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Fall 2023

DIPL 3450 Comparative Homeland Security

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DIPL3450 Comparative Homeland Security
School of Diplomacy & International Relations, Seton Hall University
Wednesdays, 5:00 – 7:30 pm, Muscarelle Hall 210

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Student Hours: Monday, 1:00 – 4:30p, McQuaid 105

Thursday, 1:00 – 3:30p, McQuaid 105

Course Description:

This course will introduce students to homeland security analysis and a survey of how different countries address internal security issues. Homeland security is a uniquely structured American concept, so fitting other nations' policies and practices squarely into the U.S. model would not succeed. Following the terrorist attacks of September 11, 2001, the United States embarked on a wholesale reorganization of its internal security and border protection institutions. In parallel, European, and other countries largely preferred to stay with and work within their existing institutional architectures to combat terrorism and respond to other security challenges and disasters, both natural and man-made.

Our focus will be on the policies and practices of 10 countries with respect to key areas of homeland security, such as counterterrorism, policing, emergency management, defense support for civil authorities, critical infrastructure protection, cybersecurity, border security, transportation security, and public health. This course will also briefly explore the military reserve forces of various nations. Since military reserve forces are integral to homeland security and intersect with many of the key areas of homeland security covered in this course, it is important to understand how different nations utilize them.

Learning from the approaches of other countries is an important aspect of guaranteeing homeland security, and a comparative assessment serves as an important tool for prudent and effective policymaking. A historical overview is also warranted, because decision making in homeland security is taking place in a radically changed environment compared to the Cold War era. The days when intelligence agencies dealt primarily with a conventional threat that was rather predictable are over. Governments must assess and stay focused continuously on what they should consider integral parts of the dynamically changing homeland security landscape and how they should address the newly emerging security threats. These new threats have become increasingly global and asymmetric, following no rules or calculable timelines. Non-traditional threats pose risks to all countries surveyed, including not only the ones belonging to the democratic world but others as well.

Course Objectives:

Upon completion of this course, students should have knowledge of the field of homeland security and understand the intricacies, role, and significance that it has to a nation's survival. Our learning objectives are the following:

- Understand the homeland security policies and practices of several countries, as well as the transnational threat environment that those countries are faced with, providing applicable lessons for the United States.
- Categorize types of counterterrorism models, legal strategies employed by the countries surveyed, analyze the relationship between the law and the organizational structures and governance systems.
- Contrast types of policing models that exist internationally, the reasons why some countries have centralized police forces while others have decentralized ones.
- Appraise the different models of national identity and why some European countries subscribe to one or another, and how the different European and other governments respond to the threat of radicalization.
- Understand the similarities and differences in the use of the military for civil support in the countries surveyed and evaluate types and models of defense support of civil authorities.
- Appraise the EU's authority with respect to border security, and how asylum and naturalization policies differ across the countries surveyed.
- Understand the roles of security facilities, cyber networks, and transportation, as well as the challenges in these areas.
- Understand the different approaches toward public education for preparedness and crisis communications across the countries surveyed.
- Categorize the different models for public health systems and the quarantine powers and procedures in the countries surveyed.

Required Readings

One book will be used in this class:

1/ Nadav Morag, *Comparative Homeland Security: Global Lessons*, 2nd Edition; (Wiley Series on Homeland Defense and Security, 2018) ISBN-13 978-1119412403

[link](#)

2/ Department of Homeland Security, *2023 Quadrennial Homeland Security Review*, April 2023.

[PDF](#)

3/ Richard Weitz, *The Reserve Policies of Nations: A Comparative Analysis*, US Army War College, 2007

[PDF](#)

Additional assigned readings, online articles are available on the class Canvas site and links are embedded in the Syllabus.

Grading Point System:

Attendance/Participation	15%
Discussion Forum	20%
Short Papers	20%
Final Assessment	20%
Research Paper	25%

Grading Scale:

A>=94	A->=90	B+>=87	B>=84	B->=80	C+>=77
C>=74	C->=70	D+>=67	D>=64	D->+60	F<=59

Overall Requirements**Attendance:**

Attendance and participation are directly related to successful performance both in school and in the workplace. You must attend class (attendance is taken, and participation noted at each class session). Be prepared to contribute to discussions (in class and online) and complete assignments. Aside from regular academic performance, each unexcused absence drops your participation grade a ½ grade (i.e.: The B grade of a participating student becomes a B- with one unexcused absence, a C+ with two, etc.). After four unexcused absences you can receive a failing grade. Lateness will also seriously impact your grade. Every two unexcused “late” equals one absence. This is NOT a question of rushing to class and creating an unsafe situation, it is a matter of planning for the classes you registered for.

Class Assignments:

All class assignments will require you to demonstrate an understanding of key homeland security concepts and to use those to analyze case studies or current security issues. Readings will be assessed through your class participation and strategic understanding – as evidenced in the quality of your assignments and in-class/online comments. Readings and discussion of those readings are vital to your understanding of the subject area and, hence, to your grade.

Short Papers:

Two short papers, 2-3 pages in length, which critically examine a given week’s readings. Students will sign up for weeks to do these papers at the first meeting, and each week’s papers will be due by 5:00pm on the Tuesday before class meets. Papers can be put in my box or emailed. The papers should address some aspect of the week’s readings, such as by critically examining a set of arguments, appraising a controversy in the literature, and/or discussing the strengths and weaknesses of the research designs employed.

Final Assessment (Simulation Exercise):

The class will do a simulation exercise based on the Model Diplomacy Program of the Council on Foreign Relations, and the position and debrief memos for the simulation will be considered in the Final Assessment, which will account for 20% of your grade.

Discussion Forum:

Every week, you will be asked to respond to a question/add content to the Discussion Forum. You will be given points/graded for each response (originality, research, writing, timeliness, effectiveness, contribution, etc.). The Discussion Forum will account for 20% of your grade.

Research Paper:

Everyone is required to write a research paper for this class. The paper will examine what homeland security in one of the countries surveyed might look like in the year 2025. The goal

is a./ to explain why the given country would follow particular policies and b./ to assess the efficacy of these policies. The paper must be at least ten full pages of content in length with normal APA margins. A minimum of ten scholarly sources must be researched and cited in the paper (peer-reviewed, scholarly journals, etc.). Agency web sites, newspaper articles, and government reports do not count towards the ten sources but may be used. The Research Paper will account for 25% of your grade.

Ethics/Conduct:

SHU represents a community of scholars composed of faculty, students and staff who hold the pursuit of learning in the highest regard. Adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning is paramount. This class abides by SHU’s academic standards. See University and School standards for academic conduct here:

<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>

Disability Services Statement

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Policy on Incompletes

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

Academic Integrity & Dishonesty

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

<https://www.shu.edu/documents/Student-Code-of-Conduct.pdf>
and <https://www.shu.edu/diplomacy/academic-conduct.cfm>.

Resources for academic integrity are on the course Blackboard [or Canvas] page.

Use of Artificial Intelligence

Students may use AI tools as a learning support, or as a resource (e.g., to generate ideas from the literature, brainstorm, prepare a draft outline), but may not use AI tools to generate a final product. If you use AI tools, you are required to also include a report on what/how AI was used. This is in addition to citing any AI generated content.

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Unless otherwise noted by the instructor, all assignments submitted must be your own. Contributions from anyone or anything else- including AI tools, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation. Any plagiarism or other form of cheating will be dealt with severely under relevant Seton Hall policies.

Citation Formats

Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

CAPS:

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>.

CLASS SCHEDULE

Week #	Week(s) of:	Assigned Reading Text & Readings:	Assignments, Participation Opportunities/Discussions: Course Requirement(s) w/ Due Dates:
1	08/30	<p>WELCOME & ORIENTATION</p> <p>By the end of the class, students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the course organization and student requirements. 2. Navigate and use Canvas for all course requirements. <p>Nadav Morag, “Does Homeland Security Exist Outside the United States?” Homeland Security Affairs 7, 10 Years After: The 9/11 Essays (September 2011)</p>	<p>Discussion Board: Introduce yourself to the class with a brief bio and online introductions. If you have special interest or experience in a homeland security-related area, feel free to share this information with the class so that we may utilize and follow up on that in further discussions.</p>
2	09/06	<p>HOMELAND SECURITY: definitions & approaches, a historical overview</p> <p>Neack, Laura. 2017. Chapter 1 (Note: I will provide link for course reserve by 08/31)</p> <p>Phillips, Andrew. 2019. <i>Global security hierarchies after 1919</i>. International Relations 33(2): pp 195-212. link</p>	<p>Discussion Board: What is Homeland Security, how did the concept develop?</p> <p>Key questions: What is homeland security and why is it important? What are the levels of analysis and what purpose do they serve in homeland security analysis?</p>
3	09/13	<p>CONCEPT OF HOMELAND SECURITY TODAY in the USA and in other countries</p> <p>Neack. 2017. Chapters 2 & 3 (40 pages)</p> <p>Klohs, Julia and Niemann, Arne (2014): <i>Comparing the US National Security Strategy and the European Security Strategy in the first decade of the 21st century: converging but still different</i>. Mainz Papers on International and European Politics (MPIEP) (27 Pages) ISSN: 2193-6684</p>	<p>Discussion Board: Does homeland security require cooperation with other countries today?</p> <p>Key questions: Is there a universally accepted definition of homeland security? Why is the concept of homeland security uniquely American? How is a country’s historical experience reflected in its constitution and/or institutions?</p>

		<p>PDF</p> <p>Department of Homeland Security, 2023 Quadrennial Homeland Security Review, April 2023. PDF here. (Focus on pp. 1-19 and 38-42)</p> <p>Weitz, Richard. 2007. Chapter 1-2 (15 pages)</p> <p>Visit U.S. Department of Homeland Security. <i>The official website</i> link</p>	<p>What are the primary differences between common law/adversarial legal systems on the one hand and civil law/inquisitorial systems on the other?</p> <p>How do the versions of federalism differ among the federal systems surveyed in this chapter?</p> <p>How do the versions of centralism differ across the centralized systems surveyed in this chapter?</p>
4	09/20	<p>COUNTRY OVERVIEWS – Part 1. Governance systems in the EU – Germany, France, Italy, and The Netherlands</p> <p>Morag, Chapter 1: Country Overview, pp 45-70</p> <p>The foreign and security policy of the European Union - The official website of the European Union link</p> <p>Weitz, Richard. 2007. Chapters 4 & 5 (13 pages)</p>	<p>Discussion Board: Choose a country addressed and briefly explain, in your own words, how its system of government operates. How does that system compare to the system in the United States?</p> <p>Key question: What is the relationship between the executive, legislature, and judiciary and the nature of the territorial governance of the countries compared.</p>
5	09/27	<p>COUNTRY OVERVIEWS – Part 2. Governance systems of Israel, the UK, Canada, Australia, and Japan</p> <p>Morag, Chapter 1: Country Overview, pp 19-45 and pp. 70-74</p> <p>Home Ministry. 2022. The UK Government Resilience Framework, Home Ministry Cabinet Office.</p> <p>Ministry of Foreign Affairs of Japan: <i>NATIONAL DEFENSE PROGRAM GUIDELINES for FY 2019 and beyond</i> pdf</p> <p>Weitz, Richard. 2007. Chapters 3, 6, 9-10 (49 pg)</p> <p>Watch: Dry Run for War: How Fukushima Changed Japan and Its Place in the World</p>	<p>Discussion Board: Governance systems of the 4 countries studied.</p> <p>Key question: What is the relationship between the executive, legislature, and judiciary and the nature of the territorial governance of the countries compared.</p> <p>Note: We will return specifically to Japan, and the Fukushima Disaster, in Week 9</p>

		presented by the Harvard Ash Center, 20 April 2023.	
6	10/04	<p>COUNTRY OVERVIEWS – Part 3. Governance systems of Russia and China</p> <p>Ponsard, Lionel. 2005. <i>Homeland Security and the Russian Approach</i>. Information & Security An International Journal, Volume 17, pp 50-60 Link</p> <p>Artem Krechetnikov, “Moscow theatre siege: Questions remain unanswered,” BBC, 24 October 2012.</p> <p>Beckman, James. 2007. <i>Comparative Legal Approaches to Homeland Security and Anti-Terrorism</i> – Chapter 5, Russia, pp 125-135 pdf</p> <p>Marshall, Tim. 2015. <i>Russia and the curse of geography: Want to understand why Putin does what he does? Look at a map</i>. The Atlantic. link</p> <p>Ministry of National Defense of the People’s Republic of China. 2019. <i>China’s National Defense in the New Era</i> link</p> <p>Dennis J. Blasko. 2019. <i>China’s head-spinning defense white paper</i> link</p> <p>Weitz, Richard. 2007. Chapters 8 & 11 (18 pages)</p>	<p>Discussion Board: Governance systems of the two countries.</p> <p>Key questions: How do you explain that the Russian approach towards homeland security is closer to the European standards in terms of structural implementation, but much closer to the U.S. approach in terms of response and the preference for the use of force?</p> <p>Why and in what sense does China sees the world differently than the world sees China in terms of homeland security?</p>
7	10/11	<p>COUNTERTERRORISM STRATEGIES, LAWS, AND INSTITUTIONS</p> <p>Morag, pp 77-184</p> <p>Cohen, Eyal Tsir. 2019. <i>Pushing the Jihadist Genie Back into the Bottle: How to Counter the</i></p>	<p>Discussion Board: What are the most significant things you learned from the readings with respect to how other countries engage in counterterrorism? Focus on counterterrorism cooperation among the competent authorities.</p>

		<p><i>Ongoing Terrorist Threat</i>. Brookings Institute. pdf</p> <p>Institute for Economics & Peace. 2022. <i>Global Terrorism Index 2022: Measuring the Impact of Terrorism</i>, Sydney. IEP ISBN 978-0-6451494-6-3 pdf</p> <p>Select one example from the below articles and explain how that country’s approach to counterterrorism is unique. What may have been the impetus for change? What direction are they going in?</p> <ol style="list-style-type: none"> 1. Paul Staniland, “Improving India’s Counterterrorism Policy after Mumbai.” Combating Terrorism Center, Sentinel, Vol 2, Issue 4, April 2009. 2. Ashley Rhoades and Todd Helmus, “Countering Violent Extremism in the Philippines.” RAND Corporation, 2020 3. Gavin Chua Hearn Yuit, “Singapore’s Approach to Counterterrorism.” Combating Terrorism Center, Sentinel, Combating Terrorism Center, December 2009. 4. Sajjan M. Gohel, “The “Seventh Stage” of Terrorism in China.” Combating Terrorism Center, Sentinel, Combating Terrorism Center, Nov/Dec 2014. 	<p>Key Questions:</p> <p>What are the different legal strategies employed by the countries surveyed in this chapter with respect to dealing with terrorism?</p> <p>What are the pros and cons of employing a warfighting approach to counterterrorism versus those involved in utilizing a law enforcement approach?</p> <p>How do different preventive detention regimes across the countries surveyed in this chapter work?</p> <p>How do the countries surveyed in this chapter utilize domestic intelligence services and how do they utilize law enforcement agencies with respect to the overall counterterrorism mission?</p>
8	10/18	<p>LAW ENFORCEMENT INSTITUTIONS AND STRATEGIES</p> <p>Morag, pp 185-212</p> <p>Ed Caesar, “Crooks’ Mistaken Bet on Encrypted Phones.” <i>The New Yorker</i>, 17 April 2023.</p>	<p>Discussion Board: Compare and contrast the policing model of a country of your choice with that of the United States.</p> <p>Key Questions:</p>

		<p>Department of Homeland Security, 2023 Quadrennial Homeland Security Review, April 2023. PDF here. (Focus on pp. 20-38)</p> <p>EUROPOL. <i>EU SOCTA 2021. Serious & Organized Crime Threat Assessment</i> ISBN 978-92-95220-22-5 (Note: Focus on Key Findings) pdf</p> <p>EUROPOL. <i>Policing in the metaverse: what law enforcement needs to know</i> ISBN 978-92-95220-47-8 pdf</p> <p>Video: <i>German Federal Police</i> https://www.youtube.com/watch?v=272laaB2RdQ&t=6s</p> <p>Read short article about the Golden Triangle and listen to interview by United Nations News. Interview with Jeremy Douglas, Regional Representative of the UN Office on Drugs and Crime for Southeast Asia and the Pacific.</p>	<p>How do the various countries addressed in this chapter organize their police forces?</p> <p>Why do some countries opt for centralized police forces while others opt for decentralized ones?</p> <p>How do the various countries surveyed in this chapter approach the issue of community policing?</p> <p>What does the New Yorker article tell us about modern criminal syndicates and the tactics employed to fight them?</p> <p>What is relatively unique about the Japanese system of community policing?</p> <p>What is the Golden Triangle? What are BLOs?</p>
9	10/25	<p>EMERGENCY PREPAREDNESS AND EMERGENCY RESPONSE AND MANAGEMENT</p> <p>Morag, pp 367-446</p> <p>Federal Emergency Management Agency (FEMA). IS-100: An Introduction to the Incident Command System. (Click through the arrows at the bottom of the page)</p> <p>European Commission. <i>Emergency Response Coordinator Centre – ERCC.</i> link</p> <p>Carley Willis. Ensuring the Safety of Nuclear Installations: Lessons Learned from the</p>	<p>Discussion Board: What is your assessment of the degree of emergency preparedness and disease preparedness in the European Union?</p> <p>Key Questions: Do disease preparedness efforts in the countries surveyed address the way pandemics spread?</p> <p>What are the pros and cons of triaging and treating patients at the scene of an event (as the British do) as opposed to the scoop and run method?</p>

		<p>Fukushima Daiichi Accident. International Atomic Energy Agency, March, 2021 Vol. 62-1</p> <p>Choe Sang-Hun, “Police Expected the Halloween Crowd. Why Couldn’t They Stop the Disaster?” The New York Times, 17 November 2022.</p> <p>Syra Madad and Rebecca Katz, “The Global Lessons of COVID-19: How Can America Prepare for the Next Pandemic?” <i>Foreign Affairs</i>, 24 March 2022.</p> <p>Guest Speaker (Tentative): Anthony Spaeth, former Editor-in-Chief of the Korea JoongAng Daily, Executive Editor of Time Asia, and Head of Political Coverage for Asia for Bloomberg News will speak on COVID-19 response in Korea/Japan as well as similarities in government deficiencies that contributed to the Itaewon Crush and Fukushima Disaster.</p> <p>Watch: The Ostrich Paradox: Overcoming Human Deficiencies in Emergency Preparedness with Howard Kunreuther</p>	<p>How does the British Gold, Silver, and Bronze system work and what are its benefits?</p> <p>What are the approaches toward public education for preparedness and crisis communications across the countries surveyed and can such approaches be implemented in the United States?</p> <p>What are the different models for socialized medical and public health systems discussed in this chapter?</p> <p>What are the six decision-making biases?</p>
10	11/01	<p>THE ROLE OF THE MILITARY IN SECURITY AND SUPPORT FOR CIVIL AUTHORITIES</p> <p>Morag, pp 257-292</p> <p>Japanese Ministry of Defense. 2022. Defense of Japan. Defense of Japan Booklet.</p> <p>Justin Whitney, “The role of self-help in Japanese disaster management post-3.11,” East Asia Forum, 05 October 2021.</p> <p>European Commission. Civil-Military Cooperation in Emergencies.</p> <p>Department of Defense. DSCA Brochure.</p>	<p>Discussion Board: What are some ways that the United States could learn from other countries in terms of implementing their policies and practices in military support for civil authorities?</p> <p>Key Questions:</p> <p>How does the approach of common law countries (UK, Canada, Australia) in the domestic use of the military compare with that of countries such as France and Italy?</p> <p>What are the similarities and differences in the use of the military for civil</p>

		<p>Frances Robles, “Turmoil in Florida’s New State Guard, as Some Recruits Quit.” NY Times, 15 July 2023.</p> <p>Guam Vignette: In late May 2023, Typhoon Mawar hit the island of Guam. Watch this brief video: “Task Force West Typhoon Mawar Recovery Efforts”</p> <p>Guest Speakers (Tentative): BG Siekman, Commander of 9th Mission Support Command, and LTC Derek Bowen, 9MSC Liaison Officer to Task Force West’s response in the aftermath of Typhoon Mawa</p>	<p>support in the United Kingdom, Canada, and Australia?</p> <p>What role do the self-defense forces of Japan play in disaster relief and civil protection?</p> <p>Is preemptive use of military force acceptable under current international law?</p> <p>Why is Guam so important to America’s Pacific Strategy?</p> <p>Explain the relationship between FEMA and the military during</p>
11	11/08	<p>SECURITY FACILITIES, CYBER NETWORKS, AND TRANSPORTATION</p> <p>Morag, pp 319-366</p> <p>Secretary Mayorkas Statement at the Council on Foreign Relations. 2023 State of Homeland Security Remarks: Tackling an Evolving Threat Landscape – Homeland Security in 2023, 21 April 2023.</p> <p>Amy Nelson and Gerald Epstein, The PLA’s Strategic Support Force and AI Innovation, Brookings, 23 December 2023.</p> <p>So Jeong Kim and Sunha Bae, Korean Policies of Cybersecurity and Data Resilience. Carnegie Endowment for International Peace, 17 August 2021.</p> <p>Choe Sang-hun, “North Korean Hackers Stole U.S.-South Korean Military Plans, Lawmaker says,” NY Times, 10 October 2017.</p>	<p>Discussion Board: Describe 3 important examples with respect to strategies and institutions involved in the provision of security to potential targets.</p> <p>Key Questions:</p> <p>What are the security requirements across the countries surveyed in this chapter that are imposed on the private sector as a condition of licensing?</p> <p>What is the Australian approach to aviation security given the wide range of types of airports and flights in that vast and largely empty country?</p> <p>How does the Israeli system of “emergency economy” work, and should such a system be applied in other countries?</p> <p>Note: For today only, I will have to leave early to attend a military function.</p> <p>As part of my military duties, I have been asked to represent my US Army</p>

		<p>Select one incident from the CSIS list of Significant Cyber Incidents since 2006, read up from other sources on the incident and be prepared to spend 5 minutes explaining to the class: 1. 5Ws (Who, What, Where, When, Why) and 2. How the incident changed that country’s approach to cyber attacks 3. What the current cyber threat environment looks like for that country.</p> <p>Possible Guest Speaker since I have to leave today at 6:15pm (see note)</p>	<p>Reserve unit at Carnegie Hall at 8pm on 08 November. The title of the event is November 1918: The Great Gatsby and the Great War and costs \$18 to attend. The program will feature the 77th Division and the Lost Battalion. My current US Army unit traces its lineage to the 77th Division. More here if you are interested: https://en.wikipedia.org/wiki/77th_Sustained_Brigade</p>
12	11/15	<p>Homeland Security in the Era of Great Power Rivalry</p> <ul style="list-style-type: none"> - Michael Mazarr and Hal Brands, “Navigating Great Power Rivalry in the 21st Century,” War on the Rocks, 05 April 2017. (Short online article) - John J. Mearsheimer, “The Inevitable Rivalry: America, China, and the Tragedy of Great-Power Politics,” <i>Foreign Affairs</i>, November/December 2021 (15 pages) - Michael J. Mazarr, “Understanding Competition: Great Power Rivalry in a Changing International Orders – Concepts and Theories,” RAND Corporation, March 2022. - Lance Hunter et al, “The military application of artificial intelligence technology in the United States, China, and Russia and the implications for global security,” <i>Defense & Security Analysis</i>, 11 May 2023. 	<p>Discussion Board: Will the return of great power competition lessen the focus on terrorism?</p> <p>How might the emergence of AI, autonomous systems and meta data influence homeland security?</p>
13	11/29	<p>BORDER SECURITY, NATURALIZATION, AND ASYLUM POLICIES</p> <p>Morag, pp 293-318</p> <p>EUROPOL. <i>Future Group On Travel Intelligence And Border Management</i> pdf</p>	<p>Discussion Board: Is the EU/ Schengen approach of creating “hard” external borders and “soft” internal borders (between EU and/or Schengen members) something that could be applied to the US-Canada border?</p> <p>Key Questions:</p>

		<p>European Commission, Directorate-General for Communication, <i>The EU and the migration crisis</i>, Publications Office, 2017, link</p> <p>Video: Schengen Area: How does it Work? (Visa, Residence Permit) https://www.youtube.com/watch?v=YJgJId6pRGQ</p> <p>Omar Hammoud-Gallego and Luisa Freier, “Symbolic Refugee Protection: Explaining Latin America’s Liberal Refugee Laws,” <i>American Political Science Review</i>, Volume 117, Issue, May 2023 , pp. 454 - 473</p> <p>Quotrung Bui and Caitlin Dickerson, “What Can the U.S. Learn From How Other Countries Handle Immigration?” <i>NY Times</i>, 16 February 2018.</p>	<p>What is the EU’s authority with respect to border security, and how does this relate to the Schengen agreements?</p> <p>What is the European Travel Information and Authorization System (ETIAS) that is expected to come into effect by November 2023?</p> <p>What is the new electronic registration system, the Entry/Exit System (EES)?</p> <p>Which steps have the EU taken to set up a common asylum policy?</p> <p>How do asylum and naturalization policies differ across the United Kingdom, France, and Germany?</p>
14	12/06	<p>IMMIGRATION AND COUNTER-RADICALIZATION</p> <p>Morag, pp 213-256</p> <p>European Migrant Smuggling Centre. <i>6TH ANNUAL REPORT, 2022</i> ISBN: 978-92-95220-38-6 pdf</p> <p>Lorenzo Vidino. 2010. <i>Countering Radicalization in America, Lessons from Europe</i> United States Institute of Peace pdf</p> <p>Lorenzo Vidino, Livio Pigioli, Aglaya Snetkov, 2014. <i>Foreign Fighters: An Overview of Responses in Eleven Countries</i>, Center for Security Studies (CSS), ETH Zurich pdf</p>	<p>Discussion Board: Choose a country described in the readings and provide your assessment of whether their immigration or counter-radicalization policies are likely to be successful, or not.</p> <p>Key Questions:</p> <p>What are the conditions under which Muslim immigrants to Europe arrived on that continent and how has this contributed to radicalization among a minority within that community? What are the different models of national identity and why have some European countries subscribed to one or the other?</p>

		<p>Claire Parker, “Greek and E.U. policies under scrutiny after devastating shipwreck,” <i>NY Times</i>, 15 June 2023.</p> <p>Latin America:</p> <p>Gordon Hanson, Pia Orrenius, and Madeline Zavodny, “US Immigration from Latin America in Historical Perspective,” <i>Journal of Economic Perspectives</i>, Vol. 37, No. 1, Winter 2023 (pp. 199-222).</p> <p>Andrew Selee et al, “In a Dramatic Shift, the Americas Have Become a Leading Migration Destination,” Migration Policy Institute, 11 April 2023.</p>	<p>How have European governments been responding to the threat of radicalization?</p> <p>What is the Russian approach to the issue of foreign fighters?</p> <p>How have Latin American immigration policies shifted over the past decade? What has been the impact?</p> <p>What led to the shift in immigration flows in Latin America?</p>
15	12/13	<p>MODEL DIPLOMACY SIMULATION EXERCISE: Asylum Seekers at the Borders</p> <p>Based on the case developed by the Council on Foreign Relations link</p>	<p>Discussion Board: Can the asylum and naturalization policies in the countries surveyed be utilized in the US? Apply lessons learnt.</p>