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Teaching an Overview of Homeland Security

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Teaching an Overview of Homeland Security

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Overview

- ~ **What Should Homeland Security Leaders be Talking About
..... What Should be in an Overview Course?**
- ~ **What do overall programs look like?**
 - **NPS**
 - **HSDEC Content Recommendations**
- ~ **What is in overview/foundations courses?**
 - **Course Samples**
 - **NPS Course Content**
- ~ **NPS Philosophy and Educational Methods**





What is Homeland Security?

Per the NSHS:

“National effort to prevent terrorist attacks within the US, reduce vulnerability to terrorism, and minimize damage and recover from attacks that do occur”

Per the NSHS and Strategy for Homeland Defense and Defense Support to Civil Authorities, also

“extend beyond terrorism to preventing, preparing for, responding to, and recovering from a wide range of major domestic disasters and other emergencies”





Group Activity

What should Homeland Security leaders be talking about.....and what do they need to know to talk about those things intelligently?





Top 5 Issues





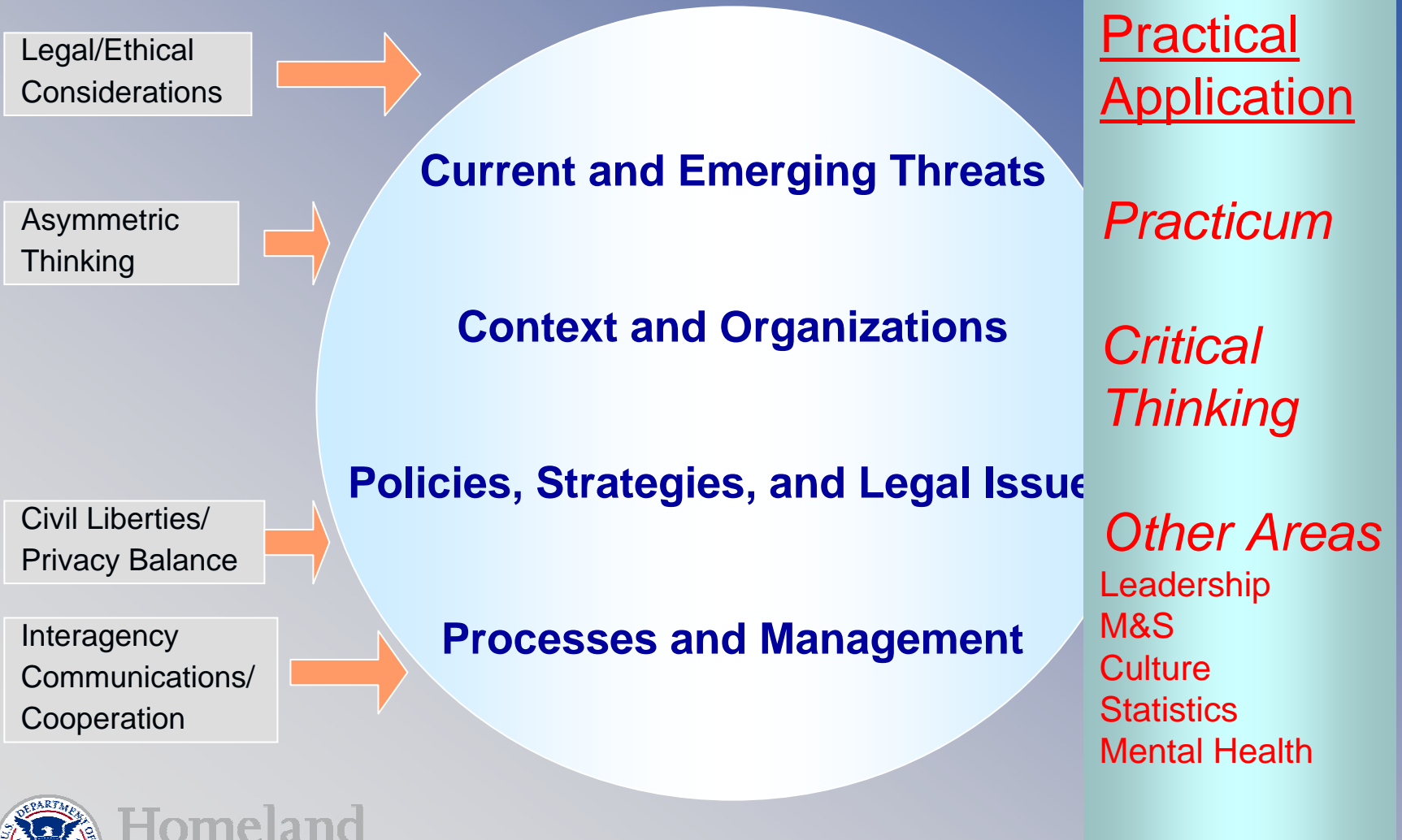
CHDS Curriculum

- Semester 1
 - Intro to HLS; Asymmetric Conflict
- Semester 2
 - Technology in HLS; Intelligence (Organization and Policy Challenges)
- Semester 3
 - Critical Infrastructure Protection; Special Topics (i.e. Border Security, Public Health)
- Semester 4
 - Multidisciplinary Approaches to HLS; Comparative Government for HLS
- Semester 5
 - Planning and Budgeting for HLS; Psychology of Fear Management and Terrorism
- Semester 6
 - Knowledge Into Practice (Capstone); Thesis Research





Homeland Security/Defense Education Consortium Recommended





Course Content

● **Current and Emerging Threats:**

- Definition/Types of threats (Natural, Man-made, Technological (CBRNE, CYBER, CIP))
- Threat Implications (Physical, Psychological, Social/psychological, Economic, Political, Cultural, Economic)
- History of Terrorism
- Adversaries, Tactics, and Methods (Current and Potential)
- Goals, ideologies and motivations
- Adaptability, reformulation, and successor organizations
- Anti-terrorism/counter-terrorism

● **Context and Organizations:**

- Context:
 - Theoretical constructs between and within governments and organizations
 - U.S. organization for national security
 - Strategic Context, interests and constraints (domestic and international)
 - Socio-economic and cultural considerations (domestic and international)
- Organizations:
 - Types (International, federal, state, local, tribal, private, public, citizen-based)
 - Organizational roles, responsibilities, functions, and cultures
 - Potential for or expectation of limits to the interaction of organizations (inter-governmental, interagency and inter-organizational)





Course Content

● Policies, Strategies, Legal Issues:

- Policy (Foreign, National, Tribal, Organizational (local))
- Legal (International, Domestic, Tribal Law)
 - Posse Comitatus, Stafford Act, Economy Act, Patriot Act, Intel Oversight, etc.)
- Strategies (International, National, State and local, Public, Private, Non-profit)

● Processes and Management:

- Architecture of Homeland Security (Models of incident response)
 - NRP
 - NIMS
- Problem solving, recovery, mitigation

● Counter-terrorism operations and theories

● Border and Transportation Issues

● Models of intelligence and information sharing (Planning structure, Collection, Utilization, Dissemination)

● Critical infrastructure issues

● Models of interagency, inter-organizational, intergovernmental, and community coordination

- Decision making theories, Principles of accountability, Organizational theories

● Definitions of process and management

- Policy making process, Organizational Theory, Public Management

● Training and exercise techniques and usage





Sample Courses

- Certificates – Typically 4-6 Courses; Masters Degree – Typically 12 Courses
- Typical Courses:
 - Overview of Homeland Security/Defense
 - Changing Nature of National Security
 - Critical Infrastructure Protection
 - Criminal Justice/Legal Issues
 - Risk Assessment and Analysis
 - HLS Civil Society and Human Rights
 - Fundamentals of Terrorism
 - Understanding the Threat
 - Intergovernmental/ Interagency Relations
 - Emergency/ Disaster Planning
 - American Government and Policy Making
 - Public-Private HLS Partnerships (Business)





Sample Programs

- **Univ. of Colorado/Col Springs, Graduate Level Certificate, residence/DL (4 courses)**
 - Introduction to Homeland Defense
 - Interagency Operations
 - Understanding the Threat
 - Critical Infrastructure Protection

- **East Carolina Univ. Graduate Certificate in Security Studies, DL (5 courses)**
 - Intergovernmental/Interagency Relations
 - National Security Criminal Justice
 - Global Terrorism Disaster Planning
 - Environmental Health

- **Univ. of Massachusetts, Graduate Certificate in Homeland Security, (4 Courses)**
 - Criminal Justice focus; designed for personnel public safety, security management, and law enforcement; executives in corporations responsible for overseeing in-house security programs





Sample Programs (Cont)

■ Texas A&M - Certificate in Homeland Security (and recently approved MA)

- Homeland Security Fundamentals Terrorism in Today's World
- Critical Infrastructure Protection Homeland Security and Business
- Homeland Security and Government WMD Response and recovery
- Directed Studies
- Forthcoming: Homeland Security and DoD; Cyber Security; EM and HLS Policy

■ Georgetown Certificate in Homeland Security (5 courses)

- 2 core - Decision Making for Public Policy; U.S. Homeland Security
- 3 electives - Epidemiology for Public Policy; Federalism and Intergovernmental Relations; Risk Assessment; Emergency Management; International Public Health; Theory and Practice of Intelligence; Terrorism and Counterterrorism; Science, Technology and Homeland Security; Al-Qaeda; Intelligence and National Security Policy Making; Intelligence Oversight





Foundation Course Content

● Summary Courses:

- Terrorist Threat
- HLS/HLD Strategies and Policies
- HLS/HLD Organizations
- Legal Issues
- Intelligence
- HLS in practice – NRP and NIMS

● The Foundations of Homeland Defense and Security

- Fundamentals of terrorism and the threat
- HD/S players/organizations
- HD/S strategies and policies
- Legal and jurisdictional issues





NPS Intro Course

- Leadership Focus:
 - There are **problems** and **opportunities** homeland security leaders should be aware of.
 - There are some proven and some potential **solutions** to those problems. Other solutions have to be discovered or created. Additionally, there are also opportunities to build on the elements of homeland security that are working well.
 - Leaders need to be aware of the **environment and contexts** in which homeland security problems, solutions and opportunities exist. These contexts affect the ability to implement ideas.
 - There is an evolving **framework of knowledge** about Homeland Security. This framework consists of facts, values, interpretations, concepts, principles, theories, and analytical tools that can help leaders create and implement solutions to problems. Preventing terrorism is the central element of the HSLD knowledge framework. Ideas about prevention, preparedness, risk management, terrorism, policy, strategy, organizational design, management, and leadership form the primary dimension of that framework.





CHDS Educational Philosophy

- We are defining and advancing the homeland security academic discipline
- We expect our students to help us collectively mold disciplinary theory through their knowledge of practice
- We expect our students to refine their practices through the increased depth of theoretical knowledge they gain
- We expect our students to better handle the unknown through breadth of knowledge of the multidisciplinary aspects of HLS
- We are building learning communities/communities of practice





NPS Intro Course Objectives

1. The historical forces that spurred the changes in US strategy since September 11, 2001.
2. The logics, strategies, methods and consequences of terrorism.
3. Public information, crisis communications, and managing the fear that terrorist try to create.
4. Conventional and unconventional threats to Homeland Security
5. Leadership challenges and skills demanded by the new multi-agency collaborative environment
6. The science and technology of weapons of mass destruction
7. Historical lessons learned from preventing and responding to terrorism.
8. How forms of government may be linked to the causes, consequences and responses to terrorism.
9. Dynamic tensions in the war on terrorism between the criminal justice system and the Constitution.
10. The sources, methods and uses of intelligence and information
11. The uses and limits of technology in Homeland Security.
12. Analytical, planning, and fiscal frameworks that can assist Homeland Security leaders design effective policies and strategies





Constructivism/Scaffolding

- **Constructivism - an active process in which learners construct new ideas or concepts based upon their current and/or past knowledge**
 - Creating interrelations
 - Making associations
 - Organizing the information
 - Develop new schemata
 - Fosters “going beyond the information given”

- **Scaffolding – providing temporary cognitive support structures that allow students to work with/construct new material**
 - Instructor and students provide support to others to build understanding of new content and process
 - Students internalize the content/process
 - Students assume full responsibility for controlling the progress
 - Scaffolding is removed





Intro Course Activities

- Define any homeland security problem or issue from two ontological perspectives.
- Use the epistemological pyramid to construct three questions per level (i.e., events, theories, concepts, metaphors, paradigms) about any homeland security issue or problem.
- Construct a learning activity that demonstrates your understanding of how the concept of ontology is useful in homeland security.
- Create your own learning activity that shows your understanding of the concepts reviewed in this section, and their application to homeland security. At the discretion of the instructor, you can receive a maximum of 3 points for the activity you create.
- Write the story of homeland security from 1993 to 2004, as it relates to your agency.
- Analyze the Terrorism Timeline Chart to characterize the United States' response to terrorist events and the threat of terrorism. What have been the nation's tendencies when faced with terrorist threats? How has this changed over time? How has this affected your agency?
- Create and complete a learning activity that shows your understanding of the concepts reviewed in this section, and their application to homeland security. At the discretion of the instructor, you can receive a maximum of 3 points for the activity you create.
- Discuss the impact that a homeland security strategy has had on your agency or jurisdiction. In this activity we are looking for convincing evidence to support the assertion that "strategy matters."
- Agree or disagree (and support your argument) with the following statement: "More often than not, homeland security strategy (whether national, state, or local) is largely an exercise in symbolism."
- Describe the relationship between a guideline, principle, or directive in one of the national strategies and a change in the way your agency works.
- Describe a way in which change in your agency has differed from a guideline, principle, or directive in one of the national strategies.





Conclusions

- Context is everything
 - Students Type
 - Program Objectives
- Field is dynamic – content must be as well!

Questions?





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