BOR 3101: Introduction to Homeland Security

Course Description
This course introduces the student to the field of Border Security studies. Students focus on a comprehensive, up-to-date overview of border security from an all-hazards perspective. Border security is viewed as a fundamental component of homeland Security, and as such students examine a wide variety of threats to the homeland. This course incorporates the concepts of critical infrastructure, gathering and analysis of strategic intelligence, and develops the student’s technical writing skills. Students review the roles and responsibilities of government agencies, non-government organizations, and individual citizens in homeland security.

Course Objectives
There are five objectives that are fundamental to the introducing the student to the topic of Homeland Security. If you don’t have a strong grasp of these basics, continuing through the remainder of the Border Security/Criminal Justice degree will be exceptionally difficult, if not outright impossible.

Objective One: To understand and appreciate the development and modification of the concept of Homeland Security.

Objective Two: To understand the organizational makeup of the Department of Homeland Security and the other government organizations that supports the fundamental mission of securing the United States of America.

Objective Three: To grasp the complexities of an all-hazards perspective.

Objective Four: To develop an understanding of open source intelligence and apply that understanding to risk analysis and risk mitigation projects.

Objective Five: To enhance critical thinking on Criminal Justice and Homeland Security related issues, enhance research techniques, and improve writing skills.

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:
2. Describe the major events and their place in time that resulted in the Homeland Security structure we have today.
3. Explain what the legal basis is for federal response to national emergencies, including such laws as the USA PATRIOT ACT (as amended and extended), the Nunn-Lugar-Domenici Act, and Homeland Security Presidential Directives.
4. Identify basic critical infrastructure in a community, the hazards to this infrastructure, and develop basic proposals for the protection of these critical infrastructure.
5. Students will critically analyze the current Homeland Security organization through directed responses to professor proposed questions.

Students will expand and enhance their writing abilities through completion of a critical infrastructure risk mitigation brief. Several quizzes and/or short writing assignments are implemented throughout the course to measure specific knowledge on topics of importance to future courses. To measure the student’s comprehensive understanding of Homeland Security students will in the final week of this course complete a final exam that addresses specific questions posed by the professor.

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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Google Earth/Critical Thinking Assignment</td>
<td>10%</td>
<td>3rd week of class</td>
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<tr>
<td>Critical Infrastructure Risk Mitigation</td>
<td>20%</td>
<td>5th week of class</td>
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<td>Mitigation presentation</td>
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<tr>
<td>Quizzes</td>
<td>30%</td>
<td>2nd, 4th, and 6th week of class.</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
<td>8th week of class</td>
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<tr>
<td>Participation in the Discussion</td>
<td>10%</td>
<td>1st and 2nd week of class</td>
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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 %
- D = 60 – 69 %
- F = 59 % and below.

**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](#)

**Date and Time of Final Exam**

The final exam will be completed by no later than Wednesday of the 8th week of class.

**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 seven (7) lessons.

**Lesson 1:** the historic development of Homeland Security in the U.S. and alteration of the structure of the Department of Homeland Security in response to identified weaknesses during national emergencies.

**QUIZ 1**

**Lesson 2:** The statutory authority for federal response and involvement in what has traditionally been a venue for local community or state emergency responders. Within this module the student is exposed to Homeland security Presidential Directives (HSPD) and their basis in law.
Lesson 3: Understanding the organizational structure of the Department of Homeland Security is a key component of this course. Therefore, the student will analyze the operational structure of the DHS and FEMA response to Hurricane Katrina.

Google Earth/Critical Thinking Assignment

Lesson 4: Other agencies than the DHS are directly involved in monitoring and maintaining the security of the U.S. One of the key agencies that work with DHS is the Centers for Disease Control Prevention (CDC). Other agencies include the NSA, NRO, ODNI, among others. It is also important to note that not all threats to the U.S are external, or terroristic in nature. The student is exposed to some of those threats through videos of actual disaster events.

Quiz 2

Lesson 5: This is perhaps the most important portion of the course. Understanding what critical infrastructure (CI) is, what the risks are to it, and how to plan for a response to either man-made or natural events that impact CI is important to the Homeland and Border Security professional as well as the everyday citizen of a community. In this module the students will use a variety of open source intelligence to identify a CI component in their local community, determine the risk it poses to the surrounding area, and the potential exposure of the CI to attack. Ultimately, the student prepares a brief on their selected CI component and presents the risk and mitigation plan to their classmates for comment.

Risk Mitigation Presentation

Lesson 6: Even before the terrorist attacks of September 11, 2001, the nation was already moving towards a standardized incident response mechanism and identification of key components in the national infrastructure. In this module the student is exposed to the basics of the National Incident Management System (NIMS) and the National Response Framework (NRF).

Quiz 3

Lesson 7: This final module offers the student the opportunity to use what they have learned and demonstrate their understanding of the Homeland Security apparatus through the development of appropriately cited essays that answer specific questions posed by the instructor.

Final Exam Due Week 8

Required Readings:


Author(s): Bullock, Haddow, Coppola, & Yeletaysi

Publisher: Butterworth-Heinemann (Elsevier)

Year: 2009
Unless otherwise specified in a specific module, all reading assignments refer to the chapters and pages of this text. Other readings may be assigned by the instructor through the course of completing this class.

**Participation and Communication**
The essence of this course revolves around effective communication by both the instructor and student. The nature of our subject, Homeland Security, means we engage in meaningful discussion and critical thinking concerning its many facets. In this class everyone, brings something to the table. Your ideas and thoughts do count, not only to me, but the entire class. Our online sessions are designed to facilitate this type of discussion and stimulate our thinking processes. I cannot over emphasize how important this is to the success of our class.

*To some, this may be their first online class and naturally, it could seem somewhat intimidating. 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.*

**Courtesy and Respect**
*Courtesy and Respect are essential ingredients to this course. We respect each other’s opinions and respect their point of view at all times while in our class sessions. The use of profanity & harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one’s ethnicity, life style, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.*

**Contacting the Instructor**
Please post all questions related to the class in the "About this Class" discussion forum. This way all students can see both your question and my answer. Questions of a more personal nature, such as your grade or problems completing assignments should be asked using the Messages link in the Blackboard course menu.

**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 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.