BOR 4389 Syllabus

Your access to course materials will imply the following:
- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified by Blackboard

Course Overview

Click this link for a printable version of the syllabus.
This course offers students the opportunity to demonstrate a critical and in-depth understanding of homeland security as a discipline with many complexities and associations. It has as its major purpose the requirement that each student apply and synthesize the knowledge, skills, and abilities gained over the past two years of upper level courses of research, experimentation, critical analysis, critical writing, scholarly debate, and study. It requires the skillful use of observation, analysis, and documentation as the means to highlight the breadth of effort needed to secure the safety, vitality, and prosperity of the United States from intrusion and encroachment by transnational organized crime groups, drug trafficking organizations, foreign terrorist organizations, or individuals and cells of "lone wolves" or extremists, or associates and confederates of any cause intending to harm Americans and her allies, on American soil or abroad, and inclusive of cyber space.

The course requires a capstone experience including, but not limited to, any one of the following through dialectic discussion and approval of a faculty member within the Border and Homeland Security discipline:

1. The critical evaluation or assessment of a program, strategy, or initiative designed and implemented by any agency within the Department of Homeland Security (DHS), the Department of Justice (DOJ), or the Department of Defense (DoD).
2. A SWOT (strengths, weaknesses, opportunities, and threats) analysis of any DHS, DOJ, or DOD agency, its mission and efficacy in achieving its mission with the identification of trends and future implications of the agency and recommendation for improvement.
3. A research paper that explores, analyzes, and explains known and newly discovered weaknesses and limitations of any of the following, with the identification of legislation and action implemented to address those weaknesses, and recommendations for enhancing and advancing homeland security to adequate intercept and obstruct the future threats: Maritime and port security, transportation security, Cybersecurity, Critical infrastructure protection, Trafficking of weapons, drugs, or persons,
4. Thesis proposal. Many undergraduate students seek admission into a graduate school for a more intense study of Border and Homeland Security and/or Criminal Justice. The graduate school capstone course encompasses several options similar to this undergraduate capstone, albeit more broad and robust in academic scope. The thesis proposal would enable this student to conduct research into a particular interest related to this discipline, which could serve as the basis for graduate study, further development, and submission as the graduate capstone experience. The ASU CSS professor will work with the undergraduate student to develop this concept into a thesis proposal for the purpose of meeting the goals and objectives of this capstone course.
The capstone course is an instrument reflecting the degree of the attainment of curricular outcomes that can be described by expectations such as those displayed in Bloom's Taxonomy of Educational Objectives, such as the recall of knowledge, comprehension, application, analysis, synthesis, and evaluation.

All Capstone projects must be authorized by the Professor! No exceptions will be given nor excuses accepted!

Course Description

From the course catalog

> **BOR 4389 Seminar in Homeland and Border Security**. This capstone course ties together the wide-ranging issues associated with the discipline of Homeland Security, focusing students in conducting research into issues associated with securing the nation's borders from a variety of transnational threats in a dynamic environment.

This course is an undergraduate level course and the student is expected to make worthwhile contributions to class discussions and should reflect scholarship in the writing assignments. As such, the writing assignments should reflect the student's ability to analyze the problems posed and think critically toward a reasonable response. Written submissions should meet CMS or APA documenting style.

Prerequisites

Senior status in good academic standing and referral by a professor of Border and Homeland Security or Criminal Justice.

Required Textbooks

Gottlieb, S. (2014). *Debating Terrorism and Counterterrorism: Conflicting Perspectives on Causes, Contexts and Responses*. Sage Publications, Inc., Los Angeles, CA.
ISBN 978-1-4522-2672-9

All other sources will be provided by the professor throughout the semester as needed.

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

Objective One: To grasp the goals and objectives of an experiential and final academic learning experience through application of the verbs associated with Bloom's Taxonomy of Education

Objective Two: T o engage in dialectic dialogue with the assigned course professor for the purpose of mutually developing the capstone experience goals, objectives, and outcomes

Objective Three: To evaluate the changes and enhancements to the U.S. homeland security strategy policy, and legislation over the past two years of academic study

Objective Four: To understand the significance of terrorism and counterterrorism in its relationship to the development of effective Border and Homeland Security strategies

Objective Five: To understand the significance of disaster planning, emergency management, and critical infrastructure protection in its relationship to the development of effective Border and Homeland Security strategies

Objective Six: To comprehend the significance of disaster planning, emergency management, and critical infrastructure protection in its relationship to the development of effective Border and Homeland Security strategies

Objective Seven: To articulate and illustrate trends and implications of the DHS efforts at securing the homeland

Learning Outcomes

Students have a right to know what their professors expect from them in terms of their course instruction and how their learning will be evaluated. This course establishes several learning outcomes that are measured objectively and subjectively. Upon completion of the course, each student should successfully complete the following:

1. Comprehend the purpose of a final experiential learning project within the Border and Homeland Security milieu
2. Understand the problems associated with the effect of terrorism and counterterrorism strategies on effectively securing America's borders.
3. Articulate the problems facing appropriate organizational culture and ethical behavior and integrity within a homeland security environment
4. Identify effective efforts to plan for disasters, manage emergency responses, and protect critical infrastructure
5. Provide details on advancements to legal and constitutional issues in homeland security
   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.

Method of Assessing the Outcomes

Through the writing assignments, the student is expected to show an understanding of the depth and breadth of the homeland security issues across the globe, particularly stating how these issues affect the United States.

A major competency 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 briefing or writing the report. To address this concern, throughout the Border Security program students are assigned writing projects of various lengths and complexities.

Several writing exercises are assigned throughout the semester to measure the student's ability to critically analyze the homeland security issues being discussed. Specific knowledge on topics of importance to future courses in the Border Security program is measured through the use of comprehensive exams. To measure the student's comprehensive understanding of the materials presented in this course, each writing assignment is meant to be comprehensive, inclusive of previous readings and class discussions.

One consistent skill which you will need in any future career is that of effective writing and the ability to clearly communicate your thoughts. Your instructor will grade your assignment on technical skills, such as clear organization, spelling, and grammar usage, as well as a subjective assessment of whether or not you are able to think critically and analyze both sides of a legal or social issue.

Grading Policies

This course employs writing assignments and weekly discussions to measure student learning.

Assignment	Percent of Grade	Due
Discussion Board Introduction	0%	Week 1
Discussion Board Assignments	32%	Weekly
Writing Assignment 1 (Proposal)	33%	Thursday of Week 2
Final Written Submission	35%	Saturday of Week 7

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

Each writing assignment deals with the topic under discussion. These writing assignments cumulatively account for 64 percent of the student's grade. The Proposal should be approximately one full page to two. The Capstone Final is expected to be a minimum of eight (8) full pages. The total length is left to the discretion of the student. The one requirement is that all of the differing disciplines of homeland security must be tied into the topic chosen by the student. This means that the student must discuss in length the issues of terrorism and counterterrorism, emergency management, and critical infrastructure and how they are affected by or affect the chosen topic.   There should be sufficient research resources to support eight full pages.

Formal academic writing uses standardized styles and citation formats. The preferred format of the social sciences is the APA style. To access the APA writing guidelines go to this link: 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.
Papers should have 1-inch margins all around. You are expected to use a standardized font - preferably Times New Roman, 12 point. 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 document. If you do not have Microsoft Office, then copy the text you have written directly into the assignment section of Blackboard during the appropriate

week. **Do NOT** submit writing assignments in PDF, Word Perfect, Microsoft Works, Google docs, 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 course does not require a final examination, as such, but does require a submitted final project. This project will be due the Tuesday of finals week.

Course Organization:

Lesson 1: Introduction and Orientation: Why a Capstone Course?

Lesson 2: Development of a Viable Capstone Experience

> **Proposal due Thursday before midnight.**

Lesson 3: Disaster Planning, Emergency Management, Response, and Recovery

Lesson 4: Critical Infrastructure Protection

Lesson 5: Organizational Culture and Behavior

Lesson 6: Legal, Constitutional, and Statutory Issues in Homeland Security

Lesson 7: Trends and Future Implications: Is the Department of Homeland Security the Appropriate Security Enterprise for a Secure America?

> **Final Project is due on Saturday before midnight.**

The time needed for adequate study and understanding of the course material, as well as discussion posts and critical thinking for all exercises and papers amounts to between nine and 12 hours per week.

Course Administration

Add/Drop dates

Students may add this course up to the last Friday of the first week of class.

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

Late Work

Given the significance of this capstone experience, late work will not be accepted by the professor. Although late discussion posts may be accepted, each late post will be lowered one letter grade per day, unless prior arrangements are made through agreement with the professor. Any late abstract, summary, and outline will be cause for dropping from this course, and late final capstone papers will result in an Incomplete or Failure of the course.

Incomplete Work

Incomplete work will not be accepted. The student's failure to complete all assignments will result in an "Incomplete," or an "F," depending upon the student's performance on all assignments throughout the semester.

Communication

Participation

In this class, *everyone* brings something to the table. Your ideas and thoughts do count, not only to me but to 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 a whole, 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 particular question on the discussion board and allow your classmates to provide the answer through their posts.
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, lifestyle, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

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.

Title IX at Angelo State University

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.

Director of Title IX Compliance/Title IX Coordinator

Mayer Administration Building, Room 210

325-942-2022michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.
If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic and Counseling Center at 325-942-2173* or the *ASU Crisis Helpline at 325-486-6345.*

For more information about Title IX in general you may visit www.angelo.edu/title-ix.

Required Use of Face Masks/Coverings on Campus

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.