



WARNING: DO NOT DISCLOSE ANY GOVERNMENT CLASSIFIED MATERIALS IN THIS COURSE. NO EXCEPTION! ONLY MATERIALS AVAILABLE TO THE PUBLIC WILL BE USED THROUGHOUT THE COURSE.

Online Course Syllabus

Course Name and Number: CJA771 – Introduction to Homeland Security, Winter Term 2015

Course dates: 1/12/2015 – 3/22/2015

Time: 0001-2400

Classroom: eCollege

Instructor Name: Jeffrey Ahn, MSA

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). I am available from 4 p.m.-9 p.m. Hawaii Standard Time (HST) on most days, but I attempt to reserve Sunday for my family. On Saturdays, I tend to be online in the morning only. 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 these time frames, you should not hesitate to do so. If or when you call my phone, please leave a message; however, I check our classroom almost every day.

For emergencies, when you are not able to gain access to messages on the eCollege, please send a message to my CUH e-mail address. In the event a third party needs to contact me, please direct them to my contact information listed under "facilitator information." No third party should use your login credentials to gain access to the classroom.

E-mail 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 measured on the following areas:

Graded Areas	Possible Maximum Points
Weekly Writing Assignment (see weekly schedule for detail)	160
Presentation	100
Final Exam	100
Aggregation	360

Course Objectives: 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:

- CQ Researcher. (2011). *Issues in Terrorism and Homeland Security* (2nd ed.). Thousand Oaks, CA: Sage. ISBN: 978-1-4129-9201-5
- Gaines, L. K., & Kappeler, V. E. (2011). *Homeland Security*. Upper Saddle River, NJ: Pearson. ISBN: 0-13-511192-7

Highly recommended materials:

1. APA Format - APA format is required for all written assignments. Please refer to the APA Publications Manual, **6th Edition**
2. Grammar Manual - The Gregg Reference Manual, 10th Edition, is the standard writing manual for this course. ISBN: 0-07-293653-3
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.college.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 Requirements

Weekly Writing Assignments (20 points each, Week 1 through Week 8): 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 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 (2 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 Sunday (HST). Late submission will not be allowed.

- Writing Assignment Submission Instruction: The assignment name should include your last name, first initial in upper letter, course number, dash, and assignment number (DoeJXXX0000-1) without spaces between characters. For example, Jeff Ahn's first week individual assignment should look like **AhnJCJA771-1.doc or AhnJCJA771-1.docx** (depends on a version of your Microsoft Word).

One (1) Presentation (100 points): From the weekly assignments, 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)(Required)
- Agenda (Optional)
- Body (Required) (depends on your topic, it can be between 10-15 slides, but they can be longer).
- Conclusion or Summary (Required)
- Question (Required)
- References (of course academic resources) (Required) - 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. You must have five (5) academic references or more.

- **Note section of each slide requires narration or scripts, at a minimum of 150 words, 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 18 March 2012 (MST).

One (1) final examination (100 points each): This is cumulative and will include only materials covered in the specified sections. Items on the exam may come from the text, supplemental reading materials, classroom lectures and discussions, or other means used throughout the period. Exams may consist of questions in a multiple choice, short answer, and/or essay formats. Review Assessment and Grading section above for details. Your final should be completed in **Week 10, March 16-22, 2015.**

Feedback: Each week, scores, or comments on assignment and quiz by within **6** days of when they were submitted will be delivered to you via eCollege. Please check your dropbox and grade book as frequent as possible. You must have a version of Adobe Reader to review my comments on your assignments.

Course Ground Rules

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 others work and turning it in as your own, and absolutely no value in irreparably damaging your reputation and your class grade.

LATE ASSIGNMENTS: Assignments/Quizzes must be posted and completed by Sundays, due dates (MST) using eCollege. Otherwise loss of all credit will occur. Any late submission will not be accepted unless you provide me with supporting documents for my review and approval.

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.

Guidelines for Communications (observe course netiquette at all times)

E-mail:

- Use the Chaminade e-mail account provided.

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your e-mails. Use of emoticons might be helpful in some cases.
- 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 (not applicable to this course; however, you should review and use them in your activities):

- 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 and you will receive no points for your work if you use them in the assignments:***

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 (your paper will be scored zero if it contains anything from any pedia.com).

(My position/view: Please do not use "wikipedia" as your source during any classes with me. Let me illustrate to you the reason I forbids students from using it. Brafman and Beckstrom (2006) reported that "there are seven steps [before an article being posted in Wikipedia.com]: assignment, finding a lead reviewer, lead review, open review, lead copyediting, open copyediting, and final approval and markup" (p. 73). Issues for Wikipedia are not recognized as reliable or academic sources, because everything posted in the Wikipedia has to be academically challenged, verified, and certified, etc. This is what it does not have. Wiki in the Hawaiian language means "fast.")

Reference: Brafman, C. & Beckstrom, R. (2006). The starfish and the spider: The unstoppable power of leaderless organizations. New York, New York: Portfolio.

If you submit anything with Wikipedia or anything from pedia web sites, I will not accept your work and you will receive "0" point for the work. No resubmission will be allowed.

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 e-mail: jyasuhar@chaminade.edu.

Technical Support

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

eCollege Account Support

Call 808-739-8327 or e-mail jnakason@chaminade.edu.

HINTS FOR TAKING ONLINE COURSE

- Visit your classroom in eCollege as frequently as possible to see if there is anything new or last minute changes.
- Avoid turning in weekly required works last minute.
- Using Outlook® or an appointment reminder from you mobile phone or PC/Mac, if you have, to track your activities.
- Visit your gradebook in eCollege so that you know where you are and what you need to do to improve or maintain your grade.
- Check your work before you submit them. You will save many points from avoidable mistakes, particularly APA format
- Ask me questions before, not after.

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith - Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education - In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit - Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace - The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change - In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton. Each of these characteristics is integrated, to varying degrees, in this course.
