Homeland Security in Comparative and International Perspective  
Spring 2018  

Preliminary draft syllabus

This course introduces students to the concepts, institutions and policy issues of security as they relate to the administrative practices of interior and home ministries (or departments) around the world. In most of the world’s states, interior ministries are responsible for domestic security, emergency management, population registers, immigration matters, border security, supervision of local governments, conduct of elections and public administration. In some countries, interior ministries are also responsible for law enforcement and policing more generally; in other countries, a justice ministry oversees these matters. In response to the September 11, 2001 attacks, the United States engaged in the second largest reorganization of the federal government merging several major components of the Departments of Justice, Commerce and Transportation among a total of 22 different agencies to form the Department of Homeland Security (DHS), which is similar in function to an interior ministry. This course will consider the work of the US Department of Homeland Security (and the provision of internal security more generally speaking) in comparative perspective by examining how other countries organize internal security functions as well as formulate and implement policies. The course will also examine international cooperation responding to terrorist attacks and collective efforts to address security threats, with a particular focus on transgovernmental cooperation among interior ministries (and their constituent components), whether on a bilateral, regional or global basis. Substantively, the course examines the following topics: counterterrorism; intelligence gathering and information sharing; governmental reorganization; border security and immigration; transportation, trade and port security; cybersecurity and critical infrastructure protection; all-hazards prevention, preparedness and response. With respect to international cooperation, attention is focused on travel, border, trade and cybersecurity.

Prerequisites: No prerequisites

Course Objectives

By the end of the course, students should:

1. Understand the historical evolution of internal security functions with governments
2. Know the structure and understand the operation of the US Department of Homeland Security
3. Know the structure and understand the operation of interior ministries of countries examined
4. Have a basic understanding of the international regimes, international institutions, transgovernmental networks, and non-governmental organizations in the homeland security domain
5. Understand roles of international organizations, NGOs and other international actors in international cooperation on homeland security.
6. Identify key concepts in readings and describe the steps of an argument
7. Critically evaluate common readings in discussions with instructor and fellow students
8. Ask incisive questions of texts as well as of fellow seminar participants
9. Be able to write effectively about course topics in formats appropriate to career goals
10. Be able to orally present analytical arguments
**Teaching and learning modalities:**
This is a synchronous distance learning course that utilizes Zoom to enable members of class sessions in Albany to interact with students elsewhere. We will also have guest lecturers join class from remote locations using Zoom as well as allow groups of students to work together on group projects using Zoom. Students aspiring to professional international affairs careers should be able to express themselves and communicate in a range of formats and modes from email exchanges and informal dialogues with co-workers to formal written reports and oral presentations to the leadership of their organizations and that of other organizations with whom they may need to negotiate. While presentations often take place in conference rooms similar in size to our classroom, they may also be done on conference calls and through videoconferences. Hence, teleconference and videoconference sessions of class should be considered opportunities to practice and learn effective communication and presentation skills. The course will engage experts via Zoom webconferencing or through recorded interviews with experts that are supplemented by opportunities for students to interact with them through asynchronous chats.

**Texts (available at the UAlbany Bookstore):**

**Required:**

**Recommended:**

**Other required readings:**
Unless noted, all required journal articles can be accessed on-line at the UAlbany Library website under “online-journals.” Those readings that are not available through the library will be posted on Blackboard and marked (*).

**Description of requirements:**

**Readings:** Students should complete all assigned required readings in advance of class.

**Class participation:** All students are expected to attend all classes, complete all assigned required readings in advance of class and be prepared to discuss them, including cold calls. The base line grade for class participation is a D. Routine attendance with minimal participation will earn a C. Regular contributions to class discussion that are appropriate and draw on readings will earn a B. Students who are consistently well prepared to discuss the assigned readings nearly every class and actively participate in discussions will receive an A for class participation.

**Briefing paper:** Compare and contrast organization of the US Department of Homeland Security and its placement within the US government as a whole with that of the comparable ministries/departments of at least two other countries. Papers should specifically address similarities and differences with respect to counterterrorism, policing and the role of the military. Students shall assume the role of DHS policy analyst who has been asked to brief the US Secretary of Homeland Security. (2,000-2,250 words) Due: Feb. 14.

**Comparative policy papers:** Papers (1,500-1,750 words) should compare and contrast policy formulation and implementation of two or more countries (other than the US) in the issue area of a class topic from Part II of the course and be submitted by email to the instructor before that class session. For example, a student might submit a paper entitled “A comparison of Customs and Border Security Policies of Poland and the UK” on Feb. 28. Students will also give an oral presentation of their analysis (7-10 minutes) at the beginning of the class session. Students should rank order and submit to the instructor four possible class topics from “Part II: Comparing Missions, Functions and Policy Implementation,” two of
which they will address in their two comparative policy papers. The instructor will assign paper topics distributed across the 5 weeks of part II of the course while taking account of students’ preferences.

**International cooperation papers:**
Papers (1,500-1,750 words) should analyze international cooperation (bi-lateral, regional or global) in the issue area of a class topic from Part III of the course and be submitted by email to the instructor before that class session. For example a student might submit a paper on “The European Union’s Response to the Return of EU Member State Nationals from Fighting in the Syrian Civil War” on April 11. Students will also give an oral presentation of their analysis (7-10 minutes) at the beginning of the class session. Students should rank order and submit to the instructor four possible class topics from “Part III: International Cooperation,” two of which they will address in their two papers analyzing international cooperation. The instructor will assign topics distributed across the 5 weeks of part III of the course while taking account of students’ preferences.

**Grading:**  
Class participation about 20%  
Briefing paper about 20%  
Comparative policy paper I about 15%  
Comparative policy paper II about 15%  
International cooperation paper I about 15%  
International cooperation paper II about 15%

**Grade Scale:**  
A 90 and above  
A- 88-89  
B+ 85-87  
B 80-84  
B- 78-79  
C+ 75-77  
C 70-74  
C- 68-69  
D+ 65-67  
D 60-64  
E Below 60

**Late assignments will be penalized.**

**References:**  
All papers submitted must have all sources properly referenced. The “Harvard style” with in-text references to items in a bibliography at the end of the paper is recommended, see:  
Alternatively, students may use footnotes following the Chicago manual of style. Papers without proper references are unacceptable and will not be read. Papers should be emailed to the instructor (An additional hard copy may also be handed in.)

**Academic integrity:**  
All students are responsible for understanding and following the university’s rules on academic integrity (see http://www.albany.edu/eltl/academic_integrity.php.) Students must properly reference all sources, including assigned readings, in all written assignments. References to all sources must be clearly indicated. Direct quotations must be marked with double quotation marks (e.g. “...”) and the source cited. Indirect quotations must have sources cited. Sources require citation each time they are referred to.
Part I: Foundations

1/24 Introduction

Required:

Morag, Preface, Introduction
Nemeth, ch. 1

1/31 Governmental Reorganization: The US Department of Homeland Security

Required:


[https://www.hsdl.org/?view&did=37027](https://www.hsdl.org/?view&did=37027)

[https://fas.org/sgp/crs/homesec/R44847.pdf](https://fas.org/sgp/crs/homesec/R44847.pdf)


DHS FY2018 Budget-in-Brief  
[https://www.dhs.gov/sites/default/files/publications/DHS%20FY18%20BIB%20Final.pdf](https://www.dhs.gov/sites/default/files/publications/DHS%20FY18%20BIB%20Final.pdf)

[https://fas.org/sgp/crs/homesec/R44611.pdf](https://fas.org/sgp/crs/homesec/R44611.pdf)

*Homeland Security Affairs* 7, Article 16 (August 2011).  
[https://www.hsaj.org/articles/43](https://www.hsaj.org/articles/43)


Recommended:

Nemeth, chs. 2, 3.1-3.2

[http://www.dhs.gov/xlibrary/assets/hr_5005_enr.pdf](http://www.dhs.gov/xlibrary/assets/hr_5005_enr.pdf)

International Affairs students concentrating in Global and Homeland Security should read the entire
Implementing 9/11 Commission Recommendations, Progress Report 2011, DHS
https://www.dhs.gov/implementing-911-commission-recommendations


2/7 Comparing Governments

Required:
Morag, ch 1

Entries for: Australia, Canada, France, Germany, India, Israel, Italy, Japan, Mexico, New Zealand, United Kingdom (focus on “Government,” “Military and Security,” “Transnational Issues”)

Australia - Department of Home Affairs http://www.homeaffairs.gov.au
Canada – Public Safety Canada https://www.publicsafety.gc.ca
India – Ministry of Home Affairs http://mha.nic.in
Italy - Ministry of the Interior http://www.interno.gov.it/en
Japan – Ministry of Internal Affairs and Communications http://www.soumu.go.jp/english/
Mexico - Secretariat of the Interior https://www.gob.mx/segob
New Zealand – Department of Internal Affairs https://www.dia.govt.nz
Russia – Ministry of Internal Affairs https://en.mvd.ru
United Kingdom – Home Office https://www.gov.uk/government/organisations/home-office

Recommended:

2/14 Counterterrorism, Policing and the Role of the Military
(Briefing paper due)

Required:
Morag, 2, 3, 5


Part II: Comparing Missions, Functions and Policy Implementation

2/21 Immigration and Migration Management

Required:

Morag, 6, Section on “National Immigration and Asylum Policies”

“Recent developments in international migration movements and policies” Ch. 1 of *International Migration Outlook 2017*, OECD

Daniel Hiebert, “What’s So Special about Canada? Understanding the Resilience of Immigration and Multiculturalism,” Migration Policy Institute, June 2016

Friedrich Heckmann, “Understanding the Creation of Public Consensus: Migration and Integration in Germany, 2005 to 2015,” Migration Policy Institute, June 2016

Review websites:
US Immigration and Customs Enforcement https://www.ice.gov
UK Visas and Immigration https://www.gov.uk/government/organisations/uk-visas-and-immigration
UK Immigration Enforcement https://www.gov.uk/government/organisations/immigration-enforcement
Australian Border Force (Immigration) http://www.homeaffairs.gov.au/Trav
Germany - Federal Office for Immigration and Refugees http://www.bamf.de/EN/

Recommended:

2/28 Customs, Border and Transportation Security

Required:

Morag, 6, Section on “The EU Borders and Immigration”
Morag, 7


Review websites of:
US Customs and Border Protection https://www.cbp.gov
Canada Border Services Agency http://www.cbsa-asfc.gc.ca/menu-eng.html
Canadian Air Transport Security Authority (CATSA) http://www.catsa.gc.ca/home
UK Border Force https://www.gov.uk/government/organisations/border-force
New Zealand Customs Service https://www.customs.govt.nz

Recommended:


**3/7 Cyber security**

Required:


Cybersecurity Strategy for Germany https://www.cio.bund.de/SharedDocs/Publikationen/DE/Strategische-Themen/css_engl_download.pdf?__blob=publicationFile


Hugh Segal, “Cyber Security at a Frantic Time: A Rational Plan,” Canadian Global Affairs Institute, July 2017, Available at: https://d3n8a8pro7vhum.cloudfront.net/cdfai/pages/1798/attachments/original/1501301472/Cyber-Security_at_a_Frantic_Time_A_Rational_Plan.pdf?1501301472


Recommended:

Cyber security strategy documents of NATO and selected non-NATO member states, posted at: https://ccdcoe.org/cyber-security-strategy-documents.html

3/21 Countering Violent Extremism

Required:

Morag, 4


Recommended:

3/28 All-hazards Prevention, Preparedness and Response

Required:

Morag, 8, 9


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**Part III International Cooperation**

**4/4 Intelligence Gathering and Information Sharing**

**Required:**


UKUSA Agreement (peruse)

James Cox, *Canada and the Five Eyes Intelligence Community, Canadian Defense and Foreign Affairs Institute*, December 2012


Recommended:

4/11 Combatting Terrorism and Transnational Organized Crime

Required:


UN Security Council Counter Terrorism Committee https://www.un.org/sc/ctc/

INTERPOL Read: “Overview,” “Structure and Governance,” “History” at: https://www.interpol.int/About-INTERPOL/Overview

UN Office on Drugs and Crime (UNODC) http://www.unodc.org


EUROPOL Read: About Europol at: https://www.europol.europa.eu/about-europol


Recommended:

4/18 Securing International Borders and Combatting Terrorist Travel

Required:


UN Counter Terrorism Executive Directorate, Border Management https://www.un.org/sc/ctc/focus-areas/border-control/

INTERPOL Travel Document initiative https://www.interpol.int/About-INTERPOL/INTERPOL-Travel-Document-initiative


Recommended:

4/25 Securing International Trade

Required:


Alan Bersin, “Trump just might be giving us the opportunity to make NAFTA even stronger,” World Customs Journal, Vol. 11, No. 2, September 2017
Recommended:

5/1 Cyber Crime, Cyber Terrorism and Cyber warfare

Required:


Skim: Budapest Convention on Cybercrime, Council of Europe
https://www.coe.int/en/web/cybercrime/the-budapest-convention
Council of Europe “Action against Cybercrime” https://www.coe.int/en/web/cybercrime/home

UN Counter Terrorism Executive Directorate, ICTs https://www.un.org/sc/ctc/focus-areas/information-and-communication-technologies/


The NATO Cooperative Cyber Defence Centre of Excellence https://ccdcoe.org/index.html

The Tallinn Manual on the International Law Applicable to Cyber Warfare

“OSCE Confidence-Building Measures to Reduce the Risks of Conflict Stemming from the Use of Information and Communication Technologies,” 10 March 2016.
http://www.osce.org/pc/227281?download=true


Recommended:

5/8 Summary