

## CJA 771 HSLD Course Syllabus

**Course Name and Number:** CJA 771 HSLD – Introduction to Homeland Security (Internet), Winter 2014

**Course Dates:** January 13, 2014 – March 26, 2014

### **Course Description:**

This course is designed for students in the MSCJA Program and for professionals 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 broad spectrum of homeland security using textbooks and web sites to explore topics of interest. Each student will be exposed to the responsibilities of emergency response agencies and recognize the functions of the National Incident Management System.

**Instructor Name:** Julie Greenly, MPA

### **Instructor Contact Information:**

Office Phone: 808-284-1791 (cell). I am available by phone from 6 p.m. - 8 p.m. Hawaii Standard Time (HST) Monday – Friday. Please leave a message if I do not answer your call right away. I will call you back. If these times are not convenient for you, please let me know. I will be happy to accommodate your schedule, if possible. I provide you with these times to make it easier to communicate with me, and not to limit our contact. I want you to know that, should you need to contact me outside this time frame, you should not hesitate to do so. If or when you call my phone, please leave a message.

Email Address: [julie.greenly@adjunct.chaminade.edu](mailto:julie.greenly@adjunct.chaminade.edu) (primary); [jhgreenly@gmail.com](mailto:jhgreenly@gmail.com) (secondary, use only when you have problems with CUH e-mail with prior telephonic approval from the Instructor).

### **Course Requirements:**

Prerequisites: None.

Textbook:

Gaines, L. K., Kappeler, V. E., (2012); *Homeland Security*, Upper Saddle River, NJ: Pearson. ISBN: 0-13-511192-7.

(Textbook may be ordered from the Chaminade Bookstore <http://www.chaminade.edu/bookstore/> or any of the other sources available on the internet).

Recommended Reference: *American Psychology Association (APA) Publications Manual*. APA format is required for all written assignments.

### **Minimum Technical Requirements:**

- Access to email and the Internet.
- Sending and Receiving email. Email messages may be sent to the Instructor through the Chaminade University's email system. To avoid having your message mistakenly identified as SPAM, please identify the course in the subject line.

### **Navigating the Course**

#### *Getting Started*

The electronic classrooms for this course are located in *eCollege*. To gain access to the course you need your Chaminade Student ID (username) and last 4 of your SS# (password).

#### *eCollege*

1. Open your Internet browser to the Chaminade University eCollege page at [chaminade.ecollege.com](http://chaminade.ecollege.com)
2. Login with your Username and Password
3. Click on Course List to see your current courses
4. Click on the course link and then click on the syllabus link to begin your course.

### **Communicating Electronically:**

*Netiquette Expectations.* Always practice Internet Etiquette when communicating electronically. The purpose of communicating electronically in an online course is to share information.

- Be respectful of other participants, their time, their bandwidth, and their opinions.
- Remember that you are communicating with people who do not have the advantage of seeing your body language or hearing your voice inflections and who may interpret your message differently than you intended.
- Using all caps may be interpreted as shouting.
- Use humor and sarcasm carefully (we can't see the twinkle in your eye); add emoticons to provide a visual representation of your intent.
- Keep your critiques constructive; antagonistic criticism is called "flaming" and may cause an unwanted reaction.
- Remember that you are judged by the quality of your writing. Spelling and grammar do count.
- Be coherent and succinct.
- Don't plagiarize; respect copyrights.
- Don't depend on a single source when contributing new information from external resources.
- Be professional.

*Sending and Receiving email.*

I will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Electronic communications will be answered within 48 hours. All email messages from me will be sent to your *eCollege* email address or the Chaminade University's email system. To avoid having your message mistakenly identified as SPAM, please identify the course in the subject line.

**Academic Integrity Policy:**

As members of the Chaminade University community, we are all commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Chaminade degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

**Key Dates:**

*Beginning Date – January 13, 2014*

*Last Day to Register – January 20*

*Last Day to Add/Drop - January 20*

*Last Day to Withdraw – March 3*

*Ending Date – March 26, 2014*

**Learning Expectations:**

*Student Learning Outcomes—*

- Gain an understanding of the terrorist threat.
- Develop an understanding of the broad range of federal policies and procedures enacted since the events of 9/11.
- Gain an understanding of the organizations involved in homeland security, how they are organized, how they interrelate, and their specific roles and resources. This includes federal agencies, such as the Department of Homeland Security, Department of Defense, and those at state and local government levels including the National Guard.
- Improve your ability to interpret, analyze, evaluate, and make inferences of ill-defined homeland security issues and problems.
- Provide foundational knowledge of the discipline of homeland security upon which to build or prepare you for future leadership positions in this field.

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 context of homeland security issues, and evaluate these issues from a wide range of perspectives, i.e. federal, state, local, tribal, private sector; general public.
4. Develop your own evolving framework of knowledge about homeland security. This framework should consist 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 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 U. S. 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).

## **Assessment and Grading**

*Grading Policies:* Letter grades are given as your final grade for this course. Grades are calculated from the student's attendance, participation, article reviews, mid-term exam, research paper, research paper presentation, and final exam. Grades are interpreted as follows:

- A – Outstanding scholarship and an usual 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). You must submit a written request with supporting documents for my review and approval.

*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

**Weight of Assignments, Participation, Other Assessments:**

*The table below depicts your activities in the course:*

Graded Areas	Maximum Possible Points
Student Introduction	5
Two (2) Journal Entries – 5 pts each	10
Three (3) Academic Article Reviews – 15 pts each	45
Mid-Term Exam	25
Final Exam	35
Research Paper	25
Student Research Presentation	20
Participation/Discussions	45
Aggregate	210

**Assignments and Participation Requirements:**

**Student Introduction (5 points).** In your initial response, please begin by briefly introducing yourself - perhaps tell us about your work, hobbies, life interests, and educational achievements, and so forth. Additionally, please construct a paragraph succinctly describing what brings you to our class and what you hope to learn. Replies in this discussion could take the form of questions of peers asking for elaboration or comments or encouragement.

**Journal Entries (5 points each; total 10 points).** A total of two journal entries must be submitted, one during week one of the course and the second during the last week of the course. Details regarding each entry will be forthcoming.

**Academic Article Reviews (15 points each; total 45 points).** A total of three article reviews from scholarly academic journals (including link to the articles in Webliography) will be required. These reviews must be directly related to the course and consistent with weekly learning topics. Guidelines for the submission of Article Reviews include the following:

- Articles must appear in scholarly academic journals.
- Articles must be published after the year 2001 or later.
- Articles must be based on empirical research conducted by the authors.
- To avoid unintentional plagiarism, a copy of the article must be submitted with your review.
- Article reviews must be typed and double-spaced with 1 inch margin at all sides in Arial or New Times Roman, 12 point type. The required length of your review must be a minimum 400 words and not to exceed 600 words. Please format your assignments as described in pages 41-60 APA Publication Manual, 6<sup>th</sup> Edition.
- Article reviews should be written in the active voice. Your review should be a critical evaluation of the author's work. (See pages 61-70 APA Publication Manual, 6<sup>th</sup> Edition).  
Note: The purpose of a **review** of a work (book or article) is generally to let readers know what the work is about and what its merits are so that readers can decide whether they want to read the work. Article reviews should: (1) identify the work and the author(s); (2) include a summary of the work; (3) and, more importantly, provide your evaluation of the author's work.
- Article reviews may support your research paper.
- **Article link must be posted to the "Webliography" in eCollege no later than Sunday (11:59 PM HST) of the week these are due. Late submissions will not be accepted unless a prior approval is obtained from Instructor.**
- **Article reviews must be submitted using "Dropbox" in eCollege no later than Sunday (11:59 PM HST) of the week these are due. Late submissions will not be accepted unless a prior approval is obtained from Instructor.**

**Mid-Term Exam (25 points) and Final Exam (35 points).** The Exams are due by the end of the Week it is assigned. Exams will be in essay answer format.

**Note:** *Missed examinations cannot be made up and course work will not be accepted unless turned in on the prescribed day. Exceptions may be made by the Instructor due to emergencies, documented medical reasons, documented mandatory service to the University, and documented military obligations. The Instructor may approve and schedule a make-up exam. Delay in contacting the Instructor after a missed exam is reason to deny a make-up.*

**Research Paper (25 points)** based on a topic related to the course. **Research paper topics must be submitted to the Instructor for approval by the end of Week 3. The Research Paper is due by the end of Week 10.** The Research Paper should:

- Conform to APA format guidelines;
- Be a minimum of 5 pages;
- Not exceed 10 pages;
- Typed and double-spaced with 1 inch margin at all sides in Arial or Times New Roman, 12 point type.

**A Briefing or Presentation (20 points) on your Research Paper must be submitted by the end of Week 9.** Depending on the size of the class, student briefings or presentations to the Instructor may be scheduled in Week 9 and 10. Instructions for the conduct of student briefings or presentations will be disseminated during the course.

**Weekly (Unit) Discussions (5 points per week; total 45 points).** The weekly Discussion Board Forum is designed to facilitate asynchronous interaction about a particular thread or topic and all students are **required to participate in each discussion topic(s) every week.** You enter the discussion on your time schedule, read the postings, add comments, and where applicable, introduce new material related to the topic. The purpose of a threaded discussion is to expand your knowledge through collective research and comments on the subject. (See *Guidelines to Successful Online Discussion* below)

- Research the topic and add constructive comments and information
- Practice professional netiquette when communicating with others
- Visit the discussion frequently
- Stay on the subject
- Share relevant experiences and external resources
- Strive for quality more than quantity of postings
- Include open ended questions in your postings to encourage dialogue
- Be respectful of the ideas and opinion of your classmates.

**The following CUH Rubric for Research Papers will be used for written assignments:**

Criteria	Exemplary 91-100%	Good 81-90%	Acceptable 71-80%	Unacceptable 61-70%
<b>Contents (60%)</b>	<b>Maximum Points</b>			
Purpose	12	10.8	9.6	8.4
Content	12	10.8	9.6	8.4
Organization	12	10.8	9.6	8.4
Feel	12	10.8	9.6	8.4
Tone	12	10.8	9.6	8.4
<b>Mechanics (25%)</b>				
Sentence Structure	5	4.5	4.0	3.5
Word Choice	5	4.5	4.0	3.5
Use of APA	10	9.0	8.0	7.0
Grammar, Spelling, etc.	5	4.5	4.0	3.5

<b>Research (15%)</b>				
Use of References	7.5	6.75	6.0	5.25
Quality of References	7.5	6.75	6.0	5.25
Use of Direct Quotations (Should be less than 20% of your paper).				
Length (Penalty assessed if under and over required length)				
<b>Scored</b>				

**Guidelines to Successful Online Discussion:**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>
<b>Postings</b>	5 postings, well distributed throughout the week	4 postings, well distributed throughout the week	3 postings, well distributed throughout the week	2 or fewer postings throughout the week	No postings throughout the week
<b>Description of Contribution</b>	<p>Use of Analysis, Synthesis and Evaluation</p> <p>Critical and/or creative contribution</p> <p>Very clear that readings were understood and incorporated well into responses</p> <p>Asks questions that extend the discussion and makes insightful, critical comments</p>	<p>Use of Comprehension and Application</p> <p>Readings were understood and incorporated into responses</p> <p>Exhibits good insights and understanding of discussion question</p> <p>Relates the issue to prior material covered in the course</p> <p>Shows genuine</p>	<p>Use of Knowledge</p> <p>Postings are not on track with readings</p> <p>Repeats basic correct information related to discussion</p>	<p>Seemingly, no evidence that readings were understood or incorporated into the discussion</p> <p>Didn't do the readings</p>	No participation



- 2) McCauley, Clark. (2011). *The Psychology of Terrorism*. Brooklyn, NY: Social Science Research Council. <http://essays.ssrc.org/10yearsafter911/the-psychology-of-terrorism/>
  - 3) Bjelopera, Jerome. (2013). *The Domestic Terrorist Threat: Background and Issues for Congress*, Congressional Research Service <http://www.fas.org/sqp/crs/terror/R42536.pdf>
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#### **Week 4: February 3**

#### **Nation's Response to Terrorist Threats**

Assignments: Academic Article Review #2, Discussion

Reading Assignment:

- 1) Gaines, L. K., Kappeler, V. E., *Homeland Security*, Chapters 8-11
- 2) Nuclear Threat Initiative (NTI), *Threats (Nuclear, Biological, Chemical, Radiological and Delivery Systems)* <http://nti.org/threats/>
- 3) *National Response Framework* [http://www.fema.gov/media-library-data/20130726-1914-25045-1246/final\\_national\\_response\\_framework\\_20130501.pdf](http://www.fema.gov/media-library-data/20130726-1914-25045-1246/final_national_response_framework_20130501.pdf)
- 4) *National Strategy for Counterterrorism* [http://www.whitehouse.gov/sites/default/files/counterterrorism\\_strategy.pdf](http://www.whitehouse.gov/sites/default/files/counterterrorism_strategy.pdf)

Recommended Reference:

- 5) *National Response Framework – Information Sheet* [http://www.fema.gov/media-library-data/20130726-1914-25045-6465/final\\_informationsheet\\_response\\_framework\\_20130501.pdf](http://www.fema.gov/media-library-data/20130726-1914-25045-6465/final_informationsheet_response_framework_20130501.pdf)
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#### **Week 5: February 10**

#### **Homeland Defense**

Assignments: Mid-Term Exam, Discussion

Reading Assignment:

- 1) *Presidential Policy Directive/PPD-14: Requirements of the National Defense Authorization Act - Procedures Implementing Section 1022 of the National Authorization Act for Fiscal Year (FY) 2012* <http://www.whitehouse.gov/the-press-office/2012/02/28/presidential-policy-directive-requirements-national-defense-authorization/>
- 2) *Federal Register, Defense Support of Civil Authorities (DSCA) – Summary* <http://federalregister.gov/articles/2011/01/13/2011-620/defense-support-of-civil-authorities-dsca>

Recommended Reference:

- 3) *Federal Register, Defense Support of Civil Authorities (DSCA) – PDF* <http://www.gpo.gov/fdsys/pkg/FR-2011-01-13/pdf/2011-620.pdf>

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**Week 6: February 17****Protecting our Borders and Communities**

Assignment: Discussion

Reading Assignment:

- 1) Gaines, L. K., Kappeler, V. E., *Homeland Security*, Chapter 12
- 2) *National Infrastructure Protection Plan*, Executive Summary and Sections 4 - 5.  
[http://www.dhs.gov/xlibrary/assets/NIPP\\_Plan.pdf](http://www.dhs.gov/xlibrary/assets/NIPP_Plan.pdf)

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**Week 7: February 24****Emergency Management and Homeland Security**

Assignments: Academic Article Review #3; Discussion

Reading Assignment:

- 1) Gaines, L. K., Kappeler, V. E., *Homeland Security*, Chapter 13
- 2) *National Incident Management System (NIMS) Overview Presentation*  
[http://www.fema.gov/media-library-data/20130726-1853-25045-0014/nims\\_overview.pdf](http://www.fema.gov/media-library-data/20130726-1853-25045-0014/nims_overview.pdf)
- 3) *Overview of the National Planning Frameworks* [http://www.fema.gov/media-library-data/20130726-1914-25045-2057/final\\_overview\\_of\\_national\\_planning\\_frameworks\\_20130501.pdf](http://www.fema.gov/media-library-data/20130726-1914-25045-2057/final_overview_of_national_planning_frameworks_20130501.pdf)
- 4) *Actions Taken to Implement the Post-Katrina Emergency Reform Act of 2006 – Summary* <http://www.gao.gov/products/GAO-09-59R>

Recommended References:

- 5) *National Incident Management System (NIMS)*  
[http://www.fema.gov/pdf/emergency/nims/NIMS\\_core.pdf](http://www.fema.gov/pdf/emergency/nims/NIMS_core.pdf)
- 6) *Actions Taken to Implement the Post-Katrina Emergency Reform Act of 2006 – Full Report* <http://www.gao.gov/assets/100/95880.pdf>

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**Week 8: March 3****Selected Issues for Homeland Security**

Assignments: Discussion

Reading Assignment:

- 1) Gaines, L. K., Kappeler, V. E., *Homeland Security*, Chapter 14
- 2) *National Infrastructure Protection Plan*, Sections 6 - 7.  
[http://www.dhs.gov/xlibrary/assets/NIPP\\_Plan.pdf](http://www.dhs.gov/xlibrary/assets/NIPP_Plan.pdf)
- 3) *Comprehensive Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment Guide, Second Edition*. [http://www.fema.gov/media-library-data/8ca0a9e54dc8b037a55b402b2a269e94/CPG201\\_htirag\\_2nd\\_edition.pdf](http://www.fema.gov/media-library-data/8ca0a9e54dc8b037a55b402b2a269e94/CPG201_htirag_2nd_edition.pdf)

- 4) *Information Sheet: Threat and Hazard Identification and Risk Assessment*.  
[http://www.fema.gov/media-library-data/020020f27cf0546b64125b58b9164604/NIC\\_InformationSheet\\_CPG201\\_20130822.pdf](http://www.fema.gov/media-library-data/020020f27cf0546b64125b58b9164604/NIC_InformationSheet_CPG201_20130822.pdf)
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**Week 9: March 10**

**Leadership – Selected Case Studies**

Assignments: Student Research Paper Presentations; Discussion

Reading Assignment:

- 1) Rice, Condoleezza. (April 8, 2004). *Opening Remarks to National Commission on Terrorist Attacks*. Washington, DC: U.S. Government Printing Office. (PDF)  
[http://www.9-11commission.gov/archive/hearing9/9-11Commission\\_Hearing\\_2004-04-08.htm](http://www.9-11commission.gov/archive/hearing9/9-11Commission_Hearing_2004-04-08.htm)
  - 2) Bush, George W. (Sep 11, 2001). *9/11 Address to the Nation*  
<http://www.youtube.com/watch?v=YMiqEUBux3o>
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**Week 10: March 17**

**Way Ahead for an Uncertain Future**

Assignments: Final Exam; Research Papers Due; Student Research Paper Presentations, Journal Entry

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**Course Ground Rules**

**ACADEMIC HONESTY:** Students are responsible for promoting academic honesty at this university by not participating in or facilitating others from participating 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 by the instructor, followed by the Director, who supervises the faculty teaching the course.

**PLAGIARISM:** Chaminade University policies regarding academic honesty are explicit. The standards are clearly stated in the Academic Catalog and will be strictly enforced.

**SELF-PLAGIARISM:** The practice of self-plagiarism or presenting work i.e. academic article review; research paper, in this course that was previously submitted to satisfy an academic requirement in another course as though it were “new” is prohibited.

**LATE ASSIGNMENTS:** Assignments must be posted and completed on the due date (HST) using *eCollege*. Otherwise loss of credit will occur. Late submissions may be accepted subject to my approval prior to the due date.

**Library:** Visit your library at [www.chaminade.edu/library](http://www.chaminade.edu/library) for your article review and research resources.

### **Students with Disabilities or Access and Functional Needs**

It is the student's responsibility to identify their special needs 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 (808) 739-4603 or email [jyasuhar@chaminade.edu](mailto:jyasuhar@chaminade.edu).

### **Graduate Programs**

<http://www.chaminade.edu/admissions/grad/>

This link provides information about different graduate programs at Chaminade.

### **Financial Aid**

[http://www.chaminade.edu/financial\\_aid/process\\_grad.php](http://www.chaminade.edu/financial_aid/process_grad.php). This link provides you with information about financial aid and opportunities.

### **Distance Education Information and Technical Help**

<http://www.chaminade.edu/online>

For Account/Login help, email: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu).

For Technical issues, contact eCollege at: helpdesk@chaminade.ecollege.com, or call toll free at: (866) 647-0654