BOR/CRIJ 6301
Seminar in Homeland Security (3-0)

Professor
Manuel F. Zamora, Ph.D.
Hardeman 203C
(325) 486.6682
Manuel.Zamora@angelo.edu
m.zamora@wallercounty.us
Hours: By Appointment

Course Description/Overview

BOR/CRIJ 6301 Seminar in Homeland Security (3-0).
Homeland Security is a concept that was non-existent at the turn of the new millennium. It was coined and created after the September 11, 2001, terrorist attacks. What precisely comprises the U.S. Homeland Security enterprise is quickly taking shape. There are many ideas about securing the homeland, but the theoretical construct from which to discuss the subject is still taking shape. In fact, much of the basis for how we think about Homeland Security is based on pre-9/11 paradigms that have failed to adapt to a constantly evolving series of threats. Just where we go with the subject of Homeland Security depends upon our understanding of where we have come from and an analysis of what concerns each of us at the local, state, and national levels so that we may better prepare for the future.

Securing the Homeland and our borders is fundamentally a matter of determining what is and isn’t criminal behavior. Understanding the reaction of government to evolving threats, the evaluation and definition of critical infrastructure, the impact of changing intelligence, and need to effectively communicate essential ideas coherently are all part of comprehending the topic of Homeland Security today.

From the course catalog:

Students focus on a comprehensive, up-to-date overview of homeland security, from an all-hazards perspective. Students examine threats to homeland security, including risk assessment for natural and technological disasters, identification of critical infrastructure, as well as threats of domestic and international terrorism, including weapons of mass destruction. The processes whereby strategic intelligence is gathered and disseminated is analyzed and accompanied with practical assignments where students gather and assess open-source and subscription open-source intelligence on one topic of their choice. This project is presented along with analysis and recommendations within a class portfolio context. Students review the roles and responsibilities of government agencies, non-government organizations and individual citizens in homeland security.

Course Bibliography and Required Readings

Border Security
Authors: Phelps, Dailey, & Koenigsberg
Publisher: Carolina Academic Press

*Border Patrol Nation: Dispatches from the Frontlines of Homeland Security*
Author: Miller, T.
Publisher: City Lights

*A Writer’s Reference*
Author: Hacker, D.
You must get one of the Plastic Comb (Spiral Bound) editions. Either the 6th or 7th edition is acceptable for this course. 7th Ed. ISBN: 978-0312601430 6th Ed. ISBN: 978-0312450250

Other readings are assigned each week and are provided to you in PDF or WORD format, or will link you directly to the web site of interest.

**Prerequisites**
There are no prerequisites for this course.

**Technical skills required for this course**
As with all online courses, students must be able to operate a computer and have the necessary technical skills to navigate around a web page. Additional technical skills are not a prerequisite for this course; however, your computer must meet certain minimum requirements to operate Blackboard.

**Time spent on this course**
Students can expect to spend a minimum of nine (9) hours per week to complete all the readings and assignments. The lessons themselves take as long as the student will require for reading the materials and watching or listening to media presentations.

**Goals, Objectives, and Outcomes**

**Course Goals**
The goals for this course are to effectively synthesize, contextualize, and apply current knowledge of Homeland Security to all aspects of quality of life and safety of society. Without secure borders, no country can have an effective Homeland or National Security policy. Understanding this fundamental fact will help guide you throughout the Border and Homeland Security and Criminal Justice degree programs.

**Course Objectives**
Objectives focus on content and skills that are important within the course. Objectives can be thought of as inputs into the course.

**Objective One:**
To define and analyze the concept of Homeland Security
Objective Two:
To identify critical infrastructure and the threats to it from domestic and international terrorism

Objective Three:
To grasp the complexities of strategic intelligence

Objective Four:
To enhance critical thinking and critical writing about Homeland Security

Learning Outcomes
Students have a right to know what instructors are going to expect that they learn from a course of instruction and how their learning will be measured. This course establishes several learning outcomes that are measured objectively and subjectively. When you finish this course you should be able to:

1. Describe the current Homeland Security system in the U.S. and how it came into being.
2. Identify critical infrastructure and determine why it is considered critical.
3. Explain and critically analyze the various Homeland Security strategies of your community, state, and the federal government.
4. Explain how risk management is employed in Homeland Security.
6. Develop a comprehensive bibliography of essential references for use in future courses.

Another major need identified by Homeland and Border Security professionals is the ability to produce technical reports and briefings, to communicate coherently a wide variety of thoughts to a diverse audience that may not be as knowledgeable of a subject as the person conducting the brief or writing the report. To address this concern, throughout the Border Security and Criminal Justice programs students are assigned writing projects of various lengths and complexity.

Grading Policies
This course utilizes both objective and subjective methods to measure your comprehension of the presented materials and acquisition of new knowledge. You will also be graded on your ability to critically read and critically write about the work of others.

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<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Discussion Questions</td>
<td>25%</td>
<td>Weekly Posts</td>
</tr>
<tr>
<td>Thesis Analysis Paper</td>
<td>25%</td>
<td>3rd week of class</td>
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<tr>
<td>Book Reviews</td>
<td>20%</td>
<td>5th week of class</td>
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<tr>
<td>Annotated Bibliography</td>
<td>30%</td>
<td>2nd and 7th week of class</td>
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Grades
Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:
A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79 %
F = 69 % and below

Assessment of student performance in this course is through a thesis analysis paper, discussion boards, and a Strategy Memo as the major paper.

A thesis analysis paper accounts for 25% of the course grade. This paper is due at the end of Week 3. Participation in the discussion board each week accounts for 25% of the course grade. Discussion board assignments are expected to be at least 250 words (2 pages typed single space) exclusive of references and citations. This is a minimum expectation and you will find that in most cases it is virtually impossible to address the discussion topics raised in under 500 words. A robust initial post is expected. Additionally, incorporated into your discussion grade is your interaction and critical analysis of other students’ discussion posts. The intent of having you comment on other student’s posts is to introduce the concept of a conversation into the course that enables critical thought and critical analysis. Therefore, responses to at least two other student posts are necessary to receive a minimum passing grade on any given week’s discussion. Conversations mean interactive discourse and that implies a response to a response to another response to establish a discussion chain, which is what we look for in discussion threads.

Book Reviews are prepared and submitted on Border Security and Border Patrol Nation. Each review counts for 10% of your grade. The reviews will be posted by the student to Amazon.com and are expected to be 100 words or longer, with appropriate consideration towards the academic benefit each text offers and the pros and cons of each text. These book reviews are to be posted in week 5.

The Annotated Bibliography accounts for 30% of the course grade. Due in the final week of the course, the annotated bibliography is considered a major paper. Students should be working on this project beginning in the first week and every week thereafter. EVERYTHING you read or reference for this course will be included in your annotated bibliography. If you do not know how to create a proper annotated bibliography you should use either the Library tab at the top of the Blackboard page or the Library Guide link under Resources to the left of the Blackboard page. Feel free to contact the Library Reference Section for assistance at any time. They are there to assist you. You will be required to submit a partial Annotated Bibliography consisting of all your readings and references up to that point in week 6 and accounts for 5% of your grade. The final version of your Annotated Bibliography is due on Friday of week 7.

**Writing Guidelines**

We have seen problems with student writing throughout the undergraduate and graduate programs. To help correct this deficiency, we are now requiring that you acquire a copy of Diana Hacker's A Writer’s Reference as one of your texts. You will find this an exceptionally useful book throughout your program and we strongly recommend that you apply it when developing your papers for all of your courses.

Formal academic writing uses standardized styles and citation formats. The preferred format is the APA style. To access the APA writing guidelines, refer to the APA/CMS section of Hacker.

The use of CHICAGO manuscript style (CMS) will be acceptable. Refer to the APA/CMS section of Hacker.
Papers should have 1-inch margins all around. You are expected to use Times New Roman, 12 point font. Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment. An abstract is necessary in this class.

Every writing assignment should be submitted as a WORD or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week. Do NOT submit writing assignments in Word Perfect, Microsoft Works, or some e-mail format. They will not be accepted.

**Rubrics**
Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

Discussion Rubric
Writing Assignment Rubric

**Final Exam**
This is a graduate course that is writing intensive. Subjective measures are used to grade student work. There is no final exam for this course.

**Course Organization**
This is an eight (8) week course. As such, there is limited time to finish the assigned readings and associated projects. Please keep this in mind as you schedule your work. The assignments are completed in eight (8) lessons. Unless otherwise directed, you should complete one lesson each week.

**Lesson 1:**
We open with an introduction to Homeland Security. In this module we assess a homeland security strategy in your agency, state, or community.

**Lesson 2:**
The argument between “best practices” and “smart practices” is explored. Here we look at risk management as it applies to homeland security.

**Lesson 3:**
Here we move into an analysis of prevention as it applies to homeland security. In this exercise we conduct a critical analysis of research in the field of homeland security. Thesis Analysis Paper is due

**Lesson 4:**
Here we explore the collaboration between homeland security and other agencies. By this point you will have completed your reading of the books Dark Side and Crush the Cell. Here we expand your critical reading and writing skills with an analysis of the claims each author makes in their book.
Lesson 5:
How we measure or assess preparedness is important. This lesson reviews several of the initiatives associated with preparedness and asks the student to analyze our progress as a nation towards preparedness. Critical thinking is more than analysis of other people’s work, but an ability to analyze our own ideas and thoughts. Book Reviews Due

Lesson 6:
This lesson offers the student the opportunity to examine and develop an understanding of Critical Infrastructure and how it relates to Homeland Security. Initial Annotated Bibliography is due

Lesson 7:
Students conduct an examination of open source intelligence. Discussion of current events in Homeland Security. Analysis of the class overall and student suggestions for improvement. Final Annotated Bibliography is due at the end of this week.

Lesson 8:
Discussion of current events in Homeland Security. Final Annotated Bibliography is due no later than Friday of the 7th week of study.

Academic Notation
Please note that a more academic and scholarly approach is expected to the work in this course of study, as your status as a junior or senior in good standing postures you to be more informed and knowledgeable, with greater depth and breadth as to the history and status of the U.S. efforts to protect her borders and secure the homeland. There are multiple parts to each discussion question, the paper, and the final assignment (exam).

Additional Readings
Additional, current literature from the Department of Homeland Security or other government publication and peer-reviewed publications MAY be assigned weekly to provide greater depth and breadth of the study of capstone experiences. Because Homeland and Border Security is a quickly evolving discipline, new material will be introduced to enable critical analysis and synthesis.

Unless otherwise specified in a specific lesson or module, all reading assignments refer to the chapters and pages of our course textbooks and assigned published articles. Other readings or media may be assigned by the instructor as part of the course completion. Additional and optional readings will serve to address interests developed by the student for his/her academic advancement.

Course Administration
Attendance
This is an online course and attendance is not taken. However, failure to participate in the discussion board, or to communicate or respond to e-mails from the professor, is an indication something is wrong. Therefore, we have made both a significant component of the course grade as an enticement to keep you engaged in the learning process. Failure to participate or communicate on the part of a student will result in an appropriate reduction of your grade and possibly in your failure of this course.
Add/Drop Date
Per ASU policy, the sixth day of class is the last drop date. A drop beyond this date would result in the Instructor assigned grade and would be based on the student’s course contributions. The Add/Drop deadline for this course will be January 22, 2018.

Late Work
You must contact your professor before the assignment is due if you believe it will be late. Failure to do so will result in a zero for the assignment.

Incomplete Work
The University policy on grades of "Incomplete" is that the deficiency in performance must be addressed satisfactorily by the end of the next long (16 week) semester or the grade automatically becomes a "F". Grades of "Incomplete" will only be awarded to students who have demonstrated sufficient progress to earn the opportunity to complete the course outside of the normal course duration. The award of an "Incomplete" will only be made in rare circumstances, with the concurrence of the student and the professor on what specific tasks remain and when they are due for the grade to be changed to a higher grade. The determination of the need to award an "Incomplete" is entirely up to the professor's personal judgment.

Communication
Participation
In this class everyone brings something to the table. Your ideas and thoughts do count, not only to me, but the entire class. Feel free to ask questions either via e-mail or the discussion board. Check the discussion board regularly. Many student questions are applicable to the class, as are the responses. You may be surprised how many of your classmates have the same questions and concerns as you. I may simply post your question on the discussion board and allow your classmates to provide the answer through their own posts.

At this point in your study, most, if not all of this student cohort has become familiar with online education. As a class, we are together to help each other with this learning process and share our collective knowledge on how best to communicate, how to resolve technical issues that may arise (if we have the expertise), and to assist each other to find answers to our questions. We will learn and work as a team.

Courtey and Respect
Courtey and respect are essential ingredients to this course. We respect each other's opinions and respect their point of view while in our class sessions. The use of profanity and harassment of any form is strictly prohibited (i.e. zero tolerance). Remarks concerning one's ethnicity, lifestyle, race, religion, beliefs, customs, age, mental or physical health, disability, etc., are prohibited. Violations of these rules will result in immediate dismissal from this course.

Office Hours/Contacting the Instructor
Office hours for this course are by appointment.

University Policies
Academic Integrity
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Accommodations for Disability
The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Student absence for religious holidays
A student who intends to observe a religious holy day should make that intention known in writing to the professor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.