Course Description

The global security landscape is dominated by complex threats, such as international terrorism and organized crime, but also rapid development in conventional threats and economic warfare. Solving some of today’s most pressing challenges requires concerted and multinational efforts. This course examines the foundations of today’s security environment, from broader international security perspectives to specific homeland security interests and concerns. Specific focus will be placed on the law enforcement and national security agencies tasked with developing effective domestic and international responses to transnational crime and security threats.

Program Learning Outcomes

This course addresses the following NISS program learning Outcomes:

1. Theoretical Application - Apply theories of intelligence collection and policy analysis
2. Oral Presentation - Students will demonstrate a mastery of oral communication skills
3. Interagency Operations - Students will demonstrate understanding of different interagency responses and interagency cooperation.
4. Policy Evaluation: Students will be able to differentiate current challenges confronting US national security and evaluate disparate policy options.

Course Student Learning Outcomes

This course is designed to do the following:

1. Provide knowledge about Homeland Security and its organization and functions
2. Make connections between this course (and homeland security) and broader issues of intelligence and national security.
3. Introduce fundamentals of counterintelligence
4. Enhance student intelligence writing and analysis skills
5. Prepare students for the comprehensive examination.

Course Expectations

Students will conduct themselves professionally. They will do so by:

- Being prepared with each week’s readings.
- Participating in weekly discussions in a professional manner.
- Turning in all written work on time and to the best of their ability.
- Responding to professor feedback on written work and working to improve.
- Working independently, but asking for help when needed.

Students can expect Professor Willardson to do the following:

- Be prepared to answer questions and help with any assignment during office hours (which includes appointments via videoconferencing or in-person).
- Be an example of what is expected from professionals and academics in terms of knowledge and professionalism.
- Encourage students to do their best work.
- Provide clear expectations for assignments.
- Provide timely feedback on assignments.

Required Text(s)


You can get a hard copy or digital copy of this book. I prefer hard copy, but that’s just me.

*Suggested Text*


Grading

The course will be graded as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded Discussions</td>
<td>Ongoing</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Response Papers</td>
<td>Nearly Weekly</td>
<td>40%</td>
<td>200</td>
</tr>
<tr>
<td>Final Policy Brief</td>
<td>13 Dec (5:00 p.m.)</td>
<td>30%</td>
<td>150</td>
</tr>
<tr>
<td>Final Oral Brief</td>
<td>15 Dec (12:00 p.m.)</td>
<td>10%</td>
<td>50</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>100%</strong></td>
<td>500</td>
</tr>
</tbody>
</table>

A short description of each assignment is found below. All written assignments will be turned in electronically on Brightspace (D2L). Total points earned are divided by 500 for a percent. Grades are assigned based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Excellent work. Attention to detail. As expected of a graduate student.</td>
</tr>
</tbody>
</table>
Assignments and Expectations

Participation
Every module will have a graded discussion as part of the module’s assignments and activities. These discussions are meant to get you as students to think about the readings and the course in interesting ways. Students are expected to post at least twice each week in the graded discussions. The first post should come by Wednesday afternoon (17:00) and the second post by Sunday at 23:59. At least one of the posts is substantive (as described below) while other post(s) may be interactive and responsive to each other. Substantive posts will be graded on the following:

- Post addresses the question posed in the thread and uses evidence from assigned readings
- Post asks a related question to the one proposed by Dr. Willardson and uses the week’s assigned texts as the basis for the question.
- Posts are clearly written

Expectations for discussions. The discussions are interactive and social. Written conversations are more difficult because tone and intent are harder to judge. Discussion should be professional. While we may (and should) have differing perspectives and approaches, we respect each other. This leads to 2 general discussion principles:

1. Assume that your classmates and professor are engaging in good faith arguments and are not being deliberately combative.
2. Be careful of your own tone so that (1) above is true.

I reserve the right to remove offensive posts. You will receive one private warning if your tone strays from professionalism. After that I will dock points for discussions.

Response Papers
Nearly all of the modules have a short (500-750 word) response paper. These papers are deliberately short to teach you the skill of writing concisely. Academic writing often rewards length. Intelligence writing favors brevity. Each response paper has a prompt and a length given. I grade each of these papers holistically (no specific rubric), but focus on the following elements:

1. Does the paper answer the question asked?
2. Does it use evidence from the week’s readings?
3. Does it show original thinking and analysis?
4. Does it meet the length guidelines?
5. Is it professionally formatted and does it use proper citations?

Be wary of turning in brilliant, yet sloppy, papers. Avoid vapid, but beautiful, papers as well!
I provide feedback on each written paper. I will focus feedback on the most important errors. Your job is to improve the next paper and to make different errors. If you are getting docked for the same issues week after week, your scores will decline. This class is about learning from feedback. That is the essence of intelligence analysis. Read each week’s feedback and incorporate that feedback into your next week’s work.

Policy Brief
The final project for the course revolves around a policy brief of 2500-3000 words. The policy brief will address one of the following issues:

1. What is the key to conducting intelligence in a homeland security environment?
2. Is homeland security best served with the current structure or in a return to individual agencies?
3. What specific improvement or change would you recommend to improve DHS security capabilities?

Video Brief
You will make a (maximum) 5-slide brief of the main points in your policy brief and record a video briefing based on those slides. You will convey the most important information orally with the slides as a guide.
Course Schedule

All module writing assignments (briefs) are due by 11:59 p.m. on Sunday evening. Each module’s graded discussion is due for final post by that same time. All times in course are Central Time (US).

<table>
<thead>
<tr>
<th>Module</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Writing</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon</td>
<td>28 Aug</td>
<td>Introduction to DHS Homeland Security Organization</td>
<td>Reading Memo</td>
<td>3 Sep</td>
</tr>
<tr>
<td>2</td>
<td>Mon</td>
<td>4 Sep</td>
<td>Homeland Security Organization</td>
<td>Reading Memo</td>
<td>10 Sep</td>
</tr>
<tr>
<td>3</td>
<td>Mon</td>
<td>18 Sep</td>
<td>Homeland Security Resources</td>
<td>Reading Memo</td>
<td>24 Sep</td>
</tr>
<tr>
<td>4</td>
<td>Mon</td>
<td>02 Oct</td>
<td>Homeland Security Strategies</td>
<td>Reading Memo</td>
<td>08 Oct</td>
</tr>
<tr>
<td>5</td>
<td>Mon</td>
<td>16 Oct</td>
<td>Case Study - Hurricane Katrina</td>
<td>Response Memo</td>
<td>22 Oct</td>
</tr>
<tr>
<td>6</td>
<td>Mon</td>
<td>23 Oct</td>
<td>Domestic Terror Threats</td>
<td>Response Memo</td>
<td>29 Oct</td>
</tr>
<tr>
<td>7</td>
<td>Mon</td>
<td>30 Oct</td>
<td>Principles of Counterintelligence</td>
<td>Response Memo</td>
<td>5 Nov</td>
</tr>
<tr>
<td>8</td>
<td>Mon</td>
<td>6 Nov</td>
<td>Ind. Espionage and Homeland Security</td>
<td>Response Memo</td>
<td>12 Nov</td>
</tr>
<tr>
<td>10</td>
<td>Mon</td>
<td>27 Nov</td>
<td>Final Project</td>
<td>Multiple</td>
<td>See below</td>
</tr>
</tbody>
</table>

- Final Policy Brief: Due Wednesday, December 13, 2023 at 17:00.
- Final Oral Brief Video: Due Friday, December 15, 2023 at 12:00 p.m.

Policies

Attendance

This is an online course that is designed to be asynchronous. You are expected to log on and participate in discussion multiple (at least 2) times per week and to keep up with the readings and written assignment. Your presence in discussion and your completion of written assignments constitutes attendance. You must complete all assignments to pass the course. If you are having trouble meeting deadlines, you must speak with me as soon as possible. Simply not turning in assignments will result in an F for the course.
Academic Expectations

I expect that all work you do in class will be your own and will conform to the student code of conduct. You will write your own answers and own papers. This means that I do not accept the use of AI tools as part of your writing process. **The use of those tools in my class will constitute a violation of the code of conduct.**

The reason I have for this is that I believe that the only real thing you can learn in university education is how to think, process information, and report information. If you let an AI do any part of that process, you are outsourcing the one thing you will bring to the table in an environment where information is plentiful, but knowledge, wisdom, and reason are scarce. Don’t cheat yourself during this phase when you are developing the skill that cannot be replaced by these technologies.

University Policies

Please follow this link to a document with university policies for academic integrity, disability services, etc.

**Link to University Policies**

Reading Schedule

*This section corresponds to the modules in the content portion of D2L. Links to readings will be posted in each module.*

**Module 1 - Introduction to DHS**

**Module 2 - Homeland Security Organization**
*Introduction to Homeland Security (Textbook)* Chapters 1-3

**Module 3 - Homeland Security Resources**
*Introduction to Homeland Security (Textbook)* Chapters 4-8

**Module 4 - Homeland Security Strategies**
*Introduction to Homeland Security (Textbook)* Chapters 9-14

**Module 5 - Hurricane Katrina: A Case Study**
*Hurricane Katrina: A Nation Still Unprepared* Executive Summary, Chapter 8, Chapters 12-14
Walker, “The Military and Domestic Disaster Response: Lead Role Revealed through the Eye of Hurricane Katrina?” Chapters 4-7
Parker et al. “Preventable Catastrophe? The Hurricane Katrina Disaster Revisited”

**Module 6 - Domestic Terror Threats**
Module 7 - Principles of Counterintelligence

Executive Order 12333 (Focus on Highlighted Portions of PDF)


Module 8: Industrial Espionage and Homeland Security


Module 9 - Wither Homeland Security?


Module 10 - Final Project

*Readings will vary. Students will find additional readings and sources to include in their report.*