Congress and Homeland Security – Fandl – Page 1 of 11

The Graduate School
of Political Management
THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Legislative Affairs
Semester: Summer 2015
May 18 – June 25

Course Name
LGAF 6270.LH1
Congress and Homeland Security
3 Credits

M/W 6:00pm – 8:00pm
Hall of States

BASIC INFORMATION AND RESOURCES

Instructor
Dr. Kevin J. Fandl

Contact Information
Phone Number: (202) 725-5305
Email Address: kjfandl@gmail.com

Communication
Please contact me via email before calling.

Blackboard Site
A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at https://blackboard.gwu.edu. Support for Blackboard is available at 202-994-4948 or helpdesk.gwu.edu.

Academic Integrity
All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at http://studentconduct.gwu.edu/code-academic-integrity.
Support for Students with Disabilities
GW's Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at [www.gwu.edu/~dss](http://www.gwu.edu/~dss).

In the Event of an Emergency or Crisis during Class
If we experience some emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet at [fill in proximate location] in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University's operating status: [http://www.campusadvisories.gwu.edu/](http://www.campusadvisories.gwu.edu/).

Attendance Policy
Students must attend every class possible. Missing more than two classes without a legitimate and predetermined excuse will receive an incomplete or a failing grade.

Course Evaluation
At the end of the semester, students will be given the opportunity to evaluate the course through GW's online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Dr. Steven Billet
Director, Legislative Affairs Program
sblett@gwu.edu | 202-994-1149

Dr. Jack Prostko
Associate Dean for Learning and Faculty Development
College of Professional Studies
jackp@gwu.edu | 202-994-3592

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309
THE COURSE

Legislative Affairs Program Objectives
Upon completion of the Master’s degree in Legislative Affairs, students will:
1. Gain both theoretical and practical knowledge related to the U.S. Congress, general issues in the legislative arena, and how to effectively advance legislation;
2. Hone their oral and written communication skills in both theoretical and technical aspects of legislative affairs;
3. Be able to conduct cutting-edge research and engage in effective problem solving by learning critical thinking skills;
4. Learn how to work effectively with others, the value of collaborative work, and will understand ethical issues involved in the legislative arena.

Course Description and Overview
Homeland security in the United States became a national priority and a major concern of the American public following the events that transpired on September 11, 2001. Since that time, significant resources have gone into the prevention of terrorist attacks and the preparation of the U.S. government for life in a vulnerable environment. Substantial new laws were passed and new legislation continues to be proposed to combat threats and secure the country.

Yet homeland security is a subject that has long been on the mind of governments around the world, and terrorism has existed in various forms for centuries prior to 2001. In this course, we will focus on the foundations of both homeland security and terrorism in order to develop a more complete understanding of the importance of the changes that have taken place in the last decade.

Although this is a comprehensive survey course, emphasis will be placed on “friction points” in the homeland security enterprise, such as the tradeoff between security and liberty, border security and economic vitality, and surveillance and privacy, as well as the legal changes that have been undertaken to effectuate new policies and practices of the Administration to promote homeland security. The course will be taught using a variety of methods, including lectures, student presentations, papers, and electronic media. The goal is to give students a clear understanding of the scope of this topic and to develop the tools necessary to more fully comprehend the key subtopics in this broad field.

Course Requirements
Your grade will be determined based upon the following elements, each described below:

Class participation 20%
Presentation 30%
Short Paper 50%
Class participation

Your participation grade will be determined based upon your attendance and active participation in discussions related to the assigned topic. Failure to complete the readings and provide insightful commentary will be treated as absence from the class.

Video Presentations

One of the best ways to understand the impact of homeland security-related laws and policies is through visual depictions of key events in our history. Throughout the course, we will watch portions of several videos addressing issues such as border security, intelligence-gathering, and terrorism. We will discuss the video presentations at the end of the class. Students are responsible for knowing the content of the presentations for the exam.

Student Presentations

You will be asked to give a short (20 minutes) presentation to the class about any of the assigned topics. The presentation may (but is not required to) include a PPT presentation.

You will then lead a discussion for an additional brief period based upon your presentation. Your topic should relate to one of the assigned topics in the course and will be scheduled as close as possible to that class date. You will be assessed based upon the following factors:

- Quality and depth of research (at least five substantive sources are recommended)
- Organization of the presentation
- Presentation delivery (PPT or other electronic media may be used to supplement)
- Preparation of discussion questions for the class
- Knowledge of the topic presented on

Topics will be allocated on a first come, first served basis. Depending on class size, only 1-2 presentation will be scheduled during a given class period.

Short Paper

Homeland security is not only an issue for the United States. Concerns over terrorism, immigration, national disasters, and the like, pervade the domestic policy of most countries. The U.S. approach may be one of the most far-reaching and comprehensive in the world, but it has faced a host of its own challenges.

For your short paper, select a country other than the United States and provide an examination of their homeland security policy (note that it may not be called “homeland security”). Then, compare their
approach with the approach taken in the United States. Be sure to identify commonalities as well as areas in which there is divergence. Conclude with your thoughts on whether one approach is better than the other and how you weigh the costs and benefits (e.g., security vs. liberty).

Your paper will be evaluated as follows:

- **Style:** 12pt. Times New Roman; Double spaced; APA format; at least 10 pages (no more than 15)
- **References:** At least ten academic references (e.g., Wikipedia and similar sources do not count)
- **Analysis:** Thorough, graduate-level comparative analysis of the issue
- **Due date:** June 26 (electronically or hard copy in class)

### Evaluation and Grading

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<tr>
<th>Assignment</th>
<th>Learning Objective(s) Addressed</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Presentation</td>
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<tr>
<td>Short Paper</td>
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<tr>
<td>Attendance and Participation</td>
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<td><strong>Total</strong></td>
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**Following is the grade scale for all GSPM classes:**

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<th>Grade</th>
<th>Grading Standard</th>
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<tr>
<td>A</td>
<td>94-100 Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.</td>
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<tr>
<td>A-</td>
<td>90-93 Represents solid work with minor errors. Overall, excellent work.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 Very good. Represents well-written material, research, and presentation, but needs some minor work.</td>
</tr>
<tr>
<td>B</td>
<td>83-86 Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as unacceptable.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 You’ve completed the assignment, but you are not meeting all of the requirements.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 Needs improvement in content and in effort. Shows some motivation and concern.</td>
</tr>
<tr>
<td>C</td>
<td>73-76 Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.</td>
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<tr>
<td>Grade</td>
<td>Description</td>
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<tr>
<td>C-</td>
<td>70-72 (lowest grade to pass) Poor performance. Major errors, too many misspellings, problems with accuracy, etc.</td>
</tr>
<tr>
<td>F</td>
<td>Below 70 Unacceptable performance, or inability to submit the assignment.</td>
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*Please note that you may be penalized for late submission of assignment(s).

**Required Text and Learning Materials**
The following texts are required for this course:


*The following texts are recommended for this course:*


**Tentative Course Calendar***
*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.*

11 sessions total. Note that due to Dr. Fandl’s travel schedules, classes may be canceled on short notice. These will be rescheduled. All rescheduled classes are optional for you to attend as they will be held outside the scheduled class period.

**Monday, May 18**

Session 1 | Topic: **Introduction to the course and to homeland security**

Readings:
- Bullock: Chapter 2 – Historic Overview of the Terrorist Threat
- Logan and Ramsay, Chapters 1 and 13

Optional Readings:
- CQ Researcher: Chapter 9 - Homeland Security: Two Years After 9/11, Are We Safer?
- Solove: Chapter 2 – The Nothing to Hide Argument

Activities: Sign-up for presentation date (presentations begin May 27)
Video: PBS Frontline—Are We Safer? (21 minutes) http://www.pbs.org/wgbh/pages/frontline/are-we-safer/

Wednesday, May 20


Readings:

- Homeland Security Act; USA Patriot Act (found in Appendices 2 and 3 of the Bullock text); U.S. Constitution Arts. I-IV, Bill of Rights
- Bullock: Chapter 1 – The Concept, The Organization
- Logan and Ramsey, Chapter 2

Activities: Video: Defending America (History Channel presentation)

May 25 Happy Memorial Day! No Class.

Wednesday, May 27

Session 3 | Topic: State, Local and Private Sector Roles in Homeland Security

Readings:

- Logan and Ramsay, Chapter 3
- Bullock: Chapter 4 – Governmental Homeland Security Structures

Optional Readings:

- Howard: Chapter 15 – Managing Intergovernmental Responses to Terrorism and Other Extreme Events
- Howard: Chapter 18 – Catastrophic Terrorism: Local Responses to a National Threat
- Solove: Chapter 3 – The All-or-Nothing Fallacy

Presentations: TBD
Wednesday, June 1

Session 4 | Topic: Emergency Management, Hazards

Readings:

- Logan and Ramsay, Chapter 9 (Emergency Management)
- Bullock, Chapter 9 - All-Hazards Emergency Response & Recovery
- Bullock, Chapter 10 – Mitigation, Prevention & Preparedness

Optional Readings:

- Solove, Chapter 5: The Pendulum Argument

Activities:

Video: PBS Frontline, Katrina – Storm that Drowned a City (54 minutes)
http://video.pbs.org/video/1218652893/

Presentations: TBD

Wednesday, June 3

Session 5 | Topic: Intelligence & Terrorism

Readings:

- Bullock, Chapter 5: Intelligence and Counterterrorism

Optional Readings:

- CQ Researcher: Chapter 12 – Port Security: Are New Anti-Terrorism Measures Adequate?
- CQ Researcher: Chapter 1 – Re-examining 9/11: Could the Terrorist Attacks Have Been Prevented?
- Solove, Chapter 7: The National Security Argument

Activities: Snowden Was Justified, IQ Squared Debate.
Wednesday, June 8

Session 6 | Topic: **Trade and Transport Security**

Readings:
- Bullock, Chapter 7: Transportation Safety and Security

Optional Readings:
- CQ Researcher: Chapter 12 – Port Security: Are New Anti-Terrorism Measures Adequate?
- Howard: Chapter 9 – Border Security
- Solove Chapter 9: The War-Powers Argument and the Rule of Law

Activities: Video on CBP

Wednesday, June 10

Session 7 | Topic: **Cybersecurity, Infrastructure & Technology**

Readings:
- Bullock, Chapter 8: Cybersecurity & Critical Infrastructure Protection
- Logan and Ramsay, Chapter 7 (Technology)

Optional Readings:
- Solove, Chapter 11: The Third-Party Doctrine and Digital Dossiers
- Solove, Chapter 17: The Law-and-Technology Problem ...

Monday, June 15

Session 8

Topic: **Border Controls (immigration) – ICE**

Readings:
- Bullock, Chapter 6: Border Security, Immigration, and Customs Enforcement
- Secure Communities by the Numbers (2011): http://www.law.berkeley.edu/files/Secure_Communities_by_the_Numbers.pdf
Optional Readings:

- CQ Researcher: Chapter 10 – Real ID: Will the New Driver’s License Law Make Americans Safer?
- Swain: Chapter 2 – The Disconnect Between Public Attitudes and Public Policy Outcomes in Immigration

Activities: Video: Border (immigration)

Friday June 17

Session 9 | Topic: **Border Security (drugs, violence) – CBP and ICE**

Readings:


Optional Readings:

- CQ Researcher: Chapter 13 – Policing the Borders: Can the United States Guard Against Terrorists?

Activities: Video: Border Wars (National Geographic)

Presentations: TBD

Monday, June 22

Session 10 | Topic: **Civil Liberties, Torture, and National Security**

Readings:


Optional Readings:

- CQ Researcher: Chapter 15 – Torture Debate: Is the U.S. War on Terror Legitimizing Torture?
- Solove, Chapter 16: Will Repealing the Patriot Act Restore Our Privacy?

Presentations: TBD


Wednesday, June 24

Final Session | Topic: The Future of Homeland Security

Readings:
- Bullock: Chapter 13 – The Future of Homeland Security
- Logan and Ramsay, Chapter 13 (America and Terrorism in the 21st Century)

Optional Readings:
- Solove, Chapter 21: Conclusion

Final review; outstanding student presentations

FINAL PAPERS DUE

Presentations: TBD

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.