Course Overview:

Welcome to H Sec 601: Seminar in Homeland Security. Please note this is an interdisciplinary course for graduate students only.

So what are we covering in this class? This class provides analytical tools to address man-made critical incidents resulting from various forms of irregular warfare (especially terrorism and insurgency in the post-9/11 world) from a global, comparative perspective. In other words, homeland security is not unique to the U.S., but of concern to nations around the globe. Indeed, often times homeland security challenges for one state are inherently linked to challenges and opportunities for a host of other states.

Consequently, this class takes a systems approach to understanding the complexity of the human dynamics involved in analyzing irregular warfare and its impact on security in time and space. Additionally, many of the implications of irregular warfare for liberal democracies are addressed as are the unintended consequences (i.e., blowback) inherent to efforts undertaken by the state and non-state actors to prevent them from occurring.

This course could cover a number of different issues since the natural and man-made challenges facing the U.S. at home and abroad are quite numerous. Unfortunately, there is not enough time to cover all of them. Therefore, this semester’s course focuses largely on a subset of man-made challenges generated within the context of irregular warfare, specifically irregular warfare as practiced globally and in the U.S. by Al-Qaeda and like-minded and/or allied networks and movements. Additionally, this course will examine some of the actions of the United States and other nations to counter these challenges.

The overall purpose of this class within the context of the HSEC Program is to produce leaders from a variety of educational and professional backgrounds who can effectively and efficiently identify, design and mobilize the appropriate community resources to prevent, deter, preempt, defend against, and respond to terrorist attacks and/or other critical incidents and emergencies on the local, regional, national and international levels.

Keep in mind homeland security encompasses a grouping of diverse missions and functions that are performed by a wide variety of private, public and ngo sector organizations on the local, state, federal and international levels (this class focuses on the military, intelligence, criminal justice, and diplomatic perspectives). Consequently, there are many definitions of homeland security. For the purposes of this course,
however, homeland security is defined as:

"The prevention, deterrence and preemption of, and defense against, external and internal threats and aggression targeted at U.S. territory, sovereignty, population, and infrastructure, as well as the management of the consequences of such threats and aggression and other domestic emergencies."

Homeland security as a discipline of study is broad, deep and rapidly evolving. Given our time allowances, then, what we will cover in this course are only but a few examples of the many approaches one can take towards the study of homeland security (many of which are addressed in the Homeland Security Program's core courses and electives). Therefore, this class is in no way meant to be exhaustive. It is, however, meant to be intensive.

Because of the short amount of class time each week, there is a sizable reading load in this course. The readings (a combination of books, articles, and primary source documents) are intended to give the student a strong and broad background to current issues related to homeland security. In that spirit, the class discussions and exams in this course reflect real world approaches to real world problems in which the knowledge you gain through your readings, lectures and guest speakers can be applied. In summary, this class addresses a subject of vital importance to our society and therefore raises the bar of expectations for those who choose to take it.

By the end of the course you are expected to demonstrate six cognitive learning skills in the context of homeland security:

*Knowledge: Recall data or information.

*Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.

*Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.

*Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.

*Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

*Evaluation: Make judgments about the value of ideas or materials.

Course discussion, book reviews, and exams are designed to assess the ability of the student to demonstrate these cognitive learning skills.

I will do everything possible to make this a fun, interesting, and challenging course for you. Please know that I am here to help you succeed in this course. Show up, complete
your readings to the best of your ability, and participate constructively to class discussions, and you will gain knowledge and skills that will help you adapt to a constantly evolving security environment.

Enrollment Information:

Please note university enrollment policies in the Graduate Bulletin. Graduate standing is required for HSEC 601. Add codes will be issued on the first day of class. The size of the class and class standing/unit total determines priority for receiving an add code (if available). Please contact the instructor for assistance with dropping procedures before the drop date deadline.

Course Materials:

The books required for the course are listed here in the order they are assigned:

- Mark E. Stout, et al., *The Terrorist Perspectives Project: Strategic and Operational Views of Al Qaida and Associated Movements* (Naval Institute Press, 2008)
- Philip Carl Salzman, *Conflict and Culture in the Middle East* (Humanity Books, 2008)
- Philip Jenkins, *Laying Down the Sword: Why We Can’t Ignore the Bible’s Violent Verses* (HarperOne, 2011)
- Mary Haybeck, *Knowing the Enemy: Jihadist Ideology and the War on Terror* (Yale, 2007)
All required and optional reading materials are listed in the order they are assigned below. Books can be purchased through the Aztec Bookstore and online and brick-and-mortar retailers (considerer used book retailers and digital books like Kindle, iBooks, etc. for less expensive options), The SDSU Library may have copies of books available, as may municipal and county libraries. The other material is offered as links and pdfs on Blackboard in the “Course Documents” section or can be accessed (in most cases) via searches on Google, Bing, or another search engine.

SECURITY AND COMPLEXITY:

Class 1 (Monday 8/26): Introduction

***NOTE: Monday 9/2 is Labor Day and campus is closed.***

Class 2 (Monday 9/9): The Road to 9/11


Additional readings will be assigned during class.

Class 3 (Monday 9/16): Known Unknowns


Additional readings will be assigned during class.

Class 4 (Monday 9/23): Coming to Grips with Complexity


Additional readings will be assigned during class.

Class 5 (Monday 9/30): Complexity in Practice


Additional readings will be assigned during class.
IRREGULAR WARFARE AND HOMELAND SECURITY:

Class 6 (Monday 10/7): Irregular Warfare and Liberal Democracies


Additional readings will be assigned during class.

Class 7 (Monday 10/7): Terrorism in Time and Space


Additional readings will be assigned during class.

Class 8 (Monday 10/14): Intelligence and Irregular Warfare since 9/11


Additional readings will be assigned during class.

Class 9 (Monday 10/21): Irregular Warfare in Practice

Required: Mark E. Stout, et.al. The Terrorist Perspectives Project: Strategic and Operational Views of Al Qaida and Associated Movements (Naval Institute Press, 2008).

Additional readings will be assigned during class.

CULTURE, CONFLICT AND THE NEAR ENEMY:

Class 10 (Monday 10/28): Beyond Faction: Tribal Constructs

Required: Philip Carl Salzman, Conflict and Culture in the Middle East (Humanity Books, 2008).

Additional readings will be assigned during class.


Required: Philip Jenkins, Laying Down the Sword: Why We Can’t Ignore the Bible’s Violent Verses (HarperOne, 2011)

Additional readings will be assigned during class.

***Note: No class on Monday 11/11 due to Veteran’s Day. Campus closed.***
CULTURE, CONFLICT AND THE FAR ENEMY:

Class 12 (Monday 11/18): Where Religion and Ideology Meet

Required: Mary Haybeck, Knowing the Enemy: Jihadist Ideology and the War on Terror (Yale, 2007).

Additional readings will be assigned during class.

Class 13 (Monday 11/25): After bin Laden

Required: Abdel Bari Atwan, After bin Laden: Al Qaeda, the Next Generation (The New Press, 2012).

Additional readings will be assigned during class.

Class 14 (Monday 12/2): “[W]e Have Become an Idea and We’re No Longer a Group”


Additional readings will be assigned during class.

THIS IS THE END:

Class 15 (Monday 12/9): End Game


Additional readings will be assigned during class.

Class 16 (Monday 12/16): Finals Week

Course Structure and Content:

The course is a graduate seminar. The seminar entails traditional lecture and the discussion of readings. Students are required to complete assigned readings, participate in course discussions, complete six book reviews, and complete a memo-format final exam. Students will need to use Blackboard and the internet for this course. The structure and content of the course is provided in the preceding section, “Course Materials.”

Course Assessment and Grading:

There are three types of assignments in this course.

Course participation (10 points): Participating in class, being prepared, completing readings, collaborating with professors and classmates as needed, non-disruptive
behavior.

**Six book review essays** (10 points each; 60 points total): Of the remaining eleven courses, you will select six book review essays to write (in other words, you pick six out of fifteen possible book review essay topics found under the "Assignments" link on BB). The six book review essay topics you pick are up to you. They should be no longer than **1500 words each and follow writing guidelines above**. The quality of your essay will be assessed in part against the quality of your classmate's work for the same topic. I am specifically assessing:

a) Did you answer the questions/complete the assignment?
b) Was your response substantive?
c) How well did you use your readings as source material?
d) The structure and quality of your writing.

**IMPORTANT NOTE:** Book review essays are due by 7:15 PM on the evening the book is to be discussed in class. You will lose two points for each day an essay is late (each 7:16 PM to 7:14 PM after the due date/time constitutes a late day). Essays are to be submitted in the text field provided for each weekly topic in the "Assignments" section.

**Final memo:** Details to be discussed finals week.

Your course grade will break down as follows:

- Course Participation: 10 points (10% of the grade)
- Six Book Reviews: 60 points (6 reviews, 10 points each; 60% of the grade)
- Final Memo: 30 points (30% of the grade)
- Total: 100 points

Note: Book reviews are due the day the book reviewed is discussed in class. Book reviews turned in late will be docked two points a day. The memo final is due in class Monday 12/16. Memos turned in late will be docked five points a day. There is no extra credit.

Point totals reflect the following grades:

- A: 100-92 points
- A-: 91-90 points
- B+: 89-88 points
- B: 87-82 points
- B-: 81-80 points
- C+: 79-78 points
- C: 77-72 points
- C-: 71-70 points
- and so on....

Excused absences will be handled on a case-by-case basis in the context of university policy. Please contact the instructor for instructions regarding excused absences.
Other Course Policies:

General Expectations:

Successful completion of this course requires not only consistent attendance, but also active participation by all of the course’s members. Consequently, you are expected to read and prepare notes from the assigned readings and to add to the discussions that will take place during each class.

I encourage you to make use of our office hours (posted above) or to schedule an appointment to meet with me if you need assistance during the course. You will find me highly accessible and willing to work with you to help you learn the material and succeed in this course.

Missed Classes/Changes to Schedule:

Please know that you are responsible for being aware of any revisions made to this syllabus and course schedule during the course of the semester. If there is a change in directions for assignments, readings, class schedule, etc., I will announce such changes in class and post them on Blackboard. If you miss class, please ask me if any such changes have been made. Once again, you are responsible for any possible revisions.

Recording Policy:

Recording of Lecture Policy:

I do not give consent to be recorded by any means in class, unless a disability makes it necessary. Please see me first if this is necessary and be ready to provide documentation from the Office of Disability Services.

Course Climate Policy:

I want you to know that I seek to foster a classroom environment where ideas may clash, but mutual respect always reigns supreme. I expect you to be diplomatic, tactful, courteous and respectful to your fellow classmates. Since this is a graduate seminar, not a discussion over pints in a pub, when offering discussion points, etc., please do so based on your readings and direct experience, not personal opinion for personal opinion’s sake. Please do not dominate course discussion (talking for a long time, giving speeches, raising one’s hand constantly) so that others in the class may contribute. Also, please stay on point or I will cut your comments short so as to not stray away from the subject being discussed (to do so wastes valuable class time and prevents classmates from contributing and learning). If there is ever a time where you feel uncomfortable in class or that your voice, thoughts or opinions are not heard being heard by me or your classmates, please see me immediately so that I may work together towards a remedy that will make the course experience a positive one for you.

As a final note, please keep in mind that this graduate program is professional in nature. What you say, how you act, and how you perform your classroom responsibilities have professional consequences in that your peers and faculty will most likely be asked for recommendations and/or provide assessment of you in future background checks and security screenings. Please conduct yourself accordingly.
Non-Attribution Policy:

HSEC 601: Seminar in Homeland Security exposes the student to a wide range of highly qualified and informative classmates, guest speakers, and professors. In order for these classmates, guest speakers, and professors to feel free to speak candidly, they are assured that what is said in lecture will not be repeated publicly outside the classroom, regardless of classification. To repeat what has been said in lecture to others outside the HSEC 601: Seminar in Homeland Security environment risks calling fellow students, guest speakers, and professors to account publicly for his or her opinions and comments. This in turn could have the effect of stifling your classmates, guest speakers and professors, causing them to speak in a guarded manner. Ultimately the quality of education provided in the Seminar would suffer. Hence, what your fellow students, guest speakers, and professors say during their lectures is not for attribution. It is acceptable to say "someone in my class" made a particular statement, but the individual's name will not be divulged. Individuals who violate the non-attribution policy are subject to adverse administrative and disciplinary action per University policy.

Specifically, we are following what is the international standard for non-attribution in this type of forum, The Chatham House Rule: "When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed." See the following for more information:
http://www.chathamhouse.org/about-us/chathamhouserule

Any exceptions to this (i.e., a security breach or concern) should be brought privately to my attention in person so that I can determine the proper course of action in the context of University policy.

Readings Policy:

In addition to keeping up with contemporary events pertaining to homeland security through news media and the internet, you are expected to read the following mandatory readings for the course. You are also expected to be able to provide intelligent answers to the questions posed by the professor on the day a given reading is due (see "Tentative Course Schedule"). Make sure that you complete your readings on time so you can get the most out of class, substantively contribute, and I can be a great reference for you when you apply for your dream job or security clearance one day.

The "course schedule" is located in the links column on Blackboard. The course schedule is broken down into weekly required readings. Each week you are assigned a book and supplementary readings (the latter of which are available in the "course readings" file located in the "course documents" link on Blackboard or by a link to a specific web site).

All of the required books have been ordered through the Aztec Bookstore, though I found most of them used on online retail sites like Amazon or available for digital download via such services as Kindle, Google Books, and iBooks (digital downloads often being less expensive than the new hard/soft cover version of books).

[Note Amazon offers students free two day delivery via its Amazon Student promotion. Sign up here if you are interested in saving delivery charges:]
As you will see, there is a considerable reading load in this course. I confess under duress that I know it is very challenging to read this entire reading list throughout the course. Why then do I ask you to do it? Here is why:

Graduate school is intended as an experience where you are immersed in a fairly narrow body of literature (however, given the interdisciplinary nature of homeland security, our literature is quite broad and deep). The main reason for being immersed is NOT to master content (although this runs a close second to the main reason), but gain exposure to content, style, perspective, and method. The substance of a text is more than merely the data presented. It is the author's way of referring to previous research, their way of constructing an argument, and their writing style.

As you attempt to read entire books, reports and articles you will make strategic choices about what you choose to read deeply, what to skim, what to skip altogether. Your choices will be lead by your interests, and that is how it should be. No matter what your individual interests, however, what you ALL should be able to do is outline the author's argument and identify their theoretical perspective and use of data. Ask yourselves these questions when you read your readings:

- What is the author stating in the book (the thesis)?
- Why is their thesis important (significance)?
- What is its place in the relevant literature (lit review)?
- How does the author construct their argument (method)?
- What types of sources (data) does the author use? Why?
- What evidence or proof or reasoning do they offer in support of their argument (theory)?

Your essay assignments are specifically designed to encourage you to comprehend, analyze, synthesize, and apply your knowledge gained through the readings to a particular problem set or idea.

Like many of you, I have family, friend, faith-based, community service, and work responsibilities that extend beyond this classroom. Based on twenty years of teaching at the university level, I have come to the conclusion that one week's time is sufficient for a graduate student to come to terms with a text and supplementary readings and gain the ability to discuss the above aspects of them in class. It comes down to commitment and time management, a point I had to learn facing a similar reading load for each class I took as an undergrad at USC. To truly master any of our texts would require several readings over an extended period of time (that is my job, not yours). This sort of mastery is not my intention for you. Should you choose to delve more deeply into the subject matter of the text, for your thesis, for example, you can allocate more study time later or take classes in the HSEC program or other departments that delve more deeply into the weekly subject material.

What we read is important, and learning how to read at the graduate level is important,
too. Ask yourself what are you looking for as you read. If you are merely looking to acquire content (so that you can regurgitate later), you may find yourself disinterested. If you are looking for how this particular scholar has fashioned a compelling scholarly argument, however, you should find much of interest, and even for future use in your own work.

**Writing Policy:**

Writing assignments must be single or double spaced (check assignment guidelines for one or the other) and typed in a 12 pt. Times/Times New Roman font (long quotes are single spaced).

Right and left margins must be 1". Headers and footers must be 1" from top and bottom of the page, respectively.

Papers must be proofread. You will lose points for poor grammar, spelling and structure. Avoid the passive voice if at all possible. Try using the grammar and spell check options on MS Word or WordPerfect. These help considerably.

Write complete, well-structured paragraphs, but do not write run-on paragraphs. As a general rule, if your paragraph is over ¾ page long, it is probably too long.

Due dates are posted with each individual assignment.

If you are having any problems with an assignment, please see me immediately and I will give you whatever assistance or feedback I can (time permitting). Please note that if you come to me out-of-the-blue with a last minute crisis, I may not be able to assist you. Consequently, it is in your interest to start working on your assignments early.