



Course Syllabus

Course Name and Number: CJA771 – Introduction to Homeland Security, Summer 2010

Course dates: 7/6/2010 – 9/13/2010

Course time: Thursdays, 05:30PM - 09:40PM

Location: Kieffer Hall, Room 9,

Instructor Name: Jeffrey Ahn, MS

Instructor Contact Information

Office Phone: 808-230-4691 (cell) (Please leave a message if I do not answer your call right away. I will call you back).

Email Address: jeffrey.ahn@adjunct.chaminade.edu (primary) / theahn2003@gmail.com (secondary, use only when you have problems with CUH e-mail with prior telephonic approval from the instructor). (Please check my e-mail address spelling. Some students claimed they sent their assignments to my CUH e-mail address, but I found out later they misspelled my e-mail address, especially my first name).

Course Information

Course Description: This course is designed for people who have been identified as current and future leaders in homeland security. The course provides a basic overview of the ideas that can help leaders think and act more strategically. It also introduces many of the subjects that will be covered in other courses in the program. The instructor will map the terrain of homeland security, and use textbook, discussions, academic references, and web sites to explore homeland security topics of interest. Each student will be exposed to the responsibilities of various first responding homeland security agencies and recognize the need for a unified command structure. You will be graded on the following areas:

Graded Areas	Possible Maximum Points
Attendance (30%)	100
Weekly Writing Assignment (see weekly schedule for detail)(40%)	180
Presentation (30%)	100
Aggregation	380

Student Learning Outcomes: Students will gain an understanding of current U.S. strategic objectives and organizational arrangements by reading and analyzing government documents and other sources of information. You will have the opportunity to read and discuss the full range of ideas about the challenges that confront our nation, many of which will be provocative (and in direct conflict with each other). That is intentional. Unconstrained and critical debate is essential to accomplishing the learning objectives of this course.

The instruction in this course is offered in conjunction with the University Partnership Initiative of the Center for Homeland Defense and Security at the Naval Postgraduate School.

As a future leader in this field, you should:

1. Be aware of **problems** and **opportunities** in homeland security.
2. Identify **solutions** to those problems.
3. Understand the **environment and contexts** of homeland security issues, and evaluate the issue from a wide range of perspectives, i.e. federal, state, local, tribal, and private sector.
4. Develop your own evolving **framework of knowledge** about homeland security. This framework consists of facts, values, interpretations, concepts, principles, theories, and analytical tools that can help leaders create and implement solutions to problems. Preventing terrorism is the one element of the homeland security knowledge framework. Ideas about prevention, preparedness, risk management, response, recovery, resiliency, organizational behavior, management, and leadership form the primary dimension of that framework.

This course is based on the assumption that a student in the field of homeland security leaders should be able to demonstrate competency (i.e., have knowledge, skills and abilities) in at least nine substantive areas:

1. The historical forces that spurred the changes in US strategy, policy and organizational design since September 11, 2001.
2. The fundamentals of terrorism, including the logic, strategies, methods and consequences of Islamic jihad and domestic terrorism.
3. Conventional and unconventional threats to Homeland Security, including an understanding of the threat of weapons of mass destruction.
4. The dynamic tension the war on terrorism triggers between the criminal justice system and civil liberties protected by the U.S. Constitution.

5. The lessons learned from the response to catastrophic natural disasters.
6. The evolving paradigm of homeland security that encompasses all threats and all hazards with the potential to affect the Nation.
7. The protection of the Nation's Critical Infrastructure and Key Resources.
8. The sources, methods and uses of intelligence and information, with a specific emphasis on information sharing.
9. The leadership challenges and skills demanded by the new multi-agency, multi-discipline collaborative environment (e.g., public agencies, military agencies, private sector agencies).

Prerequisites and Co-requisites: None.

Course Topics: The course will encompass a broad study of several issues that shape the homeland security discipline. The structure of the course will follow this framework:

- Week 1 – Learning from our mistakes: Repetitive mistakes?
- Week 2 – Learning our enemy: Who are we looking for?
- Week 3 – Role of governments: Who is responsible?
- Week 4 – Intelligence, new tools?
- Week 5 – Business risks in Homeland Security?
- Week 6 – Which Critical Infrastructure needs to be protected first?*
- Week 7 – Protection our borders
- Week 8 – Emergency Management: Are we ready for anything?
- Week 9 – Technology: What is the limitation?*
- Week 10 – What is our next move?

Specific Course Requirements: None.

Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Textbooks:

- Kamien, D. (Ed.). (2006). *The McGraw-Hill Homeland Security Handbook*. New York, NY: McGraw-Hill. ISBN: 0-07-144665-6
- APA Format - APA format is required for all written assignments. Please refer to the APA Publications Manual, **6th Edition**. ISBN: 1-4338-0561-8

Highly recommended materials:

- Grammar Manual - The Gregg Reference Manual, 10th Edition, is the standard writing manual for this course. ISBN: 0-07-293653-3
- Dictionary - Merriam-Webster Collegiate, 11th Edition, as identified as the standard spelling reference for APA journals and books. ISBN: 0-87779-809-5. Your assignments should not have any spelling errors. Review and check your works using the aforementioned dictionaries; and do not trust a dictionary in Microsoft Word ® or other applications alone.

Supplementary Materials: None.

Course Web site address: <http://chaminade.ecollege.com>

Hardware Requirements: eCollege is accessible from most PCs and Macintosh computers with a reliable internet connection.

Software Requirements: You are required to submit writing assignments following the American Psychology Association (APA) format using various applications, such as Microsoft Word®; and present your research using presentation software, such as Microsoft PowerPoint®. You are not required to purchase these programs and use other applications; however, I will not grade your work if I cannot open or view them. I am using both Microsoft Office Mac Suite® and Sun Microsystems OpenOffice.org. When or if you use OpenOffice, please save your assignments using “.doc” file extension for documents and “.ppt” for presentation, respectively. Please ensure you can access to an Adobe reader as well. You will need the Adobe reader to review my feedback and other correspondences.

Assessment and Grading

Grading Procedure: Letter grades are given as your final grade for this course. Grades are calculated from the student’s attendance, class participation, weekly article reviews, presentations, case study, and research papers. The grades are interpreted as follows:

- A - Outstanding scholarship and an unusual degree of intellectual initiative.
- B - Superior work done in a consistent and intellectual manner.
- C - Average grade indicating a competent grasp of subject matter.
- D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
- F - Failure to grasp the minimum subject matter; no credit given.
- W - Withdrawal before published deadline (see your counselor or academic calendar for details).
- I* - Did not complete a small portion of the work or final examination due to circumstances beyond the student’s control. This grade will not be given except under circumstances of extreme hardship (see CUH Student Handbook for details).

Grading Scale:

Score	Grade
91-100% of possible total points	A
81-90% of possible total points	B
71-80% of possible total points	C
61-70% of possible total points	D
51-60% of possible total points	F

Assignments and Participation

Class Participation or Attendance: In-class discussion and peer feedback are important parts of this course; therefore, attendance is very important. The goal is to provide a supportive, open environment where you can test and sharpen your analytical and research skills. Evaluation of student participation will be based on the following criteria:

- Demonstrate knowledge for course materials and effectively apply relevant theories and concepts.
- Integrate and build upon the ideas of other class members
- Late for class and leave early: 2 point deduction
- Absence: 10 points deduction

Weekly Writing Assignment (20 points each, Week 1 through Week 9): This is a writing intensive course and each student is expected to submit a weekly writing assignment as partial fulfillment for the course. This paper will be completed and assembled in accordance with the APA Manual; however, an abstract is not required. This weekly writing assignment requires references from only scholarly academic journals. Topics for these assignments will be posted in eCollege. You are allowed to use articles from your textbook as your references; however, you are required to provide **at least two (2) or more** references from other academic sources for your weekly writing assignments (a total of three references is required when you use the textbook).

- Reference submission requirement: To avoid unintentional plagiarism, you are required to submit a copy of the article if you quoted directly from them. When submitted, directly quoted materials will be highlighted. Electronic version of the article will be accepted as long as quoted materials are clearly highlighted.
- Format: They must be typed and double-spaced with 1 inch margins and in Times New Roman 12 point type. The length of each weekly writing assignment will be between 1000-1500 words, excluding words on cover page and reference page. Please stay within the required length. Penalty will be assessed for both under or over the required length (4 points out of 20 possible points).

- Direct Quotation from references: Penalty will be assessed for papers that contain more than 20% quoted materials (4 points out of 20 possible points).

The following criteria will be used in grading the weekly writing assignments:
It will be provided to you via eCollege.

NOTE: Weekly writing assignments must be submitted using "Dropbox" in eCollege no later than Wednesdays (MST). Late submission will not be allowed.

Presentation (100 points): From the weekly assignments and discussions, choose one specific area in Homeland Security and prepare a slide presentation for your senior leadership (stakeholders) to address the necessity of formulation of strategic plan for your organization.

Requirement for the presentation:

- cover slide (name, title)
- agenda
- body (depends on your topic, it can be between 10-15 slides, but they can be longer).
- conclusion
- summary
- **Eight (8) references** (of course academic resources) - Reference submission requirement: To avoid unintentional plagiarism, you are required to submit a copy of the article if you quoted directly from them. When submitted, directly quoted materials will be highlighted. Electronic version of the article will be accepted as long as quoted materials are clearly highlighted.
- **Note section of each slide requires narration or scripts as I am reading your slide and present it to the leadership in your absence.**
- Professional appearance of slides and contents are a must (This brief is so important, because you might be terminated or promoted after this brief)

NOTE: Your research presentation must be submitted using "Dropbox" in eCollege no later than 4 September 2010 (MST).

Course Ground Rules

PUNCTUALITY/CONSISTENCY: A key to succeed in an asynchronous learning environment is to keep up with your required tasks and submit your work in a timely manner. Visit your class in eCollege as frequently as possible to learn how to navigate in eCollege; keep abreast of course announcement; address technical problems immediately, just to list a few as tips.

ACADEMIC HONESTY: Students are responsible for promoting academic honesty at this university by not participating in or facilitating others' participation in any act of academic dishonesty, and by reporting incidences of academic dishonesty (such as theft of tests, records, and other confidential materials, altering grades, and/or plagiarism) to their instructors.

Questions of academic dishonesty are reviewed first by the instructor, followed by the Director, who supervises the faculty teaching the courses.

PLAGIARISM: Chaminade University policies regarding academic honesty are explicit. The standards as clearly stated in the Academic Catalog will be strictly enforced. There is no excuse for using another's work and turning it in as your own, and absolutely no value in irreparably damaging your reputation and your class grade.

LATE ASSIGNMENTS: Assignments must be posted and completed on the due date (MST) using eCollege. Otherwise loss of all credit will occur. Missed assignments cannot be made up and course work will not be accepted unless turned in on the prescribed day unless the absence is for a documented emergency, documented medical reasons, documented mandatory service to the University, documented mandatory military obligations, or other acceptable reason as deemed by the instructor. Students must obtain an instructor's written approval first prior to submitting late assignment(s).

Guidelines for Communications (observe course netiquette at all times).

Email:

- Use the Chaminade email account provided within eCollege.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases (see chapter 13, the Gregg Reference Manual for details).
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Discussion Posting:

- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of others thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

Library

Visit your library at www.chaminade.edu/library, at a minimum for your article review and research resources. ***The following are not acceptable as scholarly academic journals for purposes of article reviews and research paper:***
Newspapers

News Magazines (Newsweek, Time, People)
Trade Magazines
FBI Law Enforcement Bulletin
Corrections Today
Police Chief
Prisons Today
On the Line
Law and Order
American Jails
Wikipedia.com

Students With Disabilities

It is the student's responsibility to self identify with the Director of Personal Counseling in order to receive accommodations. Only those students with appropriate documentation will receive services. Contact the Director of Personal Counseling at (808) 739-4603 or email: jyasuhar@chaminade.edu.

Technical Support

For technical questions: contact the Chaminade eCollege helpdesk at: helpdesk@chaminade.ecollege.com, or call toll free at: (866) 647-0654.

eCollege Account Support

Call 808-739-8327 or email jnakason@chaminade.edu.