

**CENTER FOR HEMISPHERIC DEFENSE STUDIES
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Course Syllabus

Caribbean Defense and Security Course (CDSC 1201)

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SYLLABUS

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Course Introduction and Description

The Caribbean Defense and Security Course (CDSC) course is the English-language flagship course offering of the Center of Hemispheric Defense Studies. It is the English version of the Spanish language Strategy and Defense Policy (SDP) course. Together with its predecessor course, Defense Planning and Resources Management, the CDSC has taught those concepts essential to effective defense and security strategy and policy within democratic societies to nearly 4,000 civilian and military participants from 38 countries. The course plays a central role in fulfilling the CHDS missions to:

- Provide qualification, formation, and conduct outreach, research and knowledge-sharing activities on defense and international security policy-making with military and civilian leaders of the Western Hemisphere.
- Advance international security policy and defense decision-making processes, foster partnerships and promote effective civil-military relations in democratic societies.
- Contribute to a cooperative international security environment and mutual understanding of U.S. and regional defense and international security policy issues.

The course focuses on issues being confronted today in the Caribbean and circum-Caribbean (e.g., Suriname, Guyana, Belize, etc.) countries as they seek to guarantee security and improve the administration of defense and security establishments. This focus is enriched by the participation of persons from both private and public sectors, who contribute their experiences and knowledge gained through a broad diversity of professional and academic preparation.

Participants who have graduated from the CDSC are forming an important part of the community of interest on defense and security matters throughout Caribbean region and the hemisphere. Through instruction from CHDS professors and their own colleagues, they have gained a common understanding of terminology, concepts, and mechanisms for raising the levels of security and defense, both nationally and regionally, and have established contact networks that sustain informed dialogue on defense issues far beyond the classrooms of the CDSC and CHDS itself.

Course Participants

The CHDS admissions process strives to obtain a diverse group of participants who can learn from each other through intense interaction during the course's two-week in-residence portion. CHDS gives priority to admitting the following individuals to the CDSC study body:

- Junior defense and security officials with potential for careers in the defense and security sectors;



- Junior government officials from institutions other than the defense and security establishments who interact with defense issues, including from the legislative branch, foreign relations, and planning-budgetary components;
- Non-government individuals with careers in professional associations, business, political parties, journalism, academic or other research entities;
- Active duty military and police officers (25% of total)

Course Objectives

The CDSC is designed to set the foundation for sustained interaction with CHDS throughout the career of the specialists in the defense and security communities in the Caribbean and Western Hemisphere.

The general course objectives are:

- The *understanding of different perspectives* regarding the identification of defense and security problems, the proposals for their solutions, and of issues regarding the implementation of national policies and decisions.
- The *comprehension of conceptual issues* regarding the analysis of the strategic environment, national decision-making processes, and international interactions in relation to challenges shared by countries in the region.
- The *valuing of frameworks* to improve analytical abilities and evaluating policy formulation and implementation, roles and missions of institutions, and the capabilities necessary to perform effectively functions in the defense and security sector.
- The *valuing of collaborative efforts*, both among national institutions and international actors, to promote policies to confront traditional and new threats, such as terrorism and transnational organized crime, to respond to humanitarian assistance and to the needs of law enforcement and security in the context of democratic governance.

The learning objectives are to:

- Identify the concepts, theories, and relationships that assist one to clarify and value policy options in defense and security matters at national and international levels.
- Analyze the scope and key nature of issues and responsibilities involved in managing the defense and security sector in a democracy.
- Review, select, and apply elements of policies and strategic reasoning appropriate for advancing solutions in different issues in the defense environment;



- Analyze the scope, nature, and problems of civilian-military and/or police/civilian collaboration in managing defense and security issues at the national, regional and international levels;
- Exchange ideas and experiences through integrated, interdisciplinary course activities and exercises.

Instructional Methodology

CHDS strives to teach participants how to think, not what to think. There are no CHDS-approved solutions for resolving national and regional security dilemmas. Rather, CHDS offers individual perspectives of members of its highly experienced international faculty regarding the security and defense challenges facing the Caribbean and hemisphere in a globalized world. Through a combination of lectures, break-out group discussions and exercises, civilian and military participants become aware of and apply concepts critical to defense and security issues, especially strategy, policy, and management of the defense and security areas. Participants approach course topics through a four-step learning process:

1. Completion of reading assigned for the topic for in-class discussion.
2. Attendance at a “master lecture” on the topic by a CHDS professor or invited expert.
3. Review in the Discussion Groups of the implications on a national or regional scenario of the material presented in the master lecture.
4. Presentation by the participants of current issues of their respective country’s defense and security
5. Application of key concepts through a group-centered futures exercise

CHDS has embraced the statement of one of its former professors, the late Colombian Navy Captain Ismael Idrobo Bonilla, who stated that “You are the owners of your own learning and the teachers of your colleagues” (“Ustedes son los dueños de su aprendizaje y los maestros de sus compañeros”). Much of the learning in CHDS takes place in the Discussion Groups, to which each student is assigned for the duration of the course. CHDS strives to create a diverse participation in each group so that a rich interchange of opinions, experiences, and best practices can occur through the guidance of an experienced CHDS facilitator.

Course Instructional Themes

During the two-week course, instructional material focuses on three clusters of themes that form the basis for the course curriculum. These are:

1. Cluster One:



- a. The international political system (roles of nation states, international and regional organizations, national interests, globalization)
- b. Regional and global security environment (threats—terrorism, organized crime—international organizations, international agreements, confidence building mechanisms et al.)

2. Cluster Two:

- a. The roles of defense and security forces (support to civilian authorities, peacekeeping, stability operations)
- b. Strategy and defense policy in a democracy (civilian control of military, process for development of national security strategy, roles of military/police leadership, institutional challenges for the defense and/or security sector, including interagency cooperation, et al.)
- c. Effective management of the defense enterprise (planning, economic resources, human resources, logistics)

3. Cluster Three

- a. United States Strategy and Policy

Expectations regarding Student Participation

The value of the CDSC depends to a high degree on the enthusiasm and willingness to contribute to learning of the course participants themselves. CHDS professors and facilitators are active agents for that process, but the level of understanding that each student carries back to his or her home country upon course completion depends to a very high degree upon that participants investment of time and attention in the course program. There are no formal evaluations of student participation, but the reputation that each student leaves with his fellow participants can be an important incentive for continued collaboration on national and regional levels.

Aside from demonstrating a positive and constructive approach to the course, each participant is expected to read approximately 40 to 60 pages per day and be prepared to contribute to a discussion of that material in the Discussion Group. Each participant is also expected to participate in activities on the course calendar as distributed to them during the first day of classes. Additional suggestions designed to promote a climate of mutual respect and camaraderie will be presented during the first day of instruction.

Organization of the Participants

The participants act as a single group for the fulfillment of the administrative activities, security and transportation between the hotel and CHDS y the plenary presentations; while for the activities programmed for the discussion groups, they will be divided into four



Break-out Groups (BoGs) for discussion, panels, roundtables, and exercises according to the specific instructions of the simulation.

Course Certification

Participants will be granted a Certificate of Attendance specifying the number of hours dedicated to each major activity developed during the course.

Course Standards and Grading

Participants will be evaluated through exams, quizzes, class participation, and participation in group exercises. Additional information and grading rubric is available in the course “Standards of Evaluation” handout.

Grades will be ascribed according to the following distribution:

- Distance Phase Tests: 15%
- In-Residence Test: 25%
- Participation (throughout the course): 60%

Teaching Staff

Academic Dean: Luis Bitencourt, Ph.D.

Course Director: Michael Gold-Biss, Ph.D.

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Prof. Pat Paterson

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Distance Phase - Preparatory (June 19–July 6, 2012)

The Distance Learning Phase of the course lasts three weeks and will be conducted on-line via Blackboard, Adobe Connect, and via email between the professor/facilitator and the participants (divided into four Break-out Groups, or BoGs). This phase is designed to help the participant to acquire, through discussion and comparison, a nuanced understanding of the importance of critical thinking, the global security environment and the security and defense issues of the Caribbean region.

At the end of each week, the participant will respond to a 1-2 page test based on the readings. The question/s to be answered will be provided on Friday afternoon and the answers will be submitted via Bb by 6:00am the following Monday. This part of the course will be evaluated and graded and will be a part of the final course evaluation. The tests are worth 15% of the final evaluation (5% percent each). Since your participation throughout the Distance Learning Phase and the In-Residence Phase are also a part of your evaluation, it is important for you to actively participate in the Bb exchanges, as well as the Adobe Connect sessions.

When you read the materials, it may be useful for you to think about the following four questions:

- a. What is the objective of the reading?
- b. What is the key question the author is trying to answer?
- c. What is the most important information of the reading?
- d. What are the key concepts that need to be understood in the reading?

WEEK 1

Critical Thinking and the Analysis of Defense and Security

Objective: Introduce participants to the Blackboard (Bb) platform of learning and each other. Discuss the importance of critical thinking in the study and practice of security and defense. Participants should be able to use the basic features of Bb, especially those related to accessing readings, using the discussion board, and submitting assignments. Participants should establish reference frameworks for each other in the form of professional and personal information germane to the topics of the course, especially security and defense. Participants should be able to give a general description of the course.

The purpose of this week is to present a general view about the analytical challenges normally associated with policy-making in the defense and security sectors, including responses for law enforcement, disaster relief, and other possibilities for the use of defense capabilities. Participants will be informed of the values and principles of academic analysis and will be invited to reflect upon fundamental elements such as truth, evidence, justification, propositions, preferences, actors, the state, the international system, the notion of interest and of objective in politics, and will be introduced to the general context of national, international, and transnational security.



For a successful learning experience, this initial session and related readings aim to challenge the student to answer the question: “How well are you thinking about the problem under consideration?” This question is the first step for one to consider the notion of “critical thinking”. It indicates an approach that facilitates one’s ability to make more explicit the ways and components of the thinking processes, in all its scope, from the identification of a problem, the assumptions and theories one integrates to clarify relationships, and to identify propositions and consequences in solution seeking. This critical thinking effort to self-regulate how one thinks or approaches a security problem can result in greater analytical awareness, in the increasing grasp of how “to deal with issues”, in expanding creative solutions regarding dynamic and evolving situations, and by exploring the challenges of “thinking about the future” or “thinking outside of the envelope.”

WEEK 2

Global Security Environment

Objective: Orient and inform participants about the course concept and its requirements and provide them with an overview on the main themes of the course. The focus of this week is the international political system and the challenges faced in the second decade of the Twenty-First Century. Participants should be able to describe the current international political system, including state and non-state actors. Participants should be able to describe the global security environment. Participants should be able to describe the current hemispheric security environment

WEEK 3

Security and Defense Issue in the Caribbean Region

Objective: Provide general a general overview of current security and defense issue in the Caribbean region. Participants should be able to describe the direct, indirect and implicit threats to the region’s stability Participants should be able to identify the range of challenges faced by the region in terms of their respective countries’ security and defense.

In-Residence Phase (16-27 July, 2012)

WEEK 1

1.5 Course Overview, Break Out Group (BoG) Dynamics, and Introductions

Objective: The first course session, follow the administrative issue of Day 1 takes place in the rooms CHDS names “breakout groups” or BOGs. This cohort meeting aims to provide participants with general information about activities and instruction that take place in the BoGs throughout the course. For participants, this is one’s home room and the group in which one will share discussions and exercises. Participants will be informed by respective facilitators about the expected dynamics of these groups interactions, the rules of engagement in discussions and exercises, as well as review other administrative and academic norms. There are many instructions and information to learn from. But members of the faculty will be glad to assist and remind participants of procedures as necessary. Time allowing, participants will discuss the concerns about the current defense and security challenges faced by their respective countries.



2.1 The Caribbean Security and Defense Environment

Objective: Participants will understand the main features that that comprise a “Caribbean Security Environment.” Although the terms “Caribbean” and “Security” are widely used, there are different notions about meaning and applications, even within countries and organizations. This lecture concisely presents the concept of the “Caribbean” and evaluates the usefulness of the term. Participants will understand definitions of “Security” and identify main social and economic issues affecting states, polities, and individuals. This session also aims to explain the specific concerns expressed by the Small Island States of the Caribbean and to evaluate the roles of the Caribbean Community, the Organization of American States and the Inter-American Defense Board in addressing them

2.2 Security and Defense as Public Policy

Objective: In the start of the 21st Century, as components of the international systems evolved from the end of the Cold War and advanced into the current phase of international globalization, individuals and societies have become more aware about the nature of actual and potential “insecurities.” The search for coping solutions to these problems of insecurity, seem to demand greater need for collaboration among parts since their causes and consequences have transnational implications. Organized crime, climate change, the management of natural resources, the surge of political violence, the threat of pandemics, and other problems have created new uncertainties and complexities. Individual and collective actions indicate a renewal in thinking these problems in terms of public policy formulation and implementation. In this session, participants are presented with the basic element of what a public policy is and the challenges to provide effective, efficient, and economic services and goods, including those related to the prevention or mitigation of security problems.

2.4 Analytical Perspectives in Evaluating Security and Defense Challenges

Objective: This session provides participants with different analytical perspectives for the understanding of the international security environment. The outline informs about the issue of “level-of-analysis”, risk management, and the behavior of different actors in anarchic social structures. This review takes into consideration actors of different nature such as the state and international organizations, as well as non-state actors such as criminal groups or non-government organizations.

3.1 Security and Defense Analysis

Objective: This session introduces basic concepts typical of security and defense analysis. The content invites participants to self-regulate their respective thinking effort in order to integrate operational concepts and relationships related to causes and effects of public action to solve security problems. This lecture and discussions introduce the concept of interests and objectives, security, use of force, policy, strategy, and capabilities as guiding components of the curriculum.

3.2 Policy Formulation and Development



Objective: Participants will understand the basic “Eightfold Path” policy framework developed by Eugene Bardach and how to apply it as a valuable tool in the defense and security sectors. The parts of this framework are: Define the Problem; Assemble Some Evidence; Construct Alternatives; Select Criteria; Project Outcomes; Confront the Trade-offs; Decide; and, Tell Your Story.

3.4 Civil-Military Police Relations

Objective: Participants will understand the triangular relationship among military-police-civilian entities. First, participants will be able to identify the peculiar features of military and police institutions, the key elements of their respective organizational cultures, and their preferences in terms of procedures, missions, and professional performance. Second, the presentation will survey the characteristics of this triangle in the Caribbean polities.

4.1 Institutional and International Coordination

Objective: Participants understand some of the salient issues of strategic thinking and choice in terms of institutional and international collaboration and discord for the promotion of “security.” Following, attention turns to challenges of decision-making and processes internal to the organization of the political actor. National politics, bureaucratic rivalries, organizational culture, and processes are noted for attention.

4.3 International Coordination Issues: Transnational Organized Crime and Law Enforcement

Participants will understand the security threats generated by organized crime and other factors that are weakening the ability of states to meet their defense and security needs. This lecture seeks to motivate participants to identify issues of prioritizing problems and strategies, of allocating resources, and of improving processes for information sharing, joint management, and coordinated responses to problems.

4.4 International Coordination Issues: Transnational Organized Crime & Terrorism

Objective: Participants will understand the evolving relationship between organized crime (especially financing) and terrorism. Terrorism itself will be discussed and how its manifestations complicate the provisioning of security and defense for the nation-state.

5.1 The Role of Intelligence in Fighting TOC/Terrorism in Democracies

Objective: Participants will understand the growing role of intelligence in facing important security and defense challenges such as transnational organized crime and terrorism.

5.3 Humanitarian Assistance and Disaster Relief & Peacekeeping, Stability, and Conflict

Objective: Participants will understand how armed forces and security forces contribute to humanitarian assistance and disaster relief. Participants will also understand how armed forces and security forces contribute to international stabilization, recovery and peacekeeping operations.

5.4 & 5.4 Regional Futures Scenario/Exercise



Objective: The Futures Scenario/will is focused on the challenges that organized crime pose to the security and defense of the Caribbean. It will allow the participant to evaluate and analyze the current reality, and then offer a policy or sets of policies that will aim to respond to the conditions and circumstances provided.

WEEK 2

6.1 Public-Private Partnerships and Security and Defense

Objective: Participants will gain an understanding of the evolving relationship between the public-private partnerships that increasingly permeate the security and defense environment, with a particular focus on the growing nature of private security.

6.2. Critical Infrastructure and Cyber Security

Objective: The participant will be able to define critical infrastructure, identify key assets, identify important elements of critical infrastructure in the Caribbean context, explain the value of a risk assessment methodology for critical infrastructure protection (CIP), define resilience and its importance to small island states and recognize cyber security as a subset of critical infrastructure protection. Critical infrastructure protection focuses on determining which parts of the country's infrastructure are so vital that their destruction or incapacity may have a debilitating impact on national security, economic security, public health or safety, environment, or any combination of these matters. It also includes the measures that are taken to protect this infrastructure and to develop systems or processes to increase the resiliency of the country. Critical infrastructure includes both physical and virtual elements and will to some extent vary by country. Commonly included items are electrical distribution, water and sanitation systems, telecommunications, and petroleum refining and distribution. The list is not all inclusive. The United States has identified 18 distinct sectors of the economy that contain critical infrastructure or key resource elements. Some of the resources may actually be located in other countries. Energy and food resources are commonly imported items. As the infrastructure can be physical (ports, pipelines, etc.) in the globalized world of 2010, it is also virtual. Banking, communications, and control systems that are used to operate everything from traffic lights to refineries include ICT elements that are vulnerable to attack or failure.

6.4 Resource Challenges: Security and Defense Economics Analysis

Objective: Participants will understand some of the economic issues and analysis in defense and security policy formulation and management. Although the scale of national economies of most Caribbean countries are small, decision-makers and societies confront issues of trade-off, that is, how to allocate limited and scarce resources among all demands and needs. The session surveys key concepts and relationships of economic analysis and explores how they reveal themselves in security decisions and policy implementation.

6.5 The Strategic Management of Human Resources & Logistics

Objective: Participants will understand some of the salient issues in the management of human resources at the strategic level, taking into account the diverse phases of personnel management, the issues of military, police and civilian careers in the security



sector. Participants will also understand the general elements of logistics and evaluate principles in the political and technical options presented for decision-making.

7.2 Government Oversight, Control and Measures of Effectiveness (Accountability)

Objective: Participants will understand what the fundamental elements of civilian-political control of defense and police forces are in the Caribbean. Attention is given to the parliamentary nature of most regional political systems. Participants will understand the critical need for and functioning of internal and external performance and evaluation mechanisms (Accountability).

7.4 The Rule of Law and Human Rights

Objective: Participants will understand the growing importance of adherence to international human rights standards, especially in the context of increasingly violent organized crime.

7.5 Governability and Good Governance

Objective: The participant will be able to identify governability and good governance as important concepts that cover not only public policy formulation, including that of defense and security, but how societies seek to respond to challenges and threats in the Twenty-First century. Governability is a concept developed in the 1970s in the United States and Europe to express the difficulties states face in responding to the demands of different sectors of society, and the impossibility of formulating policies based on those demands. Daniel Pecaute, a professor at the School of Advanced Social Sciences in Paris, the concept of governability has changed over the decades. "Most of the world's governments are experiencing limited spheres of action," he says. "At the same time, the type of political representation that used to work in many societies-including Europe-no longer functions the same way, partly because people don't have the same confidence that politics can resolve their problems." Pecaute identifies two basic elements of governability today: the ability of governments to respond efficiently and legitimately to the interests of the majority; and the fact that societies have self-organizing capabilities that further their cohesion.

8.1. The Maritime Challenge and Security and Defense

Objective: Participants will understand the multidimensional challenges of security and defense as they relate to the vast maritime areas over which Caribbean states exercise sovereignty. Issues of a strategic nature are privileged as the challenges of successfully claiming sovereignty and controlling maritime areas are placed in the context of limited resources and dramatically increased threats, including the control over Exclusive Economic Zones.

8.3 US Policy Perspectives: Department of Defense and Department of State

Objective: Participants will understand some of the priorities and responsibilities of the United State's Department of Defense and Department of State in the Caribbean.



8.4 US Policy Perspectives: SOUTHCOM and NORTHCOM

Objective: Participants will understand some of the priorities and responsibilities of the United States Southern Command (SOUTHCOM) and the United States Northern Command (NORTHCOM) in the Caribbean.

8.5 US Policy Perspectives: US Coast Guard and Department of Homeland Security

Objective: Participants will understand some of the priorities and responsibilities of the United States Coast Guard in the Caribbean. Participants will also understand the role played by the Department of Homeland Defense in the Caribbean

9.1 Regional Defense and Security Cooperation and Caribbean Defense Forces

Objective: Participants will understand some of the key challenges that national defense forces share, as well as some of the dominant features regarding Caribbean security and defense organizations.

9.3, 9.4 & 9.5 Regional Futures Scenario/Exercise

Objective: The Futures Scenario/will is focused on the challenges that organized crime pose to the security and defense of the Caribbean. It will allow the participant to evaluate and analyze the current reality, and then offer a policy or sets of policies that will aim to respond to the conditions and circumstances provided.

10.1 Regional Futures Scenario/Exercise Presentations

Objective: The results of the Futures Scenario/will are presented by each group.

10.2 Course Wrap-Up?/Current Security and Defense Issues in the Caribbean

Objective: This session is an open forum that will allow participants to discuss concepts covered in the course, as well as current events in the Caribbean.

Country Presentations (throughout Weeks 1 and 2)

Objective: The participants will gain a valuable understanding of how states in the Caribbean define their national interests and defense objectives. They will also gain insight into the key challenges facing represented countries and how they organize to meet them. Finally they will understand how the defense/security sectors are organized.

Each national delegation will give a presentation lasting no more than fifteen (15), minutes consisting of issues related to their respective country's defense and security. Before departing your country for Washington, DC, you should gather appropriate information and begin organizing your ideas and be ready to share them with your colleagues and the CHDS faculty.

The presentation will consist of no more than four (4) PowerPoint slides:

- a) Title slide, including Name of Country and Date.
- b) What are the national security interests and defense objectives of the country?
- c) What are the key challenges facing the country to meet such objectives?
- d) How is the defense/security sector organized?