Private Security An Introduction to Principles and Practice 1st edition Nemeth Solutions Manual

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CHAPTER 2: CONCEPT, CONTEXT, AND DEFINITION: SECURITY

Keywords

Al Qaeda
antiterrorism
Black Panthers
Cold War
communism
Cuban Missile Crisis
cybersecurity
domestic terrorism
Hamas
Hezbollah
homeland security
Homeland Security Act
Information Sharing and Analysis Organizations (ISAOs)
intelligence
international terrorism
ISIS/ISIL
Islamic extremism
jihadist
Korean War
Ku Klux Klan (KKK)
nuclear proliferation
manifesto
Office of Biometric Identity Management
Posse Comitatus Act
REAL ID Program
Students for a Democratic Society (SDS)
Support Antiterrorism by Fostering Effective Technologies Act of 2002 (SAFETY Act)
Third Reich
threat analysis
Truman Doctrine
Unified Combatant Command
United States Northern Command
U.S. Freedom Act
USA Patriot Act
Vietnam War
Weathermen
Workers Party

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Learning Objectives

After completing this chapter, the student will be able to

1. Discuss the various concepts and definitions of private security.
2. Outline the various areas of private security involvement in international terrorism, homegrown terrorism, and homeland security in general.
3. Identify the various laws, regulations, and executive orders that enable private security to carry out its aim and purpose.
4. Evaluate how specialized homeland security laws impact how security services are provided.
5. Recall the training and academic programs in homeland security sponsored by the Department of Homeland Security (DHS) as well as various colleges and universities.
6. Describe the interplay between private security and homeland security in the twenty-first century.
7. Explain how private sector security firms and personnel are central and integral in the defense of the nation.
8. Summarize how DHS formally encourages the interplay and cooperation between private sector justice entities and public law enforcement.

Outline Of Study

Chapter 2 - Concept, Context, And Definition: Security

2.1 Security In Concept And Definition

2.2 Security, Terror, And Homeland Defense

2.3 Security: The Balance Of Rightful Demonstration And Threat

- 2.3.1 Security: The Challenge Of Domestic Terrorism—Pre-9/11
- 2.3.2 Security: The Challenge Of International Terrorism—Pre-9/11

2.4 Security: The Challenge Of 9/11 And Homeland Defense

2.5 Formalizing Security In The Homeland: Law, Legislation, And Executive Decree

- 2.5.1 Executive Order 13228: The Origin Of Dhs
- 2.5.2 Executive Order 12231: Protection Of Infrastructure

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2.5.3 Executive Order 13493 Of January 22, 2009

2.5.4 Executive Order 13567 Of March 7, 2011

2.5.5 Executive Order 13691 Of February 13, 2015: Promoting Private Sector Cybersecurity Information Sharing

2.5.6 Homeland Security Act Of 2002

2.5.6.1 The Homeland Security Act And Posse Comitatus

2.5.7 Usa Patriot Act

2.5.8 Specialized Laws

2.5.8.1 The Real Id Program

2.5.8.2 Office Of Biometric Identity Management

2.5.8.3 Chemical Facilities

2.5.8.4 The Safety Act

2.6 Academic And Training Programs In Homeland Security

2.6.1 Office Of Grants And Training

2.6.2 Center For Domestic Preparedness

2.6.3 Emergency Management Institute

2.6.4 The Academic Discipline Of Security Management, Security Studies, And Homeland Security

2.7 The Private Sector And Homeland Security

2.8 Conclusion

Web Resources

- ASIS International, *Standard and Practices,* https://www.asisonline.org/Standards-Guidelines/Documents/SGquickReferenceGuide.pdf
- National Archives, *Catalog of Japanese War Crimes in WWII,* http://www.archives.gov/iwg/japanese-war-crimes/select-documents.pdf
- Winston Churchill, *The Sinews of Peace,* http://www.nato.int/docu/speech/1946/S460305a_e.htm
- PBS Independent Lens, *The Weather Underground*, http://www.pbs.org/independentlens/weatherunderground/movement.html

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- DHS, *Cybersecurity Activities*, https://www.dhs.gov/topic/Cybersecurity
- EMI, *Homeland Security/Emergency Management Programs*, https://training.fema.gov/hiedu/collegelist
- Center for Homeland Defense and Security, *Homeland Security Programs,* https://www.chds.us/c/academic-programs
- DHS Private Sector Office, *Contact List*, http://www.dhs.gov/sites/default/files/publications/Policy-PSO/pso-appendix-a-key-contacts.pdf

Test Questions

True & False

1. Thre Truman Doctrine established that the United States would provide political, military, and economic assistance to all democratic nations under threat from external or internal authoritarian forces.
2. President Richard Nixon's visit to China in 1972 had no effect the Cold War.
3. During the Nixon era ordinary citizens were not perceived as troublemakers and seditionists for any protest to the policies of the president.
4. Domestic terrorism is considered that which is perpetrated by U.S. nationals and not the product of fringe Islamic extremists or jihadists.
5. During the 1980s, organized terrorist groups gained foundational and organizational support from many quarters, in both a political and an economic sense.
6. Terror does not have a progressive history; all terror events occur in a vacuum.
7. Before 9/11, security, in a nationalized sense, had more to do with spies and our Cold War enemies than the modern-day terrorist plot.
8. The power of DHS is derived from its legal authority, including laws and executive orders.
9. The least controversial pieces of legislation that arose from the turbulent post-9/11 period was the Patriot Act.

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10. The Center for Domestic Preparedness (CDP) operates within the FEMA construct and delivers key training and education in specialized fields.

Multiple Choice

1. From World War I to World War II (WWII), the concept of threats to the homelandwas largely the result of
    a. country-to-country conquests
    b. political disagreements
    c. imperial empire building
    d. all of the above
2. After WWII which two countries shared the core values of freedom and democratic, republican principles?
    a. Poland and Hungary
    b. Britian and the US
    c. The US and Germany
    d. Russia and Germany
3. Truman Doctrine was cited in which of the following conflicts?
    a. Korean War and the Vietnam War
    b. Korean War, the Bay of Pigs, and the Vietnam War
    c. Korean War, the Cuban Missile Crisis, and the Vietnam War
    d. WWII and the Cuban Missile Crisis
4. The prospects for increasingly improved Russian–U.S. relations
    a. Seems to be a real possibility with the global atmosphere of cooperation
    b. appear a pipe dream at present
    c. has already shown a marked improvement
    d. none of the above
5. The internal, urban violence of the 1960s, triggered and prompted by generations of inequality and injustice, caused law enforcement
    a. To unilaterally condemn all actions of protest
    b. to challenge their historic reactions to public protest

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c. to see that “enemies” or protagonists of the government may actually be operating from a higher moral plane.
d. A and B
e. B and C

6. Before 9/11 it is obvious that
    a. public and private operatives suffered from a lack of coordination and interagency cooperation
    b. a wall did not exist between the various agencies of government
    c. public and private sectors routined cooperated in matter of homeland security
    d. all of the above
7. Soon after 9/11,
    a. agencies developed and learned new strategies and tactics for prevention and mitigation.
    b. the safety community began to reevaluate long-established practices in light of this tragedy.
    c. Both A and B
    d. Neither A nor B
8. The REAL ID program sets which minimal standards for driver’s liceses?
    a. Information and security features that must be incorporated into each card
    b. Proof of identity and U.S. citizenship or legal status of an applicant
    c. Verification of the source documents provided by an applicant
    d. Security standards for the offices that issue licenses and identification cards
    e. All of the above
9. Which of the following is not a guiding principle of OIBM:
    a. Enhance the security of foreign citizens
    b. Facilitate legitimate travel and trade
    c. Ensure the integrity of the immigration system
    d. Protect the privacy of our visitors
10. Which of the following is a significant problem with leaving licensure regulation to the security market?

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a. the industry's self-regulation track record has been exceptional
b. profit margins in the security industry are tight because many companies view security as a necessary evil
c. recent attempts to increase qualification
d. none of the above

Short Answer

1. List some core functions that define the parameters of private security.
2. Which Russian–Iranian partnership has fueled global tension and increased distrust?
3. Terrorism on the domestic front can be driven by diverse motivations. List three rationales employed.
4. List the five major historic restrictions that the Patriot Act expanded.
5. What modifications did the US Freedom Act make to the Patriot Act?

Essay Topics

1. Highlight the philosophy and major purpose of the Homeland Security Act of 2002.
2. Analyze the legal and constitutional concerns that some parties have regarding the USA Patriot Act and the USA Freedom Act. Be specific.
3. What is the role and function of EMI? What types of training does EMI offer? What makes EMI a unique provider of training in the world of homeland security?

Class Activities and Exercises

1. Divide the class into four discussion groups (4 – 6 students in each). Assign each group a problem from the list below. Ask the group to first appoint a designated spokesperson for the group. Allow 15 minutes for the group to assess and analyze the problem. At the end of that period, ask the spokesperson to summarize its findings and conclusion. The report should last 5 minutes.
   a. Think about the original construction of the DHS. Should it have been done differently? What alternative design should have been considered?

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b. Discuss the sense and sensibility of the various reorganizations of the DHS. What are the positive and negative aspects of the current incarnation in light of previous structures?

c. Does DHS take seriously the input of external bodies and individuals into its policymaking?

2. Visit www.whitehouse.gov. Find and summarize three recent executive orders relating to homeland security.

3. Assess and evaluate recent amendments to the Homeland Security Act of 2002. List four major categories of adaptation and adjustment in the act since 2002.

4. Compare and contrast the original USA Patriot Act and its subsequent provisions with the recently enacted USA Freedom Act of 2015. Highlight the differences and novelties of the new act when compared to the old.

5. Prepare a form file for the Office of Biometric Identity Management program.

6. Write to EMI for a course catalog.

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