Course Overview: Welcome to IR 516. The major aim of this course is to introduce students to the many aspects of intelligence and homeland security. Taking an interdisciplinary approach, we first ask, “Who threatens?” To answer, we will explore the range of threats facing the U.S. originating from abroad as well as at home. Much of our focus will be on terrorism and how it threatens the homeland. We then ask “Who protects?” Accordingly we will analyze the structure, capabilities, and functioning of the systems designed to detect, prevent, and disrupt such threats, the laws and policies that govern homeland security, and roles and responsibilities of the various intelligence and homeland security entities. We will examine offensive and defensive measures. We will then explore various issues in homeland security to include critical infrastructure, cyberattack, weapons of mass destruction (WMD), and others.

As a seminar, class participation is encouraged and expected. This course is specifically tailored for students in international relations, political science, criminal justice, and other related disciplines. Students do not need any intelligence or homeland security background to do well in this course.

Learning Objectives: Upon successful completion of this course, students will be able to:

- Understand leading principles of intelligence and homeland security and related terms of art,
- Explain the nature of terrorism and its many forms,
- Describe the major goals, methods, weapons, tactics, and techniques used by terrorists,
- Understand the historical perspective concerning homeland security threats to the US,
- Describe the roles of the major organizations responsible for homeland security and intelligence related to homeland security,
- Explain how homeland security requirements may be reconciled with the US governmental system, and,
- Explain the lessons to be learned from several significant homeland security incidents related to terrorism.

Course Requirements & Grading: Students will participate in a(n):

1. Policy paper individually prepared, worth 15 percent of the total course grade, to be distributed on 16 Nov and turned in on 19 Nov. 2016.
   - The instructor will distribute a homeland security-related policy issue for each student to analyze.
   - The policy paper must not exceed 1100 words, excluding footnotes.
2. Midterm exam, worth 30 percent of the total grade, scheduled in-class for 26 Oct. 2016,
3. Final exam, worth 45 percent of the total grade, scheduled for TBD, and,
4. Ongoing class discussion and contributions to in-class exercises, worth 10 percent of the total grade. This course’s seminar format is designed to encourage a robust exchange of ideas and opinions.

Academic Conduct: Students are responsible for understanding and following the provisions of the CAS Academic Conduct Code and Policies. Copies of the Code are available here:
- http://www.bu.edu/academics/policies/academic-conduct-code/
- GRS: http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/academic-discipline-procedures/

Cases of misconduct must be reported to the Dean’s office. All class members are expected to maintain the highest standards of academic honesty and integrity. You are expected to provide citations in papers for all quotations, paraphrases, and ideas taken from any source other than your own original thoughts. Boston University has very strict standards for intellectual integrity, and punishment for plagiarism is severe, and can include permanent expulsion from the university.

Protocol for Electronic Devices: I believe that laptop computers, tablets, cell phones, and the like are serious distractions to your in-class learning. However, you may use these devices in class provided that you, as a user, are using them only to take notes or refer to notes and that you seat yourself such that your computer screen is not visible to others around you.

Professor’s Pedagogical Approach:
- Socratic Method: Students should come to class prepared and ready to discuss the topic(s) and readings. During class, I will regularly call on students at random and ask them questions. As one trained in the law, I regularly use the Socratic Method to help guide class discussions. Learning through the Socratic Method may seem a little daunting at first; however, it is a superb way to synthesize our intellectual efforts. For those interested in viewing the Socratic Method in action, please see the film, Paper Chase (1973) in which first-year law students try to survive their contracts course taught by the indomitable Professor Charles Kingsfield.
- Absence from Class: A student who, for whatever reason, is forced to miss class should advise me prior to that class and arrange to acquire class notes and handouts from fellow students and otherwise ensure learning continuity.
- Lack of Academic Preparation: A student who, for whatever reason, is not prepared for class should advise me prior to that class so that I do not inadvertently call on him/her during that class and cause embarrassment for the student and myself. If you are not prepared for class, the world will not end. Please come to class regardless but let me know ahead of time that you are not prepared.
- Semper Gumby (“Always Flexible”): As this course covers many topics, I ask students to be flexible, nimble, and adaptable in that I reserve the right to “fine tune” or make “course corrections” to the reading list. For example, I may replace some readings with others. I will notify students in advance of any modifications to the syllabus. Similarly, I try to invite guest speakers to share their insights with the class. In the event that their schedules (or ours) change, we will adjust accordingly. Students taking this course should at all times maintain a flexible attitude and a hearty sense of humor.
- Accessibility: You should feel free to contact me at your convenience to discuss any topic. Unscheduled telephone calls to the instructor’s mobile number should be reserved for time sensitive or similarly urgent matters. However, I check my emails messages throughout the day and respond in a timely manner. You are welcome to visit me in my office at any time.
Publications Required: There are three required texts, which should be available at the BU Bookstore and other vendors. The Stewart Baker text, Skating on Stilts, is available free of charge at the link provided below:


Understanding This Reading List and Class Schedule: In the schedule below, I have listed assigned readings for each of the class sessions. Most of the required readings are from the textbook. For readings not in the textbook, I have placed them on the electronic blackboard or I have included a web link to the document in the syllabus. Please remember that the exams will test your knowledge of the required readings.

To avoid confusion, I have put “READ” to indicate required class readings and “RECOMMENDED” for readings that I think you should read. At a minimum, please read the required readings before class.

<table>
<thead>
<tr>
<th>WK</th>
<th>DATES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>07 Sep W</td>
<td>Class. All classes meet on Wednesdays.</td>
</tr>
<tr>
<td>2</td>
<td>14 Sep W</td>
<td>Class.</td>
</tr>
<tr>
<td>3</td>
<td>21 Sep W</td>
<td>Class.</td>
</tr>
<tr>
<td>4</td>
<td>28 Sep W</td>
<td>Class.</td>
</tr>
<tr>
<td>5</td>
<td>05 Oct W</td>
<td>Class.</td>
</tr>
<tr>
<td>6</td>
<td>12 Oct W</td>
<td>Class.</td>
</tr>
<tr>
<td>7</td>
<td>19 Oct W</td>
<td>Class.</td>
</tr>
<tr>
<td>8</td>
<td>26 Oct W</td>
<td>Class. In-class midterm exam.</td>
</tr>
<tr>
<td>9</td>
<td>02 Nov W</td>
<td>Class.</td>
</tr>
<tr>
<td>10</td>
<td>09 Nov W</td>
<td>Class.</td>
</tr>
<tr>
<td>11</td>
<td>16 Nov W</td>
<td>Class. Policy Paper assignment to be distributed at the end of class. The assignment must be turned into the professor NLT 1200 PM, Sat., 19 Nov.</td>
</tr>
<tr>
<td>*</td>
<td>23 Nov W</td>
<td>No Class. Thanksgiving Recess.</td>
</tr>
<tr>
<td>12</td>
<td>30 Nov W</td>
<td>Class.</td>
</tr>
<tr>
<td>13</td>
<td>07 Dec W</td>
<td>Class. Last Day of Class.</td>
</tr>
<tr>
<td>TBD</td>
<td>Final Exam.</td>
<td></td>
</tr>
</tbody>
</table>
Week #1:
07 SEP (W)
Course Introduction & Housekeeping, Student Introductions.
Who Threatens? What are the Threats? What is Terrorism?

- READ:
  - O, Chapter 3.
  - N, Chapter 2.
  - B, Introduction & Chapter 1.

Who Threatens? Threats Originating from Abroad and at Home.

- READ:
  - N, Chapters 3 & 4.

Week #2:
14 SEP (W)
Who Threatens? Threats Originating from Abroad and at Home. (Continued.)

- READ:
  - N, Chapters 5, 6, & 7.

Who Threatens? A Senior Policymaker’s Views on the Threat.

- READ:
  - B, Chapters 2, 3, 4, 5, & 6.

Week #3:
21 SEP (W)
Who Threatens? Religious Terrorism. (Continued.)
Who Threatens? Terrorists’ Goals, Methods, Weapons, Tactics, & Techniques.

- READ:
  - N, Chapter 8 & 9.

Who Threatens? Terrorists’ Goals, Methods, Weapons, Tactics, & Techniques. (Continued.)
Who Threatens? Case Study: 09/11 Attacks.

- READ:
  - O, Prologue.
Week #4:
28 SEP (W)
Who Threatens? Case Study: 09/11 Attacks. (Continued.)

- Amerithrax Introduction: Soon after the terrorist attacks of 9/11, letters laced with anthrax began appearing in the U.S. mail. Five Americans were killed and 17 were sickened from exposure to anthrax spores in what became the worst biological attacks in U.S. history. At the time, many thought the attacks were linked to 9/11. The ensuing investigation by the FBI and its partners—code-named “Amerithrax”—was one of the largest and most complex in the history of law enforcement. Investigators, led by the FBI, spent seven long years trying to solve the crime. We will discuss this attack and the subsequent investigation. This case study will also show how US Government agencies reacted and responded to a bio-attack on the homeland.

- READ:


- READ:
  - O, Chapters 1, 2, 4, & 5.
  - N, Chapters 10 & 13.

Week #5:
05 OCT (W)

- READ:
  - O, Chapters 6 & 7.

- RECOMMENDED:

Week #6:
12 OCT (W)

- READ:
  - O, Chapters 8 & 9.

Who Protects? The Law Enforcement Community
• Guest Speaker: TBD


• READ:
  o O, Chapters 10 & 11.

Week #7:
19 OCT (W)

• READ:
  o O, Chapters 12 & 13.
  o N, Chapters 11 & 12.

Week #8:
26 OCT (W)
Who Protects? US Responses and Legal Issues. (Continued.)
Midterm Examination (In-class).

Week #9:
02 NOV (W)

• READ:
  o N, Chapter 15.
  o O, Chapter 14.
  o B, Chapter 9 & 14.


• READ:

Week #10:
09 NOV (W)

• READ:
  o O, Chapter 15.
  o TBD.


• READ:
  o B, Chapter 7.
Week #11:
16 NOV (W)
Policy Paper assignment to be distributed at the end of class.
Policy Paper assignment must be turned into Professor Woodward NLT 1200 PM, Saturday, 19 Nov. 2016.
N.B. A full letter grade is deducted for every six hours the paper is late.


- READ:


- READ:

Week #12:
30 NOV (W)
In-class Student Exercise: The Underwear Bomber.


- READ:
  - TBD.

Week #13:
07 DEC (W)

- READ:
• Chapter 4, “Spies versus Germs,” in Loch K. Johnson, Bombs, Bugs, Drugs and Thugs, (NY: NYU Press 2000) to be posted on Blackboard.

- RECOMMENDED:

**Issues in Homeland Security: Special Topic.**
Special Guest: TBD.

- READ:
  ○ TBD.

**Issues in Homeland Security: The Future of the Homeland.**

- Small student teams will provide short informational briefings on future issues of concern, as approved by the instructor.

- READ:
  ○ TBD.

**FINAL EXAM:**
DD MMM 2016.