

SCST 5335: Global Perspectives in Homeland Security

Online Course

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Course Description

As the United States works to prevent and prepare for terrorist attacks, pandemics, and other disasters in the wake of 9/11, learning from the approaches of other countries remains an important aspect of homeland security. A comparative assessment of other countries serves as a vital tool in effective policymaking and in avoiding the inefficient, and often dangerous, process of “reinventing the wheel” with respect to homeland security. Other countries have experience in coping with homeland security-related issues (such as counterterrorism, public health, and emergency response) that the United States can learn from (at the federal, state and local levels) if properly applied. Moreover, the homeland security threat from terrorism, pandemics, and organized crime is transnational, indicating that what happens overseas from the Islamic State of Iraq and the Levant (ISIL), al-Qaida, criminal networks, influenza, and other threats directly impacts the United States. This reality requires an understanding of the framework, approaches, restrictions, and powers under which other countries operate, as well as an understanding of the international dimension of homeland security threats.

The U.S. differs from other countries in several areas: its legal traditions; political and bureaucratic institutions and policies; economic and social conditions; and threat environment. Nevertheless, the practices of other nations can provide positive lessons. Elements of those practices can be incorporated into the strategic policies of U.S. agencies charged with homeland security missions at the federal, state, and local levels.

Consequently, this course is designed to provide students with lessons from homeland security policies and analytical frameworks employed by other countries. It is also designed to understand how threats overseas can impact the U.S. homeland.

Learning Objectives

- Understand the homeland security strategies and practices of a range of countries.
- Understand the transnational threat environment faced by the United States and other countries.
- Understand successful methodological frameworks and strategic policies employed by other countries and determine their degree of applicability to the American context at the federal, state and local levels.

- Develop specific policy recommendations based on the knowledge gained.

STUDENT ACADEMIC POLICIES concerning Attendance, Academic Honesty, Disabled Student and Services for Disabled Students, and Absences on Religious Holy days may be found at: <http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>

ACADEMIC HONESTY POLICIES: Students will be held to the highest standards of academic honesty. Students should review the academic honesty policies of Sam Houston State University available here http://www.shsu.edu/dept/academic-affairs/faculty-handbook/academic_dishonesty.html and should expect enforcement in accordance with the highest standards of those policies. Academic dishonesty includes not only direct copying of the text of others but many ways of excessively relying on the thoughts of others without adding thought of your own; see http://turnitin.com/assets/en_us/media/plagiarism_spectrum.php for different types of academic dishonesty. The instructor reserves the right to check papers against a national anti-plagiarism database. Academic dishonesty can result in punishment ranging from failing the assignment to failing the class to expulsion from the program.

Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

Required Readings

- Nadav Morag, *Comparative Homeland Security: Global Lessons* (New York: Wiley, 2011), ISBN-13: 978-0470497142
- Additional online articles and learning modules in specific weekly assignments (links provided below).

Instructions for Accessing the Online Self-Study Courses

As part of the requirements for the course, you will be taking three short online self-study courses at the Center for Homeland Defense and Security (CHDS), Naval Postgraduate School.

Go to this link to create an account to gain access to the CHDS program: <https://www.chds.us/c/create-a-chds-account>. You will need to use your Sam Houston email account as SHSU is registered with CHDS as a partner institution.

Once you have created your account, you can apply for access to the self-study courses. The self-study course access request page can be found at: <https://www.chds.us/c/academic-programs/self-study...>

You will be taking the following self-study courses (see the schedule below for the completion due dates):

- The Global Jihadi Threat
- Homeland Security in Israel
- Counterterrorism in the United Kingdom

After you complete the learning modules and the quizzes for each learning module, you will need to provide me with an electronic copy of your proof of completion of each course. To do this, you will need to scroll to the bottom of the self-study course section on the page and click on "Record of Course Completion" in the Course Completion box. Once you select this option, you will be able to obtain a copy of your certificate of completion for that particular self-study course.

Assignments and Tasks

- Three self-study courses (with certificates of completion).
- Weekly discussion board postings.
- Draft Policy Memo.
- Final Policy Memo.

Grading

- Completion of self-study courses (5% for each course for a total of 15% of the final grade).
- Weekly discussion board postings (2% for each for a total of 24% of the final grade). *Students will be provided full credit (a grade of 2) if they provide a minimum of a one page response including citations. Students who just provide a short response based solely on their opinion (with no supporting evidence or citations of literature) will receive a grade of 0 or 1, at the most.*
- Draft Policy Memo (20%).
- Final Policy Memo (41%).

Weekly Assignments

Introductions

Introduce yourself to the class. If you are working in a homeland security-related area, feel free to share this information with the class so that we can have a sense of who has a practitioner background and which sorts of disciplines are represented. For those not

yet in the field but interested in careers within the homeland security enterprise, feel free to share any career goals that you may have.

Week 1: Common Threats: Terrorism

The common terrorism threat faced by all the countries we will be discussing in the course is that posed by Jihadi groups such as ISIS and al-Qaeda. This week we will be discussing the Jihadi threat. Please take the *Global Jihadi Threat* Self-Study Course and submit your certificate of completion. Please also read the Abdo article.

Readings:

Geneive Abdo, *The New Sectarianism: The Arab Uprisings and the Rebirth of the Shi'a-Sunni Divide*, Analysis Paper No. 29 (Washington, D.C.: The Saban Center for Middle East Policy at the Brookings Institution, 2013), pp. 1-8, 34-59.

Discussion Question:

What are the most significant things you have learned from the self-study course and the Abdo article?

Remember to use evidence in the form of credible sources (academic, journalistic, governmental), properly cited, to support any assertions you make.

Week 2: Common Threats: Cyber

This week we will look at another common threat faced by all the countries addressed in the textbook and in the course, namely the cyber-threat.

Our world continues to be profoundly impacted by computers and computer networks, particularly the Internet. Today's global economy is increasingly dependent on the Internet. According to a report published in 2014 by the think tank, Atlantic Council, and Zurich Insurance Company, the Internet of tomorrow, due to its increasing complexity, is likely to be less resilient and more likely to bring about global economic shocks. This is chiefly, the report argues, because of the movement to cloud computing and the risk that the loss of major amounts of data could have on logistics, infrastructure, or other areas of economic activity. This loss of data could potentially cause a cascading failure that could lead to an economic collapse of much larger proportions than the financial crisis of 2008.¹

¹ Atlantic Council and Zurich Insurance Company, *Beyond Data Breaches: Executive Summary* (Washington, D.C. and Zurich: 2014), p. 2.

According to the authors of the aforementioned report, there are seven aggregators of cyber risk:

- Vulnerabilities associated with an organizations internal Information Technology (such as hardware, software, people, and processes).
- Risk from dependence on or interconnection with outside parties/providers (such as banks, corporate joint ventures, industry associations, etc.).
- Vulnerabilities ensuing from contractual relationships with outside suppliers (cloud services, consultancy, contract manufacturing, etc.).
- Risks to supply chains for IT equipment or cyber risks to supply chains and logistics.
- Risks from disruptive new technologies (the “Internet of Things,” smart grids, embedded medical devices, driverless cars, etc.).
- Risks from upstream infrastructure such as the electricity supply, financial systems, and telecommunications.
- Risks from events outside the system and outside the control of most organizations such as major international conflicts or malware pandemics.²

As should be clear from the above list of risks and vulnerabilities, as we become more dependent on computer networks, we increase the risk and the likelihood that smaller events may cascade to become larger ones (and perhaps even catastrophic ones, if the authors of the report have it right).

In principle, our knowledge economy is dependent on what Peter Singer and Allan Friedman call the “canonical goals” of the information environment, namely Confidentiality, Integrity, and Availability.³ Confidentiality refers to the maintenance of the privacy of data, something that is vital for the operation of every business as well as that of government. Integrity relates to the confidence that a computer system and network operate reliably and contain accurate information that has not been altered by unauthorized persons. In short, it means that the system is stable and trustworthy.

² Atlantic Council and Zurich Insurance Company, *Beyond Data Breaches: Global Interconnections of Cyber Risk* (Washington, D.C. and Zurich: 2014), p. 8.

³ Peter W. Singer and Allan Friedman, *Cybersecurity and Cyberwar: What Everyone Needs to Know* (Oxford: Oxford University Press, 2014), Kindle Edition, Page 35, Location 702.

Finally, Availability means that computer networks and the information they contain are accessible to users and not being blocked or slowed down.⁴

Any disruption in Confidentiality, Integrity, and/or Availability in any of the seven aggregators of cyber risk noted in the Atlantic Council/Zurich Insurance report above, constitutes a threat in terms of the potential loss of a system and multiple such disruptions could potentially cascade into a larger system failure.

Of course, these dangers will not halt the march of technological development and our increasing dependence on computer networks for our money supply, the delivery (and often the growing) of the food we eat, our healthcare services, our education, and virtually every other facet of our lives. At the same time, this increased dependence and the greater interconnection between computer systems, mean that criminals, terrorists, and hostile nation-states, will enjoy greater opportunities to cause major disruptions. Just as the invention of tanks meant that a few tanks (once the technology became mature enough and they stopped breaking down every few yards) could do the job of large numbers of cavalry soldiers, and do it more effectively, the growing interdependence and reliance on computer networks means that a few people will be able to impact economies and systems of great scope.

Readings:

James R. Clapper, "Worldwide Cyber Threats," Testimony before the House Permanent Select Committee on Intelligence, September 10, 2015.

https://fas.org/irp/congress/2015_hr/091015clapper.pdf

Jon R. Lindsay, "The Impact of China on Cybersecurity: Fiction and Friction," *International Security*, Vol. 39, No. 3, Winter 2014/15, pp. 7-47.

http://belfercenter.ksg.harvard.edu/files/IS3903_pp007-047.pdf

Video: How Cyber Attacks Threaten to Destroy Our Infrastructure,

https://www.youtube.com/watch?v=KK_M-BelGGQ

Discussion Questions:

1. Based on the readings, what did you find particularly important and/or interesting relating to cyber-vulnerabilities?
2. Of the four categories of actors that pose cyber threats (individual hackers, terrorists, organized criminal enterprises, and nation-states), which is the most dangerous? Why?
3. What kinds of threats does China pose to the security of computer systems and data in the United States and other countries?

⁴ Ibid., p. 35, Locations 702-707.

Remember to use evidence in the form of credible sources (academic, journalistic, governmental), properly cited, to support any assertions you make.

Week 3: Common Threats: Pandemics

This week we will look at our final threat category, that of pandemics, before moving on to focusing on strategy and policy.

Few people realize that the field of public health (and in particular those elements of public health that focus on discovering, mapping and addressing major disease outbreaks) is a critical part of the homeland security enterprise. In many ways, pandemics represent a far greater threat in terms of lives lost and economic damage than any terrorist can aspire to (unless that terrorist has access to a weapon of mass destruction). Consequently, while public health, in most people's minds, may not be as "sexy" as counterterrorism, it is of grave importance to homeland security. And pandemics, it should be noted, can be triggered by biological warfare on the part of hostile nation-states (and some terrorist groups have experimented with biological agents), but more commonly occurs naturally (though probably exacerbated by fast worldwide transportation links as well as deforestation, climate change, and other human-caused changes to the environment).

A pandemic can be defined as a disease that attacks a large population across large geographic distances – in other words, a disease outbreak of national, or in today's interconnected world, global, proportions. Pandemics are larger than epidemics in terms of the area and number of people affected whereas epidemics are typically seasonal and affect a much smaller area (seasonal outbreaks of the flu virus influenza, are examples of epidemics). Pandemics are also usually caused by novel sub-types of viruses or bacteria for which human beings have little or no natural resistance and they consequently typically result in more deaths, social disruption and economic loss than epidemics.⁵ Generally speaking, influenza viruses represent the most common agent for pandemics.

According to the Geneva-based World Health Organization (WHO), a part of the United Nations, an influenza pandemic can go through six phases:

Phase 1 is the natural state in which influenza viruses circulate continuously among animals, especially birds, but do not affect humans.

Phase 2 involves animal influenza circulating among domesticated or wild animals that have caused specific cases of infections among humans.

⁵ "What is a Pandemic? What is an Epidemic?" *Medical News Today*, available at: <http://www.medicalnewstoday.com/articles/148945.php> (accessed 30 October 2012).

Phase 3 involves the mutation of the animal influenza virus in humans so that it can be transmitted to other humans under certain circumstances (usually very close contact between individuals) so that small clusters of infection have occurred.

Phase 4 involves community-wide outbreaks as the virus continues to mutate and becomes more easily transmitted between people (such as via transmission through the air).

Phase 5 involves human-to-human transmission of the virus in at least two countries in a given WHO region (the WHO divides the world into six geographic regions) and suggests that a global pandemic is imminent.

Phase 6, the pandemic phase, is characterized by community-level influenza outbreaks in at least one other country in another WHO region and often means that the pandemic has spread to multiple locations around the world.⁶

The public health equivalent of the FBI agent gathering intelligence and building cases against suspected terrorist cells is the epidemiologist. Epidemiologists are public health researchers who study the causes, effects and spreading of communicable diseases, as well as their potential treatments. Epidemiologists engage in “syndromic surveillance,” also known as “clinical surveillance” - the collection and analysis of data about diseases (and in particular infectious diseases). Syndromic surveillance through the analysis of medical data, can help epidemiologists identify new disease outbreaks, isolate the infectious agent and determine the “disease vector” – the person, animal or microorganism that spreads the disease. Researchers look at data on hospital admissions and reports from physicians to public health officials on patients exhibiting mysterious symptoms or symptoms caused by a known infectious agent in order to discern patterns. Pandemics often start with a “whimper” rather than a “bang” with a few people (sometimes in disparate geographic locations, though usually with a person or animal acting as a disease vector) exhibiting symptoms that are sometimes misdiagnosed, and then they gradually, or quickly, spread - depending on the behavior of the bacteria or viruses in question. Just as a counterterrorism investigation can begin with information provided to the FBI from a local law enforcement agency that received a report from a patrolman who noticed suspicious behavior, epidemiologists at the Centers for Disease Control (CDC) in Atlanta, the nation’s premier federal public health agency, are often dependent on reports reaching them via city or county public health agencies that have, in turn, been alerted to a problem by a sharp-eyed physician in a hospital or clinic who noticed something strange.

As with other areas of homeland security, the system is only as good as the links that make up the chain of information and an isolated bit of information in a specific location

⁶ World Health Organization, “Current WHO Phase of Pandemic Alert for Pandemic (H1N1) 2009,” available at : <http://www.who.int/csr/disease/swineflu/phase/en/index.html> (accessed 30 October 2012).

can sometimes have implications with truly profound consequences for the nation and the world.

Readings:

European Centre for Disease Prevention and Control, *Technical Report: Pandemic Influenza Preparedness in the EU* (Stockholm: ECDS, 2007).

http://ecdc.europa.eu/en/publications/publications/0701_ter_pandemic_influenza_preparedness.pdf

Video: Mark Honingsbaum, *How Pandemics Spread*,

<https://teded.herokuapp.com/lessons/how-pandemics-spread#review>

Discussion Questions:

1. What is your assessment of the degree of influenza preparedness in the European Union (EU)?
2. Do EU preparedness efforts for influenza appear to address the manner in which pandemics spread? Why or why not?

Remember to use evidence in the form of credible sources (academic, journalistic, governmental), properly cited, to support any assertions you make.

Week 4: Country Overviews – The Workings of Other Democratic Systems

This week we will look at the political and institutional systems of some democratic countries to better understand their structures and how they operate. Since all democratic countries operate under the rule of law, understanding their laws, institutions, and ways of doing business provides an important foundation for understanding their respective homeland security policies and strategies.

Readings:

Morag, Introduction and Chapter 1.

Video: UK Parliament, *An Introduction to Parliament*,

<https://www.youtube.com/watch?v=RAMblz3Y2JA>

Video: UK Parliament, *How Parliament Works in Nearly 60 Seconds*,

<https://www.youtube.com/watch?v=GbLTwQwXqWc>

Video: Rewboss, *German Government: How it Works*,

https://www.youtube.com/watch?v=HE_BpgsR0R0

Discussion Question:

Choose a country addressed in chapter 1 of the book and briefly explain, in your own words, how its system of government operates. How does that system compare to the system in the United States?

Remember to use evidence in the form of credible sources (academic, journalistic, governmental), properly cited, to support any assertions you make.

Week 5: Counterterrorism Strategies, Laws, and Institutions

This week we will be looking at counterterrorism policy, law, and strategy in a number of countries. Please take the *Counterterrorism in the United Kingdom* Self-Study Course and submit your certificate of completion

Readings:

Morag, Chapter 3.

HM Government, *CONTEST: The United Kingdom's Strategy for Countering Terrorism*, Cm 8123 (London: The Stationery Office, July 2011).

Charlie Edwards, Calum Jeffray, and Raffaello Pantucci, *Out of Reach? The Role of Community Policing in Preventing Terrorism in Canada* (London: RUSI, 2015).

Discussion Question:

What are the most significant things you learned from the self-study course and the readings with respect to how other countries engage in counterterrorism?

Remember to use evidence in the form of credible sources (academic, journalistic, governmental), properly cited, to support any assertions you make.

Week 6: Comparative Law Enforcement

This week we will look at law enforcement in a range of countries. Police forces in democratic countries around the world generally fall into one of three policing models: Napoleonic, centralized, and decentralized. In Europe, the Netherlands, Belgium, France, Italy, Spain, etc., follow a Napoleonic system in which civilian and military policing systems exist side by side and both police civilians. Police also function under different laws and operational frameworks when they are investigating crime (they are then known as “judicial police”) or when they are acting in a public safety capacity (in which case they are known as “administrative police”). In centralized police systems (such as in Israel), there is one national police force that has a monopoly on law

enforcement and is deployed throughout the country. Finally, in decentralized police forces (common in federal systems of government such as those in Germany and the United States), there is a multiplicity of police agencies at various levels of government enforcing federal or state laws and with no unified policing structures. Some countries combine these policing models to some degree. For example, while the United Kingdom does not have a true federal system of government, it does have both local and national police forces (thus following both the centralized and decentralized models). Similarly, Canada has a national police force, the Royal Canadian Mounted Police (RCMP), which can enforce federal and provincial laws but it also has some independent provincial and municipal police forces (here too, is a combination of centralized and decentralized models).

Readings:

Morag, Chapter 3

Video: *Japanese Community Police and Police Box System*,
<https://www.npa.go.jp/english/seisaku1/JapaneseCommunityPolice.pdf>

Video: *German Federal Police*, <https://www.youtube.com/watch?v=272laaB2RdQ>

Video: France 24, *Paris Attacks: What are the police forces implicated in France's state of emergency?* https://www.youtube.com/watch?v=Nzii07K_byU

Video: France 24, *Understanding France's Complex Law Enforcement*,
https://www.youtube.com/watch?v=Nzii07K_byU

Discussion Question:

Compare and contrast the policing model of a country of your choice with that of the United States.

Remember to use evidence in the form of credible sources (academic, journalistic, governmental), properly cited, to support any assertions you make.

Week 7: Immigration Policies and Counter-Radicalization

This week we will focus on immigration policy and counter-radicalization efforts among immigrant communities (as well as others) in a number of countries. Differences in standard of living have always been a driver of immigration from developing countries to rich countries, but this has been compounded recently by increased violence and war in many parts of the Islamic world. The rise of global Jihadi groups and their virulent ideology has, in turn, presented a growing challenge to countries trying to integrate migrants and prevent radicalization.

Readings:

Morag, Chapter 4.

Center for Security Studies, *Foreign Fighters: An Overview of Responses in Eleven Countries*, CSS Study (Zurich: Center for Security Studies, 2014).

HM Government, *Counter-Extremism Strategy* (London: Stationery Office, 2015).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/470088/51859_Cm9148_Accessible.pdf

Dorle Hellmuth, "Countering Jihadist Terrorists and Radicals the French Way," *Studies in Conflict and Terrorism*, Vol. 38, 2015, pp. 979-997.

Lorenzo Vidino, Countering Radicalization in America: Lessons from Europe, Special Report 262 (Washington, D.C.: United States Institute of Peace, 2010).

Discussion Question:

Choose a country described in the readings and provide your assessment of whether their immigration or counter-radicalization policies are likely to be successful, or not....and why.

Remember to use evidence in the form of credible sources (academic, journalistic, governmental), properly cited, to support any assertions you make.

Week 8: The Role of the Military in Homeland Security and Support for Civil Authorities

This week we will look at the role that the military plays in providing support to civil authorities (such as disaster relief) in a range of democratic countries. As you will see, this is usually quite different from what in the US is termed DSCA (defense support for civil authorities) because most, if not all, democratic countries use their military more freely domestically than does the United States (the National Guard forces excepted).

Readings:

Morag, Chapter 5.

Japanese Ministry of Defense, *Chapter 3: Operations of Self-Defense Forces for Defense of Japan, Disaster Relief, and Civil Protection*,

http://www.mod.go.jp/e/publ/w_paper/pdf/2006/3-2-2.pdf

Video: *Soldiers of the North*, https://www.youtube.com/watch?v=9iGOgMs7_bM

Discussion Question:

What are some ways that the United States could learn from other countries in terms of implementing some of their policies and practices in the area of military support for civil authorities? Are there any legal barriers in the US to implementing these policies and practices?

Remember to use evidence in the form of credible sources (academic, journalistic, governmental), properly cited, to support any assertions you make.

Week 9: Border Security

This week we will look at international border security policies, with a particular focus on the European Union (EU). As you will see in the readings and videos, the Schengen Agreement and the EU together comprise a unique approach to border security and border management.

Readings:

Morag, Chapter 6.

European Parliament, Directorate-General for Internal Policies, The Tools Called to Support the 'Delivery' of Freedom, Security and Justice: A Comparison of Border Security Systems in the EU and in the US, Briefing Paper (Brussels: European Parliament Policy Department, 2009).

[http://www.europarl.europa.eu/RegData/etudes/note/join/2009/410681/IPOL-LIBE_NT\(2009\)410681_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/note/join/2009/410681/IPOL-LIBE_NT(2009)410681_EN.pdf)

Nadav Morag, "Border Management: International Experiences," book chapter to be published in 2015.

European Commission, *The European Union Explained: Borders and Security* (Brussels: EU Commission, 2013).

Video: Deutsche Welle, *What is the Schengen Agreement?*

https://www.youtube.com/watch?v=n_2zMQyn7VQ

Video: CGP Grey, *The European Union Explained*

<https://www.youtube.com/watch?v=O37yJBFRfg>

Discussion Question:

Is the EU/Schengen approach of creating "hard" external borders and "soft" internal borders (between EU and/or Schengen members) something that could be applied to the US-Canada border? Why or why not?

Remember to use evidence in the form of credible sources (academic, journalistic, governmental), properly cited, to support any assertions you make.

Week 10: Complete and Submit Draft Policy Memo

Week 11: Transportation Security

This week we will look at a number of approaches practiced by a number of countries towards providing transportation security, namely surface, aviation, and maritime security.

Readings:

Morag, Chapter 7.

Video: China Central TV, *Israel Airport Security*,
https://www.youtube.com/watch?v=MBt7_pgJ92w

Video: Channel 7, *Australian Border Force Patrolling the Northern Maritime Border*.
<https://www.youtube.com/watch?v=ykzZr4OgHt8>

Video: The National, *Train Security*, <https://www.youtube.com/watch?v=ggL-QoD-hn8>

Discussion Question:

Choose a country and briefly describe its approach to surface, aviation, or maritime security.

Remember to use evidence in the form of credible sources (academic, journalistic, governmental), properly cited, to support any assertions you make.

Week 12: Emergency Preparedness, Response, and Management

This week we will focus on emergency preparedness, response, and management as they pertain to a number of countries. Please take the *Homeland Security in Israel* Self-Study Course and submit your certificate of completion.

Readings:

Morag, Chapter 8.

The Heritage Foundation, *One Year Later: Lessons from Recovery After the Great Eastern Japan Earthquake*, Special Report, No. 108 (April 26, 2012).

Video: *Emergency Planning Training DVD 2009*,
<https://www.youtube.com/watch?v=PNcNnkIM6r4>

Discussion Question:

What are the most significant things you have learned from the self-study course and the readings for this week?

Remember to use evidence in the form of credible sources (academic, journalistic, governmental), properly cited, to support any assertions you make.

Week 13: Public Health Strategies and Institutions

Our final week of instruction in the course will deal with public health strategies and institutions in a number of countries.

Readings:

Morag, Chapter 9.

Video: Global News, 16x9 – *A Fever Pitch: Toronto's SARS Outbreak Legacy*,
<https://www.youtube.com/watch?v=vUCqITGA7mQ>

Video: CNN, *Japan's Health Care System*,
<https://www.youtube.com/watch?v=PFqgsUdR81g>

Discussion Questions:

What are your major take-aways from looking at public health issues in Canada, Japan, or other countries surveyed in the chapter?

Remember to use evidence in the form of credible sources (academic, journalistic, governmental), properly cited, to support any assertions you make.

Week 14: Complete Final Policy Memo

Course Schedule, Topics, and Assignment Due Dates

Week	Topic	Due Dates
Week 1	Common Threats: Terrorism	Discussion Board Posting Due 8/25
Week 2	Common Threats: Cyber	Discussion Board Posting Due 9/1
Week 3	Common Threats: Pandemics	Discussion Board Posting Due 9/8
Week 4	Country Overviews – The Workings of Other Democratic Systems	Discussion Board Posting Due 9/15
Week 5	Counterterrorism Strategies, Laws, and Institutions	Discussion Board Posting Due 9/22
Week 6	Comparative Law Enforcement	Discussion Board Posting Due 9/29
Week 7	Immigration Policies and Counter-Radicalization	Discussion Board Posting Due 10/13
Week 8	The Role of the Military in Homeland Security and Support for Civil Authorities	Discussion Board Posting Due 10/20
Week 9	Border Security	Discussion Board Posting Due 10/27
Week 10	Complete Draft Policy Memo	Submit Draft Policy Memo , Due 11/3
Week 11	Transportation Security	Discussion Board Posting Due 11/10
Week 12	Emergency Preparedness, Response, and Management	Discussion Board Posting Due 11/17
Week 13	Public Health Strategies and Institutions	Discussion Board Posting Due 11/24
Week 14	Complete Final Policy Memo	Submit Final Policy Memo , Due 12/3