

# Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating 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 in the [Student Orientation Course](#).

## **BOR 3301 / CRIJ 3301:** **Studies in Homeland Security**

### **Course Description/Overview**

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*

Author(s): Phelps, Dailey, & Koenigsberg

Publisher: Carolina Academic Press

Year: 2014

ISBN: 978-1-61163-171-5

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.

### **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:

1. Describe the organizational structure of the Department of Homeland Security.
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.

Assignment	Percent of Grade	Due

Participation in the Discussion Board	30%	Weekly in lessons 1-7, Sundays by 11:59pm.
Quizzes	30% (10% each)	2nd, 4th, and 6th week of class, Sundays by 11:59pm.
Short Papers	20%	3rd week of class, Friday by 11:59pm.
Final Exam	20%	Wednesday by 11:59pm on the 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 %
- 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:** **Homeland Security:** We open the course with an introduction to Border Security and the importance of secure borders to Homeland and National Security.

**Lesson 2:** **DHS and HSPDs:** In this lesson we review how Homeland Security developed as an ideology within the U.S. How the actual Department came into being and was subsequently altered is also reviewed. You will be introduced to documents known as Homeland Security Presidential Directives.

In conjunction we also expose you to the goals of the Department of Homeland Security and get into the fundamental operations of those agencies that work our land borders.

Quiz 1

**Lesson 3:** **Organization and Border Security:** The Department of Homeland Security is constantly being adjusted in its organization, mission, and goals. This will continue for at least another decade and probably until 2030 before some semi-permanence comes about. While this lesson will cover some of that organizational structure, your readings are going to be much more important in understanding the actual implementation of homeland security and how physical and maritime security efforts are essential to effective national security.

**Lesson 4:** **Smuggling, Contraband, and People:** Smuggling is a world-wide problem. It effects the economy of every country. Nobody is immune from the effects of smuggling and to some extent we are all responsible for the practice.

Everything that is a restricted, taxed, prohibited, or forbidden item is smuggled. That goes for rhinoceros horn, to exotic beetles; for lobsters to tires; and even involves the trade in humans for use by others as slaves or for sex.

In many cases the movement of contraband is purely for financial gain. However, when people are subjected to totalitarian abuses that prevent them from gainful employment and opportunity, as Elbert Hubbard noted, "Forbid a man to think for himself or to act for himself and you may add the joy of piracy and the zest of smuggling to his life."

QUIZ 2

**Lesson 5:** **Globalization and Transportation Security:** The world has shifted to a fully globalized economic system. The single component that has contributed to this move is the Internet. The ability to communicate to anybody, in any country, to place orders from manufacturers anywhere without having to actually visit and sign formal contracts, coupled with the ease of international shipping through companies such as FedEx, UPS, and DHL, has opened the previous existing barriers between producer and consumer.

Just as the barriers to international trade on the individual and national levels have been coming down, the tax base for maintaining and improving the transportation infrastructure that supports this commerce has been falling away. The result is that a single vehicle accident, such as the one that caused the freeway collapse on the left, can significantly impact the ability for those goods to reach the consumers, thus demonstrating that we need to invest in infrastructure if we want to maintain the benefits of open trade.

**Lesson 6:** **US-Mexico Border:** In this lesson we will discuss the border region between the United States and Mexico.

QUIZ 3

**Lesson 7:** **US-Canada Border:** Like the previous lesson, I am not going to duplicate the materials in your text by adding them to the Blackboard Lessons. Instead, we will summarize a few things about the U.S. - Canadian border.

**Lesson 8:** **Summary:** 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 an opinion paper that answers specific questions posed by the instructor.

When the terrorists attacked on September 11, 2001, there was a fundamental shift in the American perception of what it meant to be secure. We realized that we could no longer depend on the Atlantic and Pacific Oceans to give us adequate warning that an attack was imminent. Nor could the existing National Security and Defense apparatus defend us from a foe that wasn't a nation-state, but a fanatical religious organization that practiced asymmetrical warfare.

FINAL EXAM DUE WEEK 8

## 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](mailto: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.