



## **Intro to Homeland Security**

**Criminal Justice Department**

**SPRING 2015**

**44.115-201: Mon/Wed 8:00-9:15 am**

**44.115-202: Mon/Wed 9:30-10:45 am**

**Health & Social Sciences Building**

**Rm 140**

**INSTRUCTOR:** John Yurcak

**E-MAIL:** [john\\_yurcak@uml.edu](mailto:john_yurcak@uml.edu)

**OFFICE HOURS:** Before/after class, and by appointment

**COURSE WEB-SITE:** <http://faculty.uml.edu/jyurcak/44.115/>

**REQUIRED TEXT:** *Introduction to Homeland Security, Fourth Edition.* Haddow, G. & Bullock, J., et al (2013). Butterworth-Heinemann ISBN 978-0-12-415802-3

### **COURSE DESCRIPTION**

This course will encompass the study and relationship between those entities and institutions necessary for the protection of the United States. Course instructional material will examine the components of federal, state and local agencies, as well as the role of private security and emergency responders in facilitating the implementation of the Homeland Security Act. Particular attention will be focused on policy, plans, and procedures at governmental and community levels.

### **COURSE OBJECTIVES**

- Understand the concept of the homeland security enterprise
- Understand the evolution of the federal government in responding to emergencies, disasters, and terrorist threats before September 11
- Understand the various hazards that often result in major emergencies and disasters
- Understand the individual components that compose the Department of Homeland Security and the function of each component
- Understand the organization and functions the various agencies within the US intelligence community
- Understand the importance of national borders, and the functions of government that pertain to the movement of people and goods across these borders
- Understand the nature of US transportation systems and infrastructure, and the roles and responsibilities of the Transportation Security Administration
- Understand the roles and responsibilities of the various federal, state, local, and private entities with regard to cybersecurity
- Understand the response and recovery roles assumed by each level of government, and by private and non-profit organizations
- Understand the concepts of mitigation and preparedness
- Understand the role of communications during the various disaster phases
- Understand the role of science and technology as it pertains to homeland security

## **COURSE OUTCOMES**

Upon completion of the course students should be able to:

- Explain the concept of the homeland security enterprise
- Describe the evolution of the federal government in responding to emergencies, disasters, and terrorist threats before September 11
- Explain the differences between natural, technological, and terrorism hazards
- Demonstrate how to analyze risk for a particular Critical Infrastructure/Key Resource
- Describe the roles and responsibilities of the individual components that comprise the Department of Homeland Security
- Describe the roles and responsibilities of the individual components that comprise the US intelligence community
- Explain the importance of national borders, and the functions of government that pertain to the movement of people and goods across these borders
- Describe the nature of US transportation systems and infrastructure, and the roles and responsibilities of the Transportation Security Administration
- Describe the roles and responsibilities of the various federal, state, local, and private entities with regard to cybersecurity
- Describe the response and recovery roles assumed by each level of government, and by private and non-profit organizations
- Explain the concepts of mitigation and preparedness
- Explain the general ideas and purposes behind mitigation
- Explain the role of communications during the various disaster phases
- Explain the role of science and technology as it pertains to homeland security

## **TEACHING METHODS**

This class will be in lecture/discussion format, and will be presented through the use of PowerPoint presentations and select videos.

## **COURSE REQUIREMENTS/INSTRUCTOR EXPECTATIONS**

Students are expected to come to class prepared, meaning, at a minimum, that they have read the assignment for that day's class. All assignments will be related to the book, lectures/discussions held in class, and reading assignments on the course website. I will give presentations, raise questions, lead discussions, and assist in the interactive learning of the class. Students will be required to actively participate during class to the maximum extent possible, and will be expected to discuss media articles/issues germane to the class and to initiate class discussion. You are responsible for all material covered during this course. If you are absent due to illness or other extenuating circumstances, you should contact me about making up the work you missed.

## **PARTICIPATION**

Your level of participation during the course will be used by the instructor to award "bonus points" to your professionalism grade for the course.

## **ATTENDANCE**

Class attendance and participation are integral to the learning process. **Perfect attendance is expected. However, each student will receive three (3) absences to cover such things as illnesses, jury duty, family emergencies, etc.** Attendance will be taken for each class. See the "Professionalism" section for further information.

## **TESTS**

- Tests will cover all material covered to date subsequent any previous tests.
- Tests will consist of multiple choice, short answer, and/or essay questions.
- All tests will include extra credit questions taken from class discussions and readings posted on the course website

## **RESEARCH PROJECT**

- Per Research Project Rubric
- Written submissions must be in APA format

## **PROFESSIONALISM**

Each student will start the semester with 100 “professionalism” points and will lose points for being “unprofessional”. Perfect attendance for the semester will receive 5 bonus points. Student will lose points as follows:

- Absences (beyond three) (4 points per absence)
- Late submission of work (5 points for each calendar day. **Note - I will not accept any deliverables after 5 days**)
- Missed test without prior arrangement with instructor (10 points)
- Late for office hours appointment with instructor (2 points)
- Missed office hours appointment with instructor (4 points)
- Texting in class (4 points)
- Sleeping in class (4 points)
- Instructor discretion (1-10 points)

## **GRADING BREAKDOWN**

Tests	40%
Research Project	30%
Professionalism	20%
ICS online project	10%

## **Grading is as follows:**

A (4.0) 95-100	A- (3.7) 90-94
B+ (3.3) 87-89	B (3.0) 83-86 B- (2.7) 80-82
C+ (2.3) 77-79	C (2.0) 73-76 C- (1.7) 70-72
D+ (1.3) 65-69	D (1.0) 60-64 F (0.0) 59 and below

## **E-MAIL**

I will be using the university’s e-mail account for one-on-one correspondence with students, and for reminders and general announcements to the entire class. As such, it is important that you check your university e-mail account daily (or as often as possible) so you will not miss any important information. I typically check e-mail in the morning and I will make every effort to respond to all e-mails within 24 hours of receipt. Please make every attempt to use e-mail for matters dealing with private or personal issues, and include your full name and name of the class. Questions related to the course material should be in class, as any answers or further discussion may benefit the class as a whole.

## **EXPECTATIONS OF STUDENT BEHAVIOR IN THE CLASSROOM**

Students are expected to exhibit professional and respectful behavior that is conducive to a mutually beneficial learning environment in the classroom. Examples of inappropriate behavior include, but are not limited to:

- Text messaging
- Listening to music
- Cell phone use (other than for the campus alert system)

- Late arrivals/early departures (without prior arrangement)
- Use of laptops/iPads/other electronic devices for other than class purposes
- Sleeping in class
- Disrespectful comments or behavior
- Intentional disruptions
- Failure to follow faculty directives.

Exceptions to these behaviors would only be granted with the permission of the faculty. Students in violation of these standards may be asked to leave and/or referred to the Dean of Students for disciplinary action.

### **ACADEMIC HONESTY**

There are many definitions for academic dishonesty. I will discuss two aspects here--cheating, and plagiarism. Cheating is defined as dishonesty of any kind in connection with assignments and examinations. This applies to both giving and receiving unauthorized help. Plagiarism is defined as presenting the work of someone else as one's own. Cheating and plagiarism include, but are not limited to:

- Using any unauthorized aids on an exam or test
- Representing or submitting someone else's work as your own
- Falsifying documents or grades
- Submitting the same essay or report in more than one course (without permission)
- Looking at someone else's answers during an examination or test
- Impersonating another person at during an examination or having someone impersonate you
- Making up sources or facts for an essay or report

Unless I specify otherwise, your work must be yours and yours alone. I will specify if certain assignments permit collaboration or will be a group submission. When you use the work of others, whether out of books, journals, websites, spoken word, or from any other media source, that work must be credited.

- Using sources to broaden your knowledge, to inform your ideas, to help build the case for your positions, is an expected component of scholarship. *Substituting* others' ideas for your own analysis is *not* acceptable.

Any infraction of the University's Academic Honesty policy may take the form of the following academic sanctions:

- Failure on the assignment in question
- Failing grade for the course. Note - A failing grade will take precedence over any attempt to withdraw from the course.
- Notification of the University of the misconduct of the student
- Recommendations that the student be suspended or dismissed from the University