BOR 3301 / CRIJ 3301: Studies in Homeland Security

Course Description/Overview

From the Course Catalog: 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 Bibliography and Required Readings:

*Border Security*
Authors: Phelps, Dailey, & Koenigsberg
Publisher: Carolina Academic Press
Year: 2014

Unless otherwise specified all reading assignments refer to the chapters and pages of this text. Other readings may be assigned by the instructor through the course and will be provided in PDF format or link to a website.

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 6 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 overriding goal for this course is to introduce you to the subject of Homeland Security and in particular the importance of Border Security. 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**

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 importance of Border Security to Homeland Security and the threats posed by a weak or porous border.

**Objective Four:**
To enhance critical thinking on 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 and how their origins in Border Security drive current Homeland Security concerns.


4. Students will critically analyze current Homeland and Border Security issues through directed responses to professor proposed questions.

Students will expand and enhance their writing abilities through completion of two short papers and weekly discussion board participation. Several quizzes 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 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.
### Assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>30% (10% each)</td>
<td>2nd, 4th, and 6th week of class.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>8th week of class.</td>
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<tr>
<td>Participation in the</td>
<td>30%</td>
<td>Weekly in lessons 1-7</td>
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<tr>
<td>Discussion Board</td>
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<tr>
<td>Short Papers</td>
<td>20%</td>
<td>3rd 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 %
- **D** = 60 - 69 %
- **F** = 59 % and below.

### Writing Guidelines

This course utilizes two writing assignments. These short papers counts for 20% of the student's overall grade. They will be graded using the Writing Assignment Rubric. The papers should be 5-7 pages in length, with 1 inch margins, using Times New Roman 12 point font, double spaced, with separate cover and reference pages. Length is exclusive of the cover page and references. The first paper is due not later than Friday in Lesson 3 and the second paper not later than Friday in Lesson 7.

Formal academic writing uses standardized styles and citation formats. The preferred format is the APA style. To access the APA writing guidelines go to this link: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

Should you wish to use CHICAGO style that will be acceptable. The Chicago Style guide can be found at [http://www.chicagomanualofstyle.org](http://www.chicagomanualofstyle.org).

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. 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.

While I do not enforce a strict policy on grammar, I do reserve the right to stop reading your paper if spelling errors, sentence construction, or grammar is below the minimum for a college course. If I stop reading a particular paper you have written, for reasons listed above, the paper will be returned to you with a failing grade.

**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**

The comprehensive final exam will be available during the last week of class and will be due on Thursday, week 8.

**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.

**Lesson 1:** We open the course with an introduction to Border Security and the importance of secure borders to Homeland and National Security. This lesson discusses historical efforts to secure borders.

**Lesson 2:** Within this lesson the student is exposed to Homeland security Presidential Directives (HSPD) and their basis in law as well as the development of current Border Security operational efforts.

QUIZ 1
Lesson 3: Understanding the process of establishing physical border security is essential to understanding current border security efforts. Additionally, as with all countries with ocean borders, the process of implementing effective maritime security is an essential component of Border, Homeland, and National security.

SHORT PAPER 1

Lesson 4: Threats to Border and Homeland security exist in all forms of criminal behavior, not just the threat of terrorism. Understanding how these threats developed and the problems they pose are covered in this lesson.

QUIZ 2

Lesson 5: Homeland Security in an era of globalization is dependent upon the quality and efficacy of the security efforts of the supply chain, from producer to end user. Understanding how products get to the end user in a world economy and how they are protected in route is an important component in understanding the threats posed to economies by transnational crime.

Lesson 6: This lesson is dedicated to a review of the U.S.-Mexico border, from the past to the present.

QUIZ 3

Lesson 7: This lesson is dedicated to a review of the U.S.-Canada border, and the strategic and security partnerships that have developed over the past two centuries.

SHORT PAPER 2

Lesson 8: This final lesson wraps up the previous seven lessons and takes a look at the future of borders and homeland security efforts in the modern world.

FINAL EXAM THURSDAY
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.

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’s

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 the last Thursday of the first week. Students may drop this course up to the date as specified by the University Administration for 8 week classes.

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.