



Program Revision Proposal: Changes to an Existing Program

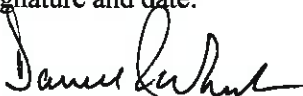
Form 3A
Version 2016-10-13

SUNY approval and SED registration are required for many changes to registered programs. To request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate that does not involve the creation of a new program,¹ a Chief Executive or Chief Academic Officer must submit a **signed cover letter and this completed form** to the SUNY Provost at program.review@suny.edu.

Section 1. General Information																	
a) Institutional Information	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 2px;">Institution's 6-digit SED Code:</td> <td style="padding: 2px;">210500</td> </tr> <tr> <td style="padding: 2px;">Institution's Name:</td> <td style="padding: 2px;">University at Albany</td> </tr> <tr> <td style="padding: 2px;">Address:</td> <td style="padding: 2px;"><i>1400 Washington Avenue, Albany NY 12222</i></td> </tr> </table>	Institution's 6-digit SED Code :	210500	Institution's Name:	University at Albany	Address:	<i>1400 Washington Avenue, Albany NY 12222</i>										
Institution's 6-digit SED Code :	210500																
Institution's Name:	University at Albany																
Address:	<i>1400 Washington Avenue, Albany NY 12222</i>																
b) Program Locations	<p>List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):</p> <p>List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [X] if not applicable:</p>																
c) Registered Program to be Changed	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 2px;">Program Title:</td> <td style="padding: 2px;">Public Policy and Management</td> </tr> <tr> <td style="padding: 2px;">SED Program Code</td> <td style="padding: 2px;">77786</td> </tr> <tr> <td style="padding: 2px;">Award(s) (e.g., A.A., B.S.):</td> <td style="padding: 2px;">B.A.</td> </tr> <tr> <td style="padding: 2px;">Number of Required Credits:</td> <td style="padding: 2px;">Minimum [120] If tracks or options, largest minimum []</td> </tr> <tr> <td style="padding: 2px;">HEGIS Code:</td> <td style="padding: 2px;">2102.00</td> </tr> <tr> <td style="padding: 2px;">CIP 2010 Code:</td> <td style="padding: 2px;">44.05</td> </tr> <tr> <td style="padding: 2px;">Effective Date of Change:</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Effective Date of Completion²</td> <td style="padding: 2px;"></td> </tr> </table>	Program Title:	Public Policy and Management	SED Program Code	77786	Award(s) (e.g., A.A., B.S.):	B.A.	Number of Required Credits:	Minimum [120] If tracks or options, largest minimum []	HEGIS Code :	2102.00	CIP 2010 Code :	44.05	Effective Date of Change:		Effective Date of Completion ²	
Program Title:	Public Policy and Management																
SED Program Code	77786																
Award(s) (e.g., A.A., B.S.):	B.A.																
Number of Required Credits:	Minimum [120] If tracks or options, largest minimum []																
HEGIS Code :	2102.00																
CIP 2010 Code :	44.05																
Effective Date of Change:																	
Effective Date of Completion ²																	
Registered programs linked to Program to be changed	<p>Program Title: Public Policy and Management; M/I with 40200 Albany Law School SED Program Code: 89214 Award: B.A./J.D. Number of Required Credits: Minimum [177] If tracks or options, largest minimum [] HEGIS Code: 2102/1401 CIP 2010 Code: Effective Date of Change:</p> <p>Program Title: Public Policy and Management; M/A Information Science SED Program Code: 28849 Award: B.A./M.S. Number of Required Credits: Minimum [150] If tracks or options, largest minimum [] HEGIS Code: 2102/1601 CIP 2010 Code: Effective Date of Change:</p>																

¹ To propose changes that would create a new program, Form 3B, [Creating a New Program from Existing Program\(s\)](#), is required.

² If the current program(s) must remain registered until enrolled students have graduated, the anticipated effective date by which continuing students will have completed the current version of the program(s).

	<p>Program Title: Public Policy and Management; M/A Public Administration SED Program Code: 27322 Award: B.A./M.P.A. Number of Required Credits: Minimum [157] If tracks or options, largest minimum [] HEGIS Code: 2102/2102 CIP 2010 Code: Effective Date of Change: Fall 2017 Effective Date of Completion: Current version of program not being discontinued</p> <p>Program Title: Public Policy and Management; M/A Library Science SED Program Code: 83073 Award: B.A./M.L.S. Number of Required Credits: Minimum [150] If tracks or options, largest minimum [] HEGIS Code: 2102/1601 CIP 2010 Code: Effective Date of Change: Fall 2017 Effective Date of Completion: Current version of program not being discontinued</p>
<p>d) Campus Contact</p>	<p>Name and title: Celine A. LaValley, Assistant to the Vice Provost for Undergraduate Education Telephone and email: 518-442-3950 clavalley@albany.edu</p>
<p>e) Chief Executive or Chief Academic Officer Approval</p>	<p>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i> Name and title: Darrell P. Wheeler, Ph.D. Interim Provost and Senior Vice President for Academic Affairs</p> <p>Signature and date:  8/21/17</p> <p>If the program will be registered jointly³ with one or more other institutions, provide the following information for <u>each</u> institution:</p> <p>Partner institution's name and 6-digit SED Code: Albany Law School 402000 Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal): Alicia Ouellette, President and Dean, letter Appendix 3</p>

Section 2. Program Information

Section 2.1. Changes in Program Content

³ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

No changes in program content. *Proceed to Section 2.2.*

a) Check all that apply. Describe each proposed change and why it is proposed.

Cumulative change from SED’s last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor’s degree programs)

Changes in a program’s focus or design

Adding or eliminating one or more options, concentrations or tracks

The currently registered program in Public Policy and Management consists of a 36 credit major plus either 18 credits in one of 12 concentrations or 9 credits each in two of the twelve concentrations. This proposal is to revise the concentration choices as *optional*. The proposed change will allow students flexibility to couple the 36 major credits with the existing approved concentrations or with any campus approved minor. Please note that no new courses have been added to the concentrations since last registration other than those included in this proposal as part of the general program.

Eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience). Adding such requirements must remain in compliance with SUNY credit cap limits.

Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in [Section 3.47\(c\)\(1-4\) of Regents Rules](#)

b) Provide a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes.

Items highlighted indicate a change since last registration	Courses with * are new to <i>this program</i> since last registration. Syllabi are included in Appendix 2.
Public Policy and Administration BA (2015 last registration update)	Public Policy and Administration BA (proposed revision)
General Program B.A. with Concentration 54 credits	General Program B.A. with or without Concentration (36 – 54 credits)
<i>18 credits of foundational coursework:</i>	<i>18 credits of foundational coursework:</i>
ECO 110 Microeconomics	ECO 110 Microeconomics
ECO 111 Macroeconomics	ECO 111 Macroeconomics
PAD 140 Intro to Public Policy	PAD 140 Intro to Public Policy
PAD 302 Understanding Public Organizations	PAD 302 Understanding Public Organizations
PAD 316 Statistics for Policy	PAD 316 Statistics for Policy
POS 101 American Politics	POS 101 American Politics
<i>6 credits of capstone coursework:</i>	<i>6 credits of capstone coursework:</i>
PAD 498 Applied Public Affairs Capstone	PAD 498 Applied Public Affairs Capstone
PAD 499 Policy Capstone	PAD 499 Policy Capstone
<i>6 credits of coursework counting towards the Area of Management and Politics chosen from:</i>	<i>6 credits of coursework counting towards the Area of Management and Politics chosen from:</i>
PAD 202 Women and Leadership	removed
PAD 236 Institutions and Policy in Business Regulation	removed
PAD 303 Public Administration and Management	PAD 303 Public Administration and Management
PAD 321 State and Local Government	PAD 321 State and Local Government

PAD 322 Government and Politics of NYC	PAD 322 Government and Politics of NYC
PAD 325 Government and Politics of NY State	PAD 325 Government and Politics of NY State
PAD 328 Law and Policy	PAD 328 Law and Policy
PAD 329 Bureaucratic Politics	PAD 329 Bureaucratic Politics
	*PAD/EHC 344 Emergency Preparedness
PAD 350 Comparative Public Policy	PAD 350 Comparative Public Policy
PAD 364 Approaches to Development	PAD 364 Approaches to Development
PAD 366 Intl Environmental Policy	PAD 366 Intl Environmental Policy
PAD 435 Law in Financial Market Regulation	removed
PAD 436 Technology in Financial Market	removed
	*PAD 455 Disaster, Crisis & Emergency Management and Policy
	*PAD 456 Homeland Security Intelligence
	*PAD 457 Intelligence Analysis for Homeland Security
	*PAD 458 Intelligence & US National Security Policymaking
	*PAD 459 Homeland Security: Building Preparedness Capabilities
	*PAD 469 Cyber Threats and Intelligence
	*PAD 471 Military Forces in Support of Civil Authorities
	*PAD 472 Disasters and Crisis Management in the Public, Private and Nonprofit Sectors
	*PAD 486 International Health and Human Rights
POS 303 Public Policy in Theory and Practice	POS 303 Public Policy in Theory and Practice
POS 320 American Federalism	POS 320 American Federalism
<i>6 credits of coursework counting towards the Area of Quantitative Methods and Policy Analysis</i>	<i>6 credits of coursework counting towards the Area of Quantitative Methods and Policy Analysis</i>
PAD 204 Computer Modeling for Decision Support	PAD 204 Computer Modeling for Decision Support
	*PAD 305 Public Administration and Information Technologies
PAD 324 Policy Analysis in Complex Systems	PAD 324 Policy Analysis in Complex Systems
	*PAD 343 Homeland Security
PAD 345 Psychological Economics and Policy	PAD 345 Psychological Economics and Policy
	*PAD 438 US Health Reform at the Crossroads
	*PAD 445 Principles and Practices of Cyber Security
	*PAD 449 Long Term Planning and Risk Assessment
	*PAD 470 Government Information Strategy and Management: Comparative and Intl Perspectives
ECO 300 Intermediate Economics	ECO 300 Intermediate Economics
ECO 320 Economic Statistics	ECO 320 Economic Statistics
ECO 355 Public Finance	ECO 355 Public Finance
ECO 405 Game Theory	ECO 405 Game Theory
ECO 410 Mathematics for Economists	ECO 410 Mathematics for Economists
MAT 214 Calculus of Several Variables	MAT 214 Calculus of Several Variables
MAT 308 Statistical Inference	MAT 308 Statistical Inference
MAT 362 Probability for Statistics	MAT 362 Probability for Statistics
GOG 496 Geographic Information Systems	GOG 496 Geographic Information Systems

CSI 105 Computing and Information	removed
CSI 203 Data Processing Principles	CSI 203 Data Processing Principles
18 credits taken either as 18 credits in one Concentration or as 9 credits each in two Concentrations from these Concentrations:	Optional: 18 credits taken either as 18 credits in one Concentration or as 9 credits each in two Concentrations from these Concentrations:
Environmental Policy	Environmental Policy
Gender, Race and Society	Gender, Race and Society
Human Services: Health, Education, and Labor	Human Services: Health, Education, and Labor
Law and Civil Rights	Law and Civil Rights
Local Government	Local Government
Philosophy and Ethics	Philosophy and Ethics
Politics	Politics
Quantitative Tools	Quantitative Tools
Regulation and Public Finance	Regulation and Public Finance
Technology and Policy	Technology and Policy
Urban Issues	Urban Issues
World Affairs	World Affairs

- c) For each new or significantly revised course, **provide** a syllabus at the end of this form, and, on the **SUNY Faculty Table** provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised course. NOTE: *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

Please see Appendix 1.

- d) What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

All courses are being taught by existing faculty. There are no additional costs.

Section 2.2. Other Changes

Check all that apply. Describe each proposed change and why it is proposed.

- Program title
- Program award
- [Mode of delivery](#)

NOTES: (1) *If the change in delivery enables students to complete 50% or more of the program via distance education, submit a [Distance Education Format Proposal](#) as part of this proposal.* (2) *If the change involves adding an accelerated version of the program that impacts financial aid eligibility or licensure qualification, SED may register the version as a separate program.*

- [Format change\(s\)](#) (e.g., from full-time to part-time), based on SED definitions, for the **entire** program
 - 1) State proposed format(s) and consider the consequences for financial aid

- 2) Describe availability of courses and any change in faculty, resources, or support services.
- [] A change in the total number of credits in a certificate or advanced certificate program
- [] Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that do not involve a course or courses that satisfy one of the required content areas in the profession.

Section 3. Program Schedule and Curriculum

- a) For **undergraduate programs**, complete the *SUNY Undergraduate Program Schedule* to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

- b) **NOTES:** The *Undergraduate Schedule* must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.

- It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.
- It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#) in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages
- It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.
- When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY's [Student Seamless Transfer policy](#) and [MTP 2013-03](#).
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#)—with compelling justification(s).

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification					New	Prerequisite(s)
Course Number & Title	Cr	GER	LAS	Maj	TPath		
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: Public Policy and Management General BA

- a) Indicate **academic calendar type**: [X] Semester [] Quarter [] Trimester [] Other (describe):
 b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
 c) **Name of SUNY Transfer Path**, if one exists: See Transfer Path Requirement Summary for details
 d) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Fall 1:								Spring 1:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ECO 110 Microeconomics – R	3	SS	3	3				PAD 140 Intro to Public Policy – R	3		3	3			
POS 101 American Politics – R	3	AH	3	3				UUNI 110 Writing & Critical Inquiry	3	BC	3				
Humanities Gen Ed - RE	3	H	3					ECO 111 – Macroeconomics	3		3	3			
Natural Science Gen Ed – RE	3	NS	3					Arts Gen Ed – RE	3	AR	3				
Elective - FE	3							Liberal Arts Elective – RE	3		3				
Term credit totals:	15	12	12	6				Term credit totals:	15	6	15	6			
Fall 2:								Spring 2:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Management & Policy Course 1 of 2- RE	3		3	3				PAD 316 Statistics for Policy - R	3	M	3	3			
Foreign Language Gen Ed - RE	3	FL	3					Elective - FE	3						
Campus Gen Ed – RE	3	X	3					Minor Course #2 - RE	3						
Minor Course #1 (18 credit minor required, subject unrestricted) – RE	3							International Perspectives Gen Ed - RE	3	OW	3				
Liberal Arts Elective – RE	3		3					Liberal Arts Elective – RE	3		3				
Term credit totals:	15	6	12	3				Term credit totals:	15	6	9	3			
Fall 3:								Spring 3:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Quantitative Methods & Policy Analysis Course 1 of 2 – RE	3		3	3				PAD 302 Understanding Public Organizations - R	3		3	3			
Management & Policy Course 2 of 2 - RE	3		3	3				Quantitative Methods & Policy Course 2 of 2 – RE	3		3	3			
Minor Course #3 - RE	3							U/L Minor Course #4 - RE	3						
Liberal Arts Elective - RE	3		3					Liberal Arts Elective - RE	3		3				
Liberal Arts Elective - RE	3		3					Liberal Arts Elective - RE	3		3				
Term credit totals:	15		12	6				Term credit totals:	15		12	6			
Fall 4:								Spring 4:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
PAD 498 Applied Public Affairs Capstone – R	3		3	3			PAD 140,316,302, ECO 110, POS	PAD 499 Policy Capstone	3		3	3			PAD 140,316,302, ECO 110, POS 101

						101									
Elective – FE	3														
U/L Minor Course #5 – RE	3														
U/L Liberal Arts Elective	3		3												
U/L Liberal Arts Elective	3		3												
Term credit totals:	15		9	3											
Program Totals (in credits):	Total Credits: 120	SUNY GER: 30	LAS: 90	Major: 36	Elective & Other: 66	Upper Division: 45	Upper Division Major: 24	Number of SUNY GER Categories: 9							

KEY Cr: credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path Courses](#) (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations:** American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: Public Policy and Management w/Concentration BA

- e) Indicate **academic calendar type:** [X] Semester [] Quarter [] Trimester [] Other (describe):
- f) **Label each term in sequence**, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- g) **Name of SUNY Transfer Path, if one exists:** See Transfer Path Requirement Summary for details
- h) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Fall 1:	See KEY.							Spring 1:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ECO 110 Microeconomics – R	3	SS	3	3				PAD 140 Intro to Public Policy – R	3		3	3			
POS 101 American Politics – R	3	AH	3	3				UUNI 110 Writing & Critical Inquiry	3	BC	3				
Humanities Gen Ed - RE	3	H	3					ECO 111 – Macroeconomics	3		3	3			
Natural Science Gen Ed – RE	3	NS	3					Arts Gen Ed – RE	3	AR	3				
Elective - FE	3							Elective – FE	3						
Term credit totals:	15	12	12	6				Term credit totals:	15	6	12	6			
Fall 2:	See KEY.							Spring 2:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Management & Politics Course 1 of 2- RE	3		3	3				PAD 316 Statistics for Policy - R	3	M	3	3			
Foreign Language Gen Ed - RE	3	FL	3					Elective - FE	3						
Campus Gen Ed - RE	3	X	3					Concentration* Course #2 - RE	3		3	3			
Concentration* Course #1 – RE	3		3	3				International Perspectives	3	OW	3				

Elective – FE	3								Gen Ed - RE										
									Elective – FE	3		3							
Term credit totals:	15	6	12	6					Term credit totals:	15	6	12	6						
Fall 3:	See KEY.								Spring 3:	See KEY.									
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites		Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites			
Quantitative Methods & Policy Analysis Course 1 of 2 – RE	3		3	3					PAD 302 Understanding Public Organizations - R	3		3	3						
Management & Politics Course 2 of 2 - RE	3		3	3					Quantitative Methods 2 of 2 & Policy Course – RE	3		3	3						
Concentration* Course #3 - RE	3		3	3					Concentration* Course #4 U/L - RE	3		3	3						
Elective - FE	3								Liberal Arts Elective - RE	3		3							
Elective - FE	3								U/L Liberal Arts Elective - RE	3		3							
Term credit totals:	15		9	9					Term credit totals:	15		15	9						
Fall 4:	See KEY.								Spring 4:	See KEY.									
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites		Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites			
PAD 498 Applied Public Affairs Capstone – R	3		3	3			PAD 140,316,302, ECO 110, POS 101		PAD 499 Policy Capstone	3		3	3			PAD 140,316,302, ECO 110, POS 101			
Concentration* Course #5 U/L – RE	3		3	3					Concentration* Course #6 U/L – RE	3		3	3						
Elective - FE	3								Liberal Arts Elective	3		3							
U/L Liberal Arts Elective	3		3						U/L Liberal Arts Elective	3		3							
U/L Liberal Arts Elective	3		3						Elective - FE	3									
Term credit totals:	15		12	6					Term credit totals:	15		12	6						
Program Totals (in credits):	Total Credits: 120	SUNY GER: 30	LAS: 90	Major: 54	Elective & Other: 45	Upper Division: 45	Upper Division Major: 33	Number of SUNY GER Categories: 9											

KEY Cr: credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path Courses](#) (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations:** American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

*Concentrations: 18 credits taken either as 18 credits in one or 9 credits each in two of the following concentrations: Environmental Policy; Gender, Race and Society; Human Services: Health, Education and Labor; Law and Civil Rights; Local Government; Philosophy and Ethics; Politics; Quantitative Tools; Regulation and Public Finance; Technology and Policy; Urban Issues; World Affairs

Section 4. SUNY Faculty Table

a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.

b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
PART 1. Full-Time Faculty					
Alaei, Kamiar, Public Service Professor and Associate Dean for Global and Interdisciplinary Research	25%	PAD 486: International Health and human Rights	MST (University of Oxford) Ph.D. (University at Albany) MS (Harvard University)	International Human Rights Law Health Policy and Management Public Health	
Bushway, Shawn; Full Professor	25%	PAD 316: Statistics and Policy PAD 499: Policy Capstone	PhD (Carnegie Mellon)	Public Policy Analysis and Political Economy	Fellow, American Society of Criminology Sample Publication: Porter, Lauren; Shawn Bushway, Hui-shien Tsao and Herbert Smith (2016). “Has the U.S. Prison Boom Changed the Age Distribution of the Prison Population?” Criminology 54:1:30-55.
Chen, Gang; Assistant Professor	15%	PAD 316: Statistics for Policy	PhD (University of Nebraska at Omaha)	Public Administration	Sample publication: Chen, Gang. & Matkin, D. (2017). Actuarial Inputs and the Valuation of Public Pension Liabilities and Contribution Requirements: A Simulation Approach. Public Budgeting and Finance. Vol 37, Issue 1. (pp. 68-87)
Fox, Ashley; Assistant Professor	25%	PAD 140: Introduction to Public	PhD (Columbia)	Sociomedical Sciences	Sample publication: Fox A.M., Horowitz C. (2013)

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
		Policy			“Best Practices in Policy Approaches to Obesity Prevention,” Journal of Health Care Poor Underserved, S24(2): 168-192.
Gasco-Hernandez, Mila; Assistant Professor	25%	PAD 305:Public Administration and Information Technologies PAD 470: Government Information Strategy and Management: Comparative and Intl Perspectives	PhD (Rovira i Virgili University, Spain)	Public Management	Sample Publication: Gascó, M. (forthcoming). “Living labs: Implementing open innovation in the public sector”. Government Information Quarterly. Special Issue on Open Innovation in the Public Sector
Holt, Stephen; Assistant Professor	50%	PAD 303: Public Administration and Management	PhD (American)	Public Administration	Sample Publication: Gershenson, S., & Holt, S. B. (2015). Gender Gaps in High School Students’ Homework Time. Educational Researcher, 44(8), 432-441
Luna-Reyes, Luis; Associate Professor	25%	PAD 204:Computer Modeling for Decision Support	PhD (University at Albany)	Information Science	Sample Publication: Luna-Reyes, L. F. and J. R. Gil-Garcia (2014). “Digital Government Transformation and Internet Portals: The Co-Evolution of Technology, Organizations, and Institutions.” Government Information Quarterly. 31(4):545-555
Rousseau, David, Associate Professor	15%	PAD 343: Homeland Security	PhD (University of Michigan)	Political Science	David L. Rousseau. 2006. Identifying Threats and Threatening Identities: The Social Construction of Realism and Liberalism. Stanford, CA: Stanford University Press. 2 David L. Rousseau. 2005.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
					Democracy and War: Institutions, Norms, and the Evolution of International Conflict. Stanford, CA: Stanford University Press.
Stazyk, Edmund; Assistant Professor	50%	PAD 302: Understanding Public Organizations	PhD (University of Kansas)	Public Administration	Sample Publication: Porter, Lauren; Shawn Bushway, Hui-shien Tsao and Herbert Smith (2016). "Has the U.S. Prison Boom Changed the Age Distribution of the Prison Population?" Criminology 54:1:30-55.
Steiner, James; Public Service Professor Program Coordinator for Homeland Security, Cyber Security, and Emergency Management	50%	PAD 456: Homeland Security Intelligence PAD 457: Intelligence Analysis for Homeland Security PAD 458: Intelligence & US National Security Policymaking	PhD (Georgetown)	Economics	2006-2009: Intelligence Advisor to the Director of New York State's Office of Homeland Security 1972-2005: Central Intelligence Agency and Department of State Recipient: Distinguished Career Intelligence Medal, CIA
Weinberg, Stephen, Clinical Assistant Professor Program Director	25%	PAD 438: US Health Reform at the Crossroads PAD 345: Psychological Economics and Policy	PhD (Harvard)	Economics	Sample Publication: Hosseinichimeh, Martin, and Weinberg, "Do Changes in Health Insurance Status Explain Interstate Variation in Emergency Department Utilization?" World Medical and Health Policy, 8(1), March 2016, 58-73
Part 2. Part-Time Faculty					
Christakis, Michael; Public Service Professor; Vice-President for Student Affairs	Adjunct	PAD 329: Administrative Leadership	PhD (University at Albany)	Public Administration	National Co-Chair of NASPA's Assessment, Evaluation, and Research Knowledge Community

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
		PAD 499: Policy Capstone			Sample presentation: Christakis, M. N. Research Paper Session: "Developing a Culture of Assessment in Student Affairs: Components, Actions and Processes." 2013 National Association of Student Personnel Administrators (NASPA) Annual Conference: Orlando, Florida. March 16 – 20, 2013
Hasting, Terry	Adjunct	PAD 344: Emergency Preparedness PAD 472: Disasters and Crisis Management in the Public, Private and nonprofit Sectors	MPA (Marist College)	Executive Leadership from the US Naval Post Graduate School, Center for Homeland Defense and Security.	Senior Policy Advisor for the New York State Division of Homeland Security and Emergency Services (DHSES)
Haynes, Bryan	Adjunct	PAD 445: Principles and Practices of Cyber Security PAD 449: Long Term Planning and Risk Assessment	MPA (University at Albany)	MPA	Second Lieutenant with the New York Air National Guard
Liebschutz, David	Adjunct	RPAD 329: Administrative Leadership PAD 499: Policy Capstone	MPP (Duke University)	MPP;	J.D., School of Law – Duke University
Mathews, Rick	Adjunct	RPAD 459: Homeland Security: Building Preparedness Capabilities	MS (Indiana State University)	Health and Safety (Administration Emphasis)	Director of Simulations and Training for the CEHC Director of the National Center for Security & Preparedness (NCSP)
Mauro, Frank	Adjunct	RPAD 321: State and Local Government	Syracuse University	MPA	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
		RPAD 325: The Government and Politics of New York State			
Sheppard, Fredric	Adjunct	PAD 455: Disaster, Crisis, and Emergency Management and Policy PAD 471: Military Forces in Support of Civil Authorities	MA (US Army War College)	Strategic Studies	2006-2008: Director, New York State Office of Homeland Security US Army General, retired
Wright, Stacey	Adjunct	PAD 469: Cyber Threats and Intelligence	MBA (University of Massachusetts-Boston)	MBA	Senior Cyber Analyst at the Center for Internet Security - Integrated Intelligence Center
Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)					

**University at Albany
Program Revision Proposal
Public Policy and Management BA**

Appendix 1 Courses Add to Program Since Last Registration Update (2015)

PAD 305: Public Administration and Information Technologies

Spring 2017

Class Number: 9766

Number of credits: Three (3)

Date/Time: Tuesdays and Thursdays, 8:45 – 10:05 PM

Room: BB 205

Instructor: Prof. Mila Gasco-Hernandez

Office: Center for Technology in Government,
187 Wolf Road, suite 301

Milne 321B
Rockefeller College

Phone: (518) 442-3982

E-mail: mgasco@ctg.albany.edu

Office Hours: 10:30 AM on Thursdays in Humanities B-16
or by appointment

Course Overview

The course is designed to introduce students to the ways in which information technology affects governmental functions, democratic processes, and public programs. Topics covered include e-democracy, e-governance, e-government, e-procurement, and information security and privacy.

Course Objectives

The purpose of the course is to familiarize students with current and emerging issues in the use of computer and information technologies in the public sector. By the end of the semester, students will:

1. Summarize and represent basic knowledge of the effect of information technology on public administration as well as on public policy decision-making.
2. Describe and explain the interaction of four core components of the public sector information environment: policy, management, data, and technology.
3. Effectively use knowledge to discover new opportunities as well as manage and eliminate threats of using advanced computer and information technologies in order to solve public policy and management problems.

Readings

Textbook: Reddick, Christopher (2011). *Public Administration and Information Technology*. Burlington, MA: Jones & Bartlett Learning

Most required course readings other than the textbook are found on Blackboard. The additional readings may include selected news stories, articles from scholarly and trade publications, material from professional associations, and case studies.

Grading

I believe (and research shows) that people learn best from concrete experience, interacting with texts and with other learners/readers, engaging in challenging reading and writing tasks, being held accountable for their work, and receiving frequent feedback on their progress. As a result, I have designed the grading system for this course to provide all of those dimensions. What will this look like?

- Pop Quizzes: 15%
- In-Class Activities: 15%
- Blog Posts and Comments: 15%
- PMST Analysis: 20%
- Final Project: 30%
- Team Member Performance: 5%

The grading scale will be as follows:

A= 93-100, A-= 90-92, B+ = 87-89, B = 83-86, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Pop Quizzes: At the beginning of some of the units of study, you will take a short test to assess your comprehension of the compulsory readings of that unit. This course is designed to be “experiential-reflective” for students rather than “content-receptive”. This means that the readings are not an end in themselves, but rather the material that will be used for in-class analysis, discussion and writing. The readings are not long, but sometimes they are difficult and complex, and require persistence on your part. In order for you to be able to be productive in the in-class activities and assignments, you will need to prepare each reading carefully before class. This means reading (and re-reading) for understanding, taking notes in the margins, and coming to class being able to explain in your own words the stream of ideas in each reading.

In-Class Activities: The kinds of thinking required in this course work well in a team-driven environment. Several graded assignments will involve in-class collaboration with other students. For practical reasons, you will not be required to collaborate outside of class, although you may choose to do so in preparation for certain assignments. In-class collaborations will include team quizzes and/or test questions and assorted in-class “think” tasks.

Course Blog: We will maintain a blog on Blackboard to share ideas about the course topics. To complete this assignment, you must upload at least **three original blog posts** and provide at least **five comments** on other students’ blog posts. The blog posts and comments could be about any topics in which you are interested. However, please keep the six rules below in mind to get the full grade for this assignment:

- The topic must pertain to the course.
- Each blog should be long enough to make sense on its own.
- The blog should have an informative title.
- The author of the blog should be responsive to the comments on her or his blog.
- Your comments on others’ blog posts should be substantive (informative) in order to count toward the required five comments.
- Multiple comments on the same blog will be counted as one.

You can include texts, images, videos, and links in your blog post or comment in order to make your point. This blog is internal to the course. If you have never blogged before, remember that you are just among colleagues, so do not be intimidated by posting your opinions and arguments.

The first original blog post will be created by **February 8**. All blog posts and comments will be due by **May 1**.

PMST Analysis: PMST is an acronym for Political (-Legal), Managerial, Social (-Cultural), and Technological factors that can affect government programs and initiatives. It has been adapted from the original term PEST (E: Economic) that market analysts use to assess the market for a business or private organizational unit. To complete this assignment, you will select a case that you want to study in depth throughout the semester and analyze the factors the abovementioned four dimensions that have potential or actual effects on the case in a short paper (maximum 4 pages, Times New Roman 12, double-spaced). The case selected will be relevant to one of the course topics.

The PMST Analysis will be due by **March 9**.

Final Project: The final project assignment is to submit a consulting paper for the case that you selected for the PMST analysis. In this paper (maximum 10 pages, Times New Roman 12, double-spaced), you will (1) provide a short introduction of the case, (2) analyze PMST of the case in depth, (3) diagnose problems or limitations, and (4) propose solutions or discuss key considerations. To receive a good grade on this assignment, make sure that your paper meets the following requirements:

- Is the topic of the paper relevant to any of the course topics?
- Is the paper well organized?
- Is (are) the argument(s) in the paper clearly communicated to the readers?
- Does the paper provide the evidence to support the argument(s)?
- Is the evidence clear and convincing?
- Is the reasoning in the paper rigorous?
- Is the paper free of grammatical errors?

You can change the topic selected for the PMST analysis later, but you must discuss the change with your instructor prior to working with a new case.

The Final Project will be due by **May 9**.

Team Member Performance: Because your work in your teams is crucial to your success in this course as well as that of your teammates, you will be held accountable for your contribution to your team. Your team members will give you feedback on your performance twice during the semester.

Course Policies

Attendance

Your in-class performance is crucial to your success in this course. Attendance itself is not graded, but graded in-class activities and assignments constitute an important part of the course grade. Keeping a passing average on these is not possible without consistent attendance. Missing class means earning an automatic "0" for the activities or assignments missed. No

make-up opportunities will be available for in-class activities except in documented cases of extreme extenuating circumstances.

Team Work

You will do much of the processing and analysis of the readings in teams into which you will be placed on the first week of class and will stay in for the entire semester. Your interactions and performance in your team will be crucial to your success in the course. Together, you will do several activities. All of them will provide good chances to test your ideas, learn new knowledge, and build communication skills, and thus help you learn through knowledge sharing and collaboration. To achieve the learning goal together, I strongly urge you to actively participate in the classroom activities, and cooperate, rather than compete, with your colleagues. Many empirical studies in diverse areas have demonstrated that people become more creative and productive in a harmonious and trustful environment. Given that, many prestigious government agencies and private companies are looking for values, such as collaboration and teamwork, from their current and future employees. By doing the activities you will be able to learn how to share knowledge and collaborate with others who may have very different (educational and cultural) backgrounds, points of view, and interests. Here are some tips for effective knowledge sharing and collaboration in the classroom:

- Be well prepared for the discussions by reading the reading assignments and organizing your ideas and opinions on them before coming to class. By asking some questions, you can think critically and deepen your understanding of the course topics: “What is the main argument (lesson) of the paper?”; “How does the author develop her argument?” (What is her reasoning?); if applicable, “What model and principle does the author apply to the context?”; if applicable, “What solution does the author suggest?”; and “What are the advantages and disadvantages of the solution?”
- Be a good listener. This is more than being polite and quiet while others speak; it means really hearing what they are saying and actively responding to their ideas and arguments.
- Make points that are relevant to the discussion and link them to the comments of others.
- Test your ideas. Don’t simply restate what others said or mention facts without saying anything about what you think and why.
- Use the class discussion to clarify and confirm your understanding course concepts and topics.
- Above all, respect your colleagues and their ideas. Show how you are intelligent and elegant by being polite to each other.

Late Assignments

Assignments are due at the defined times:

- First blog post: February 8.
- PMST Analysis: March 9.
- All blog posts and comments: May 1.
- Final Project: May 9.

Missing an assignment due date will earn a 0. An extension request to the assignment due date will be accepted only in the case of medical or family emergency, or when mandated by University policy. Missing any activities that happened at the beginning of class before you arrive or at the end of class after you leave early will also earn a 0, and there will be no make-up opportunities.

Course Communication

To reach me, use my e-mail address. If the class must be cancelled on short notice, the announcement will be made through the Blackboard e-mail system. Also, I will use this Blackboard e-mail for sharing common concerns and issues. Hence, you should make sure that your Blackboard e-mail is forwarded to your regular e-mail (so that you do not have to frequently check another e-mail account).

*****Plagiarism and Cheating**

I run the course on an honor system and therefore consider any case of **academic misbehavior to be a most serious ethical issue**. An incident of plagiarism will result in a failing grade for the course. I may pursue further disciplinary actions, including suspension and/or expulsion. For the purposes of this course, the following are taken as evidence of plagiarism or cheating:

- Material reproduced from another source without adequate citation.
- Identical answers being turned in by two or more students.
- A pattern of unusually similar answers being turned in by two or more students.
- Copying a computer file created by someone else (.xls, .mdl, .doc, etc) as a basis for an assignment that you claim as your own.
- Written answers or solutions that a student cannot logically explain verbally.
- Other evidence of collaboration between students on an in-class or take-home assignment that was intended to reflect individual effort.

Your work may be subject to computerized analysis to discover whether materials have been taken from on-line sources or to determine statistically whether answers are more similar than random chance would allow. Since this is such an important matter, if you have any questions about this course policy, you should ask me for any clarification that you may need.

Use of Electronic Devices in Classroom

You are encouraged to bring your laptop (or similar tool) to class for writing assignments and for access to reading assignments downloaded from Blackboard. Please refrain from e-mailing, gaming, and surfing until the scheduled breaks.

Please show respect for your fellow students by making sure your cell phone is turned off before entering the classroom. If you need to make a phone call, text a message, check your e-mail, etc., please leave the class to do this so that you will not disturb others in the class. Please see me if you have any questions about this policy.

Detailed Listing of Course Schedule

Sessions 1 (January 24) & 2 (January 26) – Introduction to the Course

Course overview
Syllabus, nuts & bolts
Getting connected to Blackboard
Revisiting basic concepts and assumptions that we take for granted

Sessions 3 (January 31) & 4 (February 2) – Public Administration, Information Technology and Multi-Dimensional Thinking

Textbook: Chapter 1

Additional Readings:

- * Gil-Garcia, J. R. (2012). Chapter 1. Electronic Government Success: Definition, Measures, and Factors. In *Enacting Electronic Government Success: An Integrative Study of Government-wide Websites, Organizational Capabilities, and Institutions*. New York, NY: Springer. 1-32.
- * Gil-Garcia, J. R. (2012). Chapter 6: Understanding Electronic Government Success: Discussion and Implications. In *Enacting Electronic Government Success: An Integrative Study of Government-wide Websites, Organizational Capabilities, and Institutions*. New York, NY: Springer. 137-171.
- * Luna-Reyes L. F., Gil-Garcia, J. R., & Romero, G. (2012). Towards a Multidimensional Model for Evaluating Electronic Government: Proposing a More Comprehensive and Integrative Perspective. *Government Information Quarterly*, 29(3), 324–334.

Case:

- * Gil-Garcia, J. Ramon & Hernandez-Tella, F. R. (2011). Chapter 12. Access Indiana: Managing a Website through a Successful Public-Private Partnership. In Ed Downey, Carl D. Ekstrom and Matthew A. Jones (Eds). *E-Government Website Development: Future Trends and Strategic Models*. Hershey, PA: IGI Global. 190-210.

Sessions 5 (February 7) & 6 (February 9) – E-Democracy and E-Participation

Textbook: Chapter 2 & 3

Additional Readings:

- * Garson, D. (2006). E-Democracy. In D. Garson (Eds). *Public Information Technology and E-Governance. Managing the Virtual State*. Burlington, MA: Jones & Bartlett Learning. 61-95.
- * Cogburn, D. L., & Espinoza-Vasquez, F. K. (2011). From Networked Nominee to Networked Nation: Examining the Impact of Web 2.0 and Social Media on Political Participation and Civic Engagement in the 2008 Obama Campaign. *Journal of Political Marketing*, 10(1-2), 189-213.
- * Sandoval-Almazan, R. & Gil-Garcia, J.R. (2014). Towards Cyberactivism 2.0? Understanding the Use of Social Media and other Information Technologies for Political Activism and Social Movements. *Government Information Quarterly*, 31(3), 365-378.

Cases:

- * U.S. e-Petition: <https://petitions.whitehouse.gov/>
- * The World's Platform for Change: <https://www.change.org>

Sessions 7 (February 14) & 8 (February 16) – E-Governance and E-Government**Textbook: Chapter 4 & 6****Additional Readings:**

- * Mayer-Schonberger V. & Lazer, D (2007). From Electronic Government to Information Government, Governance and Information Technology. In Mayer-Schonberger V. & Lazer, D (Eds). *Governance and Information Technology: From Electronic Government to Information Government*. MIT Press. 1-14.
- * Dawes, S. S. (2008). Evolution and Continuing Challenges of E-Governance. *Public Administration Review*, 68(S1), S86–S102.
- * Gascó, M. (2003). New Technologies and Institutional Change in Public Administration. *Social Science Computer Review*, 21(1), 6-14.
- * Cordella, A. & Tempini, N. (2015). E-Government and Organizational Change: Reappraising the Role of ICT and Bureaucracy in Public Service Delivery. *Government Information Quarterly*, 32(3), 279-286.

Sessions 9 (February 21) & 10 (February 23) – Leadership, Management, and Enterprise Architecture**Textbook: Chapter 5 & 7****Additional Readings:**

- * Sandoval-Almazán, R. & Gil-Garcia, R, (2011). The Role of the CIO in a Local Government IT Strategy: The Case of Merida, Yucatán, Mexico. *Electronic Journal of E-Government*, 9(1), 1-14.
- * Pardo, T. A., Gil-Garcia, J. R. & Luna-Reyes, L. F. (2010). Chapter 13. Collaborative Governance and Cross-Boundary Information Sharing: Envisioning a Networked and IT-Enabled Public Administration. In O'Leary, R., Van Slyke, D. M., & Kim, S. (Eds). *The Future of Public Administration, Public Management and Public Service around the World: The Minnowbrook Perspective*. Washington, DC: Georgetown University Press. 129-140.
- * Wyld, D.C. (2010). The Cloudy Future of Government IT: Cloud Computing and the Public Sector around the World. *International Journal of Web & Semantic Technology*, 1(1), 1-20.

Case:

- * Gascó, M. (2016). Chapter 8. Digitalizing Police Requirements: Opening up Justice through Collaborative Initiatives. In C. Jiménez & M. Gascó (Eds). *Achieving Open Justice through Citizen Participation and transparency*. Hershey, PA: IGI Global. 157-172.

Sessions 11 (February 28) & 12 (March 2) – E-Procurement, E-Commerce and Online Financial Reporting

Textbook: Chapter 8

Additional Readings:

- * Nasi, G. et al. (2015). Determinants and Barriers of Adoption, Diffusion and Upscaling of ICT-Driven Social Innovation in the Public Sector: A Comparative Study across 6 EU Countries. LIPSE research report #5 (only e-procurement section).
- * Transparency International's Contribution on the European Commission Public Consultation on Expanding the Use of E-Procurement in the EU
- * Bromberg, D. & Manoharan, A. (2015). E-Procurement Implementation in the United States: Understanding Progress in Local Governments. *Public Administration Quarterly*, 39(3), 360-392

Case:

- * State of Hawai'i eProcurement System (HePS):
<https://portal.ehawaii.gov/business/doing-business-with-the-state/state-of-hawaii-eprocurement-system/>

Sessions 13 (March 7) & 14 (March 9) – Human Resources Information Systems

Textbook: Chapter 9

Additional Readings:

- * Bondarouk, T., Ruel, H., & van der Heijden, B. (2009). E-HRM Effectiveness in a Public Sector Organization: A Multi-Stakeholder Perspective. *The International Journal of Human Resource Management*, 20(3), 578-590.
- * Nasi, G. et al. (2015). Determinants and Barriers of Adoption, Diffusion and Upscaling of ICT-Driven Social Innovation in the Public Sector: A Comparative Study across 6 EU Countries. LIPSE research report #5 (only telework section).
- * Van Mart, M., Roman, A., Wang, X. & Liu, C. (2017) Integrating ICT Adoption Issues into (e-)Leadership Theory. *Telematics and Informatics* (in press).

***PMST Analysis Assignment Due**

March 14 & March 16 – Classes Cancelled (Spring Break)

Sessions 15 (March 21) & 16 (March 23) – Information Security and Privacy

Textbook: Chapter 10

Additional Readings:

- * Luna-Reyes, L. F. & Gil-Garcia, J. R. (2003, May). E-Government & Internet Security: Some Technical and Policy Considerations. Paper presented at the National Conference on Digital Government Research, organized by the National Science Foundation, Boston, MA, United States, 18-21.
- * Paquette, S., Jaeger, P. T., & Wilson, S. C. (2010). Identifying the Security Risks Associated with Governmental Use of Cloud Computing. *Government Information Quarterly*, 27(3), 245-253.

Cases:

- * Right to Be Forgotten: <http://www.cnn.com/2014/05/14/opinion/randazza-google-right-to-privacy/index.html>
- * OPM Data Breach: <http://www.cnn.com/2015/07/09/politics/office-of-personnel-management-data-breach-20-million/>

Sessions 17 (March 28) & 18 (March 30) – Open Government, Open Data, and Big Data**Readings:**

- * Gascó, M. (2014). Special Issue on Open Government: An Introduction. *Social Science Computer Review*, 33(5), 535-539.
- * Harrison, T. & Sayogo, D. S. (2014). Transparency, Participation, and Accountability Practices in Open Government: A comparative Study. *Government Information Quarterly*, 31(4), 513-525.
- * Kassen, M. (2013). A Promising Phenomenon of Open Data: A Case Study of the Chicago Open Data Project. *Government Information Quarterly*, 30(4), 508-513.
- * Mergel, I., Rethemeyer, K. & Isett, K. (2016). Big Data in Public Affairs. *Public Administration Review*, 76(6), 928-937.

Cases:

- * Citizen Monitoring of Public Spending
 - Promise Tracker: <http://promisetracker.org/>
 - Monithon: <http://www.monithon.it/> and <http://thegovlab.org/monithon/>
- * Predictive Policing with Big Data Technology
 - NYPD: <ftp://ftp.software.ibm.com/software/solutions/pdfs/ODB-0144-01F.pdf>
 - LAPD: https://www.youtube.com/watch?v=U0gX_z0V0nE

Sessions 19 (April 4) & 20 (April 6) – Social Media in Government**Readings:**

- * Mergel, I (2013). Social Media Adoption and Resulting Tactics in the U.S. Federal Government. *Government Information Quarterly*, 30(2), 123–130.
- * Mossberger, K., Wu, Y. & Crawford, J. (2013). Connecting Citizens and Local Governments? Social Media and Interactivity in Major U.S. cities. *Government Information Quarterly*, 30(4), 351-358.
- * Simon, T., Goldberg, A. & Adini, B. (2015). Socializing in Emergencies – A Review of the Use of Social Media in Emergency Situations. *Government Information Quarterly*, 35(5), 609-619.

Case:

- * How Transport for London Uses Social Media: <http://linkhumans.com/case-study/tfl>

April 11 – Class Cancelled (Passover)**Session 21 (April 13) – Final Project Feedback Session****April 18 & April 20 – Classes Cancelled (IRSPM Conference: April 19-21)**

Sessions 22 (April 25) & 23 (April 27) – Mobile Government and Mobile Apps

Readings:

- * Kushchu, I., & Kuscu, H. (2003). From E-government to M-government: Facing the Inevitable. In Proceedings of the 3rd European Conference on e-Government MCIL Trinity College. Dublin, Ireland. 253-260.
- * CIO Council (2012). [Government Use of Mobile Technology - Barriers, Opportunities, and Gap Analysis](#).
- * Moon, M. J. (2004). From E-Government to M-Government? Emerging Practices in the Use of Mobile Technology by State Governments. Washington, DC: IBM Center for the Business of Government.
- * Fidel, R., Scholl, H. J. J., Liu, S. M., & Unsworth, K. (2007). Mobile Government Fieldwork: A Preliminary Study of Technological, Organizational, and Social Challenges. In Proceedings of the 8th Annual International Conference on Digital Government Research: Bridging Disciplines & Domains. Digital Government Society of North America. 131-139.

Case:

- * Federal Government Mobile Apps Directory (<http://www.usa.gov/mobileapps.shtml>) and Similar App Repositories

Sessions 24 (May 2) & 25 (May 4) – Smart Cities

Readings:

- * Gascó, M. (2016). What Makes a City Smart? Lessons from Barcelona. In Proceedings of the 49th Hawaii International Conference on System Sciences. 2983-2989.
- * Meijer, A. & Rodríguez Bolívar, P. M. (2016). Governing the Smart City: A Review of the Literature on Smart Urban Governance". *International Review of Administrative Sciences*, 82(2), 392-408.
- * Pierce, P. & Andersson, B. (2017). Challenges with Smart Cities Initiatives – A Municipal Decision Makers' Perspective. In Proceedings of the 50th Hawaii International Conference on System Sciences. 2804-2813.

Session 26 (May 9) – Course Wrap-Up

***Final Project Due**

University at Albany (SUNY)
College of Emergency Preparedness, Homeland Security and Cybersecurity
Rockefeller College of Public Affairs & Policy
RPAD/RPOS 343: Homeland Security
3 credits
Spring 2016
(Monday 5:45-8:35 pm; Humanities 124)

Instructors:

Ian Anderson

E-mail: iananderson1983@gmail.com

Phone: (518) 683-0855

Office Hours: Mon. 4:30-5:30, B-16 Humanities,
or by appointment.

David L. Rousseau

E-mail: drousseau@albany.edu

Office: Richardson 290

Office Phone: (518) 591-8711

Office Hours: Mon. 4:30-5:30, B-16 Humanities
or by appointment.

Elizabeth Gray

E-mail: eggray@albany.edu

Office: Richardson 290

Office Phone: (518) 442-5258

Office Hours: Mon. 4:30-5:30, B-16 Humanities
or by appointment.

Mission of the Course

This course introduces students to the subject of homeland security and the reconceptualization of homeland security in the American context with the formation of a Department of Homeland Security (DHS) after the attacks of September 11, 2001. Topics examined include border and transportation security, customs, immigration policy and enforcement; preparedness and capabilities building, response and resilience; critical infrastructure protection; threat and vulnerability assessment and risk management; cyber security; counter-terrorism. Although the course is primarily focused on US federal government activities, it will also examine state and local dimensions of homeland security as well as U.S. government interactions with other countries in the homeland security domain.

If you have questions about the appropriateness of your background for succeeding in the course, please see one of the instructors during the first week of class.

Course Learning Objectives

Upon completion of this course, you should be able to accomplish the following activities:

1. Develop persuasive arguments that include claims, counter-claims, and evidence.
2. Assess the strengths and weakness of arguments.
3. Communicate arguments in both written and oral forms.
4. Critically assess homeland security policies and programs.
5. Understand the historical evolution of homeland security, particularly in the American context after 9/11.

6. Identify and explain key concepts and activities within the field of homeland security, including counter-terrorism, emergency management, critical infrastructure protection, and cyber security.
7. Demonstrate understanding of ethical principles in general and the ability to recognize, articulate, and apply ethical principles in concrete situations related to homeland security.
8. Work effectively in teams to find answers to questions, develop solutions for complex challenges, and present persuasive arguments in relation to critical issues in homeland security.

Instructional Strategy

The course will be a team-based learning course in which the students will work in teams during class to answer questions on quizzes and produce arguments for policy debates. With an estimated enrollment of forty to forty-five students, the class will be divided into approximately eight teams with five to six students on each team. The teams will be permanent. The philosophy behind teambased learning is that students learn best from actively engaging in small groups and applying knowledge to real world problems. Team-based learning will reduce the amount of passive lecturing in the classroom by the instructor and increase the amount of student-to-student engagement. Team-based learning shifts significant responsibility for learning to the students and requires teams to arrive in class well prepared for applying knowledge from assigning readings and films.

If you are interested in learning more about team-based learning, you can visit Dr. Larry Michaelsen's web site devoted to the topic at teambasedlearning.apsc.ubc.ca.

Course Format

The course will be taught once a week in the evening during a three hour block (5:45-8:35). In most weeks, the three hour block will be divided into three sequential parts. Depending on the week, each of these three blocks will be made up of individual and team Readiness Assessment Tests (RATs), lecture, guest speaker(s), activities, and debates. For example, during the weeks in which RATs are utilized, the standard class would be divided as follows. Part I (the first hour of the class meeting) will focus on individual and team RATs. Part II (the second hour of the class) will involve a lecture or guest speaker about a U.S. Homeland Security related topic. Finally, Part III (the third hour of class) will focus on a team-based activity. In weeks without RATs, class will generally proceed as follows: Part I will involve lecture, Part II a debate, and Part III an activity.

Requirements of the Course

Students' final grades will be based on the following assignments:

- 1) Individual Readiness Assessment Tests (15%),
- 2) Team Readiness Assessment Tests (15%),
- 3) Team Debate and other graded team work (15%),
- 4) Short papers and assignments (10%), 5) Midterm Exam (20%), and 6) Final Exam (25%).

We will employ a standard A-E grading scale in the course: A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, Below 60 = E

First, in five of our class meetings (see schedule) students will complete an "individual Readiness Assessment Test" (iRATS) during the first 20 minutes of class. These assessments will be multiple choice quizzes based on the week's required readings and videos (or the relationship between the week's readings and prior weeks activities). The objective of the iRAT is to ensure that students have mastered the required materials (i.e., capable of understanding, summarizing, critiquing, connecting, and applying the readings and videos). After half the class has turned in their assessment, the remaining students will be given 5 minutes to complete the quiz. The iRAT typically takes about 15 minutes to complete. **There will be no makeup iRATs.**

Second, immediately after students complete the iRAT, they will complete a "team Individual Readiness Assessment Test" (tRAT) as a group during the remainder of the first hour of the class. The iRAT and tRAT will have identical questions. The purpose of the tRAT is to foster student discussion on the best answer for each question. Experience with the method has shown that students learn by attempting to persuade others through argumentation. The tRAT will be graded immediately; student groups may create a written appeal for any question that they received an incorrect grade. All students on the team will receive the same grade for the team test. **There will be no makeup tRATs.**

Third, student teams will participate in one policy debate. Developing the ability to express ideas and persuade others in an oral argument is essential to any career. In fact, whether you are an investment banker on Wall Street or a legislative aid on Capitol Hill, many if not most of your arguments will be oral rather than written. Given that there will be eight teams in the class, there will be four policy debates (with two teams in each debate). During the first two weeks of class, teams will select a debate topic. Each team will prepare a 20-30 page briefing book that will include arguments in favor of the proposition, arguments against the proposition, refutations to these arguments, and counter-refutations to the refutations. On the day of the debate, a coin toss will determine which side of the proposition each team will defend. The debates will be video taped and placed on the class web page for viewing by students in the future.

Fourth, students will be required to complete two short (3-5 page) papers over the course of the semester. The paper will respond to a proposition and students may argue for or against the proposition. A variety of paper topics will be listed on the course Blackboard website. The first paper is due before the midterm (3/7) and the second to be completed after the midterm. Each assignment will be graded by the rubric provided and be worth 5% of your total grade each.

Finally, there will be an in-class midterm and final exams. The exams will be 40% short answer and 60% essay in which students will argue in favor or opposition to a proposition. The examinations will be cumulative. Make-up exams are only available to students providing documentation signed by a doctor of an **emergency** medical situation (i.e., common colds and dentist appointments do not count). Students that feel their exams have been graded incorrectly should follow a three-step procedure. First, the student should carefully read the exam or assignment and identify the precise problem with the grading. Second, the student must send a written appeal explaining why their answer was appropriate to the instructor. Third, the instructor will meet with the student to discuss the appeal and resolve the conflict.

Evaluation of Team Members: Twice during the semester students will rate the performance of their fellow teammates. Based on these evaluations, the team portion of the grade (i.e., tRATs and the Debate) will be adjusted to account for an overall assessment of superior and inferior teamwork. This provision is designed to minimize free riding in teams.

Attendance and Participation: At the college level of education, the expectation is that students will attend **every** class session and **actively** participate in class every discussion each week. We expect students to have read and thought about the material assigned for that week. If language or some other barrier inhibits you from participating actively, you should meet with one of the instructors during the first two weeks of class to devise a solution. Attendance is not participation. Students missing a class session without prior approval of the instructor (or documentation of an emergency medical situation) will be penalized a third of a letter grade per missed class. Remember iRATs and tRATS will have **no make-ups**.

Learning Disabilities: Students with learning disabilities must notify the instructor within the first two weeks of the course in order to make suitable arrangements.

Course Websites

Required readings will be posted on a Blackboard page which can be accessed at:
<https://blackboard.albany.edu/>

E-mail Contact

All students are **required** to update the Blackboard preferences with an email address that redirects all course email to their primary email account. This will ensure that they get all emails from the instructor and group members in a timely fashion. This must be done by the end of the first week of class.

Plagiarism and Cheating

The emergence of the internet has changed our world forever. The amount of information at our fingertips has increased geometrically over the last decade. Library searches which took hours to complete in the past can be done in a matter of minutes today. Public and private documents that were difficult, if not impossible, to gain access to in the past are now a mouse click away. While this technological revolution has enhanced the learning process in many ways, it has also increased the amount of plagiarism. Plagiarism is the intentional or unintentional use of another's words or ideas without giving credit to that person. While this includes copying text word for word without the use of quotation marks, it also includes paraphrasing another person's work without proper citation. Intellectual honesty is a core value of university and the foundation of faculty and student development. Plagiarism, therefore, undermines the entire university community.

In the past couple of years, a number of students have been caught plagiarizing from internet sources. The punishments have ranged from failing the assignment to failing the course to suspension from the university. This has been a painful and time consuming experience for everyone involved. In order to eliminate this problem, all students will be required to submit their written assignments electronically via the Blackboard website **prior** to handing in hard copies at the start of class. All paper submissions will be checked for plagiarism using the Turnitin software program (or a similar program). Your written assignments will also be placed in a database with past submissions. This database will also be searched for plagiarized material. Students guilty of plagiarizing **any** material will receive a failing grade for the **course** and the evidence will be automatically turned over to the *Office of Conflict Resolution and Civic Responsibility* (i.e., judicial affairs)

All students must complete the UAlbany Library's tutorial on plagiarism entitled "Plagiarism 101" (<http://library.albany.edu/infolit/plagiarism1>) by the **third week** of class.

Required Readings and Videos

There is one required book for this class. The book is available from the University at Albany Book Store on the Uptown Campus.

Bullock, Jane, George Haddow, and Damon Coppola. Introduction to Homeland Security (Fifth Edition). Waltham, MA: Elsevier, 2016.

The required readings will be available via Blackboard and linked directly in the syllabus where publically available. Immediately after the required readings, several suggested readings are listed for each topic. The suggested readings can be accessed via Minerva, databases, e-journals, or are openly available on the Internet.

The course workload is based on the assumption that you will devote at least seven hours per week engaging this class (with three hours of participation during class meetings and four hours of work outside of class). I assume that the average student can read 30 pages per hour and write original essays at a rate of approximately 300 words (or one single-spaced page) per hour (including draft, revision, and final proofreading). Thus, a combination of outside work in a week might involve one hour of streamed video, sixty pages of reading, and remaining time dedicated toward writing a paper or research for debates. Please budget your time accordingly.

Summary Course Schedule

Week	Class Date	Topics	RATS	Debates & Exams	Paper Topic
1	1/25/2016	Introduction	practice		
2	2/1/2016	Historic Overview	RAT #1		
3	2/8/2016	Governmental Structures		Faculty Debate	1
4	2/15/2016	Intelligence Community Post 9/11			2
5	2/22/2016	Natural and Technological Hazards	RAT #2		3
6	2/29/2016	Terrorism & Counterterrorism		Debate #1	4
7	3/7/2016	MIDTERM EXAM		MIDTERM	
-	3/14/2016	SPRING BREAK			
8	3/21/2016	Border & Transportation Security	RAT #3		5
9	3/28/2016	Cyber & Critical Infrastructure		Debate #2	6
10	4/4/2016	All Hazards Response & Recovery	RAT #4		7
11	4/11/2016	Mitigation, Prevention, Preparedness		Debate #3	8
12	4/18/2016	Communications	RAT #5		9
13	4/25/2016	Ethics in Homeland Security		Debate #4	
14	5/2/2016	Science, Technology, & the Future			

Outline of Classes and Required Readings

Week 1 (1/25): *Introduction to Course*

This class will be devoted to an overview of the class and course mechanics. By the end of this informational class, you should be able to determine if it suits your needs and interests.

Assessments and Assignments Due:

1. Demonstration/Practice RAT (in class, ungraded) Discussion

Topics:

- Pre-Class Survey & Discussion □
Review of syllabus and course goals
- What is homeland security?

Week 2 (2/1): *The 9/11 Attacks & the Emergence of U.S. Homeland Security Assessments and Assignments Due:*

1. RAT #1 (in class) Discussion

Topics:

- Explain the history of the Department of Homeland Security.
- How have 9/11 and subsequent events altered the concept of homeland security?
- Constructing an argument that includes claims, counter-claims, and evidence.

Required Readings:

- Chapter 1, Homeland Security: The Concept, the Organization, Bullock et al., pp. 1-30.
- Chapter 2, Historic Overview of the Terrorist Threat, Bullock et al., pp. 31-66.
- Rousseau, David L. 2008. "Argumentation Across the Social Sciences: Using Critical Thinking to Connect Theory, Evidence, and Policy." Unpublished Manuscript. Chapters 1-4, pp 1-55.
- "Flashback 9/11: As It Happened" available at <http://video.foxnews.com/v/1151859712001/flashback-911-as-it-happened/?#sp=showclips> (19 minutes) *Suggested Readings*
- Christopher Bellavita, "Changing Homeland Security: What is Homeland Security?" *Homeland Security Affairs*, Volume IV No. 2: June 2008. Available at <https://www.hsaj.org/articles/118>
- "The 9/11 Commission Report." <http://www.9-11commission.gov/report/>
- "National Strategy for Counterterrorism." The White House. June 2011. https://www.whitehouse.gov/sites/default/files/counterterrorism_strategy.pdf
- "National Security Strategy." The White House. February 2015. https://www.whitehouse.gov/sites/default/files/docs/2015_national_security_strategy.pdf

Week 3 (2/8): *Governmental Structures in Homeland Security*

Assessments and Assignments Due:

- 1. Plagiarism Tutorial Must Be Completed for CREDIT at <http://library.albany.edu/usered/plagiarism/index.html>.**
- 2. Faculty Debate :** Proposition: The US should close down the Guantanamo detention facility.
- 3. PAPER TOPIC #1:** Proposition: The 9/11 terrorist attacks would not have occurred if the Department of Homeland Security (DHS) had been created in the 1990s.

Discussion Topics:

- How is the Department of Homeland Security structured?
- What other federal agencies have a role in homeland security?
- What is the role of state and local governments in homeland security?

Required Readings:

- Chapter 4: Governmental Homeland Security Structures, Bullock et al., pp. 113-200.

Suggested Readings:

- New York State Homeland Security Strategy 2014-2016 found at <http://www.dhSES.ny.gov/media/documents/NYS-Homeland-Security-Strategy.pdf>
- Congressional Research Service. "European Approaches to Homeland Security and Counterterrorism." 24 July 2006. <https://www.fas.org/sgp/crs/homesecc/RL33573.pdf>

Week 4 (2/15): *The Intelligence Community Post 9/11*

Assessments and Assignments Due:

1. **PAPER TOPIC #2:** Proposition: Intelligence and law enforcement agencies should be permitted to conduct warrantless wiretaps in order to keep America safe from terrorism.

Discussion Topics:

- What are the agencies that make up the federal Intelligence Community?
- How has intelligence evolved in the US post 9/11?
- What are the steps in the intelligence cycle?
- What are intelligence failures?
- How can the government best balance privacy and security in a post 9/11 world?

Required Readings:

- Chapter 5: Intelligence Counterterrorism, Bullock et al., pp. 201-230.
- Frontline video "United States of Secrets" available at <http://www.pbs.org/wgbh/frontline/film/united-states-of-secrets/#part-one---the-program> (1 hour and 54 minutes)
- Unclassified Version of March 6, 2015 Message to the Workforce from CIA Director John Brennan: Our Agency's Blueprint for the Future. <https://www.cia.gov/newsinformation/press-releases-statements/2015-press-releases-statements/message-to-workforce-agencys-blueprint-for-the-future.html> *Suggested*

Readings:

- Betts, Richard (2007). "Two Faces of Intelligence Failure: September 11 and Iraq's Missing WMD." *Political Science Quarterly*. 122:4, 585-606.
- "Intelligence Strategy of the United States of America (2014)." Office of the Director of National Intelligence. http://www.dni.gov/files/documents/2014_NIS_Publication.pdf
- Pillar, Paul. "Intelligent Design? The Unending Saga of Intelligence Reform." *Foreign Affairs*. March/April 2008. <https://www.foreignaffairs.com/reviews/review-essay/200803-01/intelligent-design>
- "Products or Outputs? Probing the Implications of Changing the Outputs of Intelligence." *Studies in Intelligence* 56:1, March 2012.
- Steiner, James. "Needed: State Level, Integrate Intelligence Enterprises." *Studies in Intelligence* 53:3, September 2009. <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol.-53-no.-3/pdfs/U-%20SteinerNYStateHomelandSecurity-web.pdf>

Week 5 (2/22): *Natural and Technological Hazards Assessments and Assignments Due:*

1. **RAT #2 (in class)**
2. **PAPER TOPIC #3:** Proposition: Despite the risks seen in the Fukushima accident, nuclear power remains the best alternative to fossil fuels.

Discussion Topics:

- What are the various natural and technological hazards that most often face the US?
- What are the major differences between natural, technological, and man-made disasters?
- What are the roles of federal, state, and local governments in natural and technological disasters?

Required Readings:

- Chapter 3 (pages 57-73 only), Hazards, Bullock et al., pp. 57-73.
- Bucci, Steven et al. "After Hurricane Sandy: Time to Learn and Implement the Lessons in Preparedness, Response, and Resilience." The Heritage Foundation. 24 October 2013. <http://www.heritage.org/research/reports/2013/10/after-hurricane-sandy-time-to-learn-and-implement-the-lessons> (approximately 21 pages)
- New York Times Documentary "A Year of Recovery After Hurricane Sandy" available at <http://www.nytimes.com/video/nyregion/10000002515178/coming-back-a-year-of-recovery.html> (19 minutes)
- Frontline video "Inside Japan's Nuclear Meltdown" available at: <http://www.pbs.org/wgbh/frontline/film/japans-nuclear-meltdown/> (54 minutes) *Suggested*

Readings:

- National Diet of Japan (2012). "The Official Report of the Fukushima Nuclear Accident Independent Investigation Commission." http://www.nirs.org/fukushima/naic_report.pdf

Week 6 (2/29): Terrorism & Counterterrorism Assessments

and Assignments Due:

1. **Debate #1:** Proposition: The U.S. should send American ground troops to Iraq and Syria in order to defeat the Islamic State.
2. **PAPER TOPIC #4:** Proposition: The U.S. should send American ground troops to Iraq and Syria in order to defeat the Islamic State.

Discussion Topics:

- What is terrorism?
- How has terrorism evolved since 9/11?
- What counterterrorism policies were used during the "War on Terror" and how have these policies changed?

Required Readings:

- Chapter 3 (pages 73-95 only), Hazards, Bullock et al., pp. 73-95.
- Gumbel, Andrew. "The Domestic Terrorism Threat in the United States: A Primer." GW Program on Extremism. December 2015. pp. 1-12. https://cchs.gwu.edu/sites/cchs.gwu.edu/files/downloads/Gumbel_0.pdf
- Manhunt Documentary (posted on Blackboard) (1 hour and 43 minutes in length) at http://media.albany.edu:8080/ramgen/cellar/political_science/rousseau/manhunt.rm
- Zelin, Aaron. "The War Between ISIS and al-Qaeda for Supremacy of the Global Jihadist Movement." The Washington Institute for Near East Policy. June 2014. https://www.washingtoninstitute.org/uploads/Documents/pubs/ResearchNote_20_Zelin.pdf, pp. 1-11.

Suggested Readings:

- Abrahms, Max (2008). "What Terrorists Really Want: Terrorist Motives and Counter Terrorist Strategies." *International Security*, 32(4): 78-105.
- Bergen, Peter, Bruce Hoffman & Katherine Tiedemann (2011). "Assessing the Jihadist Terrorist Threat to America and American Interests." *Studies in Conflict & Terrorism*, 34:2, 65-101.

- Frontline video “Top Secret America” available at <http://www.pbs.org/wgbh/frontline/film/topsecretamerica/>
- Gunaratna, Rohan and Oreg Aviv (2010). “Al Qaeda's Organizational Structure and its Evolution.” *Studies in Conflict & Terrorism* 33(12): 1043–1078.
- Johnsen, Gregory. “60 Words And A War Without End: The Untold Story Of The Most Dangerous Sentence In U.S. History.” BuzzFeed News. 16 January 2014. <http://www.buzzfeed.com/gregoryjohnsen/60-words-and-a-war-without-end-the-untoldstory-of-the-most#.crApbq1dr>
- McCants, William. “The Believer.” Brookings Institute. 1 September 2015. <http://www.brookings.edu/research/essays/2015/thebeliever>
- Vidino, Lorenzo and Seamus Hughes. “ISIS in America: From Retweets to Raqqa. Program on Extremism at George Washington University.” December 2015. <https://cchs.gwu.edu/sites/cchs.gwu.edu/files/downloads/ISIS%20in%20America%20%20Full%20Report.pdf>
- Wood, Graeme. “What ISIS Really Wants.” The Atlantic. March 2015. <http://www.theatlantic.com/magazine/archive/2015/03/what-isis-really-wants/384980/>

Week 7 (3/7): MIDTERM EXAMINATION

NO CLASS 3/14: SPRING BREAK

Week 8 (3/21): *Border and Transportation Security Assessments and Assignments Due:*

1. **RAT #3 (in class)**
2. **PAPER TOPIC #5:** Proposition: The United States should close its borders to Syrian and Iraqi refugees due to the risk of terrorism.

Discussion Topics:

- Which agencies are responsible for border and transportation security in the US?
- What are the security and economic tradeoffs of strict vs more open border and transportation security policies?
- What are the different transportation systems within the U.S. and how have they been targeted or exploited by terrorists?
- What are watchlists and what role do they play in U.S. Homeland Security today?

Required Readings:

- Chapters 6: Border Security, Immigration and Customs Enforcement, Bullock et al., pp., pp. 231-270.
- Chapter 7: Transportation Safety and Security, Bullock et al., pp. 271-320.
- Alden, Edward. “Smart Borders: How to Keep the U.S. Open and Safe.” *Foreign Affairs*. 10 December 2015. <https://www.foreignaffairs.com/articles/united-states/2015-12-10/smart-borders> (approximately 10 pages) *Suggested*

Readings:

- Byman, Daniel. “Do Syrian Refugees Pose a Terrorism Threat?” Brookings Institute. 27 October 2015. <http://www.brookings.edu/blogs/markaz/posts/2015/10/27-syrianrefugees-terrorism-threat-byman>
- Nowrasteh, Alex. “Syrian Refugees Don’t Pose a Serious Security Threat.” CATO Institute. 18 November 2015. <http://www.cato.org/blog/syrian-refugees-dont-poseserious-security-threat>

- Tussing, Bert. “New Requirements for a New Challenge: The Military’s Role in Border Security.” *Homeland Security Affairs* 4, Article 4 (October 2008).
<https://www.hsaj.org/articles/117>

Week 9 (3/28): *Critical Infrastructure and Cyber Security*

Assessments and Assignments Due:

1. **Debate #2:** Proposition: The benefits of the “Internet of Things” outweigh the cyber security risks.
2. **PAPER TOPIC #6:** Proposition: The benefits of the “Internet of Things” outweigh the cyber security risks.

Discussion Topics:

- What is critical infrastructure?
- What programs currently exist to help entities protect and respond to critical infrastructure and cyber security issues?
- What level of government is best suited to handle critical infrastructure and cyber security issues?

Required Readings:

- Chapter 8: Cybersecurity and Critical Infrastructure Protections, Bullock et al., pp. 321380.
- Homeland Security Presidential Directive 7 on Critical Infrastructure
<http://www.dhs.gov/homeland-security-presidential-directive-7> (about 5 pages)
- Congressional Research Service. “Cyber Intrusion in U.S. Office of Personnel Management: In Brief.” 17 July 2015. <https://www.fas.org/sgp/crs/natsec/R44111.pdf> (about 10 pages)

□

“The internet of things (to be hacked).” *The Economist*. 12 July 2014.

<http://www.economist.com/news/leaders/21606829-hooking-up-gadgets-web-promiseshuge-benefits-security-must-not-be> (about 2 pages) *Suggested Readings*:

- Barcena, Mario Ballano and Candid Wueest. “Insecurity in the Internet of Things.” *Symantec*. 12 March 2015.
https://www.symantec.com/content/en/us/enterprise/iot/binsecurity-in-the-internet-of-things_21349619.pdf
- Greenburg, Andy. “OPM Now Admits 5.6M Feds’ Fingerprints Were Stolen by Hackers.” *Wired*. 23 September 2015. <http://www.wired.com/2015/09/opm-now-admits-5-6m-feds-fingerprints-stolen-hackers/> (about 3 pages)
- OPM Data Breach Congressional Hearing available at <http://www.cspan.org/video/?326593-1/hearing-office-personnel-management-data-breach>

Week 10 (4/4): All Hazards Response & Recovery

Assignments Due:

1. **RAT #4 (in class)**
2. **PAPER TOPIC #7: TO BE DETERMINED**

Discussion Topics:

- What are the roles of each level of government during an emergency?
- What are states of emergency and disaster declarations and how do they affect response and recovery?
- What is the National Incident Management System (NIMS) and what is its role in allhazards emergency response?
- What is an emergency operations center (EOC) and what is its role during an emergency?
- What is the role of private organizations in all-hazards response and recovery?

Required Readings:

- Chapter 9: All-Hazards Emergency Response and Recovery, Bullock et al., pp. 381-504.
- Fink, Sheri. “The Deadly Choices at Memorial.” *New York Times*. 25 August 2009.
http://www.nytimes.com/2009/08/30/magazine/30doctors.html?_r=1&pagewanted=all (about 20 pages)
- Code of Conduct for the International Red Cross and Red Crescent Movement (<http://www.ifrc.org/en/publications-and-reports/code-of-conduct/>).

Suggested Readings:

- “New York Rising 2012-2014: A Report from the Governor’s Office of Storm Recovery”
http://stormrecovery.ny.gov/sites/default/files/uploads/gosr_report_letter_full_high.pdf
- “The Strategic National Risk Assessment in Support of PPD 8.” December 2011.
<http://www.dhs.gov/xlibrary/assets/rma-strategic-national-risk-assessment-ppd8.pdf>
- Frontline: The Storm. <http://www.pbs.org/wgbh/frontline/film/storm/> (54 minutes)

Week 11 (4/11): Mitigation, Prevention, and Preparedness

Assessments and Assignments Due:

1. **Debate #3:** Proposition: Natural disasters are far more common than major terrorist attacks, therefore the majority of homeland security money and personnel should be dedicated to preparing for natural disasters.

□

2. **PAPER TOPIC #8:** Proposition: Natural disasters are far more common than major terrorist attacks, therefore the majority of homeland security money and personnel should be dedicated to preparing for natural disasters.

Discussion Topics:

- How does government prepare for natural, technological, and man-made disasters before an event occurs?
How have major incidents such as 9/11, Hurricane Katrina, and Superstorm Sandy changed the way the federal and state governments think about mitigation, prevention, and preparedness?
- What is the role of individual citizens and the private sector in mitigation, prevention, and preparedness?

Required Readings:

- Chapter 10: Mitigation, Prevention, and Preparedness, Bullock et al., pp. 505-580.

Suggested Readings:

- City of New York. "A Stronger, More Resilient New York." *PlaNYC*, June 2013.
<http://www.nyc.gov/html/sirr/html/report/report.shtml>
- Linda B. Bourque, Dennis S. Mileti, Megumi Kano, and Michele M. Wood. "Who Prepares for Terrorism?" *Environment and Behavior*, May 2012; vol. 44, 3: pp. 374-409.

Week 12 (4/18): Risk Communication

Assignments Due:

1. **RAT #5 (in class)**
2. **PAPER TOPIC #9:** Proposition: The 24/7 media's hyper focus on terrorism only serves to promote terrorist goals of spreading fears and desensitizes the general population to future government warnings when the threat may truly be elevated.

Discussion Topics:

- How does the US government perform risk communication to inform the US public about hazards and threats they face?
- What role does the media play in relation to risk communication and what challenges exist in regards to the media?
- What role can and should social media play in risk communications and public warning?
- How can the government most effectively communicate information regarding reporting suspicious activity (SARs) and how effective are SARs?

Required Readings:

- Chapter 11: Communications, Bullock et al., pp. 581-656.
- Janoske, Melissa, and Brooke Liu, Ben Sheppard (2012). "Understanding Risk Communication Best Practices: A Guide for Emergency Managers and Communicators." *National Consortium for the Study of Terrorism and Responses to Terrorism*.
<http://www.start.umd.edu/sites/default/files/files/publications/UnderstandingRiskCommunicationBestPractices.pdf> (25 pages)
- National Terrorism Advisory System at <http://www.dhs.gov/national-terrorism-advisorysystem> including bulletin found at http://www.dhs.gov/sites/default/files/ntas/alerts/15_1216_NTAS_bulletin_0.pdf (1 page)

Suggested Readings:

- Brush, Roy (2014). "Silent Warning: Understanding the National Terrorism Advisory System." Naval Postgraduate School. Available at <https://www.hsaj.org/articles/3338>

□

- National Consortium for the Study of Terrorism and Responses to Terrorism. “Validation of the Nationwide Suspicious Activity Reporting (SAR) Initiative.” February 2015. https://www.start.umd.edu/pubs/START_ValidationofNationwideSARInitiative_Feb2015.pdf (19 pages)

Week 13 (4/25): Ethics in Homeland Security and Counterterrorism

Assessments and Assignments Due:

1. **Debate #4:** Proposition:
2. **PAPER TOPIC #10: TO BE DETERMINED**

Discussion Topics:

- Is it ever legitimate to use torture in the war on terror?
- How do we balance civil liberties and security?
- What are the trade-offs associated with prioritizing spending on homeland security vs other programs?
- Is it ethical to use drones to kill terror suspects abroad?

Required Readings:

- Zack, Naomi. 2006. “Philosophy and Disaster.” *Homeland Security Affairs*, 2 (April) (about 15 pages).
- Shane, Scott. “The Moral Case for Drones.” *The New York Times*. 14 July 2012. http://www.nytimes.com/2012/07/15/sunday-review/the-moral-case-for-drones.html?_r=0 (about 4 pages)
- Walsh, James I. and Marcus Schulzke. 2015. “The Ethics of Drone Strikes: Does Reducing the Cost of Conflict Encourage War?” Strategic Studies Institute and U.S. Army War College Press.
- BBC One night in Bhopal. https://www.youtube.com/watch?v=rJg19W8x_Ls (53 minutes)

Suggested Readings:

- Solove, Daniel J., 2013. *Nothing to Hide: The False Tradeoff between Privacy and Security*. New Haven, CT: Yale University Press.

Week 14 (5/2): Science, Technology, and the Future of Homeland Security

Assessments and Assignments Due:

1. **NONE**

Discussion Topics:

- What research and development efforts are performed by the federal government, and particularly DHS, to further the homeland security mission?
- What are DHS Centers of Excellence and what is each of their roles?
- Why is there such a strong focus on WMD/CBRN research?
- What are some of the challenges we face into the future in relation to homeland security?
- What will homeland security look like in 2025?

Required Readings:

- Chapter 12: Science and Technology, Bullock et al., pp. 657-694.
- Chapter 13: The Future of Homeland Security, Bullock et al., pp. 695-702.
- Weimann, Gabriel (2015). “Going Dark: Terrorism on the Dark Web.” *Studies in Conflict & Terrorism*.

□

FINAL EXAM (To be determined, during finals week 5/6-5/13)

CEHC 344: Emergency Preparedness

3 credits

Fall 2016

Wednesdays: 5:45-8:35

Instructor: Terry Hastings

thastings@albany.edu

Course Description

Emergency Management involves coordinating and integrating efforts to prepare for, respond to, recover from, and mitigate man-made and natural disasters. The discipline of Emergency Management has evolved greatly over time and has been shaped by several major events, including the terrorist attacks on September 11, 2001, Hurricane Katrina, and Hurricane Sandy. Readings, real-world cases studies, and facilitated discussions will be used to explore the history and evolution of Emergency Management and the current issues and challenges facing the Emergency Management community.

Required Readings

For Purchase

George Haddow, Jane Bullock, and Damon P. Coppola. (2014) Introduction to Emergency Management, Fifth Edition. Butterworth-Heinemann.

In addition to the textbook, articles, reports, and other materials will be provided by the instructor via Blackboard. Video clips and other multi-media will also be used to enhance the learning environment. For example, students may be asked to watch relevant documentaries and/or respond to specific disaster scenarios based on real-world or simulated disaster footage.

Course Requirements

Class Participation:	25% (25 points)
Mid-term Exam	25% (25 points)
Final Exam	25% (25 points)
Disaster Case Study:	25% (25 points)

Grading

Grading will be based on a points system, as noted below:

93-100 points =	A
90-92 points =	A-
87-89 points =	B+
83-86 points =	B
80-82 points =	B-
77-79 points =	C+
73-76 points =	C
70-72 points =	C-
67-69 points =	D+
63-66 points =	D
60-62 points =	D-
<60 points =	E

Class Participation

It is critical that students attend class and actively participate in the class discussions. To effectively do so, students must complete the required reading assignments and be prepared to engage in dialogue regarding the reading. The instructor will prompt discussion and help to frame issues, but the students need to be active participants and will be expected to contribute to the dialogue. Students may also be called upon to briefly summarize the reading and discuss current events impacting the emergency management community. Additionally, students will be expected to participate in case-study discussions, small group activities, and a table-top-exercise designed to test the collective understanding of the class based on the concepts and issues discussed throughout the course. Unexcused absences, missed deadlines, and/or a general lack of participation will negatively impact the class participation portion of the final grade.

Mid-term and Final Exams

The mid-term and final exams will each include a series of multiple choice, true/false, and short answer type questions based on the readings and other assigned materials. The exams will collectively count towards 50% of the final grade. Given that the exams will focus extensively on the reading material, it is critical that the students complete all of the assigned readings in a timely fashion.

Disaster Case Study

Students will be expected to complete a paper based on independent research conducted by the student. Students will be asked to examine a major disaster that occurred in the United States, to include the causes, impacts, and associated Emergency Management activities. The study should also examine how the government and other Emergency Management stakeholders performed and what, if any, major changes occurred as a result of the disaster. Students must obtain approval on their topics from the instructor and more guidance will be provided in advance of the assignment. Note: because 9/11, Katrina, the Boston Bombing, and Hurricane Sandy will be examined in depth as part of the class, students will not be able to profile these events for the case study.

Format: The paper will be a minimum of 10 pages in length, (plus cover page and bibliography/recourses cited), double spaced, using 12 point font. All sources will be properly cited using a generally accepted citation process (such as APA or MLA). The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.

Learning Objectives

At the conclusion of this course students should be able to:

- Understand the history and evolution of Emergency Management, including how major events have shaped Emergency Management over time.
- Comprehend the Emergency Management Cycle (Preparedness, Response, Recovery, and Mitigation) and the principles of Emergency Management.
- Appreciate the contemporary issues and challenges within the field of Emergency Management.
- Apply the insights gained to develop clear positions regarding Emergency Management theory and practice.
- Analyze and synthesize information from a variety of sources to develop a disaster case study.
- Evaluate the impacts of Emergency Management policies and programs.

- Anticipate emerging issues that may impact the Emergency Management community.

Course Outline and Schedule

A course outline, to include the topics covered and required reading assignments, is included below. However, the instructor may alter the outline and associated reading based on current events. The specific readings for each class will be shared in advance and will include chapters from the textbook, articles, and others materials shared via Blackboard.

Class #	Topic	Readings
1 8/31	Course Introduction and Overview: We will begin with introductions, a review of the syllabus, and a discussion of the key definitions and concepts that help to frame Emergency Management. We will also examine the Federal Emergency Management Agency and discuss state and local emergency management responsibilities and organizational structures.	<ol style="list-style-type: none"> 1. Course Syllabus 2. Hastings, Terry. (2015) Emergency Management is not a part time Job. Emergency Management Magazine. 3. National Emergency Management Association. (2015) State Director Survey Results. 4. Federal Emergency Management Agency. (2014) FEMA Strategic Plan: 2014-2018.
2 9/7	The History and Evolution of Emergency Management: Emergency Management has evolved greatly over time and has been shaped by several major events. We will examine this evolution and some of the major changes that have occurred as a result of 9/11, Hurricane Katrina, and other events.	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapter 1. 2. Graham, David. (2015) How FEMA Director Craig Fugate Wants to Reshape Disaster Management. Government Executive. 3. Brown, Michael. (2015) Stop Blaming me for Hurricane Katrina. Politico. 4. Birkland, Thomas. (2008) Disasters, Catastrophes, and Policy Failure in the Homeland Security Era.

		5. Government Accountability Office. (2015) FEMA Has Made Progress since Hurricanes Katrina and Sandy, but Challenges Remain.
--	--	---

3 9/14	On-line assignment: We will not meet in person on 9/14, but students will be asked to complete an on-line training course from FEMA's Independent Study program and respond to an associated discussion question via Blackboard.	TBD
4 9/21	Hazard and Risk Assessment: There are a myriad of natural and man-made hazards that must be prepared for. We will examine these hazards and how to analyze and manage the associated risks.	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapter 2. 2. US Department of Homeland Security. (2011) Strategic National Risk Assessment. 3. Taleb, Nassam. (2007) The Black Swan: The Impact of the Highly Improbable. The NY Times. 4. US Department of Homeland Security. (2011) Risk Management Fundamentals. 5. Parker, Charles, Eric Stern and Eric Pagila. (2009) Preventable Catastrophe? The Hurricane Katrina Disaster Revisited. Journal of Contingencies and Crisis Management.
5 9/28	Disaster Preparedness: Preparing for disasters is an ongoing process with many dynamic aspects. We will examine the processes and systems used to prepare for disasters, including the current national preparedness doctrine.	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapter 4. 2. US Department of Homeland Security. (2011) National Preparedness System.

		<ol style="list-style-type: none"> 3. US Department of Homeland Security. (2016) 2016 National Preparedness Report. 4. Kahan, Jerome. (2014) Preparedness Revisited: W(h)ither PPD-8? Homeland Security Affairs. 5. Amy K. Donahue and Robert V. Tuohy. (2006) Lessons We Don't Learn: A Study of the Lessons of Disasters, Why We Repeat Them, and How We Can Learn Them. Homeland Security Affairs.
--	--	--

<p>6 10/5</p>	<p>Disaster Communications: Communicating is critical during all phase of Emergency Management. We will explore current communications concepts and tools, including social media and the impact it is having on Emergency Management. We will also discuss the importance of crisis communication.</p>	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapter 5. 2. Davis, Edward, Alejandro Alves and David Alan Sklansky. (2014) Social Media and Police Leadership: Lessons from Boston. 3. Maron, Diane. (2013) How Social Media is Changing Disaster Response. Scientific American. 4. Bernstein, Jonathan. (2013) The 10 Steps of Crisis Communication. 5. Wukich and Mergel. (2014) Closing the Citizen-Government Communication Gap: Content, Audience and Network Analysis of Government Tweets.
-------------------	--	---

<p>7 10/19</p>	<p>Disaster Response: Response is often the most visible phase of Emergency Management and can result in life or death decisions. We will discuss the current emergency response constructs, including the National Incident Management System and the Incident Command System. We will also discuss their potential limitations.</p> <p>Disaster Case Study Topics Due</p>	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapter 6. 2. Federal Emergency Management Agency. (2016) National Response Framework. 3. Renaud, Cynthia. (2012) The Missing Piece of NIMS: Teaching Incident Commanders How to Function in the Edge of Chaos. Homeland Security Affairs. 4. Steigenberger, Norbert. (2015) Organizing for the Big One – A Review of Case Studies on Multi-Agency Disaster Response and a Research Agenda.
--------------------	---	--

<p>8 10/26</p>	<p>Disaster Recovery, Mitigation, and Resilience: Disaster recovery can be the longest and most complex phase of Emergency Management and very few communities ever fully recover from a major disaster. We will analyze the recovery process and what can be done to mitigate future disasters and improve long-term resiliency.</p> <p>Mid-term Exam (in class)</p>	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapters 3 and 7. 2. Federal Emergency Management Agency. (2016) National Disaster Recovery Framework. 3. Government Accountability Office. (2016) FEMA Needs to Assess Its Effectiveness in Implementing the National Disaster Recovery Framework. 4. Friedman, Uri. (2016) Learning to Live with Terrorism. The Atlantic.
--------------------	---	--

<p>9 11/2</p>	<p>Hurricane Sandy Case Study: Hurricane Sandy was one of the largest and most destructive Hurricanes ever to hit the east coast, and it provides for an excellent case study. We will examine the impact of the Hurricane and the positive and not so positive aspects of the response and recovery efforts. We will also examine some of the resiliency initiatives launched as a result of Hurricane Sandy.</p>	<ol style="list-style-type: none"> 1. Federal Emergency Management Agency. (2013) Hurricane Sandy After Action Report. 2. Fosset, James. (2013) Let's Stop Improvising Disaster Recovery. 3. Cutter, Susan and Christopher Emrich. (2015) A Tale of Two Recoveries: 5 Lessons from Hurricanes Katrina and Sandy. Governing Magazine. 4. Goodell, Jeff. (2016) Can New York Be Saved in the Era of Global Warming? Rolling Stone.
-------------------	---	--

<p>10 11/9</p>	<p>International Emergency Management: Emergency Management is an issue that transcends international boundaries as virtually every country must contend with disasters. We will explore how other countries use Emergency Management and compare and contrast their approaches against the Emergency Management system in the United States.</p>	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapters 3 and 8. 2. Coppola, Damon. The Importance of International Disaster Management Studies. Federal Emergency Management Agency. 3. McEntire, David and Sarah Mathis. (2007) Comparative Politics and Disasters: Assessing Substantive and Methodological Contributions. 4. Centre for Research on the Epidemiology of Disasters. (2015) The Human Cost of Weather Related Disasters.
<p>11 11/16</p>	<p>Contemporary Issues and Challenges: There are a variety of issues and challenges currently facing the Emergency Management community, including climate change, terrorism, and changing social dynamics just to name a few. We will examine these and other challenges and discuss other issues facing the next generation of Emergency Managers.</p>	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapters 9 and 10. 2. Congressional Research Service. (2015) Stafford Act Declarations 1953-2014: Trends, Analyses, and Implications for Congress. 3. National Emergency Management Association. (2016) 2016 National Issues Brief.

		<p>Federal Emergency Management.</p> <p>4. (2012) Crisis Response and Disaster Resilience 2030.</p>
<p>12 11/30</p>	<p>Crisis Leadership and Decision Making: Effective leadership and the ability to make decisions during a crisis are critical. We will discuss the attributes of effective leaders and some current theories related to leadership and decision making. We will also explore examples of leadership successes and failures and what lessons can be learned from these events.</p>	<ol style="list-style-type: none"> 1. Pfiefer, Joseph. (2013), Crisis Leadership: the Art of Adapting to Extreme Events. 2. Marcus, Leonard, Dr. Barry C. Dorn, Dr. Isaac Ashkenazi, Joseph Henderson, M.A., and Eric J. McNulty. (2012) Crisis Preparedness and Crisis Response: The Meta-Leadership Model and Method. Harvard National Preparedness Leadership Institute. 3. Baldoni, John. (2011).How a Good Leader Reacts to a Crisis. Harvard Business Review. 4. Snowden, David and Mary E. Boone. (2007) A Leaders Framework for Decision Making. Harvard Business Review. 5. Stern, Eric. (2009) Crisis Navigation: Lessons from History for the Crisis Manager in Chief. Governance.

13 12/7	Putting it all Together: The course will culminate with an exercise at the New York State Emergency Operations Center in Albany. Students will be asked to react to real-world scenarios based on the knowledge gained from the course.	<ol style="list-style-type: none"> 1. New York State Disaster Preparedness Commission. (2016) NYS Comprehensive Emergency Management Plan. 2. Perry, Ronald. (2004) Disaster Exercise Outcomes for Professional Emergency Personnel and Citizen Volunteers. Journal of Contingencies and Crisis Management.
14 12/14	Final Exam	N/A

Policies

Attendance and Participation Policy: At the college level of education, the expectation is that students will **actively** participate in class every discussion each week. I expect students to have read and thought about the material or tasks assigned for that week. If language or some other barrier inhibits you from participating actively, you should let me know immediately so that we can devise a solution.

Disability Policy: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

Academic Dishonesty Policy: Students are expected to comply with the University at Albany's Community Rights and Responsibilities. An incident of unethical conduct (e.g. cheating, plagiarism) or classroom disruption will result in a Fail and referral to the appropriate Departmental and University Committees. More information on academic integrity is available at the following website: http://www.albany.edu/undergraduate_bulletin/regulations.html.

Grade Complaints: Students that feel their exams or assignments have been graded incorrectly should follow a three-step procedure. First, the student should carefully read the exam or assignment and identify the precise problem with the grading. Second, the student must send a written appeal explaining why their answer was appropriate to the instructor. Third, the instructor will meet with the student to discuss the appeal and resolve the conflict.

of **10**

RPAD 438/438: US Health Policy in the Age of Obama

Summer 2016

Online Course

This course is delivered online in an asynchronous format. It meets or exceeds the total amount of instructional and student work time expected in a traditional in-class course in every week of a 15-week semester: three 50 minute sessions of classroom or direct faculty instruction for every 3 credit course. The contact time achieved in this class is satisfied by (1) instruction or interaction with a faculty member once a week for each week the course runs as well as (2) academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, work with class peers and computer tutorials graded and reviewed by faculty.

Instructor: Prof. Stephen Weinberg

3 credits

Grade structure: letter-graded

Introduction

What is ObamaCare?

Why is “ObamaCare” written the way it is? What are the underlying economics?

What are the early impacts of this law?

Few laws have been so badly misunderstood as the Affordable Care Act. Polls routinely show massive confusion about what is actually in the bill. People who know about some elements of the bill (such as the individual mandate that everyone have health insurance or pay a tax penalty) often have a very poor understanding of the rationale for the provisions. And anyone trying to gauge the effectiveness of this legislation on the basis of news reports would be in for a very hard time indeed.

This course is about the sweeping US health care reform, the underlying health economics that justify its provisions and continue to create challenges to implementation, and its impacts. Along the way it will be necessary to learn some basics of how private health insurance markets and Medicaid work.

I think of the bill as having three main components:

- 1) A large intervention in the market for health insurance, requiring (almost) everyone to buy insurance, strongly regulating that insurance, and providing large subsidies for people too poor to afford insurance but too rich to qualify for Medicaid;
- 2) A large expansion of Medicaid, the US’s public health insurance system for the poor, the disabled, and many elderly (the elderly also get Medicare);

- 3) Everything else. The bill is a catch-all of health-related provisions that economists and policy makers have been wanting to try, ranging from large efforts to improve the quality of health care to obscure changes to health insurance fraud rules. We will focus on quality improvement issues.

We will also look briefly at the mechanisms by which the bill is funded.

Finally, we will also learn some fundamentals of a branch of economics called “market design,” which we will use as a lens for better understanding the ACA. For undergraduates, we will spend some time on writing skills.

After taking this course, students will:

- (1) be able to explain current health care policy with clear references to various economic and public policy theories;
- (2) assess the strengths and weaknesses of key proposals to improve the ACA and their consequences in a contentious political environment;
- (3) use evidence and clear writing to discuss policy concepts and evaluate alternative perspectives on a specific public policy.

Structure of the Course

The course has 5 units.

Unit 1 focuses on the basic mechanics of health insurance and a general overview of the Affordable Care Act.

Unit 2 focuses on the bill’s protocols for the individual insurance market, the underlying economics behind it, and how it is working in practice.

Unit 3 focuses on the Medicaid program, how the bill affects Medicaid, and evidence on its impacts. Because much of the

Unit 4 focuses on the Medicare program, how the bill affects Medicare, and experiments with Accountable Care Organizations and quality control. Because most of the bill’s payment mechanisms relate to Medicare, we will look at the payment side here.

Unit 5 looks at some of the other items in the bill and concludes.

This is still not nearly enough time to cover everything in the bill. I don’t plan to talk about the Independent Payment Advisory Boards, for example, or the employer mandate. And if you’re wondering where the death panels are—well, they were never in the bill in the first place, certainly not in the way implied by political discourse.

Undergraduates and Masters Students

RPAD 438 is an undergraduate course; RPAD 538 is a masters level course. The course is mostly the same for everyone, but keep an eye out for markers for just 438 or just 538.

	RPAD 438		RPAD 538	
	<u>Number</u>	<u>Total Weight</u>	<u>Number</u>	<u>Total Weight</u>
Quizzes	10	25%	10	25%
Discussion Boards	6	18%	6	18%
Oral Quizzes	2	22%	1	11%
Group Papers	1	15%	2	30%
Individual Paper	1	20%	1	16%

Quizzes: about twice a week, you will need to complete a short (15 minute) online quiz about the reading and lecture videos. The quizzes are open-book and open-note, but you will be very hard-pressed to finish on time if you have not done the readings beforehand. Quiz deadlines are listed in the readings schedule. They will go live the day before they are due. **There will be 11 of these, but your lowest quiz grade will be dropped.**

Discussion Board Participation: You will be divided into groups of 4-6 students, each with your own discussion board. I will post 6 discussion prompts throughout the term, each of which will be “live” for a window of about 4 days. During the window for each discussion prompt, you are expected to post at least one comment that directly responds to the prompt and at least 2 comments that are replies to a classmate. You should post your initial comment within the first two days that the discussion is live. Quality of argument is more important than length; indeed, I consider very long posts to be a sign that you haven’t taken the time to prioritize or edit. I am looking for active interaction with your classmates.

Oral Quizzes: There will be two fifteen-minute oral quizzes that I will conduct one-on-one by telephone, skype, or facetime (or in person for those of you in Albany). **Undergraduates will do both of these; masters students will choose one of these.** The exams will assess whether you have become conversant in the main topics of the course; they are **not** about tripping you up on the small details.

Papers: Undergraduates will write one team 6-8 page paper and one individual 4-6 page paper with a mandatory draft. Masters students will write two team 6-8 page papers and one individual 6-8 page paper. For the first paper, undergraduates and masters students will be assigned to teams together, with the hope that the masters students will help the undergraduates adapt to the MPA writing style.

Each assignment will receive a letter grade. To calculate your semester grade, I will convert the final grade to a 4-pt scale (A = 4.0, A- = 3.66, B+ = 3.33, etc). I will then take a weighted average of all your assignments to get your semester score. The score will be converted into a final letter grade with the following thresholds: A: 3.7 or higher; A- : 3.50 to 3.69; B+: 3.20 to 3.49; B: 3.00 to 3.19; B- : 2.50 to 2.99; C+ : 2.20 to 2.49; C: 2.00 to 2.19.

Plagiarism, Working in Groups, and Editing Services

It should, I think, go without saying that you are to abide with SUNY Albany standards for academic honesty.

Any forms of academic dishonesty will be penalized with a combination of the following: grade reduction or failing grade for the assignment, and revision and re-submission of the assignment, grade reduction or failing grade for the course, referral to the appropriate university judicial board, filing of a case with the Office of Conflict Resolution and Civic Responsibility, suspension, or expulsion. In all cases of academic dishonesty, a Violation of Academic Integrity Report will be submitted to the Dean of Undergraduate Studies to be placed in your university file, with copies provided to you, the department head, and the Dean of Rockefeller College.

You are required to be familiar with the university's academic honesty policies; ignorance is not an excuse for dishonest behavior. Review the University's policy regarding academic dishonesty in the Undergraduate Bulletin at http://www.albany.edu/undergraduate_bulletin/regulations.html and the Plagiarism 101 tutorial at <http://library.albany.edu/usered/plagiarism/>. You are required to submit your papers online via Blackboard's SafeAssign, which detects and prevents incidents of online plagiarism.

I encourage you to discuss the course and assignments with your colleagues. However, you must turn in your own work, written in your own words. At no point should you ever work directly off of a colleague's manuscript of a paper. You must also indicate in a footnote if you received helpful input from someone. For group assignments, "you" means the members of your group collectively; you can work off of the same documents amongst yourselves, but not across groups.

If you use an editing service to help you with the language of your memos and papers, you must actually input any changes into your text yourself. Again, you must acknowledge such help in a footnote. Note that such services are allowed only to help you polish your own work.

And, of course, it is severe cheating to tell a classmate what the questions will be on a quiz before they have taken it, or to receive that information from a classmate.

Policy on Missed and Late Assignments

The quizzes cannot be made up except under extreme circumstances. The papers and drafts will be penalized one-third of a letter grade per 24 hours late and will not be accepted more than 72 hours late.

Books

I reserve the right to change the readings at any time, though I will not change the required books. I have **not** ordered the books through any bookstore. I will post scans of the first week's readings to give you more time to order the books.

1. McDonough, 2011, Inside National Health Reform, 978-0520274525
2. Cutler, 2014, The Quality Cure, 978-0520282001 (Note: Professor Cutler was my dissertation committee co-chair.)
3. (438 only, but recommended for any 538 students who haven't already seen it in 508) Williams, Joseph, 1990, Style: Toward Clarity and Grace. This book is out of print, so a pdf will be posted to blackboard.

Suggested reference supplement for students who want help with the vocabulary of health care policy: Askin and Moore, The Health Care Handbook, 2012, isbn 978-0615650937

You will also read professional journal articles that will be available full-text online either through the library or through blackboard.

Note: professional journal articles circulate in many different drafts, especially as working papers or conference papers. It is imperative that you use the correct version of each reading. If I give a link, use it; if it's broken, let me know. If I give a citation by itself, then you must access the published version of the paper through the university library website. Do NOT simply google the article and take whatever version pops up.

NBER working papers can be accessed through nber.org. You can get free copies of the working papers either by logging on from campus or by providing your university email.

This is an asynchronous course, which means that you do not all have to be logged on at the same time. The dates attached to the readings/videos are suggestions. In practice, I am trying to give you a 2-day window from when something is made available to when assignments about it are due.

Schedule

(All times are Eastern. All assignments are due at midnight at the end of the listed day.)

*******NOTE WELL: make sure to look at the readings guides that will be posted for quiz study questions and for information about which pages to skip. I may make changes to the assigned readings, and will notify you of such in the reading guides. Do NOT just start reading these things without consulting the reading guide.**

Unit I: Introduction

1. July 5: Introduction
 - a. Cutler, chapters 1-3

Discussion 1: July 5-8

2. July 6: US Health Insurance, Public and Private
 - a. Watch “Health Insurance Explained: the YouToons Have it Covered” (December 2014) at <http://kff.org/health-reform/video/health-insurance-explained-youtoons/>
 - b. Take the Health Insurance Quiz at <http://kff.org/quiz/health-insurance-quiz/> . The “quiz” will tell you the correct answers to questions you miss. Make sure you know all ten questions.
 - c. Kaiser Family Foundation, 2016, “Medicare at a Glance,” <http://kff.org/medicare/fact-sheet/medicare-at-a-glance-fact-sheet/>
 - d. Kaiser Family Foundation, 2015, “Medicaid Moving Forward,” <http://files.kff.org/attachment/issue-brief-medicare-moving-forward>

(Optional) You may find the glossary here helpful: <https://marketplace.cms.gov/outreach-and-education/downloads/c2c-understand-your-health-coverage.pdf>

Quiz 1: midnight on July 7

3. July 8: Introduction to the Affordable Care Act
 - a. Watch these Kaiser Family Foundation videos at [http://kff.org/search/?s=obamacare&fs=search&orderby=&tab=&layout=&facets\[start_date\]=&facets\[end_date\]=&facets\[post_type\]\[\]=video](http://kff.org/search/?s=obamacare&fs=search&orderby=&tab=&layout=&facets[start_date]=&facets[end_date]=&facets[post_type][]=video)
 - i. “Health Reform Hits Main Street” (September 2010)
 - ii. “The YouToons Get Ready for Obamacare: Health Insurance Changes Coming Your Way Under the Affordable Care Act” (July 2013)
 - b. McDonough, intro and chapter 1 (Posted to Readings)

Discussion 2: July 9-13

4. July 11: (438: Writing; 538: Politics of Passing the ACA)
 - a. 438: Williams, chapters 2-3 (posted)
 - b. 538: McDonough, chapters 3-4

Quiz 2: midnight on July 12

Unit II: Individual Insurance Markets

5. July 13: Reforming the Individual Insurance Market
 - a. McDonough, chapter 5

Quiz 3: midnight on July 14

6. July 15: Early History of the Exchanges (**note: different students will do different subsets of these readings, and then discuss how they relate to each other in Discussion 3**)
 - a. Kaiser Family Foundation, 2014, "Explaining Health Care Reform: Risk Adjustment, Reinsurance, and Risk Corridors," Kaiser Family Foundation Issue Brief (January), <https://kaiserfamilyfoundation.files.wordpress.com/2014/01/8544-explaining-health-care-reform-risk-adjustment-reinsurance-and-risk-corridors1.pdf>
 - b. Durkin, Taylor and Dubner, 2016, "Emerging Disputes Over Risk Sharing Under the ACA," Law360 article (April 18), <http://www.law360.com/articles/785120/emerging-disputes-over-risk-sharing-under-the-aca>
 - c. Courtemanche, Marton, Ukert, Yelowitz, and Zapata, 2016, "Impacts of the Affordable Care Act on Health Insurance Coverage in Medicaid Expansion and Non-Expansion States," NBER Working Paper 22182
 - d. Hsu, 2016, "The ACA and Risk Pools—Insurer Losses in the Setting of Non-Compliant Plans," *New England Journal of Medicine* 374 (June 2): 2105-2107
 - e. Galvin, 2016, "How Employers are Responding to the ACA," *New England Journal of Medicine* 374 (Feb 18): 604-606
 - f. More readings TBD

Discussion 3: July 15-19

7. July 18: The Exchanges Moving Forward
 - a. TBD

Quiz 4: midnight on July 19

438/538: Group Paper 1 due: midnight on July 20

8. July 20: Design Economics
 - a. Roth, 2008, "What Have We Learned from Market Design?" *Economic Journal* 118 (March): 285-310, use the version at http://stanford.edu/~alroth/papers/2008_Hahn_Lecture_EJ.pdf
 - b. Ashlagi and Roth, 2012, "New challenges in multi-hospital kidney exchange," *American Economic Review* 102(3): 354-59

Quiz 5: midnight on July 21

Discussion 4: July 20-25

Unit III: Medicaid

9. July 22: Medicaid

Oral Exam Block 1: July 22-24

10. July 25: Medicaid in the ACA
 - a. McDonough, ch6

Quiz 6: midnight on July 26

11. July 27: Impacts
 - a. Simon, Soni, and Cawley, 2016, "The Impact of Health Insurance on Preventive Care and Health Behaviors: Evidence from the 2014 ACA Medicaid Expansions," NBER Working Paper 22265

Quiz 7: midnight on July 28

Unit IV: Medicare

12. July 29: Paying for It All
 - a. McDonough, ch13

538: Individual Paper 1 due: midnight on July 30

438: draft of Individual Paper 1 due: midnight on July 30

438 individual skype conferences on paper 1: Aug 1-Aug 3

13. Aug 1: Cost Controls and Medicare
 - a. McDonough, ch7

Quiz 8: midnight on Aug 2

14. Aug 3: Quality I

- a. Cutler, ch4-5
- b. Iglehart, 2011, "Assessing an ACO Prototype—Medicare's Physician Group Practice Demonstration," *New England Journal of Medicine* 364 (January 20): 198-200
- c. **538:** Iglehart, 2011, "The ACO Regulations—Some Answers, More Questions," *New England Journal of Medicine* 364: e35 (Apr 28),
<http://www.nejm.org/doi/full/10.1056/NEJMp1103603>

Quiz 9: midnight on Aug 4

Discussion 5: Aug 3-Aug 8

15. Aug 5: Quality II

- a. Cutler, ch6-7
- b. **538:** McWilliams et al, 2016, "Early Performance of Accountable Care Organizations in Medicare," *New England Journal of Medicine* (Apr 13),
<http://www.nejm.org/doi/full/10.1056/NEJMsa1600142>
- c. **538:** McWilliams et al, 2014, "Changes in Patients' Experiences in Medicare Accountable Care Organizations," *New England Journal of Medicine* 371 (Oct 30): 1715-1724,
<http://www.nejm.org/doi/full/10.1056/NEJMsa1406552>

Oral Exam Block 2: Aug 5-Aug 7

Unit V: Everything Else

16. Aug 8: Preventive Care (538: and Workforce Management)

- a. McDonough, ch8
- b. **538:** McDonough, ch9

Quiz 10: midnight on Aug 9

17. Aug 10: Just How Long is This \$#^\$#@^@#\$ Bill?

- a. McDonough, ch10-12

438: Individual paper 1 due: midnight on Aug 10

Quiz 11: midnight on Aug 11

Discussion 6: Aug 10-Aug 12

18. Aug 12: Conclusions¹

- a. McDonough, Conclusions
- b. Sommers, 2015, "Health Care Reform's Unfinished Work—Remaining Barriers to Coverage and Access," *New England Journal of Medicine* 373 (Dec 17): 2395-2397, <http://www.nejm.org/doi/full/10.1056/NEJMp1509462>

538: Group paper 2 due: midnight on Aug 12

¹ No, there isn't any mechanism to assess you on doing the August 12 reading. You're on your honor to do it anyway.

RPAD 445 – Principles and Practices of Cyber Security

3 credits

Course Summary:

Our world is more connected today than it has ever been in our history. Tomorrow we will be more connected than we are at this very moment. While each connection we make in the virtual world is intended to make our lives easier, we must ask ourselves, “What if someone pulled the plug? How do we respond? Should we have been able to prevent it?”

Since the creation of electronic devices that transmit information there have been criminals, terrorists, and nation states that seek to exploit them for financial, social, or political/ideological gain. This threat has become one of the top national security priorities, requiring a cyber force that includes the training of people who don’t even work as cyber professionals. Maybe you have seen the signs in your current work places, “Security is everyone’s responsibility.” A simple statement has never been truer.

At the end of the course, student will be able to explain key competing perspectives of cyber security (different industries, private sector business, civil government, military, and academia). Students will also understand advanced technical detail on at least one disciplines that make up cyber security. Finally, students in this course have the tools to evaluate the management, policy, and political equities involved in cyber security from a mid-micro to macro organizational level.

Most of the interaction between cyber security experts and the clients they serve is conducted via video teleconference. So it is fitting that this course is being offered online. As a class we will work to operate in a professional format that in most cases mimics real world situations. This will be the best way to bring the real world into our virtual classroom.

Below you will find a weekly break down of assignments and topics to be covered as well as what are required of you each week. Each week is annotated with a “pre-record” or “live” tag. If it is a pre-record please feel free to watch or listen to lectures at your leisure. If it is a live discussion it is highly encouraged that you log in and participate. If a live discussion is canceled, it will be replaced with a pre-recorded lecture on the same topic, or a pre-recorded lecture from a new topic will take its place. If a live discussion is canceled and there is an assignment due that day, you must still complete the assignment.

There will be a total of four live sessions all held on our scheduled class times on Wednesdays which are highlighted in bold on the class schedule.

Class Delivery Platform:

Our class will use a combination of Adobe Connect and Blackboard. Blackboard will be used as the primary means of content delivery. Assignments, lectures, materials, and forum discussions will all be held using Blackboard. Adobe Connect will be our platform for live interactive communication. You will receive login instructions prior to the first class meeting which will be held in a live Adobe Connect session.

This course is delivered in a blended manner with both online and in class work. It meets or exceeds the total amount of instructional and student work time expected in a traditional in-class course in a 15-week semester: three 50 minute sessions of classroom or direct faculty instruction for every 3 credit course. The contact time achieved in this class is satisfied by (1) instruction or interaction with a faculty member once a week for each week the course runs as well as (2) academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, work with class peers and computer tutorials graded and reviewed by faculty.

Assignments:

Weekly Cyber/Cyber Security News Article – Every week, each student will seek out a specific news article related to cyber security to post. With the post, each student should write a half to full-page analysis of why this article is important. What are the impacts to a particular industry, demographic, region, etc? This is not a summary, use your analytical skills. During live sessions 1-3 students will be asked to present their article to the class. Articles should be posted by Wednesday of each week.

Weekly Discussion – Every week students will be required to post 3 comments on a class discussion thread. Comments should be no less than one paragraph in length. The topic will relate to that week's subject area. Students are encouraged to engage each other in discussions that further analytical and creative ideas. Discussion opens on Sunday night and close on Friday at midnight. This leaves Saturday as an open day.

Memo Assignment #1 – Students will be provided a scenario which they must research and provide a synopsis to senior level leadership on multiple cyber threats impacting a particular interest.

White Paper – Students will be required to pick a cyber security related topic, take a position, and argue it to a specified audience through the use of a white paper. A list of potential topic areas will be provided but it is encouraged that each student find a unique and timely topic. Topics will be submitted for consideration and approval in week six.

Group VTC Role Play – All students will participate in a real time VTC scenario that will be provided in advance so that key players can prepare. Scenarios will include Chief Information Officers (CIOs), CEOs, Directors, Managers, Intelligence Analysts, Senior Military Leadership, etc.

Memo Assignment #2 – Students will be provided a scenario which they must research and provide a decision(s) to respond to a threat imposed on a particular interest.

Memo Assignment #3 – Students will be provided a scenario which they must research and provide an after action report to senior leadership.

Capstone Project – The entire class will meet in person at the Rockefeller College downtown campus to complete an interactive simulation as part of the capstone project. The class will be broken up into an Executive Board of senior officials of a government agency, and two groups that are to provide cyber security solutions for a specific scenario concerning the organization. This will be an expedited real-time scenario run over the course of two days. There will be specific milestones that must be reached. Some milestones will be set beforehand but all other milestones will be driven by the class as it conducts the simulation. The capstone will be proctored by the instructor and other Rockefeller College faculty members. A deeper review of the group and individual grading process will be covered prior to the capstone project.

Grades:

Participation: 20%

Written Assignments: 25%

Online Discussion: 15%

Capstone: 40%

Class grade scale A= 90-100, A- = 88-89, B+ = 85-87, B = 83-84, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Weekly Breakdown:

Week 1

Course overview and administration. Provide an overview of all the assignments and the schedule of completion for those assignments. Discuss cyber security. What is cyber security? (Pre-Record)

Week 2

Access Control and Identity Management – The lecture will focus on Access Control methodologies and implementation across all types of networks. Identity Management will focus on methodologies of security used in information systems (IS). (Pre-record)

Week 3

Cyber Security: The Issues – Discussion will focus on the implementation of security. Questions we will explore are as follows. Are we leading or falling behind? Can the government regulate cyber security measures for critical infrastructure and key resources (CI/KR)? Should the private sector be forced to hand over data to government agencies? Should the private sector be allowed to conduct cyber espionage or cyber warfare to protect their interests? If not how do you prosecute them? (Live)

Week 4

Cryptography – This lecture will focus on basic telecommunications systems and network security methodologies. The history of cryptography will also be covered. (Pre-record) (Memo #1 Due)

Week 5

Cyber Security in Government – Who does what? Discussion will focus on the function of cyber security within government (Federal, State, and Local). Also what are the responsibilities of specific agencies at the federal and state level? (Live)

Week 6

Threats and Vulnerabilities – This lecture will focus on Threats and Vulnerabilities related to cyber security. (Pre-record)

Week 7

Application, Data, and Host Security – The lecture will cover Application, Data, and Host Security methodologies and implementation strategies. (Pre-record) (Whitepaper due)

Week 8

Compliance and Operational Security – The lecture will cover business continuity methodologies and disaster recovery plans for all private industry and government. The lecture will cover the various laws that are in place which must be followed by government and/or private industry. Governance and risk management are key aspects of compliance with laws and regulations put in place to protect information systems. (Pre-record) (Memo #2 Due)

Week 9

BREAK

Week 10

Cyber Warfare and Intelligence – Discussion will focus on how cyber intelligence integrates with other traditional forms of intelligence. What types of cyber intelligence exist? The class will explore how federal agencies, military, and state agencies contribute to cyber intelligence. Group VTC roles assigned. Discussion will focus on the hottest topic in cyber security today, the new domain of warfare. This discussion will spark much debate and be a great lead in to the Group VTC scenario and Capstone Project.(Pre-record)

Week 11

Cyber Warfare and Intelligence – Discussion will focus on how cyber intelligence integrates with other traditional forms of intelligence. What types of cyber intelligence exist? The class will explore how federal agencies, military, and state agencies contribute to cyber intelligence. Group VTC roles assigned. Discussion will focus on the hottest topic in cyber security today, the new domain of warfare. This discussion will spark much debate and be a great lead in to the Group VTC scenario and Capstone Project. (Live) (Memo #3 Due)

Week 12

Cyber Policy Development – This lecture will focus on key components of the cyber policy development process. This will be vital to the capstone project.

Week 13

Overview of Capstone Project (pre-record) (white paper due).

Week 14

Catch up week

Week 15

Capstone Project held at Rockefeller Campus

RPAD 449 – Risk Management and Budgeting for Cyber Security

Instructor: Bryan L Haynes, MPA, CISSP

3 credits

Course Summary:

No matter how well an economy appears to be there never seems to be enough money to go around. That is what makes budget season the most difficult for any organization, public or private. One area that has seen considerable growth in recent years even despite many other budget areas being cut is Cyber Security. Will this trend continue? Likely yes, but like all hot areas it will cool. Which means the principles and methods taught in this course will become even more prevalent.

The goal of this class is to equip decision makers with the principles and methods that will allow for more informed budget decisions as it relates to Cyber Security. First this class will review budgeting basics as well as the core of budgeting for Information Technology and Cyber Security. We will then examine Risk Management as a total program component of Cyber Security as well as applying it to the budgeting process. Finally this class will take a comprehensive approach to managing IT/IS projects from a risk management, budgeting, and procurement point of view.

Many of the principles and methods taught in this class will be valuable to all aspects of budgeting and management for IT. Too often budgeting is misinformed by political agendas, personal relationships, and overall misunderstanding of a highly technical area.

Student Learning Objectives

After participating in this course, students will have a clear understanding of the Cyber Security policy area and its relationship to statecraft, budgeting and the economy. Students they will practice and learn key techniques associated with budgeting, procurement, and risk management. The course assignments will develop student research, analytical, and writing skills.

Class Delivery Platform:

Our class will use a combination of Adobe Connect and Blackboard. Blackboard will be used as the primary means of content delivery. Assignments, lectures, materials, and forum discussions will all be held using Blackboard. Adobe Connect will be our platform for live interactive communication. You will receive login instructions prior to the first class meeting which will be held in a live Adobe Connect session.

Our course is delivered online and asynchronously. It meets or exceeds the total amount of instructional and student work time expected in a traditional in-class course in every week of a 15-week semester: three 50 minute sessions of classroom or direct faculty instruction for every 3 credit course. The contact time achieved in this class is satisfied by (1) instruction or interaction with a faculty member once a week for each week the course runs as well as (2) academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, work with class peers and computer tutorials graded and reviewed by faculty.

Assignments:

Weekly Cyber/Cyber Security News Article – Every week, each student will seek out a specific news article related to cyber security/budgeting/risk management to post. With the post, each student should write a half to full-page analysis of why this article is important. What are the impacts to a particular industry, demographic, region, etc? This is not a summary, use your analytical skills. During live sessions 1-3 students will be asked to present their article to the class. Articles should be posted by Wednesday of each week.

Weekly Discussion – Every week students will be required to post 3 comments on a class discussion thread. Comments should be no less than one paragraph in length. The topic will relate to that week's subject area. Students are encouraged to engage each other in discussions that further analytical and creative ideas. Discussion opens on Sunday night and close on Friday at midnight. This leaves Saturday as an open day. Weekly discussion may include budget problem and/or risk management problems to be solved.

Memo Assignment #1 – Students will be provided a scenario which they must research and provide a synopsis to senior level leadership on multiple cyber threats impacting a particular interest. Students must make a case to expend a specific amount of capital on specific resources to mitigate the problem.

White Paper – Students will be required to pick a cyber security/budgeting/risk management related topic, take a position, and present it to a specified audience through the use of a white paper. A list of potential topic areas will be provided but it is encouraged that each student find a unique and timely topic. Topics will be submitted for consideration and approval in week six.

Group VTC Role Play – All students will participate in a real time VTC scenario that will be provided in advance so that key players can prepare. The scenario will center on budget negotiations. Scenario participants will include Chief Information Officers (CIOs), CEOs, Directors, and Managers.

Memo Assignment #2 – Students will be provided a scenario which they must research and provide a decision(s) to respond to a budget inquiry.

Memo Assignment #3 – Students will be provided a scenario (Group VTC Role Play) which they must research and provide an after action report to senior leadership along with recommendations moving forward.

Capstone Project – The entire class will meet in person at the Rockefeller College downtown campus to complete an interactive simulation as part of the capstone project. This will be a more rigorous and intense version of the Group VTC.

Grades:

Participation: 20%

Written Assignments: 25%

Online Discussion: 15%

Capstone: 40%

Each student’s final grade will be determined using the following grade scale: A= 90-100, A= 88-89, B+ = 85-87, B = 83-84, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Texts:

Wheeler (2011). Security Risk Management. Waltham, MA: Elsevier

Talabis, Martin (2013). Information Security Risk Assessment Toolkit. Waltham, MA: Elsevier

Finkler, Purtell, Calabrese & Smith (2013). Financial management for public, health, and not-for-profit organizations. (4th ed.) Upper Saddle River, NJ: Pearson Prentice Hall

Others as assigned by instructor.

Weekly Breakdown:

Week 1

Course overview and administration. Provide an overview of all the assignments and the schedule of completion for those assignments. Discuss cyber security, the need for sound fiscal planning in regards to IT/IT Security. (Pre-Record)

Readings: Wheeler Chapters 1-3, Talabis Chapter 1

Week 2

Public Budgeting Process – A gloss over review of major concepts mainly a review of concepts from RPAD 504/501 as well as unique experiences shared from the instructor’s experience.

Readings: Finkler (Chapters...)

Week 3

Budgeting for an IT Organization – Short Term results with a long-term outlook. Procurement for Information Technology and Information Security. (Video Lecture)

Readings: <http://www.zdnet.com/article/the-battle-for-the-it-budget-operation-versus-experimentation/>

<http://searchcio.techtarget.com/IT-budgeting-and-spending-strategies-guide-for-CIOs>

Week 4

Outsourcing Cyber Security – Examining when the reward of outsourcing may outweigh the risk and vice versa.

Readings: <http://www.cio.com/article/2378979/outsourcing/10-it-outsourcing-trends-to-watch-in-2014.html>

<http://www.zdnet.com/article/cloud-computing-and-outsourcing-where-does-one-end-and-the-other-begin/>

<http://www.forbes.com/sites/joemckendrick/2014/10/18/cloud-may-be-the-new-outsourcing-but-the-same-due-diligence-must-apply/>

Week 5

Risk Management Overview – A look at the many analytic models that exist. Encourage the design of a proprietary implementation in all instances. No two organizations are the same.

Readings: Talabis Chapter 4, Wheeler Part II

Memo #1 due

Week 6

Creating - A risk assessment model for your organization. Students are challenged to build their own risk assessment model. Students can customize open source models discussed in class (CVSS, OCTAVE, NIST, etc) or develop their own model to expand.

Readings: Talabis Chapter 2

Week 7

Applying a risk assessment model to the budgeting process. Students must apply their risk assessment model to a budget scenario.

White Paper due

Week 8

Prioritizing - Budgeted and non-budgeted items must now be given a priority. Some projects get spread across many month/years. Some are continuous, and some have diminishing resources as time progresses. This is where science turns into the art of management and leadership.

Readings: Wheeler Part III

Assignments: Each student will work on budget problems proposed by the instructor. Problem Answers will be posted with a memo that explains the rationale. Students must also be prepared to present findings to the class during the next live meeting.

Memo #2 due

Week 9

BREAK

Week 10

Cyber Security: Staying off the Front Page – Understanding what has been learned and how to allocate resources by understanding the constants of cyber security and the business needs of your organization.

Readings: Self discovery. Students must find specific articles, papers, or other writings that discuss real world breaches of cyber security. Students must uncover details about three separate breaches. The instructor will provide a series of probing questions that the students must respond to in an online posting. Specifically the student should rely on what they have learned to this point to provide well composed answers to the instructor's questions.

Week 11

Group VTC assignments. Now that students have experience building a risk assessment process, understanding of budgeting concerns and the budgeting process we will fast forward into a budget negotiation. The class will be split into roles that will be required to complete a number of tasks prior to meeting. More information will be provided to the class as the class unfolds.

Week 12

Group VTC – Execute Group VTC

Week 13

Review Group VTC

Overview of Capstone Project. Capstone will require students to bring it all together. Students will be given the responsibility of proposing, building, and executing a Cyber Security Budget and Risk Assessment Program for a specific organization. If class is big enough students will work as a team.

Readings: Talabis Chapters 3, 5-7

Memo #3 due

Week 14

Catch up week

Week 15

Capstone Project held at Rockefeller Campus - Either group execution and presentations or individual presentations based on class size.

Students enrolled in the undergraduate section of this course (RPAD 449 rather than RPAD 549) will be expected to participate in all homework individual and team VTC exercises. Reading requirements, however, will be significantly less demanding for the undergraduate section. Further, their papers will be shorter and require less original research. Finally, undergrads will be judged by different criteria for grading.

RPAD 455 Disaster, Crisis, and Emergency Management and Policy On-Line
Fall 2014
3 credits

Overview: The short but significant history of the creation of the U.S. Department of Homeland Security (DHS) will serve as the starting point for this course which provides a comprehensive and functional approach to understanding this department and its role. Time will be spent in developing an understanding of the nation's effort, led by DHS to develop preparedness capabilities to prevent, protect from, respond to, recover from, and mitigate high consequence events caused by acts of terrorism, natural disasters, and accidents. The course will rely heavily upon primary sources and case studies to guide the student through the DHS maze and the nation's preparedness efforts at the federal, state, and local levels.

After developing a basic understanding of DHS and its multi-functional areas of responsibility and authority, students will begin an in-depth exploration of the nation's preparedness efforts based on the evolution National Preparedness Goals and Core Capabilities, National Guidelines, Target Capabilities List, and other related and relevant initiatives up through the current National Preparedness Goal, core capabilities, and other related efforts that support the framework known as "homeland security."

As we move through the course, we will spend time looking at how a state may develop a homeland security strategy and how it works with local jurisdictions. For this course, we will use New York State as our foundation for this discussion. Overall, we will explore how Congressional and Presidential actions can and do influence the nation's preparedness efforts and how national, state, and local strategies can mesh.

Student Learning Objectives: In this class, students will complete a detailed case study of an element of New York's Homeland Security policy. After participating in this course, students will be able to conduct a sophisticated analysis of homeland security strategy that details the jurisdictions and levels of the political system. Students will be able to identify and evaluate the major stakeholders, their specific missions, and the roles and functions of national, state, local, and private intelligence producers.

Evaluation Strategy: The evaluation strategy I will use to assess your work and participation in this class is as follows:

1. Your Posts to Discussion Questions: 20 points possible for each module. *Total:* ~240 points possible (32% of total grade)
2. Your comments/posts on classmates' posts: 18 pints possible for each module. *Total:* ~216 points possible (29% of total grade)
3. Case study: 100 points possible (13% of total grade)
4. Final Paper: 200 points possible (26% of total grade)

There are a total of 756 points to be earned in the course

A 93%: 700-756 C 72%: 541-578

A- 90%: 677-699	C- 70%: 526-540
B+ 87%: 654-676	D+ 67%: 503-525
B 83%: 624-653	D 62%: 465-502
B- 80%: 602-623	D- 60%: 450-466
C+ 77%: 579-601	E <60%: 449-000

To be successful you need to not only complete all assignments as specified but you need to be very active in terms of posts. I have provided minimum expectations for each module within the specific module assignments area. Better students will certainly exceed the minimums! Keep in mind that how you craft your responses is about as important as what you say. This course is comprised primarily of writings – posts and the final paper. All writings must be clear, well structured, and on point. Provide support for your comments as appropriate.

Online plan and work expectation: This course is delivered online and asynchronously. It meets or exceeds the total amount of instructional and student work time expected in a traditional in-class course in every week of a 15-week semester: three 50 minute sessions of classroom or direct faculty instruction for every 3 credit course. The contact time achieved in this class is satisfied by (1) instruction or interaction with a faculty member once a week for each week the course runs as well as (2) academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, work with class peers and computer tutorials graded and reviewed by faculty.

The Course Schedule: The schedule is organized by Modules (1-12) plus the mid-term Case Study and Final Paper. Modules vary in length, depending upon content and activities. The specific assignments and posting schedules are identified within each module under the Assignments Section. Please pay close attention to these schedules. The schedules are organized in a manner that does not require you to post or submit any assignments on weekend days or holidays, although you are certainly welcome to do so. Moreover, the flow of the course is such that in general you need to complete the assignments in the order identified. In some cases you will need to respond to your classmates' posts before moving on to a new discussion question. In all cases I have provide very specific "due dates" that not only identify the date but the time as well. It is important that you comply with these as this facilitates the classroom discussion environment that is so important. In other words, if you do not post your comments by the due dates, your classmates will not necessarily be able to read, consider, and respond within the timeframes provided.

Finally, this is NOT a self-paced course. This means that the course and class activities move along in a concerted manner. Accordingly, Modules will be open a couple of days prior to each class official "start date" and will close the day following the official class "end date." In a few cases, modules may overlap by a day or so. As depicted on the course schedule, this means that you cannot access the next module assignments more than a day or two before the class is scheduled to start AND, you will NOT be able to post

discussion comments or assignments after the class ends. You will not be able to go back to previous classes/modules.

Module	Topic	Start Date	End Date
Module 1	Introduction	08/25/14	08/29/14
Module 2	History of U.S. Preparedness and Disaster Planning	09/02/14	09/05/14
Module 3	Emergency Management: the basics	09/08/14	09/19/14
Module 4	National Incident Management System	09/22/14	09/26/14
Module 5	Threat and Risk	10/06/14	10/17/04
<i>Mid-term</i>	<i>Case Studies Due</i>	<i>10/14/14</i>	<i>10/14/14</i>
Module 6	Emergency Planning	10/20/14	10/24/14
Module 7	National Response Framework	11/03/14	11/07/14
Module 8	The Stafford Act	11/10/14	11/14/14
Module 9	National Disaster Recovery Framework	11/17/14	11/21/14
Module 10	National Mitigation Framework	11/21/14	11/26/14
Module 11	State and Local Planning	12/01/14	12/04/14
Module 12	Catastrophic Planning	12/04/14	12/08/14
<i>Culmination</i>	<i>Final Paper Due</i>	<i>12/08/14</i>	<i>12/08/14</i>

HOMELAND SECURITY INTELLIGENCE RPAD 456

Spring 2016 Public Administration 456 (19231)
Tuesday 5:45 – 9:25 Husted 006

Dr. James E. Steiner
Public Service Professor
Program Director, Homeland Security, Cyber Security, and
Emergency Management
Rockefeller College
The University at Albany, SUNY
119 Milne
518 708 4183
Office hours: by appointment

Course Summary
3 credits

In the more than a decade following the terrorist attacks of September 11th, 2001, a revolution took place in the relationship among federal, state, and local homeland security, law enforcement and intelligence organizations. At the federal level, the Department of Homeland Security (DHS) was created, the “wall” between law enforcement and intelligence was nearly obliterated, some law enforcement organizations have become more like intelligence agencies, and the foreign intelligence community was fundamentally reformed. The impact at the State level was even larger. State governments were assigned the lead role in many Homeland Security missions. Most States responded by bringing together existing public security, law enforcement, and emergency response capabilities, linking them to similar local assets, and opening channels to adjoining States. But there was a missing piece. Prior to 9/11, none of the States had a robust

intelligence capability. Most now have created multiple intelligence cells in existing structures, as well as fusion centers which, for the first time, connect state and local homeland security and law enforcement—and especially the new intelligence organizations--with the federal community, and in some cases, foreign intelligence services. There has also been a dramatic increase in intelligence capabilities within the private sector.

This course examines how Homeland Security Intelligence functions at the Federal, State, and local government levels and within the private sector.

Course Objectives

After participating in this course, students will be able to conduct a sophisticated, nuanced discussion addressing the following questions:

--What is “homeland security”? Who are the major stakeholders? What are their specific missions?

--What is intelligence? Who are the major intelligence producers?

--What are the roles and functions of the DNI and the Intelligence Community in meeting Homeland Security intelligence requirements? What is the role of State, local, and private intelligence producers?

--Why does the intelligence community have its current array of capabilities and to what degree should these be emulated or complemented at the State level to support homeland security customers?

--How do the Department of Homeland Security and the National Counter-Terrorism Center interface with intelligence at the national level? At the State, local, and private levels?

--What can intelligence provide to assist homeland security customers – both governmental and in the private sector -- in counter-terrorism and cybersecurity?

Class Sequence and Content

Beginning in Class 3, we will start each class with a brief discussion of articles/ op ed pieces in the previous week's NY Times and local newspapers that relate to homeland security intelligence. I will assign two students each week to role-play the Director, FBI and the Secretary of Homeland Security. You should identify one story out of the New York Times or your local paper on a terrorism issue. After briefly summarizing the story, you will spell out why the Director, FBI or the Secretary of DHS (depending on your role) would be interested in this development and what intelligence your character would need to take appropriate action. You will each also respond to the issue brought up by the other participant. Depending on time available, I might raise other news items or ask the class for additional news items.

Also beginning in Class 3, individual students or teams will make presentations on their homework exercise. The class will then discuss their thoughts on the research issues raised in the previous week's lecture.

We then move on to my lecture presenting the week's new material. In the course of this presentation, I will identify next week's research issue and homework assignment.

Class 1. Introduction to the course. We will begin the course by walking through the syllabus to ensure we have a common understanding of what the course will cover and what students need to accomplish to be successful. We will also discuss a reading on **Surviving a Nuclear Attack on Washington, D.C.** By Sydney J. Freedberg Jr., *National Journal*. Steiner, Homeland Security Intelligence, Introduction.

Part 1, Classes 2 – 5 US Homeland Security and US Intelligence

The United States has massive, overlapping homeland security and intelligence enterprises. Homeland security intelligence is at the nexus of these two structures and impacts on most of the organizations in both communities. In these lectures, I will provide a foundational understanding of the structure, organization and functions of both enterprises and then explore how they relate to each other in one functional area – intelligence support to the development of policy.

Class 2 describes our Homeland Security Enterprise. It begins by defining HS. Then we look at the mandate for homeland security; the major HS missions and objectives; and the primary HS actors at the federal, state, local, private, non-governmental, and public levels. The Chapter concludes with a brief overview of the risk

management process which is at the heart of HS policy and resource allocation. Steiner, Chapter 1.

Classes 3 and 4 are an introduction to and brief history of the US intelligence enterprise. Once again, we begin by defining intelligence and introducing the intelligence cycle and intelligence collection disciplines before laying out the history and current capabilities of major intelligence producers at the federal, State and local government, and private sector levels. Class 4 concludes with a presentation of the mandate for intelligence support to homeland security. Steiner, Chapter 2.

Class 5 brings the homeland security and intelligence worlds together by taking a first look at how intelligence supports homeland security. This lecture uses actual intelligence and policy products to lay out the intelligence support process at the national level. The lecture concludes with a brief discussion of the requirement for intelligence support in the development of homeland security policy by State and local governments and private sector entities. Steiner, Chapter 3.

Part II, Classes 6 – 7. Taking the Offensive: Intelligence Support to the Prevent Mission

Offensive counterterrorism operations are intelligence-led and intelligence intensive. As we shall see, all of the major departments and agencies conducting counterterrorism operations in this mission area are long-time federal users of intelligence, have access to both national and departmental intelligence products at all classification levels, and know how to drive intelligence collection systems and assets to get the information they need to do their jobs. Further, all of these customers are sophisticated in

terms of understanding what intelligence can and should do for them and in demanding excellent and comprehensive support.

The National Strategy for Counterterrorism (2011) calls for “maintain(ing) our focus on pressuring al-Qa’ida’s core while emphasizing the need to build foreign partnerships and capacity”¹ . This is an offensive, action-oriented directive and clearly spells out a specific mandate, led by the federal government abroad, to disrupt, dismantle, and destroy the enemy. (**Class 6, Steiner Chapter 4**).

At home, counterterrorism is a law enforcement function; the Attorney General officially has the lead role; the Federal Bureau of Investigation (FBI) has been designated to direct all major investigations; and the FBI has established a system of Joint Terrorism Task Forces (JTTFs) to bring other federal, state, and local law enforcement into FBI-led investigations (**Class 7, Steiner, Chapter 5**).

If the **federal government** is in charge of all counterterrorism operations and investigations at home and abroad, then what is the role for **state and local law enforcement** in terrorism prevention? In Class 6 we will see that they have no role overseas. In Class 7 we see that State and local LE has a limited role in domestic terrorism investigations – liaising with the FBI through their officers seconded to local Joint Terrorism Task Forces (JTTF) and gathering CT intelligence and leads which are sent to the JTTF for action. Only in the case of an on-going or imminent attack such as those that occurred at Fort Hood in 2009 or the Boston Marathon bombing in 2013 do State and local law enforcement have a significant direct “prevent” role.

¹ National Strategy for Counterterrorism (2011), p 1.

Part III, Classes 8 - 10 Securing the Homeland: Intelligence Support to the Protect Mission

In the next three classes we examine the major federal, state, local, and private organizations responsible for protecting our country and its human, physical, and cyber assets against terrorist and other attacks and the intelligence they require to accomplish this goal. In the Prevent mission, we saw how the National Security Council (NSC), the National Counter-Terrorism Center (NCTC), and the National Joint Terrorism Task Force (NJTTF) constitute interagency forums for developing a single integrated plan for actively going after any given terrorist plot or threat. To use a sports analogy, when you are on the offensive you huddle before each play and the quarterback has the final say on the field regarding what action is to be taken.

The protect mission is more like playing defense than offense. You do not need to huddle before every play because each team member knows the fundamental responsibilities of his position. There is still coordination, but it does not take place in a single, real-time, highly structured “huddle” like we see at the NSC, the NCTC, and the NJTTF processes. Rather, the layers of defense encompassed by the protect mission are coordinated on an aperiodic basis by regional or federal authorities. Of course, specific, offensive “protect” operations require local cooperation and coordination but the constructs that fulfill these roles are normally ad hoc and temporary.

In these three classes we will see that the distributed, defensive, 24/7/365 protect mission requires a different type of intelligence support than that provided to the preventers. Defenders need continuous, comprehensive intelligence on the full range of threats

they might face, including not only terrorism but also a broad range of criminal activity. They also require the highly detailed intelligence crucial to conducting their aperiodic offensive operations.

In **Class 8** (Steiner, Chapter 6) we see how the federal effort to protect the nation and the borders can draw on the federal intelligence community for robust support. In **Class 9**, (Steiner, Chapter 7) we look at all the players involved in protecting critical infrastructure and the dominant role of the private sector in this mission. Finally, in **Class 10** (Steiner, Chapter 8) we will focus on the cybersecurity threat and our whole of the nation response to that threat.

Part IV, Class 11. Preparing for the Aftermath: Intelligence Support to the Respond and Recover Missions

Since 11 September 2001 there have been only two clearly successful international terrorist attacks within the US – the lonewolf shooter at Fort Hood in 2009 and the Boston Marathon bombing in 2013. Nevertheless, our risk-based approach to homeland security prudently calls for a substantial effort to prepare for the aftermath of a wide range of terrorist threats, from another lone wolf attack up to and including detonation of a nuclear weapon within the US.

In **Class 11**, we will examine the role of intelligence in helping governments, the private sector, communities, and the public prepare to respond to and recover from such attacks. We have already seen that the type of intelligence needed to go on the offensive and disrupt, dismantle and destroy terrorist organizations is quite different from the intelligence needed to defensively protect the country, its borders, and its critical infrastructure,

including our cyber assets. The intelligence required by our first responder community and those responsible for planning both response and economic recovery is once again distinctly different.

Once a terrorist attack has occurred, the homeland security mission shifts into response mode and later into economic recovery. Especially in the initial response segment, long range threat intelligence embedded into threat scenarios is required to develop and exercise the response procedures and capabilities that will be crucial to mission success. For example, if the threat intelligence is warning of multiple IED attacks rather than a major chemical attack, then the rescue and medical preparations will be significantly different and a chemical attack could have a magnified impact because the proper response protocols have not been developed and the required medical supplies have not been stockpiled.

We need intelligence on the threats – both the enemy’s intentions and capabilities – so we can prepare to respond and prepare to recover from a successful attack even as we vigorously attempt both to prevent any such attack and to protect potential targets. Steiner, Chapter 9.

Classes 12– 14 -- Student Presentations on their major paper/project.

Class 15 -- Assessing Homeland Security Intelligence. In this wrap-up class we will review the entire course to identify the challenges remaining in ensuring we have a world-class homeland security intelligence capability. Students will also submit their major paper for the course. (Steiner, Epilogue).

Homeland Security Intelligence – Major Paper

Perhaps the single most important theme in this course is that intelligence must be tailored to the needs of each specific client in the diverse homeland security customer set. Implicit in this theme is the assertion that in meeting this imperative, the intelligence product will be significantly different depending on the role of the customer.

For example, consider the characteristics of the intelligence product produced for the Governor of New York to help him and his staff in the risk analysis and management process leading to appropriate funding levels in the State budget for cybersecurity as opposed to funding for counterterrorism. Now think about the intelligence product required by the federal immigration officer at a port of entry trying to spot an Al Quaida operative attempting to enter the US.

Clearly, these two customers (one strategic, one tactical) whose positions require them to address very different dimensions of homeland security (resource allocation, border protection) demand and deserve very different intelligence products.

Major Paper Assignment: I will assign each student two distinct homeland security intelligence customers. Briefly describe how the major characteristics of their jobs shape their intelligence needs. Who should provide intelligence support to each customer? Describe the characteristics of the intelligence product that will help them significantly. Prepare a sample intelligence product for each customer. Finally, compare and contrast these two intelligence products.

Does your analysis support the assertion that the intelligence products will be significantly different depending on the role of the customer?

Course Requirements and Grades

Grading

The grading scale will be as follows:

A= 93-100, A-= 90-92, B+ = 87-89, B = 83-86, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Press exercises and class participation, including discussion of research issues, constitute one-third of your grade.

Every student will prepare at least three powerpoint presentations/short papers as part of our weekly homework exercises and this will constitute one-third of your grade.

Each student will prepare an in-depth research paper described above. This paper will constitute the final one-third your course grade.

Students enrolled in the undergraduate section of this course (RPAD 456 rather than RPAD 556) will be expected to participate in all in-class and homework individual and team exercises.

Reading requirements, however, will be significantly less demanding for the undergraduate section. Further, their major papers will be shorter and require less original research. Finally, undergrads will be judged by different criteria for grading.

Required Text:

In addition to the text below I have prepared lists of readings for each class which are constantly updated. These files are on the first page of your Blackboard for this course.

James Steiner, *Homeland Security Intelligence*, Sage/CQ Press, July 2014.

Intelligence Analysis for Homeland Security RPAD 457

3 credits

Fall 2016

Public Administration 457 (9850)

Monday 5:45 – 9:25

Husted 208

Instructor: Dr. James E. Steiner Public Service Professor Rockefeller
College

SUNY Albany

518-708-4183

Office hours: by appointment

119A Milne

Course Summary:

In the more than a decade since the terrorist attacks of September 11th, 2001, a revolution has been underway in the relationship among federal, state, and local homeland security, law enforcement and intelligence organizations. At the federal level, a new Department of Homeland Security has been created, the “wall” between law enforcement and intelligence has been nearly obliterated, some law enforcement organizations are being directed to become more like intelligence agencies, and the foreign intelligence community is being fundamentally reformed. The impact at the State level has been even larger. State Government’s have been assigned the lead role in Homeland Security. Most States have responded by bringing together existing public security, law enforcement, and emergency response capabilities, linking them to similar local assets, and opening channels to adjoining States. But there has been a missing piece. Prior to 9/11, none of the States had a robust all-source intelligence analysis capability. Most now have created multiple intelligence cells in existing structures, as well as fusion centers which, for the first time, connect state and local homeland security and law enforcement—and especially the new intelligence organizations--with the federal community.

This course examines intelligence analysis at the Federal and State levels. We begin with an overview of the US foreign intelligence community, its mission, history, structure, and capabilities, with special emphasis on its analytic components. We examine how this

community's composition and structure have changed as its mission was fundamentally altered, first with the end of the Cold War and then with the rise of terrorism. Next, we look at intelligence analysis as it is

conducted by federal law enforcement and at the Department of Homeland Security. We will then look briefly at the various models used for conducting analysis by State-level homeland security and law enforcement. With this background, and based on the instructors career as an intelligence analyst at the CIA, the remainder of the course will be devoted to the intelligence analysis function.

We first examine the various types of “intelligence analysis” and the criteria for evaluating the quality of analysis. We will learn the psychology of intelligence analysis and the danger posed by mental mindsets. We then move into the fundamentals of intelligence analysis tradecraft as practiced within the CIA and other federal intelligence agencies. Extensive time is devoted to learning and using structured analytic techniques through student-led analytic exercises on terrorism and major crimes. These tools were developed for the most part at CIA and now are being taught throughout the Intelligence Community, including the FBI.

The learning objectives for the course focus on the following questions:

--What are the roles and functions of the CIA and the Intelligence Community? What is the role of State level intelligence? What can intelligence analysts do to assist national and state executive, policy, homeland security and law enforcement officials?

--Why does the intelligence community have its current array of analytic capabilities and to what degree should these be emulated or complemented at the State level to support homeland security and law enforcement?

--How do the Department of Homeland Security intelligence shop and the National Counter-Terrorism Center interface with intelligence at the national level? At the State level?

--What can intelligence provide to assist homeland security and law enforcement in the areas of terrorism, counter narcotics, illicit finance, and international organized crime?

--What is analysis? What is intelligence analysis? What is critical thinking? Why isn't an intuitive approach adequate for the most important intelligence challenges?

--What are mental mindsets? What analytic traps grow out of them? How can they be overcome?

--What are the best techniques for developing scenarios for examining alternative futures? Why are these tools critical for assessing future terrorism threats?

--What role can intelligence play in developing homeland security simulation exercises?

Course Content and Sequence

We will begin each class with a brief discussion of articles/op ed pieces in the previous week's NY Times and Albany Times-Union that relate to the nexus between intelligence, homeland security, and law enforcement. Students will highlight the differences between the relevance of these issues to federal vs state customers (executives and law enforcement).

Week 1. Course overview and administration. Discuss class assignments, including student presentations and student-led exercises. Walk through syllabus to ensure a shared understanding of approach and course goals. Discuss "intelligence" and the challenges it faces. Discuss federal and state homeland security structures. The events of 9/11 and what went wrong for intelligence and law enforcement. Required readings for each class are provided on BLACKBOARD.

Week 2. Cold War intelligence – capabilities and products. Lecture on America's world role in the second half of the 20th Century and the resulting size, structure, and capabilities of the US Intelligence Community. Post-Cold War dynamics, 1991-2000 – the intelligence community searches for a mission. Understanding the customers and their priorities (DCI worldwide threat assessment). Readings: Mark M Lowenthal, Intelligence: From Secrets to Policy, entire book. Review

web sites for DNI.gov, CIA.gov, NSA.gov, NGA.mil, NRO.gov, DIA.mil, and intelligence.gov.

Week 3. Intelligence Challenges in the 21st Century and intelligence reform. Intelligence failures – 9/11 and Iraqi WMD. Analytic support to federal law enforcement and homeland security. Lecture on the FBI and DHS missions and intelligence requirements, foreign and domestic. The mission structure and capabilities of the National Counterterrorism Center (NCTC). Homeland Security and law enforcement at the State level. The Governor's role and priorities. The structure, mission and role of state level intelligence. What about major urban areas. Fusion centers. Each student will prepare a set of the top ten intelligence priorities/requirements for the State Governor and the State Police. Each student will prepare a list of the top ten intelligence issues for the Director, FBI and a similar list for the Secretary of Homeland Security. Readings: James Steiner, "Needed: State-level, Integrated Intelligence Enterprises" published in **Studies in Intelligence**, Vol 53, No. 3, September 2009 and available on the CIA website. Brian Nussbaum, "Protecting Global Cities: New York, London, and the Internationalization of Municipal Policing for Counter Terrorism" in *Global Crime*, Vol. 8, Number 3, August 2007. Review FBI, DHS, and NCTC websites. Review NY State and NYC homeland security and law enforcement websites.

Week 4 Intelligence analysis today. Analyzing terrorist organizations, capabilities, and threats. The NYPD Radicalization paper. The Christmas day 2009 intelligence failure. The Iraq NIE, 2007. Multiple articles/readings on Blackboard.. Also read "Intelligence-Led Policing: The New Intelligence Architecture" US Department of Justice Office of Justice Programs, Bureau of Justice Assistance, Sept. 2005 NCJ 210681.

Week 5. Intelligence Analysis – the fundamentals, part 1. What intelligence officer do . . . and do not do. Conceptualizing finished intelligence. Information sharing and collaboration. Writing effective intelligence. Intuitive vs deliberate thinking. Critical thinking. In-class analytic writing exercise. Malcolm Gladwell, [Blink](#) (entire book).

Week 6. Intelligence Analysis – the fundamentals, part 2. The analyst's craft. In-class analytic writing exercise. Dealing with

information and sources. Analytic standards. Each student will prepare an intelligence article on a topic to be assigned. Read: Jack Davis, "Sherman Kent's Final Thoughts on Analyst-Policymaker Relations" on the CIA website and George and Bruce, Analyzing Intelligence, Introduction, Part 1, and Treverton chapter. Student presentations on the Luna case in preparation for next week's exercise.

Week 7. Analytic tradecraft. Basic analytic tools. Force field. Argument mapping. Chronologies and Timelines. (Luna timeline exercise.) Graphical representations and matrices. Student presentations on Aum Shinrikyo in preparation for next week.

Week 8. The psychology of intelligence analysis. Cognitive Bias. Analytic traps and mindsets. Tools for overcoming mindsets. (Terror in Tokyo exercise). Read: Richards Heuer, Psychology of Intelligence Analysis. Student presentations on Wen Ho Lee for next week's exercise.

Week 9. Evaluating analytic tradecraft. Contrarian analytic techniques. Brainstorming, Devil's Advocacy, and Team A/Team B analysis and debate. Wen Ho Lee exercises.

Week 10. Analysis of Competing Hypotheses. Wen Ho Lee Case and Luna Case. Argument mapping. Student presentations on the FARC for next week's exercises.

Week 11. Scenarios and alternative futures analysis. Conduct structured brainstorming exercise. Begin preparation for "FARC in New York" exercise with brief lecture on alternative futures and multiple scenarios generation. Fusing intelligence and law enforcement tradecraft. (Extensive FARC readings)

Week 12. FARC in New York (1). Alternative futures exercise. Simulation exercise (part 1). Strategic warning. Large package of intelligence reports. Student teams formed. Students use any/all analytic techniques. Each group prepares a report on alerts to be provided to local law enforcement/public and a set of collection requirements for the IC and federal, state and local law enforcement.

Week 13. FARC in New York (2). Simulation exercise conclusion. Turning concepts and principles into action. Each team will receive a second package of intelligence (3 weeks later in game time) and, during the course of deliberations, will receive specific intelligence generated by their collection requirements. Each team will present its findings on its estimate of likely FARC attack plans and recommended alerts to local law enforcement and the public.

Weeks 14. Student presentations on their major paper.

Course Requirements and Grades: In addition to class presentations, participation, and role-playing, each student will prepare a 20 page major paper on an approved topic. All papers are due at our final class.

Grading

The grading scale will be as follows:

A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Student grades will be based on a combination of class presentations and participation (two-thirds) and the major paper (one-third).

Students enrolled in the undergraduate section of this course (RPAD 457 rather than RPAD 557) will be expected to participate in all in-class and homework individual and team exercises. Reading requirements, however, will be significantly less demanding for the undergraduate section. Further, their major papers will be shorter and require less original research. Finally, undergrads will be judged by different criteria for grading.

Readings:

In addition to the required texts, there will be weekly reading assignments from CIA monographs, web sites, articles and books on Blackboard. Readings will average over 150 pages per week.

Texts:

Course Reader (Required – available at MaryJane's)

George, Roger and Bruce, James Analyzing Intelligence

Mark M. Lowenthal, Intelligence: From Secrets to Policy

Heuer, Richards J. Psychology of Intelligence Analysis
(available on-line)

INTELLIGENCE AND US NATIONAL SECURITY
POLICYMAKING (RPAD 458)
3 credits

(APPROVED BUT NOT YET OFFERED - As a 3-credit course, it will meet either 3 times per week for one hour each or twice per week for 90 minutes)

Instructor: Dr. James E. Steiner
Public Service Professor
Rockefeller College
SUNY Albany
423 State Street
518 708 4183
Office hours: by appointment

Course Summary:

This seminar examines the role of intelligence in the formulation and implementation of US foreign policy. Through critical analysis and case studies, students will develop techniques to increase intelligence's contribution to policy deliberations while ensuring that it does not prescribe policy.

Major foreign policy reviews and decision-making regarding day-to-day implementation are conducted through a series of interagency fora, beginning at the Assistant Secretary level and proceeding through the Cabinet-level Deputies and Principals Committees to the President. This course will assess the most appropriate role for the CIA, the DNI, and the Intelligence Community in supporting this executive branch process. We begin with an overview of the CIA, its functions, structure, and capabilities. Next we review the US foreign policy process, key players, and institutional bias. The bulk of the course is devoted to a series of mock intelligence and policy meetings on the Kosovo, Afghanistan (1 and 2), and Iraq crises to critically analyze the CIA's proper role in supporting the policy process. Based on the instructor's 40 years as an intelligence officer and his experience preparing the Director of Central Intelligence for PC meetings, we will recreate the intel and policy process to critically analyze the CIA's impact on policy decisions that led up to these three wars.

Course Objectives

The course focuses on the following questions:

- What are the roles and functions of the CIA, the DNI, and the Intelligence Community?
- How does the executive branch formulate and implement foreign policy?
- How does intelligence impact the process?
- How did intelligence succeed/fail in the policy decision-making process that led the US to go to war three times in 5 years?
- Could armed intervention have been avoided? --Could different/better intelligence have changed US policymakers' decisions?
- How can intelligence be more effective without becoming policy prescriptive?

Course Content and Sequence

We will begin each class with a brief discussion of articles/op ed pieces in the previous week's NY Times and Albany Times Union that relate to intelligence and especially to the nexus between intelligence and policy.

Week 1. Course overview and administration. Discuss class assignments, including extensive role playing. Walk through syllabus to ensure a shared understanding of approach and course goals. Sign up for one-on-one meetings. Define and discuss "intelligence."

Week 2. Lecture on US intelligence – purpose, process, and structure. The intelligence cycle – requirements, collection, processing, exploitation, dissemination and feedback. Emphasis on support to the policy process. Readings: Mark M Lowenthal, *Intelligence: From Secrets to Policy*, entire book; *Intelligence for a New Era in American Foreign Policy*, Conference Report, January 2004 (on blackboard). "Intelligence and Policy: The Evolving Relationship" Conference Report, also on blackboard. Selected students will make 10 – 15 minute presentations debating whether the post-Cold War US intelligence community needed to be fundamentally restructured to address new threats.

Week 3. Lecture on US national security policy formulation and implementation process in the executive branch. Interagency working groups, the Deputies Committee, and the Principals Committee (PC) during the Clinton and Bush 43 administrations. Key players and their institutional bias. PC meetings –National Security Advisor as chairperson, policy discussion paper as agenda, the role of intelligence, the Summary of Conclusions (SOC) as official record. The limited but critical roles of Congress and the public. Readings: Halberstam, David, *War in a Time of Peace* (2001), Sections on Albright pp. 376-386, Berger pp. 404-409, Shelton pp. 414-

415, Cohen pp. 436-443, Clark pp. 426-438. Selected students will make 10 minute presentations on the PC preparation process at the NSC, State, OSD, and JCS.

Week 4. Bosnia and the preconditions for conflict resolution.

Haass' four criteria for assessing the feasibility of successful peace negotiations. Haass, Richard, *Conflicts Unending: The United States and Regional Disputes*, 1990. Selected student will re-cap US policy in the former Yugoslavia during the late Bush 41 and early Clinton administrations, 1990-1995. Selected student will demonstrate that Haass' criteria were met at Dayton. Halberstam pp. 24 – 283. *Decision-making on Bosnia*. Halberstam pp. 283 – 359.

Week 5: Lecture on CIA process and tradecraft in supporting the PC process. Preparing for a PC meeting – internal kick-off meeting and the DCI pre-brief session. CIA participants and their institutional bias. Preparing the PC book for the DCI –scen setter memo, DCI talking points, supporting analyses. Memorandum for the Record (MFR) as official record. The red line between intelligence and policy. Selected students will present the pros and cons of having the DCI act as a full participant at PC meetings rather than in a limited role as intelligence advisor.

Readings: CIA monograph – Analytic Support for Peace Talks, October 1992. CIA Process and Tradecraft Supporting PC Meetings, Typescript. Jack Davis, Paul Wolfowitz on Intelligence Policy Relations (on blackboard) Fulton Armstrong, Ways to Make Analysis Relevant But Not Prescriptive, Ivo H. Daalder and Michael E. O'Hanlon, *Winning Ugly – NATO's War to Save Kosovo*, p 1-115.

Weeks 6 –8. Reenactment of 3 PC meetings during the twelvemonth run-up to the March 1999 NATO military attack on Serbia. Each session begins with a short pre-brief to the Director of Central Intelligence (DCI) on the agenda for -- and his role at -- that day's PC meeting. Then the PC meeting is chaired by the National Security Advisor (NSA) and will consist of an intelligence briefing (DCI) and decision-making on issues contained in the NSC policy discussion paper. Participants include the Secretary of State (SECSTATE), the Secretary of Defense (SECDEF), the Chairman of the Joint Chiefs of Staff (C/JCS), and the DCI. At the conclusion of our mock session, we will critique the deliberations, identify the impact of intelligence, and compare our outcome with the historical decisions. A short internal CIA meeting is conducted to prepare for the next class.

These 3 classes involve extensive role-playing by all student every week and preparation of briefing papers by about half the class each week.

April 3 1998: In reaction to the Serbs killing almost 100 Kosovar Albanians in retaliation for KLA attacks, the Contact Group has demarched Milosovic and he appears to be responding. The Principals must set US policy goals and define a strategy to achieve them. Daalder (22-29)

October 5 1998: The number of refugees and IDPs now exceeds 300,000. The UN passes Resolution 1199 which could lead to the use of force against Serbia. The PC must address potential showstoppers to the use of force in the UN (Russia and China) and assess NATO's political will. The PC will consider sending Holbrooke back to Belgrade and Pristina to pursue a diplomatic solution. (Daalder 41-46)

January 19 1999: The major Serb atrocity in Racak on January 15 demands a final decision on air strikes. The PC must decide on whether to use force or to continue to pursue the diplomatic approach. The current US policy – confirmed just four days earlier – is revised in view of Racak. The harsher policy that is now proposed is advocated by SECSTATE. The PC must decide how to get Russia and NATO on board and plans the strategy rollout by the UN, NATO, and the US. (Daalder 66-72)

Pre-brief: This internal CIA meeting consists of a short briefing for the DCI to be presented by the Chief of the Balkans Task Force (C/BTF) and his analysts. The Chief of the Directorate of Operations' Balkans Ops Group (C/BOG) will also attend.

Role -----	Speaking -----	Written Product -----
DCI	Discuss, Question	None
C/BTF	Brief	Scene-setter memo And Talking Points
Analyst Brief	Brief HUMINT reports	Intelligence Assessment C/BOG

PC Meeting: The PC meeting begins with an intelligence update before consideration of the policy discussion paper. The PC formalizes/updates US policy and directs the next steps in implementation. The results of the meeting are captured in the Summary of Conclusions (SOC). The intelligence record is captured in a Memorandum for the Record (MFR).

Role -----	Speaking -----	Written Product -----
Chair meeting	SOC	NSA

SECSTATE	Discussant	None
SECDEF	Discussant	None
C/JCS	Discussant	None
DCI	Brief, Discussant	None
C/BTF	Back-up DCI	MFR
Others as appropriate		

Kick-off Meeting: Finally, we will meet to kick-off preparation for the next PC meeting. The DCI's staff will provide the policy discussion paper that has been prepared by the NSC (I will prepare these). Attendees from as many as three DI offices (Europe, Transnational Issues, and Russia) will join the C/BTF and C/BOG to decide on the Intelligence Assessments and the main messages of the Scene-setter memo for the next PC meeting. These products must be posted on our web site no later than noon, Friday.

At the end of the third Kosovo class we will hold the kick-off meeting for the role play NSC meeting on Afghanistan.

Week 9 – Afghanistan. The impact of 9/11. Wars of necessity and wars of choice. The dominant role of intelligence and special forces in the Afghan war. We will role-play the NSC meeting held at Camp David on 9/15/2001, including the President, VP, NSA, SECDEF, DEPSECDEF, SECSTATE, DCI, C/CTC/CIA, Director, FBI and C/JCS. Daalder and Lindsay, pp. 1-128. Bob Woodward, Bush at War, entire book. At the end of class we will hold a kickoff meeting for the first mock NSC meeting on Iraq.

Weeks 10-11 – Iraq. We will conduct two mock PC and NSC meetings covering the role of intelligence in the policy process from 2002 until the initiation of hostilities in March 2003. Selected students will role play the President, VP, NSA, SECDEF, SECSTATE, and DCI. Other students will portray intelligence officers supporting the DCI.

July 28, 2002. The PC will hold a “Regional Strategies Meeting” on Iraq to discuss the role for the United Nations, the role of key allies, the military options for removing Saddam, the nature of post-Saddam Iraq, and how to approach Congress. (Daalder and Lindsey pp 129 – 135, Woodward, Plan of Attack, entire book.)

January 29, 2003 The PC will meet to determine next steps in light of Hans Blix's January 27th “Update on Inspection” in Iraq. See www.un.org/Depts/unmovic/recent%20items.html. Specifically, should the US and UK jointly introduce another resolution finding

Iraq in material breach. (Daalder and Lindsey pp. 135-139.)

Weeks 12-13. We will hold a mock-PC meeting and a mock-NSC meeting on the Obama administrations AFPAK strategy.
(Woodward, Obama's War -- entire book).

March 12, 2009 Buce Reidel and VP Biden will make dueling recommendations for the fundamental AFPAK strategy and associated troop level changes.
Obama's War pp101 and following..

November 23, 2009 The second surge debate. Obama's War pp 290 and following.

Week 14. Submit and discuss final paper (term paper). Review and evaluate course.

Course Requirements and Grades: In addition to oral presentations and the role-playing, each student will produce at least 4 written products including intelligence assessments (2-3 pages), scenesetter memos (2 pages), summaries of conclusion (2 pages), memos for the record (2-3 pages), and talking points (2-3 pages).

Grading:

The grade scale will be as follows:

A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E = below 60

Student grades will be based on a combination of class presentations and participation (one-third), written intelligence products for role play (one-third), and the final paper (one-third).

Readings:

In addition to the required texts, there will be weekly reading assignments from CIA monographs, web sites, and books on reserve in the library. Readings will average about 200 pages per week.

Required Texts:

Mark M. Lowenthal, *Intelligence: From Secrets to Policy* CQ Press, most recent edition.

Ivo Daalder and Michael O'Hanlon, *Winning Ugly – NATO's War to Save Kosovo* Brookings Institution Press, 2000

Bob Woodward, *Bush at War*, Simon and Schuster 2002

Bob Woodward, *Plan of Attack*, Simon and Schuster 2004

Bob Woodward, *Obama's War*, Simon and Schuster 2010

Homeland Security; Capabilities Based Preparedness
RPAD 459
3 credits
(On-Line Full Semester Spring 2016
***Undergraduate Section*)**

Introduction: Welcome to RPAD 459, *Homeland Security: Building Preparedness Capabilities*. My name is Rick Mathews and I will be guiding you through this course in the coming weeks. This is the "on-line" version of the course that has been delivered a number of times in a face-to-face fashion. The course will progress across the semester in a similar way as a traditionally delivered course and it will meet or exceed the total amount of instructional and student work time expected in a traditional in-class course in every week of a 15 week semester: three 50 minute sessions of classroom or direct faculty instruction for every 3 credit course. Bottom line is that this is *not* a self-paced course.

The course is organized into modules. I have established a short course introductory "warm-up" section, which I have entitled "Introductory Meeting." We will work through this unit PRIOR to the start of the content and actual "work." This section is intended to help you familiarize yourself with the technology needed to successfully work through and participate in the class. It is also an excellent way to get to know each other. You will have an opportunity to interact with me and to ask me questions to help you better understand what you are about to study as well as my expectations for you.

Very Important/Technology: Please make sure you have access to and are comfortable with the technological requirements for this course. To be successful, you **MUST** be able to log-on and participate in the class assignments and discussions during the week. You need to have both a PRIMARY and BACKUP computer AND access to the Internet every class day. No excuse will be accepted for any failure to be able to logon and participate in the class. I cannot over emphasize this requirement. The University at Albany has an excellent information technology department that can be most helpful to you through its "Help Desk," for specific technology questions or issues (*See IT Service Desk on left panel*). You will need to be able to read PDFs, download/play Power Point, as well as various videos. Make sure you have the appropriate software or readers/viewers to participate in these activities. *This is essential!*

The course requirements include assigned reading and posting assignments (discussions), a short mid-term case study paper (about 5-6 pages) **[Undergraduate Case Studies Need to be Only 2-3 pages in Length with a More General Summary Expected]** as well as a *Final Paper* of approximately 15+ pages. **[Undergraduate Final Papers are Expected to be 7-10 Pages in Length]** You will need to choose a topic for the paper by February 6, 2016 with the final submission of the paper being due by 5:00pm on Wednesday, May 6, 2016.

General Process: The course is primarily accomplished through a combination of selected readings (mostly from primary sources), viewing a few videos and related AV presentations, and discussions among the class. There will be a short case study you will do during the first half of the semester and the paper at the end, but the bulk of the work is comprised of the discussions through “postings.” Generally there will be a few discussion questions posted by me at the beginning of each module to which you will offer well thought-out comment. Next you will read and comment upon each other’s posts. In some cases, I will add in additional follow-up questions for you to discuss as well. The modules will “open” and “close” just as classes meet and are dismissed.

Student Learning Objectives: After participating in this course, students will be able to assess American homeland security capabilities from a variety of perspectives, including political actors at different levels of the polity and other critical stakeholders. Students will prepare careful case analyses and become familiar with different policy tools used by experts to evaluate capabilities.

Communications: In general it is best to communicate with me through the course structure. There are two methods for this. The “Ask a Question” feature is similar to raising your hand in class and asking a question – everyone participates in the question/answer discussion. The second means for communicating with me is the private venue through the “Internal Discussion” feature. This is the place where it’s just the two of us discussing an issue.

Closing: In addition to teaching this course, I serve as the Director of the National Center for Security & Preparedness (NCSP), a center that deals with homeland security issues. If you want to get to know more about me or the NCSP, please feel free to visit our web site: www.albany.edu/ncsp.

Overview: The short but significant history of the creation of the U.S. Department of Homeland Security (DHS) will serve as the starting point for this course which provides a comprehensive and functional approach to understanding this department and its role. Time will be spent in developing an understanding of the nation's effort, led by DHS to develop preparedness capabilities to prevent, protect from, respond to, recover from, and mitigate high consequence events caused by acts of terrorism, natural disasters, and accidents. The course will rely heavily upon primary sources and case studies to guide the student through the DHS maze and the nation's preparedness efforts at the federal, state, and local levels.

After developing a basic understanding of DHS and its multi-functional areas of responsibility and authority, students will begin an in-depth exploration of the nation’s preparedness efforts based on the evolution of the National Preparedness Goals and Core Capabilities, National Guidelines, Target Capabilities List, and other related and relevant initiatives up through the current National Preparedness Goal, core capabilities,

and other related efforts that support the framework known as “homeland security.”

As we move through the course, we will spend time looking at how a state may develop a homeland security strategy and how it works with local jurisdictions. For this course, we will use New York State as our foundation for this discussion. Overall, we will explore how Congressional and Presidential actions can and do influence the nation’s preparedness efforts and how national, state, and local strategies can mesh.

Instructor Provided Reading Materials: All materials (.pdfs) will be made available to students via Blackboard on a module-by-module basis. When the module is made available, the specific reading assignments for the module will be identified.

1. **Evaluation Strategy:** Your Posts to Discussion Questions: 20 points possible for each module. *Total:* ~240 points possible (31% of total grade)
2. Your comments/posts on classmates’ posts: 18 pints possible for each module. *Total:* ~216 points possible (27% of total grade)
3. Case study: 115 points possible (15% of total grade)
4. Final Paper: 215 points possible (27% of total grade)

[Undergraduates will be evaluated using the same scoring schedule but case studies and final paper are shortened.]

There are a total of 786 points to be earned in the course

A 93%: 731-786	C 72%: 573-604
A- 90%: 707-730	C- 70%: 549-572
B+ 87%: 683-729	D+ 67%: 527-548
B 83%: 653-682	D 62%: 495-526
B- 80%: 629-652	D- 60%: 471-495
C+ 77%: 605-628	E <60%: 000-470

To be successful you need to not only complete all assignments as specified but you need to be very active in terms of posts. I have provided minimum expectations for each module within the specific module assignments area. Better students will certainly exceed the minimums! Keep in mind that how you craft your responses is about as important as what you say. This course is comprised primarily of writings – posts and

the final paper. All writings must be clear, well structured, and on point. Provide support for your comments as appropriate. *A thought...*Just as in life, just meeting the minimum will not likely result in a maximal reward.

Expectations: I expect that you will learn by actively participating in all aspects of the course. You will need to interact with me throughout the course AND, just as importantly, you will need to interact with your classmates. You must read the assignments or you will find it almost impossible to succeed in this course. Next, you must question and thoughtfully analyze what you have read. You will need to provide me, and your fellow students, with your thoughts and insights into the readings. The majority of our readings are primary sources such as laws, strategies, policies, etc. In some cases you will need to read and digest the entire document, while in most cases I will provide you with specific guidance on the key passages of the each document that I expect you to read.

Specific Expectations:

Time Devoted to this Course: You will need to spend time daily during the week on your participation in class discussions, reading, and other activities. Please note that each module is only open for a limited time, so you must work on the course each day to complete the assignments by the deadlines. The module typically closes the day after the last posting or assignment is due. Missed modules cannot be made up.

Communication: I will communicate with you through various features of Blackboard, such as *Announcements, Message Mail Box (for private communications only), and My Grades.* You should check these areas FIRST whenever you log into the course. It is your responsibility to keep up with all course communications and assignments. Use the *Ask a Question (all can and should see these)* forum if you need assistance with the course.

Discussions and Participation: I cannot overemphasize the need for you to actively engage in all discussions and course activities. A significant portion of your grade will be based on your participation. So what constitutes "active participation?" Basically you start by reading what I and others post and thinking about what is said. You "participate" by *posting*. For the most part, your posts and comments should add to the discussion by bringing new ideas or information, asking insightful questions, or synthesizing materials. I not only will look at how often you *post* BUT, more importantly, I will review your *post* for original feedback and significant feedback. Think before you speak/write!

Acceptable Writing/Posts: Anything, including *posts* you write and submit, must be written in Standard English. DO NOT use slang or texting abbreviations. Posting offensive comments are absolutely NOT acceptable. Just don't do it!! As I stated earlier, "Think before you Speak / Write." PLEASE proofread and use spell check before submitting any work. Poor spelling and poor grammar will HURT your grade. In

general, I would prefer that you summarize other documents or references instead of adding attachments. However, I am much more interested in your thoughts, in light of documents and other course materials.

Before submitting work or comments, be sure to proof read what you have written and make sure that any links you have included are correct as you will NOT be able to edit your posts, written documents, or other communication after hitting the "submit" button!!

Work Submissions: All work for this class must be submitted in the form, style, and timeframe as described in the course assessments. Discussions must occur within the appropriate "forum." Noncompliance will result in the work not being graded and your loss of all points for which that assignment was worth.

Syllabus as a Contract: The course syllabus is a "contract" with regard to the terms and conditions of your participation in the course. If, after reading the syllabus and these guidelines or course rules, you are unclear about or do not agree to the terms as stated, please feel free to speak with me and/or withdraw from the course. **IMPORTANT:** You must execute any withdrawal procedures early and according to all policies and procedures stipulated by the University at Albany. As your instructor, I have no control or influence over University policies and practices.

The Course Schedule: The schedule is organized by Modules (1-12) plus the Introductory Course Meeting. Modules vary in length, depending upon content and activities. The specific assignments and posting schedules are identified within each module under the Assignments Section. Please pay close attention to these schedules. The schedules are organized in a manner that typically does not require you to post or submit any assignments on weekend days or holidays, although you are certainly welcome to do so. Moreover, the flow of the course is such that in general you need to complete the assignments in the order identified. In some cases you will need to respond to your classmates' posts before moving on to a new discussion question. In all cases I have provide very specific "due dates" that not only identify the date but the time as well. It is important that you comply with these as this facilitates the classroom discussion environment that is so important. In other words, if you do not post your comments by the due dates, your classmates will not necessarily be able to read, consider, and respond within the timeframes provided.

Finally, this is NOT a self-paced course. This means that the course and class activities move along in a concerted manner. Accordingly, Modules will be open a couple of days prior to each class official "start date" and will close the day following the official class "end date." In a few cases, modules may overlap by a day or so. As depicted on the course schedule, this means that you cannot access the next module assignments

more than a day or two before the class is scheduled to start AND, you will NOT be able to post discussion comments or assignments after the class ends. You will not be able to go back to previous classes/modules. (all dates are 2016 vice 2015)

Module	Topic	Start Date	End Date
Pre-Course Meeting	Introduction	1/21/15	1/27/15
1	USA preparedness prior to 1995 and then forward to current day	1/27/15	2/02/15
2	Congressional actions	2/02/15	2/09/15
3	Presidential Actions	2/09/15	2/16/15
4	Capabilities based preparedness: background, policies, and strategies	2/16/15	2/23/15
5	Assessing preparedness	2/23/15	3/2/15
6	Emergency management and preparedness	3/02/15	3/09/15
7	State and local homeland security and emergency management planning, strategies, and practice	3/09/15	3/13/15
7, cont.	Post Spring Break Continuation	3/23/15	3/27/15
8	To be announced	3/27/15	4/06/15
9	Weapons of mass destruction	4/06/15	4/13/15

10	Terrorism, counter-terrorism, terrorism interdiction	4/13/15	4/24/15
11	Critical infrastructure protection	4/24/15	5/01/15
12	Resilience and continuation of operations/government	5/01/15	5/06/15

Other key dates:

Final paper topic due: 2/6/15

Case study due: 3/6/15

Final paper due: 5/6/15

Module 1: The Evolution of DHS and Preparedness

Module Overview: Module 1 provides some perspective to how we develop "preparedness." it will provide some insight into how we did things before 1995 (OKC bombing) and how we evolved to the WTC 2 attacks in 2001. In addition it provides some insight into how "Washington works."

Reading and Power Point Assignments:

1. *Chertoff*: Forward; Introduction; Chapter 6.
2. *DHS*: "Civil Defense and DHS: A Short History of National Preparedness Efforts"
3. The Evolution of DHS ppt

Due Date for Reading and Power Point Reviews: 1/23/2015

Discussion Assignments:

1. Post your responses to Discussion Questions 1.1, 1.2, and 1.3 no later than 5:00pm on January 26. The posts should be insightful and well crafted.

2. Respond to each of your fellow classmate's posts for each discussion question on January 27. Consider the posts to which you are responding carefully before responding.

Module 2: Congressional Actions

Module Overview: Module 2 discusses various applicable Congressional actions that have been taken. The goal of this module is to help you better understand how the "homeland security enterprise" has evolved as a result of or in spite of Congress. To do this we will examine selected legislative actions taken.

Reading Assignments (Please complete the reading by 2/5/2015).

Please Read in the Order Listed

1. R40240 CRS Report on Intelligence Legislation Page 1
2. 1950 Civil Defense Act Summary
3. 2002 Supplemental Appropriations Act
4. Homeland Security Act of 2002
5. HS Appropriations Act of 2006 (ESPECIALLY Title VI)
6. Stafford Act with rcm highlights
7. 9-11 Bill
8. Patriot Act with rcm highlights

NOTE: I realize that these "bills" are boring reading even in their most exciting parts, but they are very important to developing some sense as to why DHS is around and why it was reorganized after Katrina and the 9-11 Recommendations. There is no "test" per se so I am not particularly interested in you committing the details to memory. What I do want is for you to get some sense as to what each bill is about and how it impacted our preparedness efforts and I would also like for you to get some sense as to how Congress does its business, so to speak. Keep in mind that Congress basically sends two types of bills to the President for consideration: authorization bills and appropriations bills. To better understand this, please read the short part of the CRS report on page 1. Although the report deals with Intelligence Legislation, the CRS does a decent job of differentiating between "authorization" and "appropriations" legislation.

Next read the 1950 Civil Defense Act summary that will provide a sense of where it all began. The next read is a skim of the 2002 Supplemental Appropriations Act which Congress used to support the nation's response to the 9-11 WTC attacks. Next is the Homeland Security Authorization Act of 2002 which established the department. The next read is a skim of the 2006 HS Appropriations Bill which is basically a typical "money bill" until you get to Title VI which is the Post-Katrina Emergency Reform Act. The Stafford Act has parts highlighted which should give you a sense of what this is about. The 9-11 Bill is interesting but you only need to skim it. Finally, the Patriot Act has some sections highlighted.

Discussion Assignments:

NOTE: Questions 2.1 - 2.3 are provided for initial discussion. Additional questions will follow as this module evolves.

1. Respond to Discussion 2.1 by 2/6/2015.
2. Respond to Discussion 2.2 by 2/6/2015.
3. Respond to Discussion 2.3 by 2/6/2015.
4. Respond to 3 of your classmate's posts by 2/7/2015.
5. Respond to Discussion 2.4 by 2/8/2015.
6. Respond to 3 of your classmates posts by 2/9/2015.

Module 3: Presidential Actions

Module Overview Module 3 focuses on Presidential Actions. These encompass, primarily, actions taken by the President through Presidential directives. As the basis of this discussion, we will review directives issued by President Bush (#43) and Obama as they relate to preparedness.

Reading Assignments:

1. Read all of the HSPDs, PSD 1, and the PPDs by 2/12/15.
2. Review some of the other presidential directives of presidents by going to the web site: <http://www.fas.org/irp/offdocs/direct.htm> which is maintained by the Federation of American Scientists. It is arguably the best and most comprehensive source I have found for these. As you will see, these directives go back to Truman while Executive Orders go back to Washington (need to go to the National Archives for these older ones (prior to 1940). Do this by 5:00pm on 2/12/15 please.

Discussion Questions:

1. Please respond to 3.1 by 2/13/15.
2. Please complete the discussion assignment for 3.2 by 2/13/15.
3. Please post your response to 3.3 by 2/13/15.
4. Please comment on at least 2 of your fellow classmate's posts by 2/16/15.

Module 4: Capabilities Based Preparedness

Module Overview: Module 4 expands upon the previous module and focuses on how we can evaluate "preparedness." Congress has been trying to get DHS and the President to do this since the department's inception and this has yet to be satisfactorily completed, many would say. One of the key methods that theoretically could have (and still could) worked was the application of the Target Capabilities List (TCL) which was in vogue through Bush 43 and into the early Obama administration when PPD 8 was issued. From PPD8 grew the new National Preparedness Goal and its "Core Capabilities." As will be noted the TCL didn't necessarily go complexly go away but rather morphed into the Core Capabilities, complete with a DHS provided "crosswalk" between the TCL and the new Core Capabilities. I want us to take a look at the TCL and some supporting documents that guided its development and compare them with the Core Capabilities. The goal is to see if there is a way to use these as part of the toolkit to measure "preparedness." This look is to see if or how we might use the TCL or its principles to measure "preparedness."

In doing this piece of the course I also want us to compare the National Preparedness Goal of today with what was in place during the Bush 43 administration, the National Preparedness Guidelines. Finally I want us to take a brief look at the National Planning Scenarios which began their development at the end of 2001 and continued through the early years of DHS. These formed the backbone of the TCL development and continue to be used in various ways since.

Reading Assignments:

1. Please review the "Executive Summary of the National Planning Scenarios" by 2/19/15.
2. Please read "HSPD 8 Annex" by 2/19/15.
3. Please skim through the "HSPDs 1-21", especially "HSPD s 5 and 8," which were covered in the last module by 2/19/15.
4. Please read the "National Preparedness Guidelines" by 2/20/15.
5. Please read the document "Capabilities Based Planning" by 2/20/15.
6. Please skim through both the "UTL Document" and the "UTL Spreadsheet" by 2/20/15.

7. Please review / skim the rather large TCL by 2/21/15.
8. Please read the “National Preparedness Goal” by 2/22/15.
9. Please read the “TCL-Priorities Crosswalk” by 2/22/15.

Discussion Questions:

1. Please post your response to Discussions 4.1 and 4.2 by 2/21/15.

Module 5: Measuring Preparedness

Module Overview: Module 5 expands upon the previous module and focuses on how we can evaluate “preparedness.” Congress has been trying to get DHS to do this since the department’s inception and this has yet to be satisfactorily completed, many would say. One of the key methods that theoretically could have (and still could) worked was the application of the Target Capabilities List. I want us to take another look at the TCL and some supporting documents that guided its development. This look is to see if or how we might use the TCL or its principles to measure “preparedness.”

Secondly we want to explore the use of After Action Reports (AARs) as measures of how well an agency or government performed either in an actual event or in an exercise. We will first review what an “AAR” is and then we’ll take a wade through the AARs of Sandy.

Reading Assignments:

1. Please review the TCL in terms of how it purports “to measure” by 03/03/2015.
2. Read “Capabilities Training “FAQs” by 03/03/2015.
3. Read the “FEMA Sandy AAR” by 03/03/2015.
4. Read the NYC “Sandy AAR” by 03/03/2015.
5. Read the “DHSES Sandy AAR” by 03/03/2015

Note for the DHSES Sandy AAR, please go to this link and down load it and the supplemental “notes.” (You might want to read Odató’s comments as well... L)

<http://blog.timesunion.com/capitol/archives/205669/read-two-versions-of-unreleased-report-on-states-sandy-response/>

Discussion Questions:

1. Please post your response to Discussions 5.1 and 5.2 by 03/04/2015.
2. Please post your response to Discussion 5.33 by 03/04/2015
3. Please comment on at least 2 of your fellow classmate's posts to *each of the 3 discussion questions* by 03/05/2015.

Module 6: State and Local

Module Overview: Module 6 provides an opportunity to explore a state's preparedness as guided by strategy, statute, and a former DHSES commissioner's vision.

Reading Assignments (Please complete the reading by 3/10/15):

1. New York State Homeland Security Strategy
2. New York State Article 2b
3. "State of Preparedness"

. Discussion Assignments:

1. Respond to Discussion 6.1 on 3/11/15.
2. Respond to Discussion 6.2 on 3/12/15.
3. Respond to Discussion 6.3 by 3/12/15
4. Respond to 6 of your classmate's posts (2 for each discussion question) by 3/13/15.

Module 7: Terrorism, Counter-Terrorism, and Terrorism Interdiction

Module Overview: Module 7 will involve discussions around terrorism, counter-terrorism, and terrorism interdiction. We will explore definitions of terrorism and we will differentiate between counter-terrorism and terrorism interdiction.

Reading Assignments:

1. HSPD 2
2. USC 2010-Title 18; part 1-Chapter 10; section 178

3. USC 2010-Title 18; part 1- Chapter 113B; sec. 2332a
4. USC 2010-Title 18; part 1-Chapter 44; sec. 921

Due Date for Readings: March 23, 2015

Video Viewing Assignment:

Please view the video *Diligence Matters* produced by DHS on March 23, 2015.

Discussion Assignments:

1. Post your response to Discussion 7.1 by March 24, 2014.
2. Post your response to Discussion 7.2 by March 24, 2015.
3. Respond to each of your classmates posts to Discussions 7.1 and Discussion 7.2 by March 25, 2015.
4. Post your response to Discussion 7.3 by March 26, 2015.
5. Respond to your classmates responses to Discussion 7.2 by March 27, 2015.

CASE STUDY: Please upload your case study via the assignment portal by March 26, 2015.

Module 8: Weapons of Mass Destruction

Module Overview: Module 6 will involve weapons of mass destruction (WMD). We will develop and understanding of WMD from a homeland security perspective. This module will deal more with a practical approach to preventing WMD attacks as well as the recognition and possible interdiction of such attacks.

Reading Assignments:

1. *HSPDs 4,10,14,18, and 19*
2. *18 USC 2332A-Weapons of Mass Destruction "definition"*
3. *18 USC 44-Firearms- section 921: definition of destructive device*
4. *18 USC 10-Biological Weapons- section 178: definition of biological agent*

Due Date for Readings: April 15, 2014

Video Assignments:

Due by April 15, 2014.

There are two short videos to be found within the Videos Content Folder. One video discusses Improvised Explosive Devices (IEDs) and the second shows a short clip of a test firing of a "Nuke Artillery Gun." View both and see discussion 6.1.

PPT/Mini-Lecture Assignments:

1. View the WMD PPT/Mini-Lecture by noon, April 15, 2014

Discussion Assignments:

1. Post your response to Discussion 6.1 on April 16, 2014
2. Post your response to Discussion 6.2 on April 16, 2014
3. Post your response to Discussion 6.3 on April 16, 2014
4. Post your response to Discussion 6.4 on April 16, 2014
4. Post responses to your classmates' discussion posts on April 16, 2014

Module 9: Ethics/Privacy/etc.

Module Overview: Module 9 facilitates a discussion around the issues of ethics, privacy, and information sharing. This module has no specific reading requirement – I will leave that your exploration.

Reading Assignments: *Nothing specific required*

Discussion Assignments:

Each discussion question contains the background (brief) and guidance. In this module I expect each of you to openly and thoroughly discuss each question, supporting your position. I also expect you to freely comment on your classmates' posts – a more back-and-forth process than in times past.

In addition, we will do these one at a time meaning I will open a discussion question for a few days before I open the next one. What I am looking for is a focus on each one as we move ahead. Just to make it more interesting, I may, from time-to-time, jump in with my own comments or questions. Please feel free to disagree with me at any time in the discussion.

1. Post your initial response to Discussion 9.1 by April 7 with ongoing discussions ensuing through April 10.

Module 10: Putting it All Together

Module Overview: Module 10 is the capstone for the course. In this module we will pull together key elements of what we have learned in the course.

Discussions:

1. Respond to Discussion Question 10.1 by April 29, 2015
2. Please comment on each of your fellow classmate's posts (to 10.1) by April 30, 2015.
3. Respond to Discussion Question 10.2 by May 5, 2015.
4. Please comment on each of your fellow classmate's posts (10.2) by May 7, 2015.

Final Paper: Upload your final paper via the Assignment Portal located within this module no later than 5/6/15.

RPAD 469: Cyber Threats and Intelligence – Undergraduate Course

3 credits

Course Summary and Objectives

Over the past two decades cyber crime has undergone a series of radical shifts, from being the purview of computer nerds to any crime involving computers, to the current definition which often focuses on computer network intrusions. Cyber crime currently involves a range tactics, techniques, and procedures (TTP) from the introduction of malware into networks through varying delivery mechanisms, to distributed denial of service (DDoS) and Structured Query Language (SQL) injection (SQLi) attacks. Motivations run the gamut from financial gain to notoriety, social activism, espionage, and revenge.

A comparable shift is ongoing within organizations, as they struggle to adapt to the changing dynamics of cyber crime. In the early 2000's cyber crime was the purview of information technology (IT) employees and solved through the use of antivirus software and reimaging computers. Today, preventing, mitigating and responding to cyber crime incidents requires coordination among company executives, managers, and communication liaisons, as well as the human resources, IT, finance, security, and legal departments, many of whom have limited experience with or understanding of incidents. Law enforcement and public safety personnel, including intelligence analysts, risk analysts, and public managers, must find ways to aid targeted organizations and support victims within the constraints of law enforcement and homeland security functions ill-equipped to handle digital innovations.

By understanding the myriad cyber threats and actor motivations, leaders can guide organizations in accurately assessing threats, risks, and vulnerabilities, to minimize the potential for incidents and, when necessary, provide more thoughtful responses.

This course will examine cyber crime from different angles to introduce students to today's actors, motivations, TTPs, and mitigation techniques, while providing insight into the impact of cyber crime on victim organizations and employees. A variety of case studies will be used to study how TTPs are applied, and aid students in understanding attack consequences, responding agency abilities, and the various protection, mitigation, and remediation measures.

Students attending this course should be familiar with the structure of the Internet and willing to learn technical information. This will not be a technical course, but will require students to understand technical information at a high-level. The course will provide students with a foundation for leading their organization in the prevention, mitigation, and remediation of cyber attacks, and in the development of cyber threat intelligence.

Class Delivery Platform:

Our class will use a combination of Adobe Connect and Blackboard. Blackboard will be used as the primary means of content delivery. Assignments, lectures, materials, and forum discussions will all be held using Blackboard. Adobe Connect will be our platform for live interactive communication. You will receive login instructions prior to the first class meeting which will be held in a live Adobe Connect session.

This course is delivered in a blended manner with both online and in class work. It meets or exceeds the total amount of instructional and student work time expected in a traditional in-class course in a 15-week semester: three 50 minute sessions of classroom or direct faculty instruction for every 3 credit course. The contact time achieved in this class is satisfied by (1) instruction or interaction with a faculty member once a week for each week the course runs as well as (2) academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, work with class peers and computer tutorials graded and reviewed by faculty.

Grading scale and assignments:

- A= 90-100, A-= 88-89, B+ = 85-87, B = 83-84, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.
- 20% Class participation •
- 35% Weekly Case Study ○ 1-2 pages ○ 5 required
 - Each week an incident will be assigned as a case study. Students will be provided with three questions, relating to that week's class discussion, and must answer at least one of the questions, in relation to the chosen case study. Assumptions and Key Judgements must be clearly delineated.
- 25% Case Analysis Term Paper ○ Students will be provided with a case study and use it as a foundation for a discussion of the concepts learned in class. ○ 4-6 pages ○ Paper due 2nd to last class
- 10% Class Analysis Presentation ○ Students will provide a 3-5 minute presentation of their case study.
- 15% Capstone Exercise

Class Content and Readings

All readings are subject to change due to ongoing events and updated information.

1st Class - Class introduction

- What is cyber crime? What is not cyber crime?
- What can't anyone agree on anything about cyber crime?
- What is cyber threat intelligence?
- Pre-readings: ○ Clapper, J.R. (February 26, 2015) Statement for the Record, Worldwide Threat Assessment of the US Intelligence Community to the Senate Armed Services Committee. Testimony to the Senate Committee on Armed Services.
http://www.dni.gov/files/documents/Unclassified_2015_ATA_SFR_SASC_FINA_L.pdf. ○ Clapper, J.R. (February 11, 2014) Statement for the Record, Worldwide Threat Assessment of the US Intelligence Community to the Senate Committee on Armed Services. Testimony to the Senate Committee on Armed Services.

http://www.dni.gov/files/documents/2014%20WWTA%20SFR_SASC_11_Feb.pdf.

Read the following sections: "CYBER" pages 1-3, "COUNTERINTELLIGENCE" page 3 and "REGIONAL THREATS" page 12-27. ○ McAfee. (June 2014) Net Losses: Estimating the Global Cost of Cybercrime. <http://www.mcafee.com/us/resources/reports/rp-economic-impactcybercrime2.pdf>

○ Finklea, K.M., Theohary, C.A. (January 15, 2015) Cybercrime: Conceptual Issues for Congress US Law Enforcement. Congressional Research Service.

<http://fas.org/sgp/crs/misc/R42547.pdf>

○ Wilshusen, G.C. (April 24, 2012) Cybersecurity: Threats Impacting the Nation. Testimony to the Subcommittee on Oversight, Investigations, and Management, Committee on Homeland Security, House of Representatives.

<http://www.gao.gov/assets/600/590367.pdf>

○ Pesante, L. (2008) Introduction to Information Security. US-CERT.

<https://www.uscert.gov/sites/default/files/publications/infosecuritybasics.pdf>

○ Friedman, J., Bouchard, J.P. (May 2015) Definitive Guide to Cyber Threat Intelligence. <http://info.isightpartners.com/definitive-guide>

2nd Class - TTPs

- How does understanding TTPs help an organization before they are attacked?

- Pre-readings:

- SOPHOS. Threatsaurus.

- <http://www.sophos.com/enus/medialibrary/PDFs/other/sophosthreatsaurusaz.pdf>, Read pages 1-52

- Center for Internet Security. The Critical Security Controls for Effective Cyber Defense. (Version 5.1) <http://www.cisecurity.org/documents/CSC-MASTERVER5.1-10.7.2014.pdf>. Read pages 1-8 and "Why is this Control Critical?" for each of the 20 Critical Controls

- SophosLabs. (October 16, 2013) Malware 101: A how-to guide for IT security beginners. YouTube video: https://www.youtube.com/watch?v=P1U9_s7j4Hg

- Moir, R. (October 1, 2013) Defining Malware: FAQ. Microsoft.

- <http://technet.microsoft.com/en-us/library/dd632948.aspx>

- McDowell, M. (February 6, 2013) Understanding Denial-of-Service Attacks. US-CERT. <https://www.us-cert.gov/ncas/tips/ST04-015> ○ Myers, L. (April 2015) Guide to DDoS Attacks.

- <https://msisac.cisecurity.org/resources/reports/documents/GuidetoDDoSAttacks8.pdf> Read pages 1- 3. ○ McDowell, M. (February 6, 2013) Understanding Hidden Threats: Rootkits and

- Botnets.

- <https://www.us-cert.gov/ncas/tips/ST06-001> ○ McDowell, M.

- (February 6, 2013) Recognizing Fake Antiviruses.

- <https://www.uscert.gov/ncas/tips/ST10-001>

- SophosLabs. (November 17, 2010) Fake Anti-Virus live demo [Anatomy of an Attack online]. YouTube video: https://www.youtube.com/watch?v=xxDm_sKhIBM
- Grimes, R.A. (September 2002) Danger: Remote Access Trojans. Microsoft. <http://technet.microsoft.com/en-us/library/dd632947.aspx>
- iSightPartners. How to Put Cyber Threat Intelligence to Work For Your Firm. <http://info.isightpartners.com/cyber-threat-intelligence-working-for-you>

3rd Class – Financial actor motivations

- Who are the actors responsible for the majority of US compromises?
- What are their motivations and how do those motivations change within the actor groups? •

Case studies: ZeuS • Pre-readings:

- Verizon. Verizon Data Breach Investigations Report. Read the most current report, currently 2014 report: <http://www.verizonenterprise.com/DBIR/2014/>.
- ICS-CERT. Cyber Threat Source Descriptors. <https://ics-cert.uscert.gov/content/cyber-threat-source-descriptions>.
- Long, L.A. (January 26, 2012) Profiling Hackers. SANS Institute InfoSec Reading Room. <http://www.sans.org/reading-room/whitepapers/hackers/profilinghackers-33864>
- Zeus:
 - Threat Research Team. (March 2010) ZeuS: A Persistent Criminal Enterprise. Trend Micro. http://www.trendmicro.com/cloudcontent/us/pdfs/security-intelligence/white-papers/wp_zeus-persistentcriminal-enterprise.pdf
 - Martin, S. (August 11, 2014) The Making of a Cybercrime Market. CSO. http://www.csoonline.com/article/2463175/data-protection/the-makingof-a-cybercrime-market.html?source=CSO_NL_update_2014-08-17#tk.rss_malwarecybercrime
 - FBI. (June 2, 2014) GameOver ZeuS Botnet Disrupted. <http://www.fbi.gov/news/stories/2014/june/gameover-zeus-botnetdisrupted/gameover-zeus-botnet-disrupted>
 - Schwartz, M.J. (July 11, 2014) Gameover Zeus Trojan Returns. Bank Info Security. <http://www.bankinfosecurity.com/gameover-zeus-trojan-returnsa-7050/op-1>
 - Krebs, B. (June 2, 2014) 'Operation Tovar' Targets 'Gameover' ZeuS Botnet, CryptoLocker Scourge. Krebs on Security. <http://krebsonsecurity.com/2014/06/operation-tovar-targets-gameoverzeus-botnet-cryptolocker-scourge/>
- Operation Ghost Click/Rove Digital
 - FBI. (November 9, 2011) Operation Ghost Click. http://www.fbi.gov/news/stories/2011/november/malware_110911
 - FBI. (November 9, 2011) Manhattan U.S. Attorney Charges Seven Individuals for Engineering Sophisticated Internet Fraud Scheme That Infected Millions

of Computers Worldwide and Manipulated Internet Advertising Business.
<http://www.fbi.gov/newyork/press-releases/2011/manhattan-u.s.attorney-charges-seven-individuals-for-engineering-sophisticated-internet-fraud-scheme-that-infected-millions-of-computers-worldwide-and-manipulated-internet-advertising-business>

4th Class – Hactivism •

Who are the hacktivists?

- What motivates them?
- When is hacktivism wrong? When is it right?
- Case Studies: Operation Ababil, 2nd Case Study • Pre-readings:
 - Current hacktivist readings to be assigned prior to the 4th class. ○ Operation Ababil:
 - Holden. (January 2, 2013) Deconstructing the Al-Qassam Cyber Fighters Assault on US Banks. <https://www.recordedfuture.com/deconstructing-the-al-qassam-cyber-fighters-assault-on-us-banks/>
 - Kitten, T. (July 23, 2013) DDoS: Attackers Announce Phase 4. <http://www.bankinfosecurity.com/ddos-attackers-announce-phase-4-a5929/op-1>
 - QassamCyberFighters. (July 23, 2013) Phase 4, Operation Ababil. <http://pastebin.com/22WJ6m9U>
 - Additional Case Study(ies) to be assigned prior to the 4th class.

5th Class – Computer Network Exploitation (CNE)

- Who conducts CNE and for what purposes?
- Which actors pose the greatest threat toward US organizations?
 - Case Studies: China, Russia, Iran, and North Korea • Pre-readings:
 - Fishbein, W., and Treverton, G. (October 2004) Rethinking Alternative Analysis to Address Transnational Threats. Sherman Kent Center for Intelligence Analysis. <https://www.cia.gov/library/kent-center-occasional-papers/vol3no2.htm>
 - Defense Security Service (DSS) Targeting U.S. Technologies current threat report – currently 2014: “Targeting U.S. Technologies, A Trend Analysis of Cleared Industry Reporting.” DSS, 2014, <http://www.dss.mil/documents/ci/2014UnclassTrends.PDF>
 - Symantec. Advanced Persistent Threats: A Symantec Perspective” http://www.symantec.com/content/en/us/enterprise/white_papers/badvanced_persistent_threats_WP_21215957.en-us.pdf
 - Office of the National Counterintelligence Executive. “Foreign Spies Stealing US Economic Secrets in Cyberspace, 2009-2011” October 2011, http://www.ncix.gov/publications/reports/fecie_all/Foreign_Economic_Collection_2011.pdf
 - Cilluffo, F.J. (March 20, 2013) Cyber Threats from China, Russia and Iran: Protecting

American Critical Infrastructure. Testimony to Subcommittee on Cybersecurity, Infrastructure Protection, and Security Technologies, Committee on Homeland Security, US House of Representatives.

<http://docs.house.gov/meetings/HM/HM08/20130320/100523/HHRG-113-HM08-Wstate-CilluffoF-20130320.pdf>

○ China:

- Mandiant. “APT1: Exposing One of China’s Cyber Espionage Units” http://intelreport.mandiant.com/Mandiant_APT1_Report.pdf and associated video: <http://intelreport.mandiant.com/>
- Rogers, Mike, and Ruppertsberger, C.A. Dutch, Permanent Select Committee on Intelligence, US House of Representatives, October 8, 2012. “Investigative Report on the U.S. National Security Issues Posed by Chinese Telecommunications Companies Huawei and ZTE” [https://intelligence.house.gov/sites/intelligence.house.gov/files/documents/Huawei-ZTE%20Investigative%20Report%20\(FINAL\).pdf](https://intelligence.house.gov/sites/intelligence.house.gov/files/documents/Huawei-ZTE%20Investigative%20Report%20(FINAL).pdf)

○ Iran:

- Berman, I. (March 20, 2013) The Iranian Cyber Threat, Revisited. Testimony to Subcommittee on Cybersecurity, Infrastructure Protection, and Security Technologies, Committee on Homeland Security, US House of Representatives. <http://docs.house.gov/meetings/HM/HM08/20130320/100523/HHRG-113-HM08-Wstate-BermanI-20130320.pdf>
- iSightPartners. (May 29, 2014) Newscaster. <http://www.isightpartners.com/2014/05/newscaster-iranian-threatinside-social-media/> Download and read the full report.
- Broad, W.J., Markoff, J., and Sanger, D.E. (January 15, 2011) Israeli Test on Worm Called Crucial in Iran Nuclear Delay. <http://www.nytimes.com/2011/01/16/world/middleeast/16stuxnet.html?pagewanted=all>

○ Russia:

- Finkle, J. (January 22, 2014) Russia Hacked Hundreds of Western, Asian Companies: Security Firm. Reuters. <http://www.mcafee.com/us/resources/white-papers/wp-dissectingoperation-troy.pdf>
- InfoSecurity Magazine. (March 11, 2014) Snake Cyber-espionage Campaign Targeting Ukrain is Linked to Russia. <http://www.infosecuritymagazine.com/news/snake-cyber-espionage-campaign-targeting-ukraine/>
- Symantec Security Response. (June 30, 2014) Dragonfly: Western Energy Companies Under Sabotage Threat. Symantec. <http://www.symantec.com/connect/blogs/dragonfly-western-energycompanies-under-sabotage-threat>

○ North Korea:

- Symantec Security Response. (March 26, 2013) Are the 2011 and 2013 South Korean Cyberattacks Related? <http://www.symantec.com/connect/blogs/are-2011-and-2013-southkorean-cyber-attacks-related>
- Symantec Security Response. (June 26, 2013) Four Years of DarkSeoul Cyberattacks Against South Korea Continue on Anniversary of Korean War. Symantec. <http://www.symantec.com/connect/blogs/four-years-darkseoulcyberattacks-against-south-korea-continue-anniversary-korean-war>
- Sherstobitoff, R., Liba, I., and Walter, J. (2013) Dissecting Operation Troy: Cyberespionage in South Korea. <http://www.mcafee.com/us/resources/white-papers/wp-dissectingoperation-troy.pdf>

6th Class –Insiders

- What types of insiders pose cyber threats?
- What cyber threats do they pose?
- Pre-readings:
 - Blue, V. (February 2, 2014) Super Bowl Wi-Fi Password Credentials Broadcast in Pre-Game Security Gaffe. ZDNet. <http://www.zdnet.com/super-bowl-wi-fi-password-credentials-broadcast-in-pre-game-security-gaffe-7000025865/>
 - US Carnegie Mellon and United States Secret Service (January 2008) Insider Threat Study: Illicit Cyber Activity in the Government Sector. http://resources.sei.cmu.edu/asset_files/WhitePaper/2008_019_001_52247.pdf
 - CERT Insider Threat Center. (January 2014) Unintentional Insider Threats: Social Engineering. http://resources.sei.cmu.edu/asset_files/TechnicalNote/2014_004_001_77459.pdf
 - CERT Software Engineering Institute. (December 2013) Spotlight On: Programmers as Malicious Insiders – Updated and Revised. http://resources.sei.cmu.edu/asset_files/WhitePaper/2013_019_001_85232.pdf
 - Kaneshige, T. (August 1, 2013) 12 BYOD Disaster Scenarios. CIO. <http://www.cio.com/article/2369590/byod13286-12-BYOD-Disaster-Scenarios/byod/113286-12-BYOD-Disaster-Scenarios.html>
 - Keteyian, A, (April 19, 2010) Digital Photocopiers Loaded With Secrets. CBS. <http://www.cbsnews.com/news/digital-photocopiers-loaded-with-secrets/> (watch the video and read the article)
 - Poulsen, K. (March 18, 2011) Leader of Hacker Gang Sentenced to 9 Years for Hospital Malware. Wired. <http://www.wired.com/2011/03/ghostexodus-2/> (watch the video and read the article)

7th Class – The “security” in “cyber security”

- How can physical security affect cyber security?

- Can physical and cyber security complement one another?
- Is anything truly anonymous?
- Why is the ability to conduct anonymous activity over the Internet good? Bad?
- Pre-readings:
 - McDowell, M. (February 6, 2013) How Anonymous Are You? US-CERT.
<https://www.us-cert.gov/ncas/tips/ST05-008>
 - Chow, P. (July 9, 2012) Surfing the Web Anonymously – the Good and Evil of the Anonymizer. GIAC ○ Tor Project Overview.
<https://www.torproject.org/about/overview>
 - Byre, E. (July 5, 2012) #1 ICS and SCADA Security Myth: Protection by Air Gap. Tofino Security.
<https://www.tofinosecurity.com/blog/1-ics-and-scada-securitymyth-protection-air-gap>
 - Anderson, N. (January 5, 2014) The County Sheriff Who Keylogged His Wife. Arstechnica. <http://arstechnica.com/tech-policy/2014/01/the-county-sheriff-whokeylogged-his-wife/>
 - Leydon, J. (September 20, 2013) ‘Bogus IT Guys’ Slurp £1.3m from Barclays: Cybercops Cuff 8 Blokes. The Register.
http://www.theregister.co.uk/Print/2013/09/20/barclays_cyber_cops_make_arrests/
 - Vaas, L. (August 6, 2014) FBI Used Drive-by Downloads to Track Child Abuse Image Suspects Hidden on Tor. Naked Security blog.
<http://nakedsecurity.sophos.com/2014/08/06/fbi-used-drive-by-downloads-totrack-child-porn-suspects-hidden-on-tor/>

8th Class – Critical Infrastructure and Key Resources (CIKR)

- How does cyber activity affect CIKR?
- Should cyber infrastructure be CIKR?
- What are the challenges in cyber regulations and how can they be overcome?
- Pre-readings:
 - US Government Accountability Office. (May 2005) Critical Infrastructure Protection: Department of Homeland Security Faces Challenges in Fulfilling Cybersecurity Responsibilities. GAO-DHS-CIP (GAO-05-434).
<http://www.gao.gov/new.items/d05434.pdf>
 - Presidential Policy Directive 21: Critical Infrastructure Security and Resilience. (February 12, 2013) <http://www.whitehouse.gov/the-pressoffice/2013/02/12/presidential-policy-directive-critical-infrastructure-securityand-resil>
 - National Institute of Standards and Technology. (February 12, 2014) Framework for Improving Critical Infrastructure Cybersecurity.

<http://www.nist.gov/cyberframework/upload/cybersecurity-framework021214.pdf> Read pages 1-19.

- Wueest, C. (January 13, 2014) Targeted Attacks Against the Energy Sector. Symantec. http://www.symantec.com/content/en/us/enterprise/media/security_response/whitepapers/targeted_attacks_against_the_energy_sector.pdf
- Abrams, M. and Weiss, J. Malicious Control System Cyber Security Attack Case Study – Maroochy Water Services, Australia.
http://csrc.nist.gov/groups/SMA/fisma/ics/documents/Maroochy-Water-ServicesCase-Study_report.pdf

9th Class – Disruptive and emerging technologies •

What are disruptive and emerging technologies?

- What roles will disruptive and emerging technologies play in defining the business landscape in the next 1-3 years? 3-10 years?
- How does cyber crime prediction reporting differ from those in other fields?
- Pre-readings:
 - Major Mitchell, S. (December 11, 2009) Identifying Disruptive Technologies Facing the United States in the Next 20 Years.
<http://www.dtic.mil/docs/citations/ADA516859>
 - EMC. The Current State of Cybercrime 2014.
<http://www.emc.com/collateral/white-paper/rsa-cyber-crime-report-0414.pdf>

10th Class - Biases, mindsets, assumptions, and uncertainty

- How do our biases, mindsets, and assumptions affect our responses?
- How do the biases, mindsets, and assumptions of malicious actors affect their activity?
- Why do cyber security reports vary so greatly?
- Can we use the uncertainty in cyber security to our advantage?
- Pre-readings:
 - Heuer, R.J. Psychology of Intelligence Analysis.
<https://www.cia.gov/library/centerfor-the-study-of-intelligence/csi-publications/books-and-monographs/psychologyof-intelligence-analysis/PsychofIntelNew.pdf> (published online, Central Intelligence Agency 1999)
 - Agrell, W. (October 2002) When Everything is Intelligence – Nothing Is Intelligence. Sherman Kent Center for Intelligence Analysis.
<https://www.cia.gov/library/kentcenter-occasional-papers/vol1no4.htm>

11th Class –Cyber Ethics

- What ethics apply when dealing with malicious cyber actors?
- Is back-tracking/back-hacking ethical?
- What are the ethics of victim notification?
- Case studies:
 - Internet Census 2012
 - Operation Torpedo
- Pre-readings:

- “SANS: Crossing the Line: Ethics for the Security Professional,” by Scott Carle, 2003, SANS Reading Room. <http://www.sans.org/reading-room/whitepapers/hackers/crossing-line-ethics-security-professional-890>
- “SANS: 3 Shades of Ethical Hacking” by David M. Hafele, 23 February 2004, SANS Reading Room. <http://www.sans.org/reading-room/whitepapers/hackers/shadesethical-hacking-black-white-gray-1390>
- Internet Census 2012:
 - Internet Census 2012. <http://internetcensus2012.bitbucket.org/paper.html>
 - Goodin, D. (March 20, 2013) Guerilla researcher created epic botnet to scan billions of IP addresses. ArsTechnica. <http://arstechnica.com/security/2013/03/guerilla-researcher-createdepic-botnet-to-scan-billions-of-ip-addresses/>
- Operation Torpedo
 - Poulsen, K. (August 5, 2014) Visit the Wrong Website, and the FBI Could End Up in Your Computer. Wired. http://www.wired.com/2014/08/operation_torpedo/
 - Vaas, L. (August 6, 2014) FBI Used Drive-by Downloads to Track Child Abuse Image Suspects Hidden on Tor. Naked Security blog. <http://nakedsecurity.sophos.com/2014/08/06/fbi-used-drive-bydownloads-to-track-child-porn-suspects-hidden-on-tor/>

12th Class – Capstone exercise

- Students, in small groups, will participate in a capstone table top exercise. Each group will work together to apply what they have learned during the class to a real-life scenario, culminating in a 2-page paper describing how their fictitious company would respond to the threat.

13th Class – Case Study Presentations and Final Discussions

**RPAD470: Government Information Strategy and Management (GISM):
Comparative and International Perspectives
Fall 2017**

Class Number: 10206

Date/Time: Online instruction

Number of credits: Three (3)

Instructor: Prof. Mila Gasco-Hernandez

Office: Center for Technology in Government
187 Wolf Road, suite 301

Milne 321B
Rockefeller College

Phone: (518) 442-3982

E-mail: mgasco@ctg.albany.edu

Skype username: mgascoh

Office Hours: 9:00-11:00 AM on Mondays at Milne 321B. During those office hours, you can also contact me by email, phone, and Skype

Teaching assistant: Ersin Dincelli (edincelli@albany.edu)

Course Overview

US News and World Report ranks Rockefeller College third (3rd) in the nation in Information Technology and Management among Graduate Schools of Public Affairs. Our Government Information Strategy and Management (GISM) specialization addresses public policy and management innovations that are the consequence of rapidly changing information and communication technologies (ICT) and dramatic changes in the nature, amount, and availability of information in government and society.

This course focuses on the ways that information strategies and management approaches affect governmental functions, democratic processes, and public programs across different countries and cultures. It draws from literature and case studies to understand cultural differences in the conceptualization of digital government but, also, in the planning and implementation processes of digital government projects around the world. It introduces students to the interaction of policy, management, data, and technology in the design, operation, and evaluation of government programs, citizen engagement, and public services taking into account the role of context and culture.

Course Objectives

By the end of the semester, students will:

1. Understand the interaction of policy, management, data, and technology in the design, operation and evaluation of government information strategies in global contexts.
2. Describe and explain, through case study analysis and discussion, how the interaction of the above four factors is shaped and conditioned by national and cultural differences.
3. Summarize and represent basic knowledge on the effect of cultural differences in the planning, implementation, management, and evaluation processes of government information strategies.
4. Effectively use knowledge to identify and understand current and emerging issues related to information and technology in government in different contexts.

Readings

All required course readings are available on Blackboard. These include selected news stories, articles from scholarly and trade publications, material from professional associations, and case studies.

Course process

Our course is delivered online and asynchronously. It meets or exceeds the total amount of instructional and student work time expected in a traditional in-class course in every week of a 15-week semester: three 50 minute sessions of classroom or direct faculty instruction for every 3 credit course. The contact time achieved in this class is satisfied by (1) instruction or interaction with a faculty member once a week for each week the course runs as well as (2) academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, work with class peers and computer tutorials graded and reviewed by faculty.

The course content is divided into five modules of study, with each module focusing on a common thematic element pertaining to government information strategy and management in international and comparative perspectives. You will be processing and analysis of course elements individually and in teams into which you will be placed on the first day of class and will stay in for the entire length of the course. Your interactions and performance in your team will be crucial to your success in the course.

This is a 4-credit course. Hence, **you should plan on spending between 9 and 12 hours per week** doing the readings, preparing the final projects, and engaging in online assignments and discussions. Work load will be expected to be less during those weeks with national and/or religious holidays.

For each module of study, we will go through a similar set of steps:

1. To start with, I will make a short presentation of the module and the topics involved. I will present the online activities related to that specific module.
2. During the module, you will do a substantial amount of work, both individually and as a team. As the module progresses, you will continue reading through the assigned texts and will engage in online activities, both on your own and as a member of your team.

3. As you work through the readings and activity sequence, there will be mini-lectures to help fill in gaps in your understanding.
4. We will finalize the module with a brief summary of the topic and a presentation of learned lessons.

Course activities

Throughout the course you will engage in the following activities each week.

Readings: This course is designed to be “experiential-reflective” for students rather than “content-receptive”. This means that the readings are not an end in themselves, but rather the material that will be used for analysis, discussion and writing. The readings are not long, but sometimes they are difficult and complex, and require persistence on your part. In order for you to be able to be productive in the activities and assignments, you will need to prepare each reading carefully. This means reading (and re-reading) for understanding, taking notes in the margins, and being able to explain in your own words the stream of ideas in each reading.

Assignments: You will have three individual assignments over the length of the course. The kinds of thinking required in this course work well in a team-driven environment. Thus, three additional assignments will also involve online collaboration with other students. Some of these individual/team assignments will include individual/team quizzes and/or test questions and assorted online “think” tasks. Specific instructions and due dates will be given for each assignment.

Discussions: There will be two types of discussions each week, namely: individual and team discussion. For **individual discussion**, you are required to submit your own opinion or analysis regarding a particular topic, reading or case assigned for that week. You will post your opinion or analysis in the discussion thread for the week. For **team discussion**, you are required to engage in internal team discussions in which you will contribute by expressing your analysis to your team member/s and by actively involving in both forming the summary of analysis of your team for the modules’ assignments and in elaborating the team final project report. The objective of this “internal” discussion is to work collaboratively in deciding your team strategy to analyze an assigned case and to complete the team assignments and final project. The discussion threads and team workplace will be open one week prior to the topic. Specific instructions for each discussion will also be provided.

Final projects: There are two types of final projects: the individual and the team project. The objective of the **individual project** is to evaluate the processes and challenges of implementing similar initiatives/projects in different settings. For the **individual project**, the student will have to pick one of the topics addressed during the course as well as two or more cases for that specific topic and prepare a 5-10 minute video that will summarize the analysis conducted. Selection of topics and cases can be done with the instructor and/or teaching assistant. In any case, it will have to be done on or before **September 25, 2017**. A document with specific instructions regarding the individual final project will be uploaded on Blackboard during week 1.

The objective of the **team project** is two-fold. On one hand, to be part of a collective discussion that will result in a team agreement regarding the analysis of a specific topic and/or case. The goal is to be part of a process that requires consideration of different cultural and educational backgrounds and, therefore, that will help the student to understand the importance of context in the planning, implementation, management, and evaluation processes of government information strategies. On the other hand, to study the assessment of the digital government development status of different countries across the world. To achieve these two goals, each team will read and analyze the 2016 United Nations E-Government Survey and will prepare an analysis (maximum 10 pages, Times New Roman 12, double-spaced) based on a set of questions that will be provided during week 1 (along with further instructions about the team assignment).

Both projects will be due by **December 11, 2017 at 11:59 pm**. When submitting, consider the following:

- Missing an assignment due date will earn a 0. An extension request to the assignment due date will be accepted only in the case of medical or family emergency, or when mandated by University policy. Missing any activities that happened at the beginning of class before you arrive or at the end of class after you leave early will also earn a 0, and there will be no make-up opportunities.
- Assignments must be submitted through Blackboard. If you have trouble with the submission system in Blackboard, e-mail me your assignment before the deadline.
- You may submit as often as you like before the due date and time. I will grade the last version of each file that you submit.
- Once you have submitted a file, you do not need to resubmit it unless it has changed.
- If the deadline is approaching, submit! It is much better to submit an incomplete assignment for partial credit than no assignment for zero credit.

Grading

I believe (and research shows) that people learn best from concrete experience, interacting with texts and with other learners/readers, engaging in challenging reading and writing tasks, being held accountable for their work, and receiving frequent feedback on their progress. As a result, this course has no tests or final exam. Further, I have designed the grading system for this course to provide all of the above dimensions. What will this look like?

- Individual discussions: 10%
- Team discussions: 10%
- Individual assignments: 15%
- Team assignments: 15%
- Individual final project: 25%
- Team final project: 25%

The grading scale will be as follows:

A= 93-100, A-= 90-92, B+ = 87-89, B = 83-86, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

When grading, I will take into consideration the level of the student (i.e., undergraduate, master level or PhD level).

Course Policies

Team Work

You will do much of the processing and analysis of the readings in teams into which you will be placed on the first week of class and will stay in for the entire semester. Your interactions and performance in your team will be crucial to your success in the course. Together, you will do several activities. All of them will provide good chances to test your ideas, learn new knowledge, and build online communication skills, and thus help you learn through knowledge sharing and collaboration. To achieve the learning goal together, I strongly urge you to actively participate in the online activities, and cooperate, rather than compete, with your colleagues. Many empirical

studies in diverse areas have demonstrated that people become more creative and productive in a harmonious and trustful environment. Given that, many prestigious government agencies and private companies are looking for values, such as collaboration and teamwork, from their current and future employees. By doing the activities you will be able to learn how to share knowledge and collaborate with others who may have very different (educational and cultural) backgrounds, points of view, and interests. Here are some tips for effective online knowledge sharing and collaboration:

- Be well prepared for the discussions by thoroughly going over all the materials, carefully reading the assignments, and organizing your ideas and opinions on them before coming to class. By asking some questions, you can think critically and deepen your understanding of the course topics: “what is the main argument (lesson) of the paper?”; “how does the author develop her argument?” (what is her reasoning?); if applicable, “what model and principle does the author apply to the context?”; if applicable, “what solution does the author suggest?”; and “what are the advantages and disadvantages of the solution?”
- Be a good online listener. This is more than being polite; it means really “hearing” what they are saying and actively responding to their ideas and arguments.
- Make points that are relevant to the discussion and link them to the comments of others.
- Test your ideas. Don’t simply restate what others said or mention facts without saying anything about what you think and why.
- Use the class discussion to clarify and confirm your understanding course concepts and topics.
- Above all, respect your colleagues and their ideas. Show how you are intelligent and elegant by being polite to each other.

I expect teams to perform "in the open". I will therefore create "team rooms" for the group workplace in Blackboard Groups, to which I and the teaching assistant will have access, so we can "witness" your team in action. I do not allow teams to conduct their activities solely through e-mail. Unless I have "evidence" of the collaboration or conflict, I will assume the entire team is at fault for the dysfunction and grade accordingly. I also expect every student to create evidence of participation by being active in the “team room”. Participation includes meaningful exchange of information with team members which will enhance and/or correct another member’s contribution. Participation is not merely being present and/or agreeing with contributions.

Course Communication

To reach me or my teaching assistant, use our e-mail addresses. All announcements will be made through the Blackboard e-mail system. Also, I will use this Blackboard e-mail for sharing common concerns and issues. Hence, you should make sure that your Blackboard e-mail is forwarded to your regular e-mail (so that you do not have to frequently check another e-mail account).

Plagiarism and Cheating

I run the course on an honor system and therefore consider any case of **academic misbehavior to be a most serious ethical issue**. An incident of plagiarism will result in a failing grade for the course. I may pursue further disciplinary actions, including suspension and/or expulsion. For the purposes of this course, the following are taken as evidence of plagiarism or cheating:

- Material reproduced from another source without adequate citation.

- Identical answers being turned in by two or more students.
- A pattern of unusually similar answers being turned in by two or more students.
- Copying a computer file created by someone else (.xls, .mdl, .doc, etc) as a basis for an assignment that you claim as your own.
- Other evidence of collaboration between students on an in-class or take-home assignment that was intended to reflect individual effort.

Your work may be subject to computerized analysis to discover whether materials have been taken from on-line sources or to determine statistically whether answers are more similar than random chance would allow. Since this is such an important matter, if you have any questions about this course policy, you should ask me for any clarification that you may need.

Further, it is every student's responsibility to become familiar with the standards of academic integrity at the University. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity. You can find more information at http://www.albany.edu/elit/academic_integrity.php.

Responsible Use of Information Technology at UAlbany

Students are encouraged to read the University at Albany Policy for the Responsible Use of Information Technology available at the ITS Web Site: <https://wiki.albany.edu/display/public/askit/Responsible+Use+of+Information+Technology+Policy>

Course Prerequisites

The course content presumes that you are familiar with the principles, structures, and processes of American government and administration and have some understanding of public administration in other countries. Students who do not have the prerequisites for this course are suggested to choose one of the following books (or a similar one) to gain the needed background knowledge:

- Shafritz, J. M., Russell, E. W., Borick, C. & Hyde, A. C. (2017). *Introducing public administration*, 9th Edition. New York: Routledge.
- Henry, Nicholas. (2016). *Public administration and public affairs*, 12th edition. New York: Routledge.
- Chandler, J. A. (2014). *Comparative public administration*. New York: Routledge.
- Jreisat, J. (2011). *Globalism and comparative public administration*. Boca Raton, FL: CRC Press.
- Otenyo, E. E., & Lind, N. S. (eds.) (2006). *Comparative public administration: The essential readings*. Amsterdam (The Netherlands): Elsevier.

Detailed Listing of Course Schedule

Overview and Introduction to the Course (week of August 28)

Course overview
Syllabus, nuts & bolts
Meet your classmates
Getting connected to Blackboard and using online tools
Revisiting basic concepts and assumptions that we take for granted

Module 1: Knowing the Environment, Useful Framework and Concepts

1. The public sector information environments (week of September 4)

Readings:

- Grönlund, A. & Horan, T. A. (2005). "Introducing e-gov: History, definitions, and issues". *Communications of the Association for Information Systems*, 15(article 39): 713-729.
- Millard, J. (2015). "Open governance systems: Doing more with more". *Government Information Quarterly*, published online.
- Koliba, C. & Zia, A. (2015). "Educating public managers and policy analysts in an era of informatics". In Janssen, M., Wimmer, M. & Deljoo, A. (eds). *Policy practice and Digital Science* (pp. 15-34). Cham (Switzerland): Springer

Case: "Estonia: Lessons from the world's most tech-savvy government"

2. Multidimensional Thinking: A Framework for Analyzing Government Information Strategy and Management (week of September 11)

Reading:

- Center for Technology in Government. *Insider's guide to using information in government*. Available online at <http://ctg.albany.edu/static/usinginfo/index.htm>

Cases: Cases from the "Insider's guide to using information in government"

3. The Role of Culture in Government Information Strategy and Management (week of September 18)

Readings:

- Heeks, R. (2005). "E-government as a carrier of context". *Journal of Public Policy*, 25(1): 51-74
- Hofstede, G. (2011). "Dimensionalizing cultures: The Hofstede model in context". *Online Readings in Psychology and Culture*, 2(1)
- Khalil, O. E. M. (2011). "E-Government readiness: Does national culture matter?". *Government Information Quarterly*, 28(3): 388-399

Case: A Cross-Cultural Comparison of Electronic Government Adoption in Spain and the USA

Module 2: Information Policy in Global Settings

1. An Overview of Information Policy (week of September 25)

Readings:

- McClure, C. & Jaeger, P. (2008). "Government information policy research: Importance, approaches, and realities". *Libraries & Information Science Research*, 30(4): 257-264
- Braman, S. (2011). "Defining information policy". *Journal of Information Policy*, 1: 1-5
- Weiner, S. A. (2013). "Overview: The role of information policy in resolving global challenges". *Purdue Policy Research Institute (PPRI) Policy Briefs*, 1(1): 1-15

2. Information Security and Privacy (week of October 2)

Readings:

- Gutske, C. (2013). "Which countries are better at protecting privacy?". *BBC Capital*. Available online at <http://www.bbc.com/capital/story/20130625-your-private-data-is-showing>
- Wu, Y. (2014). "Protecting personal data in e-government: A cross-country study". *Government Information Quarterly*, 31(1): 150-159
- Holt, J., & Malčić, S. (2015). "The privacy ecosystem: Regulating digital identity in the United States and European Union". *Journal of Information Policy*, 5: 155-178

3. Regulating Access and Use (week of October 9)

Readings:

- Dawes, S. S., Pardo, T. A. & Cresswell, A. M. (2004). "Designing electronic government information access programs: A holistic approach". *Government Information Quarterly*, 21(1): 3-23
- Bollier (2010). *The promise and peril of big data*. Washington, DC: The Aspen Institute

Case: Transparency and Silence: An Overview

Module 3: Digital Government

1. Comparative Digital Government (week of October 16)

Readings:

- Lau, E. (2004). "Strategic implementation of e-government in OECD countries: major challenges". 12th NISPAcee Annual Conference. Vilnius (Lithuania), May 13th-15th

- Gasco, M. (2005). "Exploring the e-government gap in South America". *International Journal of Public Administration*, 28(7): 683-701
- Gasco, M. & Roy, J. (2006). "E-government and multi-level governance: A comparative examination of Catalonia, Spain, and Ontario, Canada". *International Journal of E-Government Research*, 2(4): 57-75

Case: Implementing E-Government in OECD Countries

2. Information Sharing (week of October 23)

Readings:

- Jimenez, C. E., Criado, I. & Gasco, M. (2011). "Technological e-government interoperability. An analysis of IberoAmerican countries". *IEEE Latin American Transactions*, 9(7): 1112-1117
- Pardo, T., Nam, T. & Burke, B. (2012). "E-government interoperability: Interaction of policy, management, and technology dimensions". *Social Science Computer Review*, 30(1): 7-23

Case: The New European Interoperability Framework

Module 4: Open Government

1. Definitions, concepts, and international developments (week of October 30)

Readings:

- Kassen, M. (2014): "Globalization of e-government: Open government as a global agenda: Benefits, limitations and ways forward". *Information Development*, 30(1): 51-58
- Wirtz, B. W. & Birkmeyer, S. (2015). "Open government: Origin, development, and conceptual perspectives". *International Journal of Public Administration*, 38(5): 381-396
- Rinaldi, F. M. & Reale, G. (2016). "Analyzing national open government strategies: A comparative study of the Open Government Partnership action plans". *International Journal of Political Science & Diplomacy*, 2: 109

Case: Open Government Partnership

2. Open Data (week of November 6)

Readings:

- Huijboom, N. & Van den Broek, T. (2011). "Open data: An international comparison of strategies". *European Journal of ePractice*, 12(March/April): 1-13
- Reale, G. (2014). "Opportunities and differences of open government data policies in Europe". *Athens Journal of Social Sciences*, 1(3): 195-205
- Zuiderwijk, A. (2015). "Open data and interoperability: An international perspective". Available online at <https://www.youtube.com/watch?v=8ubxtbx4N4s>

Case: Open Data Barometer

3. Social media (week of November 13)

Readings:

- Mergel, I. (2013). "Social media adoption and resulting tactics in the U.S. federal government". *Government Information Quarterly*, 30(2): 123-130

Case: Transformation of Citizenship and Governance in Asia: The Challenges of Social and Mobile Media

Module 5: Emerging Issues

1. Smart disclosure (week of November 20)

Readings:

- Thaler, R. H. & Tucker, W. (2013). "Smarter information, smarter consumers". *Harvard Business Review*. Available online at <https://hbr.org/2013/01/smarter-information-smarter-consumers>
- Noveck, B. (2015). "Data collaboratives: Sharing public data in private hands for social good". *Forbes*. Available online at <https://www.forbes.com/sites/bethsimonenoveck/2015/09/24/private-data-sharing-for-public-good/#1c7ad42051cd>

2. Smart Governments and Cities (week of November 27)

Readings:

- Meijer, A. & Rodriguez-Bolivar, M. P. (2016). "Governing the smart city: A review of the literature on smart urban governance". *International Review of Administrative Sciences*, 82(2): 392-408
- Gasco, M., Trivellato, B. & Cavenago, D. (2016). "How do Southern European cities foster innovation? Lessons from the experience of the smart city approaches of Barcelona and Milan". In Gil-García, J. R., Pardo, T. & Nam, T. (eds.). *Smarter as the new urban agenda: A comprehensive view of the 21st century city* (pp. 191-206). New York: Springer

Case: IESE Cities in Motion Index 2016

3. Open Innovation (week of December 4)

Readings:

- Kankanhalli, A., Zuiderwijk, A. & Tayi, G. K. (2017). "Open innovation in the public sector: A research agenda". *Government Information Quarterly*, 34(1): 84-89.
- Tonurist, P., Kattel, R. & Lember, V. (2017). "Innovation labs in the public sector: What they are and what they do?". *Public management Review*, published online

Course Wrap Up (December 11)

Reflection

Submission of individual and team final projects

Course survey

RPAD 471: Military Forces In Support of Civil Authorities

RPAD 471 Understanding the organization, capabilities and employment of military forces in support of civil authorities in the Homeland Security Enterprise.

F. David Sheppard
On-line Course
3 credits

Course Description:

This on-line course provides a comprehensive strategic level examination of the Homeland Security Enterprise and the methodology for integrating Federal and State military forces in support of civil authorities during the planning, training and response phases of emergency operations.

This course is delivered online and asynchronously. For undergraduate students new to the online environment, this course will meet or exceed the total amount of instructional and student work time expected in a traditional in-class course in every week of a 15-week semester: three 50 minute sessions of classroom or direct faculty instruction for every 3 credit course. The contact time achieved in this class is satisfied by (1) instruction or interaction with a faculty member once a week for each week the course runs as well as (2) academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, work with class peers and computer tutorials graded and reviewed by faculty.

Federal, State and Local civilian authorities are responsible for preparing for and responding to natural and man-made emergency incidents and disasters. Emergency managers often include military forces in their emergency management planning and training programs as necessary to support potentially overwhelmed civilian first-responders during an incident.

Emergency management planning and the integration of military forces is based on an analysis of applicable Federal, State and Local strategies and associated threats, vulnerabilities and consequences. Strategies contain **End-State Goals**, **Ways To Achieve Goals**, and the **Means To Support Achieving Goals** (EWM). This course examines EWM strategies within the Homeland Security Enterprise to include the Land, Maritime, Aviation and Cyberspace domains and how military forces are requested, integrated, synthesized and deployed in support of civil authorities.

Understanding Federal, State and Local emergency management organization, command structure and processes is key to leaders and managers in the Homeland Security Enterprise. This course examines various agencies associated with homeland security and focuses on specialized military forces mission support sets such as Weapons of Mass Destruction, Critical Infrastructure Protection and defense of the homeland.

RPAD 471: Military Forces In Support of Civil Authorities

After grasping the fundamentals, students will participate as leaders and planners in one of two scenarios: Hurricane Katrina New Orleans 2015 or a National Security Special Event (NSSE) Task Force RNC 2004 NYC (Dual Hat Commander Concept).

Students enrolled in the undergraduate course RPAD 471 will have fewer topics and student learning objectives, fewer reading requirements, and shorter (fewer questions) on examinations. Consult the table below for these details

Required Readings:

1. Martin, Gus. (2015) Understanding Homeland Security, Sage Publications. **(Course Textbook)**.
2. Tussing, Bert and McCreight, Robert. (2015) Introduction to Homeland Defense and Defense Support of Civil Authorities (DSCA). CRC Press. **(Course Textbook)**.
3. On-line readings as per syllabus.

Course Requirements and Grading scale:

Class participation - 25% of grade
Examination 1 - 25% of grade
Examination 2 - 50% of grade

At the end of the semester, grades will be determined using the following scale: A= 90-100, A-= 88-89, B+ = 85-87, B = 83-84, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Class Participation:

Regular attendance and timely active participation are mandatory. Required readings are time consuming and participation in threaded discussions demand appointed times during a student's schedule. The standard is thorough responses to assignments and your own work. current events related to homeland security will often be discussed, so the student is expected to stay abreast of related media articles involving the use of military forces in the homeland security enterprise.

Examinations:

RPAD 471: Military Forces In Support of Civil Authorities

Examination 1 is administered during Module 5 and Examination 2 is administered during Module 15. Examinations are open book and time limited.

Module	Title / Topic	Sub-Topics / Categories	Learning Objectives	References
1	Introduction to the Homeland Security Enterprise (DHS)	Concept. Definitions. Missions and Goals.	A Working Definition of Homeland Security. An Understanding of The Modern Concept and a Knowledge of History. Understanding the AllHazards Core	Martin Ch 1 and 2. 2014 Quadrennial Homeland Security Review.

Module	Title / Topic	Sub-Topics / Categories	Learning Objectives	References
			Concepts. Policy Options.	

RPAD 471: Military Forces In Support of Civil Authorities

2	Introduction to the Homeland Defense Enterprise (DOD)	<p>Post 9-11 Federal Government Reorganization. The Department of Homeland Security and Other Federal Agencies. DOD Role in Homeland Defense. Active and Reserve Component Forces. Request For Military Assistance Process. Organizational Charts.</p>	<p>Understand Why and How The Federal Government Reorganized. A Working Knowledge of DOD Mission Support Capabilities. An Understanding of Differences Between Active and Reserve Forces Assistance to Civil Authorities.</p>	<p>Martin Ch 5. Tussing Ch 1, 2 and 3. DOD Strategy for Homeland Defense and Civil Support (2005). DOD Strategy for Homeland Defense and Defense Support of Civil Authorities (2013). US Northcom Website.</p>
---	---	---	---	--

Module	Title / Topic	Sub-Topics / Categories	Learning Objectives	References
--------	---------------	-------------------------	---------------------	------------

RPAD 471: Military Forces In Support of Civil Authorities

<p>3</p>	<p>Domain Awareness: The Threat and National Strategies</p>	<p>National Security. Emergency Management. Department of Defense. Natural and Man-Made Transnational and Domestic Threats.</p>	<p>An Understanding of Ends-Ways-Means Strategy. A Working Knowledge of National Strategies Vision, Goals and Objectives. Strategy Interconnectivity. Understanding Cyberspace. Fundamentals of Countering Threat.</p>	<p>Martin Ch 7,8, 9 and 11. Tussing Ch 2 and 8. 2015 National Security Strategy. FEMA Strategic Plan. 2014 Quadrennial Homeland Security Review. National Defense Strategy. Strategy for Homeland Defense and Civil Support. The National Intelligence Estimate. National Strategy to Secure Cyberspace.</p>
----------	--	---	--	--

RPAD 471: Military Forces In Support of Civil Authorities

4	Legislation	Federal Law. Civil Liberties.	An Understanding of Federal Laws Applicable to Homeland Security and Defense.	Martin Ch 3 and 4. Tussing Ch 7 pg 145146. USA PATRIOT ACT. Department of Homeland Security Act. FISA Act. IRTP Act. Economy Act. Stafford Act. Posse Com Act. National Defense
---	-------------	----------------------------------	--	---

Module	Title / Topic	Sub-Topics / Categories	Learning Objectives	References
				Authorization Act. HSPDs. PDDs.

RPAD 471: Military Forces In Support of Civil Authorities

5	Examination 1 Emergency Management and Military Support I	Federal Emergency Management Agencies and Missions.	A Working Knowledge of Emergency Management Agencies and the Integration of Military Support to Civil Authorities.	Martin Ch 5,10,12, App B. Tussing Ch 3. FEMA Web-site: www.fema.gov .
6	Emergency Management and Military Support II	State and Local Emergency Management Agencies and Missions.	A Working Knowledge of Emergency Management Agencies and the Integration of Military Support to Civil Authorities.	Martin Ch 6, 10,12. Tussing Ch 3 and 5. New York State DHSES Web-site. New York State Article 2b.

Module	Title / Topic	Sub-Topics / Categories	Learning Objectives	References
7	The National Guard and State Defense Forces	State Missions and Conduct of Operations.	An Understanding of the Importance and Application of The State National Guard Towards Security, Preparation and Response Operations. A Working Knowledge of the Organization and Capabilities of State Defense Forces / Militias.	Martin Ch 5,6 and 12. Tussing Ch 5,7. DOD Directive 3160.01: "Homeland Defense Activities Conducted by the National Guard". National Guard Website. New York State Division of Military and Naval Affairs Web-site.

RPAD 471: Military Forces In Support of Civil Authorities

8	Weapons of Mass Destruction (WMD)	Chemical, Biological, Radiological, Nuclear and Explosives (CBRNE). Employment of Military Assets.	A Working Knowledge of the Types of WMD and Employment. Military WMD Organizations, Equipment and Doctrine.	Martin Ch 2, 7, 10. Tussing Ch 3, 7. JP 3-41 "CBRN Countermeasures" 2012. NGR 500-3 WMD CST Management. NGB CERFP Joint Training Plan. National Strategy to Combat WMD.
9	Domain Security: Land / Border	Security Issues. Military Support to Civil Authorities.	An Understanding of The Need for Border Security. A Working Knowledge of the Application of Military Security Forces.	Martin Ch 9 and 11. Tussing Ch 5. National Border Patrol Strategy. Border Patrol Strategic Plan.
Module	Title / Topic	Sub-Topics / Categories	Learning Objectives	References

RPAD 471: Military Forces In Support of Civil Authorities

10	Domain Security: Maritime / Port	Security Issues. Military Support to Civil Authorities.	An Understanding of the Need for Maritime Security. A Working Knowledge of the Application of Military Security Forces.	Martin Ch 9 and 11. Tussing Ch 4. National Strategy for Maritime Security. Cooperative Strategy for 21st Century Seapower. US Coast Guard Strategy for Maritime Safety, Security, and Stewardship.
11	Domain Security: Aviation / Space	Security Issues. Military Support to Civil Authorities.	An Understanding for the Need of Aviation / Space Security. A Working Knowledge of the Application of Military Security Forces.	Martin Ch 9 and 11. Tussing Ch 6. National Strategy for Aviation Security. Air Domain Surveillance and Intelligence Integration Plan. National Security Space Strategy.
12	Case Study: Hurricane Katrina 05 New Orleans	Role Play. Military Support to Civil Authorities.	Lessons Learned.	FEMA Web-site: www.fema.gov . Hurricane Katrina After Action Report.
13	Case Study: National Special Security Event (NSSE) RNC 04 NYC Dual Hat Commander Concept	Role Play. Military Support to Civil Authorities.	Lessons Learned.	USAWC: Case Study Dual Hat Commander RNC 04. US NORTHCOM EXORD.

RPAD 571: Military Forces In Support of Civil Authorities

Module	Title / Topic	Sub-Topics / Categories	Learning Objectives	References
14	The Future of Homeland Security and Defense	Emerging Challenges. Military Support to Civil Authorities.	Review Specific Challenges Affecting the Future Role and Operations of Military Support to Civil Authorities.	Martin Ch 13. Tussing Ch 8. QHSR 2014. Current Events.

15 Comprehensive Review and Final Examination	All.	All.	All.
---	------	------	------

RPAD 472:
Disaster and Crisis Management in the Public, Private and Nonprofit Sectors
Instructor: Terry Hastings
3 credits

Course Description

Natural disasters, acts of terrorism, and industrial accidents are just few of the types of threats and hazards organizations have to contend with. This course will explore how and why public, private and nonprofit organizations prepare for, and respond to, disasters and other crisis situations.

The field of disaster and crisis management has evolved greatly over time and this course will examine that evolution and the key issues and challenges facing emergency managers and other crisis management professionals. In addition to the examination of the similarities and differences across the various sectors, we will analyze contemporary trends and common challenges to include risk management, crisis communication, and crisis leadership.

Through the use of conceptual models and real-world case studies, we will further explore the application of theory and practice within the field of disaster and crisis management. We will examine specific events, how organizations responded to those events, and how those events changed and shaped the various organizations, and the discipline itself.

This course is delivered online and asynchronously. It meets or exceeds the total amount of instructional and student work time expected in a traditional in-class course delivered in a 15 week semester: three 50 minute sessions of classroom or direct faculty instruction for every 3 credit course. The contact time achieved in this class is satisfied by (1) instruction or interaction with a faculty member once a week for each week the course runs as well as (2) academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, work with class peers and computer tutorials graded and reviewed by faculty.

Required Readings

For Purchase

George Haddow, Jane Bullock, and Damon P. Coppola. (2014) Introduction to Emergency Management, Fifth Edition. Butterworth-Heinemann.

Available on-line or provided

Numerous other articles, reports and studies (as outlined below)

Course Requirements

Class Attendance and Participation:	30%
Short Response Papers:	30%
Research Project and Presentation:	40%
Paper:	30%
Presentation:	10%

Students enrolled in the undergraduate section of this course (RPAD 472 rather than RPAD 572) will be expected to participate in all in-class discussions and exercises. Reading requirements, however, will be significantly less demanding for the undergraduate section and more focused on the text. Undergraduate students will only have to complete 3 of the 4 writing assignments and their writing assignments will be shorter.

Graduate and undergraduate final course grades will be based on the following scale: A= 90-100, A-= 88-89, B+ = 85-87, B = 83-84, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60.

Class Attendance and Participation

It is critical that students attend class and actively participate in the class discussions. To effectively do so, students must complete the required reading assignments and be prepared to engage in dialogue regarding the reading. The instructor will prompt discussion and help to frame issues, but the students need to be active participants and will be expected to contribute to the dialogue. Students may also be called upon to briefly summarize the reading. Additionally, students will be expected to participate in case-study discussions and a table-top exercise designed to test the collective understanding of the class based on the concepts and issues discussed throughout the course.

Short Response Papers

Students will be expected to complete 3 short (2-3 pages) papers based on questions posed by the instructor and supported by the reading and class discussions. Independent research will not be required, as the emphasis will be placed on the student's understanding of the concepts,

critical thinking and coherent responses to the questions posed. These papers will be due at the beginning of class and must be handed in as a hard copy.

Research Project and Presentation

Students will also be expected to complete a longer (8-10 pages) paper supported by independent research conducted by the student. Students will be asked to examine a disaster or crisis situation and how organizations within the various sectors (public, private and nonprofit) responded to and/or were impacted by the events. The paper should also examine how the event shaped or changed the various organizations and possibly even the larger discipline of disaster and crisis management. In addition to the paper, students will be expected to present their research in a clear, concise and creative fashion. More details and guidance on the project and presentation will be provided in advance of the assignment.

Learning Objectives

At the conclusion of this course students should be able to:

- Comprehend the key theories and concepts associated with disaster and crisis management.
- Understand how disaster and crisis management is applied across the public, private and nonprofit sectors and how the various sectors collaborate during a disaster.
- Appreciate the contemporary issues and challenges within disaster and crisis management and how organizations within the various sectors are addressing these challenges.
- Explain how previous events have shaped the discipline of disaster and crisis management.

Course Outline

A course outline, to include the topics covered and required reading assignments, is included below. However, the instructor may alter the outline and associated reading based on current events.

Session	Topic	Associated Readings
----------------	--------------	----------------------------

1	Course Introduction and Overview	N/A
2	Disaster and Crisis Management in the Public Sector Case Study: Disaster Management in New York State	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapter 1 (30) 2. Birkland, Thomas. (2008) Disasters, Catastrophes, and Policy Failure in the Homeland Security Era. (17) 3. New York State Division of Homeland Security and Emergency Services. (2014) New York State Homeland Security Strategy. (55) 4. New York State Division of Homeland Security and Emergency Services. (2014) NYS Comprehensive Emergency Management Plan. (48)
3	Disaster Planning and Preparedness in the Public Sector	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapter 4. (35) 2. Federal Emergency Management Agency (FEMA). 2014

		<ol style="list-style-type: none"> National Preparedness Report. (79) 3. US Office of Emergency Preparedness. (1972) Disaster Preparedness Report to Congress. (24) 4. Ripley, Amanda. (2006) Why we Don't Prepare. Time Magazine. (5) 5. Kapucu, Naim. (2008) Collaborative Emergency Management: Better Community Organizing, Better Public Preparedness and Response. Disasters. (25)
4	Disaster Response in the Public Sector Case Study: FEMA	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapter 6. (50) 2. Amy K. Donahue and Robert V. Tuohy. (2006) Lessons We Don't Learn: A Study of the Lessons of Disasters, Why We Repeat Them, and How We Can Learn Them. Homeland Security Affairs. (28) 3. FEMA. (2010) FEMA Agency Publication 1. (66)

		<ol style="list-style-type: none"> 4. Edwards, Bruce. (2014) The Federal Emergency Management Agency: Floods, Failures and Federalism. The Cato Institute. 5. FEMA. (2013) National Response Framework (54)
5	<p>Disaster Recovery, Mitigation and Resilience</p> <p>Case Study: Recovery from Hurricane Sandy</p>	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapters 3 and 7. (60) 2. Fosset, James. (2013) Let's Stop Improvising Disaster Recovery. (7) 3. Flynn, Stephen. (2012) The New Homeland Security Imperative: The Case for Building Greater Societal and Infrastructure Resilience. Congressional Testimony. (11) 4. Feuer, Alan. (2014) Building for the Next Big Storm. The New York Times. (9) 5. McEntire, David and Christopher Fuller, Chad Johnston, and Richard Weber. (2002) A Comparison of Disaster Paradigms. Public Administration Review. <p>Short #1 Paper Due</p>
6	<p>Disaster and Crisis Management in the Private Sector</p> <p>Case Study: Walmart</p>	<ol style="list-style-type: none"> 1. Shaw, Gregory. (2004) Business Crisis and Continuity Management. (18) 2. Kalelkar, Ashok. (2005) Corporate Management of a Major Crisis. (14)
		<ol style="list-style-type: none"> 3. Busch, Nathan and Austen D. Givens. (2012) Public-Private Partnerships in Homeland Security: Opportunities and Challenges. Homeland Security Affairs. (24) 4. Jackson, Jason. (2005) Hurricane Katrina: What can Government Learn from the Private Sector Response? Congressional Testimony. (14)

7	<p>Disaster and Crisis Management the Non-profit Sector</p> <p>Case Study: American Red Cross</p>	<ol style="list-style-type: none"> 1. Stys, Jeffrey. (2011) Non-Profit Involvement in Disaster Response and Recovery. (14) 2. Stoecker, Daniel. (2013) The Role of Private Sector in Preparedness and Emergency Response. Congressional Testimony. (10) 3. American Red Cross. (2014) Sandy Recovery Fact Sheet and Two Year Fact Sheet for NY. (4) 4. Elliot, Justin, Jesse Eisinger and Laura Sullivan. (2014) The Red Cross' Secret Disaster. ProPublica. (21) 5. Kapucu, Naim. (2006) Public-Nonprofit Partnerships for Collective Action in Dynamic Contexts of Emergencies. Public Administration Journal. (17)
8	<p>Disaster and Crisis Management in Schools and Higher Education</p> <p>Case Study: Virginia Tech</p>	<ol style="list-style-type: none"> 1. United States Government (multiple agencies). (2013) 2. Guide for Development of Emergency Operations Plans for Institutions of Higher Learning. (95) <p>Alba, David and Robert Gable. (2011) Crisis Preparedness: Do School Administrators and First Responders Feel Ready to Act? (27)</p> <ol style="list-style-type: none"> 3. McKay, Jim. (2014). Are Schools Focusing Too Much on Active Shooter Scenarios? Emergency Management Magazine. (5) <p>Short Paper #2 Due</p>
9	<p>Common Issues and Challenges across the Sectors: Risk and Hazard Assessment</p>	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapters 2 and 9. (80) 2. Rabkin, Norman. (2008) Strengthening the Use of Risk Management Principles in Homeland Security. Government Accountability Office. (24)

		<p>Wilson, Clay. (2008) Botnets, Cybercrime, and Cyberterrorism: Vulnerabilities and Policy Issues for Congress. Congressional Research Services. (43)</p> <p>3.</p>
10	<p>Common Issues and Challenges across the Sectors: Crisis Communication</p> <p>Case Study: Boston Bombing</p>	<p>1. Haddow, Bullock and Coppola, Chapter 5. (25)</p> <p>2. Bernstein, Jonathan. (2013) The 10 Steps of Crisis Communication. (8)</p> <p>3. Burn-Calander, Rebecca. (2013) The Top Ten Corporate Social Media Disasters. The Telegraph. (4)</p> <p>4. Davis, Edward, Alejandro Alves and David Alan Sklansky. (2014) Social Media and Police Leadership: Lessons from Boston. (24)</p>
11	<p>Common Issues and Challenges across the Sectors: Crisis Leadership</p> <p>Case Study: Leadership on 9/11</p>	<p>1. Pfiefer, Joseph. (2013), Crisis Leadership: the Art of Adapting to Extreme Events. (24)</p> <p>2. Waugh, William and Gregory Streib. (2006) Collaboration and Leadership for Effective Emergency Management. Public Administration Review. (10)</p> <p>3. Rowe, Pat. (2008) Great Crisis Leaders: 10 Key Characteristics. (2)</p> <p>4. Blanchard, Wayne. (2005) Top Ten Competencies for Professional Emergency Managers. (19)</p> <p>5. Maggitti, Patrick, Holly Slay and Kevin Clark. (2010), Leadership in Hypercrisis: Leading in the Face of a Shaken Culture. Kravis Leadership Institute, Leadership Review. (20)</p> <p>Short Paper #3 Due</p>

12	<p>Putting it all together: Table Top Exercise @State EOC</p> <ul style="list-style-type: none"> • Student Research Project Presentations 	<ol style="list-style-type: none"> 1. Exercise Read Ahead Materials (TBD) 2. Critical Decision Making Materials (TBD)
13	<p>Conclusion and Moving Forward</p> <ul style="list-style-type: none"> • Student Research Project Presentations 	<ol style="list-style-type: none"> 1. Haddow, Bullock and Coppola, Chapter 10. (10) 2. FEMA. (2012) Crisis Response and Disaster Resilience 2030. (42) 3. Schneider, Robert (2003) A Strategic Overview of the New Emergency Management. (17) <p>All Research Papers Due</p>

Course Title: Health and Human Rights: an Interdisciplinary Approach

Course #: Cross Listed/Shared Resource: HHPM 486/586 RPOS/RPAD 486/586

Course Credits: 3 credits

Term: Fall 2016

Day/Time: Wednesdays, 5:45 PM – 8:35 PM

Location: Lecture Center 3C (uptown campus)

Professor: Arash Alaei, MD; Kamiar Alaei, MS, MD, MPH

Co-Instructor: Alexandra Harrington, JD, LLM, DCL

Assistant: Vincent LaMantia; vlamantia@albany.edu

Contact: kalaei@albany.edu, aalaei@albany.edu,; (518) 442-2736, (518) 442-2735

Office Hours: Thursday, 4:00 – 5:00 PM in BA 365 (uptown campus); also available by appointment

COURSE DESCRIPTION

This course takes an interdisciplinary approach to health and human rights and the contemporary challenges and solutions associated with them. The course will be taught by physicians and human rights champions, with guest lectures from experts in public health, philosophy, social welfare, law, gender studies, and public administration, among others. Through lectures, discussion, and case studies, students will develop a broad theoretical understanding of health as a human right, become familiar with legal and policy frameworks to support public health, and acquire skills in the application of these concepts and the implementation and evaluation of solutions to our modern health challenges.

COURSE STRUCTURE AND DESCRIPTION

Students will be assigned readings in preparation for weekly lectures and will be expected to submit a short response to the readings. Each week there will be a one-hour lecture followed by a facilitated discussion. Students will then be assigned a relevant case study, where they will work in small groups to analyze the challenges of the case and develop applicable solutions. Students will present their findings to the class at the end of each meeting. There will also be two major evaluations, a midterm exam and a grant proposal, designed to assess understanding and application of course material. Near the start of the semester students will choose the topic of their grant proposal, and students will prepare this proposal throughout the semester through periodic planning assignments related to the skills presented in each class meeting.

Course Objectives:

Upon completion of this course, students should:

- Define and recognize the theoretical, moral, sociological, practical, and legal considerations that relate to promotion of public health as a human right;

- Have the skills to critically analyze public health challenges, and develop concrete, implementable, adaptable, evaluable solutions;
- Identify and describe how human rights law can be an important tool in addressing current global health challenges in specific contexts;
- Assess the right to health through other human rights, as framed by international treaties and covenants, in particular in the context of places of deprivation of liberty;
- Be familiar with contemporary domestic and international public health concerns;
- Appreciate and contribute to the importance of an interdisciplinary approach to public health;
- Have the skills to develop an effective health intervention and construct a persuasive grant proposal.

It will also prepare students with the following American Schools of Public Health (ASPH) Competencies:

Health Policy and Management:

- D. 2. Describe the legal and ethical bases for public health and health services.
- D. 3. Explain methods of ensuring community health safety and preparedness.
- D. 4. Discuss the policy process for improving the health status of populations.
- D. 5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
- D. 10. Demonstrate leadership skills for building partnerships

Social and Behavioral Sciences:

- E. 2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
- E. 3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- E. 4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- E. 5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- E. 9. Apply ethical principles to public health program planning, implementation and evaluation.

Diversity and Culture:

- G. 5. Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.
- G. 6. Apply the principles of community-based participatory research to improve health in diverse populations.
- G. 7. Differentiate among availability, acceptability, and accessibility of health care across diverse populations.
- G. 8. Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.
- G. 9. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
- G. 10. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

Leadership:

- H. 4. Engage in dialogue and learning from others to advance public health goals.
- H. 5. Demonstrate team building, negotiation, and conflict management skills.
- H. 8. Apply social justice and human rights principles when addressing community needs.
- H. 9. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.

Program Planning:

- K. 2. Describe the tasks necessary to assure that program implementation occurs as intended.
- K. 4. Explain the contribution of logic models in program development, implementation, and evaluation.
- K. 5. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.
- K. 6. Differentiate the purposes of formative, process, and outcome evaluation.
- K. 7. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.

GRADING

This course is A-E graded and the grades are determined based on the following criteria:

Undergraduate Students

Reading Response Essays	25.00%
Planning Assignments	10.00%
Attendance/Participation	10.00%
Midterm	25.00%
Grant Proposal	30.00%
	100.00%

Graduate Students

Reading Response Essays	25.00%
Case Study Presentations	10.00%
Attendance/Participation	10.00%
Midterm	15.00%
Grant Proposal	40.00%
	100.00%

Both graduate and undergraduate will have their final course grades will be determined using the following scale: A= 90-100, A-= 88-89, B+ = 85-87, B = 83-84, B-= 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, E=below 60

ASSIGNMENTS

Reading Response Essays: In preparation for each lecture students will be expected to complete readings assigned by the lecturer and to write a short (250-500 word) response summarizing and reflecting upon the

readings. All readings will be posted on Blackboard, and any changes or additions to the readings will be posted at least one week before the response essay is due. Papers that are submitted through Blackboard at 5PM the evening before the class meeting will be graded on a scale of 0-2.5. Papers turned in after 5PM will automatically receive a grade of unsatisfactory (0). There will be 11 of these assignments total, worth 2.5 points each. The essay with the lowest grade will be dropped.

Case Studies: Each week students will receive a case study and a set of associated questions from the group facilitating the case study. Students will work together as a group to answer these questions, which will involve an assessment of the public health challenge and potential solutions. Active participation in these in-class case study group assignments will be factored into the participation grade.

Additional Requirements for Graduate Students: In pairs, graduate students will facilitate two case studies throughout the semester. Students will be responsible to be prepared for the case study by reading some additional material and being well versed in the subject matter prior to conducting the study. Students will be evaluated on the depth, effectiveness, and direction of the case study. Further instructions for the case study will be available on Blackboard.

Participation: Active reflection, sharing and defending of ideas, and intellectual collaboration are *essential* to the progress and development of health and human rights. As such, students are expected to engage with lecturers and fellow students, participate in discussion, work cooperatively in-group work, and orally present and defend their findings. This will be assessed by readiness and productivity, measured by in-class tasks, including the case studies. *At the end of the semester, students who have exceeded our expectations in terms of active participation may earn up to 2 points of extra credit on their final grade.*

Midterm: The midterm will be in-class, closed-book exam focused on the application of relevant material. Students will be expected to be familiar with general theories, concrete concepts from lectures and be able to meaningfully apply these concepts in a practical context.

Planning Assignments (Undergraduate): The skills developed throughout the course will be applied to the students' chosen public health intervention. Students will be asked to do planning assignments throughout the semester based on those skills acquired toward their grant proposal. There will be five (5) of these assignments throughout the semester worth 2 points each, graded 0-2. Students will receive comments and will have the opportunity to revise these sections for the final submission of the grant proposal.

Grant proposal: For the final assessment, students will be asked to work in pairs to write a grant proposal applying the concepts learned throughout the semester. Given that concise and persuasive writing is an essential skill used in writing grant proposals, and that most grant guidelines indicate a strict page limit, the total proposal (including citations and the appendix) may not exceed twenty pages. While there is no page limit minimum, if a proposal were less than fifteen pages it would be unlikely that sufficient information had been included. The grant proposal will be on a topic of the students' choice (some suggestions will be provided), and will follow standard grant proposal guidelines. Undergraduate students will work on a general grant proposal with guidelines that will be provided by the professors.

Additional Requirements for Graduate Students: Working individually, graduate students will choose one call for proposals by suggested grant making organizations with specific guidelines. They will be expected to research the organizations and the types of initiatives currently funded by them. Then, they will frame their proposal according to the criteria of the actual proposal guidelines. They will be graded on the content of their proposed intervention, and also on their ability to meet the expectations and priorities of the chosen funder in the final project. Graduate students should aim to write 10 pages, *not* including citations and the appendix.

The Grant Proposal will be submitted through Blackboard on **December 16, 2015**. Please note that the Grant Proposal is to be submitted in full, in one single document, as an attachment through Blackboard. The Logic Model, however, will be submitted as a separate attachment.

ATTENDANCE

Since this course is based heavily on discussion, in-class group work, and application of concepts to concrete case studies, good attendance is essential. We understand that things may come up that prevent students from attending class and so one absence is allowed, with prior notice, for any reason. Students are still expected to complete the readings and response essays on time. If more than one class is missed, or if the absence is not prearranged, student will lose 5 points from the participation grade for half class that they miss, up to two times. If there are any additional absences the student will fail the course. For documented illness (i.e. with doctor's note) students may miss class with no penalty, but are expected to catch up on missed work within a reasonable time frame.

DISABILITY POLICY

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

ACADEMIC DISHONESTY

Students are expected to comply with the University at Albany's Community Rights and Responsibilities. An incident of unethical conduct (e.g. cheating, plagiarism) or classroom disruption will result in a Fail and referral to the appropriate Departmental and University Committees. More information on academic integrity is available at the following website: http://www.albany.edu/reading/academic_integrity.php. Students will be asked to sign a statement of honor, promising to act with academic integrity.

Lecture Schedule:

8/31 First day: Introduction and Orientation

Unit 1: Theoretical Basis of Health as a Human Right

9/7 Introduction: Health as a Human Right

Global Institute for Health and Human Rights - Arash Alaei
(Triangular Clinics)

CASE STUDY 1 - Facilitated by Arash Alaei (7:10 PM - 8:35 PM)
(Mohammed and the Matchmaker)

9/14 Political Science Approach to the Protection of the Right to Health

Department of Political Science - Victor Asal

CASE STUDY 2 – Andrea & Fatima

9/21 Health Disparities and Public Policy

Department of Public Administration & Policy - Stephen Weinberg

CASE STUDY 3 – Chris and JiaCheng (7:10 PM - 8:35 PM)

Unit 2: Defining Goals and Objectives and Understanding the Target Group

9/28 Developing Project Ideas: Setting Goals, Objectives, and Defining the Target Group

Global Institute for Health and Human Rights - Kamiar Alaei

CASE STUDY 4 – Natasha and Salma (7:10 PM - 8:35 PM)

10/5 Public Health Disparities

Department of Women's Studies – Kristen Hessler

CASE STUDY 5 – Tre & Maria (7:10 PM - 8:35 PM)

10/12 Class suspended, Yom Kippur

10/19 Maternal Mortality as a Human Rights Issue

Department of Philosophy – Robert Miller

CASE STUDY 6 – Ololade and Jane (7:10 PM - 8:35 PM)

***MIDTERM EXAM* 10/26 IN-CLASS MIDTERM EXAM**

Unit 3: Design, Implementation, Evaluation, and Work in the Field

11/2 Application of Intervention Design, Programming, and Adaptation

Global Institute for Health and Human Rights - Arash Alaei

CASE STUDY 7 - Andrea & Fatima (7:10 PM - 8:35 PM)

11/9 HIV/AIDS and Public Health Resource Allocation

Department of Public Administration & Policy – TBA

CASE STUDY 8 – Chris and JiaCheng (7:10 PM - 8:35 PM)

11/16 Environmental Practices and Disproportionate Risks of Disease

Department of Environmental Health Sciences – Beth Feingold

CASE STUDY 9 - *Natasha and Salma* (7:10 PM - 8:35 PM)

***Thanksgiving Break* 11/25**

Unit 4: Legal Frameworks for the Promotion and Protection of Health as a Human Right

11/30 International Treaty and Organization Based Structures for Human Rights Protections

Global Institute for Health and Human Rights – Alexandra Harrington **CASE STUDY 10 - *Tre & Maria* (7:10 PM - 8:35 PM)**

12/7 Legal Defense of Human Rights

Albany Law School – Sarah Rogerson

CASE STUDY 11 - *Ololade and Jane* (7:10 PM - 8:35 PM)

12/16 Finals Due

University at Albany
Public Policy and Administration BA

Appendix 2 Partner Institution Letter of Approval



ALBA LAW SCHOOL

100 NANCY GREENGLASS HALL (LAW SCHOOL) ALBANY, NEW YORK 12244
TEL: 518/487-4330 Fax: 518/487-4330 WWW.ALBANYLAW.EDU

Alicia Ouellette
President and Dean
Professor of Law
aoelle@albanylaw.edu

April 12, 2017

Darrell P. Wheeler, Ph.D.
Interim Provost and Senior Vice President for Academic Affairs
University at Albany
University Hall #308
1400 Washington Avenue
Albany, NY 12222

Dear Dr. Wheeler:

This is to confirm Albany Law School's approval of the proposed changes to the Public Policy B.A. degree as set forth in Form 3A, Program Revision Proposal: Changes to an Existing Program. Please contact me if you need additional information.

Sincerely,



Alicia Ouellette

