BOR 6301 / CRIJ 6301: Seminar in Homeland Security

Course Description/Overview

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. A comprehensive acknowledgement of what Homeland Security comprises is yet to be clearly established and defined. There are many ideas and perspectives about it, but no theoretical construct from which to discuss the subject is clearly shown in the literature. In fact, much of the basis for how we think about Homeland

Security is linked and coupled to pre-9/11 paradigms that have failed to adapt to a constantly evolving series of threats, most notably the extent to which U.S. citizens have been moved by propaganda from extremist-inspired and radicalized ideologies. 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. Homeland Security must be better articulated, and we must clearly understand and contextualize current and future threats within our infrastructure, our communities, and our policy and practice frameworks.

Securing the Homeland and protecting our borders is inextricably, yet fundamentally coupled with how we define the threats and how well we may prepare, plan, respond to, and recover from criminal behavior, - even of the most serious and disastrous kind. Understanding the reaction of government and our communities to present and evolving threats, the evaluation and definition of critical infrastructure, the impact of changing intelligence, and the 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
     Year: 2014

ISBN: 978-1-61163-171-5

Border Patrol Nation: Dispatches from the Frontlines of Homeland Security
    Author: Miller, T.
    Publisher: City Lights
    Year: 2014
    ISBN-13: 978-0872866317 (paperback or Kindle version)

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.
To identify critical infrastructure and the threats to it from domestic and international terrorism.

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 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.
5. Demonstrate how interagency networking enhances Homeland Security.
6. Develop a Homeland Security Strategy Memo that addresses a need in your community or organization through utilization of all the previous learning outcomes.

Another major need identified by Homeland 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.

Assignment Percent and Grade Due Date

Assignment	Percent of Grade	Due Date
Discussion Questions	25%	Due Sundays by 11:59pm
Thesis Analysis Paper	25%	Sunday of 3rd Week of Class
Book Review	20%	Sunday of 5th Week of Class
Draft Bibliography	5%	Sunday of 6th Week of Class
Annotated Bibliography	25%	Friday of 8th Week of Class

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 = 59 % and below.
I = Incomplete

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

Methods for Assessing the Outcomes

The grades, discussed above, are determined through an aggregate score determined by the weighting of all course work. Hence, the narratives that follow discuss how your grade is determined, and how your work is assessed as an outcome measure.

First, the 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. 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.

One "Book Review," is required on either Border Security, or Border Patrol Nation. The review is 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. The book review is to be posted by Lesson 5, 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 with the first week and every week thereafter. **EVERYTHING you read or reference for this course will not be included in your annotated bibliography draft (Due Sunday of week 6) or annotated bibliography final (Due Friday of week 8).** You will need to do an entry for each source you review in the class in your original document, as this will allow you plenty of options (or entries) to choose from when developing your draft, and later, your final submission. 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 no later than **Friday of Week 8, Lesson 8**.

Writing Guidelines

We have seen a number of common 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 all of 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.

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http://owl.english.purdue.edu/owl/resource/560/01/.

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 not necessary in this class.

Every writing assignment should be submitted as a WORD or PDF document 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:

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. However, the Final Work (Annotated Bibliography) is due no later than midnight on Wednesday.

Course Outline

This is an eight 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. Unless otherwise directed, you should complete one lesson each week.

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 for the purpose of critical analysis and synthesis.

Unless otherwise specified in a specific lesson or module, all reading assignments refer to the chapters and pages of the aforementioned 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.

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.

Read Lesson 1 online and all associated papers assigned in Lesson 1. Begin your "Annotated Bibliography". Look up what that is! Make a brief summary of the reading and associated APA style citation for each article. (Look that up too!) Continue doing this for each lesson! Get all 3 required books and begin using the book, "A Writer's Reference". DQ1.

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

Read Lesson 2 online and add the associated materials from the lesson readings to your Annotated
Bibliography. Begin reading textbooks, "Border Security" and "Border Patrol Nation". You will have about 3 weeks to finish. (Yes put them in your Annotated Bibliography also.) Thesis Analysis Paper is assigned in this lesson! DQ2.

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. Continue with your Annotated Bibliography! DQ4.

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 an analysis 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. DQ6.

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. DQ7.

Lesson 8: Discussion of current events in Homeland Security. Final Annotated Bibliography is due by Friday at 11:59pm of this week.

Administration

Communication

Students are expected to participate regularly through the course discussion forum. Students may receive occasional emails from the course instructor and are expected to respond promptly. Asynchronous communication (i.e. face-to-face or "realtime" communication is not required for this course, however your professor is available for phone conversation, chat sessions, or video

conferencing via Blackboard Collaborate during the published office hours, or during other times with prior arrangement.

Attendance

This is an online course and attendance is not taken. However, failure to participate in the discussion board, 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.

Late Work

Late work is not accepted unless there is a documented emergency such as in-patient hospitalization, death in the family, etc. Late work will only be accepted on a case-by-case basis and at the discretion of the instructor.

Incompletes

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.

Add/Drop dates

Students may add this course up to **Friday of the first week of class.**
Students may drop this course up to the **6th day of class** or the last drop date as specified by the University Administration.

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

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs 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 emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor 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.

Statement on Required Use of Masks/Facial Coverings by Students in Class at Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory *Facial Covering Policy* to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.