Congress* (2003).
- "Reduciendo el Riesgo Antes de Desastres" (RD) - Pp. 5-8, 11-13, 26-27.

Day #5, 19 Apr 2013 – Threats from Nature: Public health in Disaster Management. Pandemics. Principles of Response.

Presentations:

- Panel: Public Health Dimension of Disaster management
- Pandemics
- Homeland Security / Homeland Defense Response – Principles
- Role of Private Security in Homeland Security
- Interagency Coordination

Required Readings:

- Flynn, Stephen, "Recalibrating Homeland Security: Mobilizing American Society to Prepare for Disaster." *Foreign Affairs* 90.3 (2011): 130-40. Read all.

- Kun, Luis, “Complexity in Science and Technology Policy...Symptom or Disease?” *IEEE Technology and Society Magazine*. Spring 2012. Pp. 11-14.
- “Equipados Contra Desastres.” *Agora*. 5, 3 (2012).
- “Plan nacional de preparación y respuesta ante una Pandemia de Influenza.” Ministry of Health of Mexico. August 2006, accessed----  
<http://www.salud.gob.mx>. .

#### Suggested Readings:

- “CDC Responds to Disease Outbreaks 24-7” Center for Disease Control, 2012, accessed ---- [http://www.cdc.gov/24-7/local/documents/226601\\_A\\_247\\_overview\\_FS\\_revised.pdf](http://www.cdc.gov/24-7/local/documents/226601_A_247_overview_FS_revised.pdf).
- Gecowets, Gregory A. S., and Jefferson P. Marquis. "Applying Lessons of Hurricane Katrina." *Joint Force Quarterly* 48 (2008): 70-76.
- “México se protege contra tsunamis.” *Agora*. 5, 4 2012.

#### Day #6, 22 Apr 2013 – Interagency Humanitarian Assistance, Defense Support to Civil Authorities and Special Authorities

#### Presentations:

- USNORTHCOM/NORAD Bi-Command Briefing
- Interagency Overview
- Panel: Interagency Humanitarian Assistance
- Hurricane Sandy Response
- Defense Support of Civil Authorities
- Student Country Presentations 1 & 2

#### Required Readings:

- Renuart, General Gene. “Coordinated Efforts of Border Security, How the Military Supports Homeland Security.”
- McCarthy, Frank. “Congressional Primer on Major Disasters and Emergencies.” R41981, CRS Report for Congress, , (2011).
- “Más de 715 mil hogares sin energía eléctrica tras la tormenta invernal en EEUU.” Univision, November 8, 2012, accessed----,  
<http://noticias.univision.com/clima/huracanes/article/2012-11-08/hogares-sin-luz-tormenta-invernal-estados-unidos#axzz2GO38qpX5>.

#### Suggested Readings:

- “Revolutionizing US Northern Command.”
- Elsea, Jennifer K. “The Use of Federal Troops for Disaster Assistance: Legal Issues.” RS22266, CRS Report for Congress (2005).

- “Canada-US Critical Infrastructure Protection Strategy”, Department of Homeland Security(2010).

Day #7, 23 Apr 2013 – National Guard, DHS, Interagency Law Enforcement, Joint Operations Centers, and Exercise for Interagency Coordination

Presentations:

- National Guard in Disaster Response and Law Enforcement Roles
- Department of Homeland Security
- Panel: Interagency Law Enforcement
- The role of Interagency Operations Centers in Disaster Response
- Ardent Sentry and Exercises for Interagency Coordination
- Student Country Presentations 3 & 4

Required Readings:

- Anderson, Keith, “Ardent Sentry.” *Agora*. 5, 3 (2012), 22-25.
- Knight, William. “Homeland Security: Roles and Missions for U.S. Northern Command.” R34342, Congressional Research Service (CRS), , June 2008. Read all.
- “Una Fuerza Dedicada.” *Agora*. 5, 4 (2012). 34-37.

Suggested Readings:

- “Fact Sheet: Beyond the Border: United States – Canada Law Enforcement Cooperation.” Department of Homeland Security, December 6, 2011, Accessed----, <http://www.dhs.gov/news/2011/12/06/fact-sheet-beyond-border-united-states-%E2%80%93-canada-law-enforcement-cooperation>.

Day #8, 24 Apr 2013 – USNORTHCOM POLAD, J5, US Air Force Academy

Presentations:

- The Political Dimension of Homeland Security Cooperation
- USNORTHCOM/NORAD J5 Brief
- US Air Force Academy Mission Brief
- USAFA Faculty Perspective on HD/HS Issues in Latin America

Required Readings:

- “Fact Sheet – United States Air Force Academy.”, United States Air Force, August 27, 2012, accessed----, <http://www.af.mil/information/factsheets/factsheet.asp?id=165>.
- “POLAD Program” United States Department of State, 2009, accessed----, <http://www.state.gov/t/pm/polad>.

- “Tomaron el reto NORAD y USNORTHCOM.” *Agora*. 5, 4 (2012).

**Suggested Reading:**

- None

**Day #9, 25 Apr 2013 – International/Interagency Coordination Exercise, Country Presentations**

**Presentations:**

- International/Interagency Coordination Exercise (Orientation)
- Student Country Presentations 5 & 6

**Required Reading:**

- *Ejercicio – Manejo de Crisis*. Centro de Estudios Hemisférico de Defensa.

**Suggested Reading:**

- None

**Day #10, 26 Apr 2013 – Country Presentations, USNORTHCOM, Graduation**

**Presentations:**

- Student Country Presentations 7-10
- Closing Panel
- USNORTHCOM and 9-11 (Tour)

**Required Reading:**

- None

**Suggested Reading:**

- None