

**Argosy University**  
**COURSE SYLLABUS**

*PA6526*

Financing Security Practices

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**Faculty Information**

**Faculty Name:**

**Campus:**

**Contact Information:**

**Office Hours:**

**Short Faculty Bio:**

This course introduces the students to the financing landscape of security practices in the U.S. Students analyze how protective targets and priorities are developed and funded and the gaps and challenges of managing and financing these critical functional areas. Students evaluate the security practices and financing of all aspects of emergency management, including preparedness, response, recovery and mitigation.

**Course Pre-requisites: PA6526 Planning and Preparing for Disaster**

**Required Textbook/Readings:**

**The following texts can be found via Argosy's Ebrary.**

O'Hanlon, M. E. (2003). *Protecting the american homeland: One year on*. Brookings Institute Press. ISBN: 9780815764540

Benson, C. & Clay, E. J. (2004). *Economic and Financial Impacts of Natural Disasters: An assessment of their effects and options for mitigation*. World Bank Publications. ISBN: 9780821356852

d'Arcy, M., O'Hanlon, M. & Orszag, P. (2006). *Protecting the homeland 2006/2007*. Brookings Institute Press. ISBN: 9780815764595

**Course length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

## **Program Outcomes:**

1. Communication:
  - a. Communicate the roles and limitations of government at any level (federal, state, local) in specific circumstances.
  - b. Deliver oral, visual, or written presentations to educate or promote projects to diverse audiences.
2. Analytical problem solving: Gather information, discern gaps, develop, and evaluate possible solutions and alternatives regarding political, social, and financial costs and benefits of public sector initiatives.
3. Leadership and motivation:
  - a. Generate shared goals and lead internal and external stakeholders toward those goals. Motivate employees and other stakeholders to perform consistent with the mission of the relevant work unit.
4. Tactical Management: Execute duties and responsibilities such as: evaluate and supervise employees, reinforce organizational mission, and manage unit budgets.
5. Interpersonal Effectiveness:
  - a. Establish, build, and sustain effective working relationships with relevant parties to achieve organizational goals.
  - b. Exemplify and teach ethical values and behavior


## **Course Objectives:**


After this course, you will be able to:

1. Analyze financing approaches and financing strategies for disasters and anti-terrorists attacks. (Program Outcomes: 2, 4)
2. Illustrate key financing priority areas, including the preventive, protective and mitigation practices and their challenges and costs. (Program Outcomes: 2, 3, 4)
3. Evaluate the financing trends, budget structure and functions and determine their cost and benefits to recommend a viable financing options for our security. (Program Outcomes: 2, 3, 4, 5)
4. Evaluate the federal government budgets, financing and accountability measures to assess effectiveness and efficiencies, and recommend better ways of managing growing cost of security practices and improving accountability system. (Program Outcomes: 1, 2, 3, 4, 5)

## Assignment Table

Unit	Topics	Resources
1	<p><b>Financing a Secure America</b></p> <ul style="list-style-type: none"> <li>• The fundamental role of the federal government</li> <li>• Prioritization of prevention v response v recovery</li> <li>• Expectation of economic efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ <i>Protecting the American Homeland: One Year On</i>; by Michael E. O’Hanlon. 2003. Brookings Institution Press. Chapter 2: pp. 13-34</li> </ul> </li> <li>• <b>Participation/Discussion Assignment</b> <ul style="list-style-type: none"> <li>○ Many people would agree that the first obligation of the federal government is national defense. There is less agreement on the responsibilities for state and local government, both in providing defense and in funding it. How do we justify substantially different funding obligations by region or locality if we all share in the benefits of national security?</li> </ul> </li> </ul>
2.	<p><b>Cost of Major Security Practices</b></p> <ul style="list-style-type: none"> <li>• Securing the border – major airports v. 4,000 miles of border crossings</li> <li>• Hard targets v soft targets</li> <li>• Preventing deaths, property loss, and/or fear of loss</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ <i>Protecting the American Homeland: One Year On</i>; by Michael E. O’Hanlon. 2003. Brookings Institution Press. Chapters 3, 4, and 5; pp. 35-76</li> </ul> </li> <li>• <b>Participation/Discussion Assignment</b> <ul style="list-style-type: none"> <li>○ How do we put a price on safety of people? And how do we compare that spending to protecting property? Is this fundamentally different from deciding how much to spend on traffic safety?</li> </ul> </li> </ul>
3	<p><b>Financing and budgeting practices for homeland security</b></p> <ul style="list-style-type: none"> <li>• Federal level expenditures</li> <li>• State and local contributions</li> <li>• Shared funding projects</li> <li>• The role and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ <i>Protecting the American Homeland: One Year On</i>; by Michael E. O’Hanlon. 2003. Brookings Institution Press. Chapters 6; pp. 77-98</li> <li>○ <i>Protecting the American Homeland: One Year On</i>; by Michael E. O’Hanlon. 2003. Brookings Institution Press. Appendix A; pp. 132-136</li> <li>○ <i>Protecting the American Homeland: One Year</i></li> </ul> </li> </ul>

	<p>expectation for non-profit organizations</p>	<p><i>On</i>; by Michael E. O’Hanlon. 2003. Brookings Institution Press. Appendix B; pp. 137-146</p> <ul style="list-style-type: none"> <li>• <b>Formative Assessment 1</b> <ul style="list-style-type: none"> <li>○ Identify a particular security need that has comparable application in two different locations (e.g. clearing import goods in two ports; screening passengers at a large and a small international airport). Investigate the expenses paid and who pays the expenses. How does each locality/entity define success? And is the success comparable by location and relative to money spent? What opportunities do you see to improve the outcomes at the existing cost or lower the costs if the present outcomes are sufficient?</li> </ul> </li> </ul>
	<p><b>Funding categorical components of key security practices</b></p> <ul style="list-style-type: none"> <li>• First responders – increasing numbers v better technology v better training</li> <li>• Capital spending and safety standards</li> <li>• Investment in research and technology for the next generation of response systems</li> <li>• Local health services for medium term response</li> <li>• Long term recovery efforts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ <i>Protecting the American Homeland: One Year On</i>; by Michael E. O’Hanlon. 2003. Brookings Institution Press. Appendices C; D; and E; pp. 147-156</li> <li>○ <i>Emergency Responders: Drastically Underfunded, Dangerously Unprepared</i>; by Council on Foreign Relations. 2003. Council on Foreign Relations. Pp. 7-24</li> </ul> </li> </ul> <p style="text-align: center;">       Responders_TF.pdf   </p> <ul style="list-style-type: none"> <li>• Find at least two articles from 1999 (not blogs but analytical writing whether think tank, academic or government produced) that provide evidence of either improvement or decline in adequacy of spending on emergency responders</li> <li>• <b>Participation/Discussion Assignment</b> <ul style="list-style-type: none"> <li>○ Looking at a narrow implementation decision in particular agency, how would you decide between investing limited resources between two capital projects, two technology investments, or two categories of first responders (e.g. adding more police or more fire fighters)? What metrics would you use to make the choice? To convince superiors to accept your recommendation?</li> </ul> </li> </ul>

5	<p><b>Economics of Recovery</b></p> <ul style="list-style-type: none"> <li>• Finding money v responsible spending and opportunity costs</li> <li>• The ethics of national safety over public health, or education, or poverty reduction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> Council on Foreign Relations. (2004). Update on global campaign against terrorist financing. Council on Foreign Relations.</li> </ul> <div style="text-align: center;">         Revised_Terrorist_Financing.pdf     </div> <ul style="list-style-type: none"> <li>• <b>Formative Assessment 2</b> Investigate the spending authorized by Congress and the States dedicated to recovery/rebuild efforts after in the first 6 months after 9/11, in the following three years, and since that time. How have the decision making processes and the project priorities changed? Why have they changed? What do these patterns suggest about how we do, and how we should establish economic priorities in a period of crisis?</li> </ul>
6.	<p><b>Intended and Unintended Politics in Security Funding Decisions</b></p> <ul style="list-style-type: none"> <li>• Behavioral Decision Theory and Unintended Biases</li> <li>• Equality and Inequality of Relative Risk</li> <li>• Opportunity Costs and Uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b></li> <li>• <b>Participation/Discussion Assignment</b> Two common decision biases are (1) the recency effect and (2) escalation of commitment. How would both of these contribute to problems in the decision making process relative to spending on national security initiatives, whether prevention or response and regardless of category?</li> </ul>
7	<p><b>The Economics of Security and Other Emergencies</b></p> <ul style="list-style-type: none"> <li>• Balancing the needs to plan, respond and recover</li> <li>• Appropriate time horizons in specific situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b></li> <li>• “Conclusions and Recommendations” in Impacts of Natural Disasters: A framework for loss estimation, by National Research Council Staff. National Academies Press, 1999. Pp. 45-48</li> <li>• Office of Management and Budget [OMB] Bulletin No. 98-08-Audit Requirements for Federal Financial Statements</li> </ul>

	<ul style="list-style-type: none"><li>• Defining, sustaining, and communicating success</li></ul>	<p><i>(Click on this web link):</i> <a href="http://www.whitehouse.gov/omb/bulletins_98-08">www.whitehouse.gov/omb/bulletins_98-08</a></p> <ul style="list-style-type: none"><li>• <b>Formative Assessment 3</b><ul style="list-style-type: none"><li>○ Identify a potential security crisis that would be at least partially handled by a specific agency or office in which you seek to have a career and briefly summarize the effectiveness of the preventive efforts and the immediate responses capabilities in place now. Assuming a substantial event does occur, analyze the longer term recovery response use of funds from the perspectives of: (1) the state and local government; (2) the state and local citizenry; (3) the federal government; and (4) any other significant stakeholders. Using this expected outcome, now re-valuate investments in the prevention and immediate response case and build a case, using financial analysis as well as risk analysis of the potential event, to convince the agency involved to revise its priorities and adjust its spending.</li></ul></li></ul>
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<p><b>Evaluation and Accountability of homeland security financing</b></p>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> <ul style="list-style-type: none"> <li>• Homeland Security Financial Accountability Act: History and Recent Developments, by Virginia A. McMurty. 2004. (Click on this Web Link): <a href="http://www.ndu.edu/library/docs/crs/crs_rl32550_15nov04.pdf">www.ndu.edu/library/docs/crs/crs_rl32550_15nov04.pdf</a></li> <li>• Financial Management Challenges: Department of Homeland Security faces significant financial management, by U.S. Government Accountability Office. 2004 (Click on this Web Link): <a href="http://www.gao.gov/cgi-bin/getrpt?GAO-04-774">www.gao.gov/cgi-bin/getrpt?GAO-04-774</a></li> <li>• Department of Homeland Security, 2008 Budget (Click on this Web Link): <a href="http://www.gpoaccess.gov/usbudget/fy08/pdf/budget/dhs.pdf">www.gpoaccess.gov/usbudget/fy08/pdf/budget/dhs.pdf</a></li> <li>• Department of Homeland Security, 2009 Budget (Click on this Web Link): <a href="http://www.whitehouse.gov/omb/budget/fy2009/homeland.html">www.whitehouse.gov/omb/budget/fy2009/homeland.html</a></li> <li>• Department of Homeland Security Office of Inspector General Review of the top officials 3 Exercises. 2005. OIG Special Reviews – OIG-06-07; pp (Click on this Web Link): <a href="http://www.dhs.gov/xoig/assets/mgmttrpts/OIG_06-07_Nov05.pdf">www.dhs.gov/xoig/assets/mgmttrpts/OIG_06-07_Nov05.pdf</a></li> </ul> </li> <li>• <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>○ Critique the U.S. financing trend and strategies for security practices using knowledge learned from this course and homeland security budgets as your framework. Compare and contrast the priority funding areas in FY 2004, FY 2008 and FY 2009 budgets. Determine cross-cutting priorities in the three FY budgets and evaluate whether we have adequate accountability measures and the extent to which the Financial Accountability Act is performing its mission according to the intent of the law. Estimate waste, missed opportunity for efficiencies and financial management challenges of U.S. security financing practices</li> </ul> </li> </ul>
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		and recommend quality control measures.
7.5	<b>Wrap-Up</b>	

## Grading Criteria

### *Grading Scale*

<b>A</b>	100 – 93 %
<b>A-</b>	92 – 90 %
<b>B+</b>	89 – 88 %
<b>B</b>	87 – 83 %
<b>B-</b>	82 – 80 %
<b>C+</b>	79 – 78 %
<b>C</b>	77 – 73 %
<b>C-</b>	72 – 70 %
<b>F</b>	59 and below

### *Grading requirements*

<i>Attendance/participation</i>	25%
<i>Formative Assessment 1</i>	20%
<i>Formative Assessment 1</i>	20%
<i>Formative Assessment 1</i>	35%
	100%

## Library

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University's core online collection features over 48, 889 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarian.

## **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are encouraged to purchase this manual and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

## **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

## **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.