

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Legislative Affairs

Semester: Summer 2016

May 16 – June 22

Course Name

Course Number [including section]

3 Credits

M/W 6:00pm – 8:00pm

Hall of States

BASIC INFORMATION AND RESOURCES

Instructors

Dr. Kevin J. Fandl

Prof. Ehsan Zaffar

Contact Information

Phone Number: (202) 725-5305

Email Address: kifandl@gmail.com

Ehsan Zaffar

Phone: 310-896-8419

Email: zaffar@gwu.edu

Communication

Please contact 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 <https://disabilitysupport.gwu.edu/>.

In the Event of an Emergency or Crisis during Class

If we experience some an 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/>.

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
sbillet@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. Today, in light of the rise of the "Islamic State" and the resurgence of Al Qaeda, as well as affiliated threats from lone wolf terrorists around the world, legislative and executive leaders are struggling to identify the best response, while courts sort out the legality of their efforts.

But homeland security is about more than terrorism. In fact, the vast majority of our daily activities, from trade to travel, touch on homeland security in much more profound ways than terrorism has. 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.

Student Presentations

You will be asked to give a short (20 minutes) presentation to the class about any of the assigned topics. The presentation should include a PPT or Prezi presentation, which you will upload to the course blackboard site within 48 hours of giving the 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

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 qualify)
- Analysis: Thorough, graduate-level comparative analysis of the issue
- Due date: June 26 (upload to BlackBoard)

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
Presentation			30%
Short Paper			50%
Attendance and Participation			20%
Total			100%

Following is the grade scale for all GSPM classes:

Grade*	Grading Standard
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B 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.
B-	80-82	You've completed the assignment, but you are not meeting all of the requirements.
C+	77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C	73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C-	70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F	Below 70	Unacceptable performance, or inability to submit the assignment.

*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:

- Jane Bullock, et al., Homeland Security: The Essentials (1st ed.) (Butterworth-Heinemann, 2012).
- Logan, K. and Ramsay, J., Introduction to Homeland Security (Westview Press, 2012).

The following texts are recommended for this course:

- CQ Researcher, Issues in Terrorism and Homeland Security (Sage Publications 2009).
- Russell D. Howard, Homeland Security and Terrorism: Readings and Interpretations (McGraw-Hill 2005).
- Daniel J. Solove, Nothing to Hide: The False Tradeoff between Privacy and Security (Yale 2011).

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.

Monday, May 16 (Fandl)

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 18 (Fandl)

Session 2 | Topic: **Homeland security and the law; Executive Structure of Homeland Security in the U.S. (DHS)/ Homeland Security: An International Issue**

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)

Monday, May 23 (Fandl)

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

Readings:

- Bullock, Chapter 6: Border Security, Immigration, and Customs Enforcement
- GAO Report on Immigration Enforcement (2009): <http://www.gao.gov/new.items/d09109.pdf>
- 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)

Wednesday, May 25 (Fandl)

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

May 25 Happy Memorial Day! No Class.

Wednesday, June 1 (Zaffar)

Session 5 | Topic: **Intelligence & Terrorism**

Readings:

- Bullock, Chapter 5: Intelligence and Counterterrorism
- 9/11 Commission Report (skim: <http://www.9-11commission.gov/report/911Report.pdf>)

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.](#)

Monday, June 6 (Zaffar)

Session 6 | Topic: **Assessing our Security**

NO LIVE CLASS

Required: View the PBS Frontline Video *Are We Safer* at the link below. Prepare to discuss this video during Wednesday's class.

www.pbs.org/wgbh/pages/frontline/are-we-safer/

Wednesday, June 8 (Zaffar)

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 13 (Zaffar)

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

Readings:

- CRS Report: State and Local Homeland Security: Unresolved Issues for the 109th Congress, available at <http://www.fas.org/sgp/crs/homsec/RL32941.pdf>
- 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 15 (Zaffar)

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

Readings:

- Dick Thornburgh, BALANCING CIVIL LIBERTIES AND HOMELAND SECURITY: DOES THE USA PATRIOT ACT AVOID JUSTICE ROBERT H. JACKSON.S .SUICIDE PACT?
 - (Albany Law Review, 2005), available at [http://www.albanylawreview.org/articles/Thornburgh\(final\).pdf](http://www.albanylawreview.org/articles/Thornburgh(final).pdf)
- War About Terror: Civil Liberties and National Security After 9/11: A CFR Working paper (2009), available at http://i.cfr.org/content/publications/attachments/Civil_Liberties_WorkingPaper.pdf

Optional Readings:

- CQ Researcher: Chapter 15 – Torture Debate: Is the U.S. War on Terror Legitimizing Torture?
- Howard: Chapter 26 – What Price Security? The USA PATRIOT Act and America’s Balance Between Freedom and Security
- Solove, Chapter 16: Will Repealing the Patriot Act Restore Our Privacy?

Presentations: TBD

Activities: [U.S. Airports Should Use Racial and Religious Profiling](#), IQ Squared Debate.

Monday, June 20 (Fandl)

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

Readings:

- GAO Report on SW Border Security (2011): <http://www.gao.gov/assets/130/125500.pdf>

Optional Readings:

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

Activities: Video: Border Wars (National Geographic)

Presentations: TBD

Wednesday, June 22 (FINAL CLASS, Fandl)

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.