

**WILLIAM J. PERRY  
CENTER FOR HEMISPHERIC DEFENSE STUDIES  
NATIONAL DEFENSE UNIVERSITY  
WASHINGTON, DC 20319-5066**



**CARIBBEAN DEFENSE AND SECURITY COURSE  
(CDSC)**

## **NOTIONAL SYLLABUS**

**PLEASE BE ADVISED THAT THIS IS A NOTIONAL SYLLABUS.**

**THERE MAY BE DIFFERENCES IN THE TOPICS PRESENTED IN THIS SYLLABUS  
VERSUS WHAT IS COVERED IN THE ACTUAL COURSE. A COURSE-SPECIFIC  
SYLLABUS AND A DAILY SCHEDULE WILL BE MADE AVAILABLE DURING THE  
ONLINE PHASE.**

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## **Course Introduction**

This is a 6-week course, combining distance and in-residence phases to provide students with a wide range of perspectives on security and defense issues, with a particular focus on the Caribbean. The program is presented in two parts. During the four-week distance phase, participants will receive reading material, which will be discussed via the Blackboard learning platform in addition to two short writing assignments. During the two-week in-residence phase at the Perry Center, participants will engage in an intensive program of lectures, conferences, seminars, case-studies, desk-top exercises, debates readings and a course project

Non-native English speakers enrolled in the course must demonstrate the ability to read, write and speak English at an academic level. The in-residence phase culminates with a Security or Defense Action Plan. The requirements for this Action Plan will be detailed further in the syllabus and reviewed again during the in-residence phase.

## **Course Description**

The Caribbean Defense and Security Course (CDSC) course is the English-language flagship course offering of the William J. Perry Center for Hemispheric Defense Studies. It is the English-language adaptation of the Spanish language Strategy and Defense Policy (SDP) course. Altogether, more than 6,000 civilian and military participants from 22 countries have attended courses focused on these concepts essential to effective defense and security strategy and policies. The course plays a central role in fulfilling the Perry Center 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 Basin countries as they seek to guarantee security and improve the administration of defense and security establishments. This focus is enriched by the course participants from the public sector, international organizations and civil society who contribute their diverse experiences and knowledge gained through professional and academic preparation. A specific effort is also made to situate the Caribbean reality within the global and Hemispheric contexts. Participants who have graduated from the CDSC are forming an increasingly important part of the community of interest on defense and security matters throughout Caribbean region and the hemisphere.

## Course Objectives

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

The general course objectives are:

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

CDSC will support participants in the acquisition and/or enhancement of the following functional competencies:

**Competency 1:** Design of public policies addressing contemporary defense and security challenges and opportunities.

**Competency 2:** Management of resources directed at implementing the institutional objectives of defense and security strategies, policies and plans.

**Competency 3:** Strategic Planning for future defense and security threats and requirements.

## Course Participants

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

- Mid-level civilian and uniformed defense and security officials;
- Mid-level government officials from institutions other than the defense and security establishments who interact with defense and security issues, including from the legislative branch, foreign relations, judiciary and planning-budgetary components;
- Non-governmental individuals with careers in international organizations, NGOs, professional associations, business, political parties, journalism, academic or other research entities;

### **Instructional Methodology**

The Perry Center strives to teach participants how to think, not what to think. There are no Perry Center-approved solutions for resolving national and regional security dilemmas. Rather, the Perry Center 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. Complete daily assigned readings to prepare students for and complement classroom lectures and working groups also known as Break Out Groups (BOGs).
2. Engage in constructive Q&A and dialogue with instructors and guest speakers.
3. Participate in a complex group exercise related to defense and security issues.
4. Develop a Defense or Security Action Plan relevant to your current organization.

Much of the learning at the Perry Center takes place in the BOGs, to which each student is assigned for the duration of the course. The Perry Center 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 Perry Center facilitator.

### **Course Development/Methodology**

#### **Online Phase (4 weeks)**

The Distance Learning phase of the course lasts four weeks and will be conducted on-line via Blackboard and via email between the professor and the students. This Distance Learning phase is designed to help the student to acquire, through discussion and comparison, a more nuanced understanding of basic concepts and challenges associated with security and defense issues relevant to the Caribbean. The first week is dedicated to

Blackboard enrollment, preliminary reading and student introductions. The second week focuses on analyzing external reports on the security/defense situation in participants' home countries while the third week emphasizes the identification of national and local security/defense challenges. Students will be asked write a maximum 2-page essay as the culminating activity of the Distance Learning phase which is described in further detail below. The fourth week of Distance Learning will be dedicated to peer-to-peer exchanges on the Black Board platform.

### **In-Residence Phase (2 weeks)**

The course will be conducted at the Perry Center in Washington DC. Students will be exposed to defense and security theories, policies, frameworks and practice. The students will be challenged to analyze complex circumstances related to these themes through readings, lectures, working groups, table-top exercises and a course project called a Defense or Security Action Plan.

### **Expectations regarding Student Participation**

The value of the Perry Center's courses depends to a high degree on the enthusiasm and willingness to contribute to learning of the course participants themselves. The Perry Center professors and facilitators are active agents in 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 on that participant's investment of time and attention in the course. Additionally, the reputation that each student impresses upon his or her 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 a number of academic/policy documents and journalistic articles each evening after class and be prepared to contribute to a discussion of that material in the BOGs the following day.

### **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 Perry Center and the plenary presentations. For the activities planned for the BOGs, they will be divided into four groups for discussion, panels, roundtables, and exercises.

### **Course Certification**

Participants will be granted a Certificate of Competence for each of the three professional competencies listed above as well as documentation specifying the number of hours dedicated to each major activity developed during the course.

## **Course Standards and Grading**

Participants will be evaluated through written assignments, class participation, course projects and participation in group exercises.

Grades will be ascribed according to the following distribution:

- Participation, Distance Learning Phase 10%
- Essay 1, Distance Learning Phase 10%
- Essay 2, Distance Learning Phase 15%
- Participation, , In-Residence Phase 25%
- Course Project, In-Residence Phase 40%

Grades will be assigned as follows:

No Pass:	<75%
Pass:	75% - 94%
Pass with Distinction:	95 – 100%

## **Specific Course Topics**

The following lists potential lecture topics by instructor for the entire course. A detailed syllabus and daily schedule is posted online prior to the beginning of the course.

## DISTANCE LEARNING PHASE

### Week 1

- Participants will receive guidance from the Registrar on how to access and use the Blackboard Learning System.
- As a familiarization exercise, each participant will enter the Discussion Forum section of Blackboard and in the thread titled ‘Introductions’ will introduce themselves, where they are from and the role they play in their organization or place of work.
- Over the course of the Distance Learning Phase participants are required to read the publications provided (all readings will be accessible via a web link unless otherwise noted). They should be read in their entirety over the course of the Distance Learning Phase.

### Week 2

During this second week of the Distance Learning Phase each participant will read, with a critical eye, the entry relating to their **home** country in **one** of the following reports:

- a. *Country Reports on Human Rights Practices for 2016*, U.S. Department of State, Bureau of Democracy, Human Rights and Labor  
<https://www.state.gov/j/drl/rls/hrrpt/humanrightsreport/index.htm#wrapper>
- b. *Country Narratives, Trafficking in Persons Report 2016*, U.S. Department of State, Bureau of Democracy, Human Rights and Labor  
<https://www.state.gov/j/tip/rls/tiprpt/2016/index.htm>
- c. *International Narcotics Control Strategy Report (Vol 1. Drug and Chemical Control, Vol. II Money Laundering and Financial Crimes)* U.S. Department of State, Bureau of Democracy, Human Rights and Labor  
<https://www.state.gov/j/inl/rls/nrcrpt/2017/index.htm>
- d. *United Nations Office of the High Commissioner for Human Rights (Universal Periodic Review/Compilation of UN Information for last year available)*  
<http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx>

*Essay 1/Distance Learning Phase.* After reading the one report selected participants are to write a one to two-page essay (font 11 or 12/Times New Roman, 1.5 spacing). The essay should have three main sections:

Section 1: State the specific report you read and what the key findings are, with a focus on security/defense related matters. Also, in very general terms state whether you are largely in agreement or in disagreement with the findings.

Section 2: With the greatest degree of objectivity, outline which report findings expressed are valid and accurate and which ones you believe are either not accurate or do not take into account additional information.

Section 3: Conclude with a paragraph that synthesizes why you take the position for or against the reports overall findings.

### **Week 3**

During Week 3, participants will complete *Essay 2/Distance Learning Phase*. This assignment consists of research and writing about a contemporary defense or security challenge in your home country. The entire essay should be no more than two pages (font 11 or 12 Times New Roman/1.5 spacing), developed in the following manner:

Section 1: Identify and describe, with some detail, a defense or security problem facing your country. You must be able to provide one or more quantitative indicators (with proper sourcing) of why this is a problem. *For example, automobile accidents killed 50 people in my country in 2016 according to the Ministry of Transportation, which represents a 200% increase from the year 2006.*

Section 2: The second portion of the essay is essentially a creative writing exercise. Imagine in five years time that the problem you described above was solved. What policies were implemented or what actions were taken and by whom that resulted in this change in circumstances? Feel free to be optimistic, but please be realistic in your response.

### **Week 4**

During Week 4 all participants are required to participate in the online discussion forum on the readings. Each participant is required to produce an entry in the forum where they share, in no more than three paragraphs, which chapter or readings 'b' or 'c' they found most compelling and why. Each participant is also required to respond to two entries of their colleagues with additional comments and perspectives on the readings they highlighted.

## **IN-RESIDENCE PHASE**

### **WEEK I**

#### **DAY 1**

Introduction and Orientation

Lectures/Panels:

1. Course Introduction
2. Keynote Address

#### **DAY 2**

Security, Defense, Futures and Strategy

Lectures:

1. Security and Defense Concepts
2. Future Scenarios and Defense Governance
3. Introduction to Strategy

#### **DAY 3**

Defense Governance, Rule of Law, Latin American Defense and Security Trends and Threat Convergence

Lectures/Panels:

1. U.S. Defense Governance/Rule of Law
2. Security and Defense Issues in Latin America
3. Threat Convergence

#### **DAY 4**

Use of Force, US International Security Cooperation in the Caribbean, Organization of American States

Lectures/Panels/Visits:

1. Use of Force, Human Rights and International Law
2. US International Security Cooperation in the Caribbean
3. Visit to the Organization of American States

#### **DAY 5**

Cyber Security, Unmanned Aerial Vehicles and Defense/Security Risk Assessment

Lectures/Panels/Exercises:

1. Cyber-Security
2. Unmanned Aerial Vehicles: Technology
3. Unmanned Aerial Vehicles: Comparative Regulatory Frameworks
4. Defense/Security Risk Assessment Exercise

## **WEEKEND**

*Take Home Project (see Annex 1 for details)*

### **DAY 6**

Urban Violence and Insecurity, Illicit firearms trafficking, Public policy responses

Lectures:

1. Urban violence and insecurity in the Caribbean
2. Illicit firearms trafficking in the Caribbean
3. Public security/violence prevention policy responses in the Caribbean

### **DAY 7**

Caribbean Maritime Context, Human Trafficking, Illicit Narcotics

Lectures:

1. Caribbean Maritime Context
2. Human Trafficking in the Caribbean
3. Illicit Narcotics Trafficking in the Caribbean

### **DAY 8**

Disaster Response, Caribbean Regional Security Organizations, U.S. and Cuba

Lectures:

1. Caribbean Disaster Readiness
2. CARICOM and Regional Security System
3. Cuba and US Policy

### **DAY 9**

Group Exercises

Lectures/Exercises/Sessions:

1. Case Study
2. BOGs – Individual Project Presentations

### **DAY 10**

Course Conclusion

Lectures/Exercises/Sessions:

1. Select Individual Project Presentations (1 chosen per BOG)
2. Course Conclusions (Professors)
3. Graduation/Key Note Address

## **Annex 1: Security/Defense Action Plan**

Over the bridge weekend, course participants are expected to complete a draft Security/Defense Action Plan and upload to the corresponding Blackboard section no later than the morning of Day 6 of the course.

Visualize you are proposing a project to your boss, the head of your agency or the Minister. Imagine that you only have five minutes of his or her time. Use a PowerPoint presentation of up to 6 slides maximum to relay your proposal in an executive format. This should be a proposal that would be feasible and realistic in your current professional life. Each slide should cover the following:

**Slide 1** – Cover slide (title, name, institution, name of initiative you are proposing)

**Slide 2** – Statement of the problem or opportunity you are attempting to address, including any quantitative data that illustrate the problem.

**Slide 3** – State the objective of your initiative in clear, action-oriented terms.

**Slide 4** – Outline the four or five priority actions you will undertake in pursuit of your initiative.

**Slide 5** – Establish a set of four or five process Indicators you will use to monitor the implementation of your initiative to ensure it is on track. Include the indicators and how you will measure them.

**Slide 6** – Identify a set of measurable impact indicators that will determine if you have met your objectives or not. Include the indicators and how you will measure them.

Your BOG facilitator will provide you with feedback at the beginning of Week 2 and you can make any final changes to the project as late as the evening of Day 8 of the course. During BOG sessions in Day 9, each participant will present their project to their fellow group members. Each BOG facilitator will choose one project to be presented the morning of Day 10 to the class in plenary session.