COURSE GOAL

To produce students of public administration that are more discerning and activated about U.S. policies, programs, and organizations dedicated to homeland security at the local, state and national level.

COURSE DESCRIPTION

This course will provide students with an overview of the U.S. response to 9/11 and the threat of global terrorism by reviewing relevant homeland security programs, policies, legislation and organizations that have a significant impact on public organizations. This course will focus on analyzing the threat of terrorism to the U.S. from a risk management perspective and identifying and evaluating major policy issues in the prevention, deterrence and management of terrorist events. In addition, this course will discuss the prevention, response and recovery to natural and man-made disasters from an all-hazards perspective. This course is designed for students, as well as, public safety, emergency management, security management and professionals interested in a broad overview of U.S. homeland security policies including those related to law enforcement, emergency management, intelligence gathering and civil liberties, immigration and counter terrorism strategies. This course is designed to emphasize critical thinking on relevant strategic, policy and organizational issues. Readings will include multiple perspectives and a variety of case studies will be used.

LEARNING OBJECTIVES

- To summarize the threat posed by terrorism, ranging from low-level acts of threats and acts of violence to large-scale acts of violence using weapons of mass destruction.

- To critically evaluate the doctrinal foundations of how homeland security policy intersects with domestic policy, and the unique challenges that homeland security poses to competing national priorities such as international trade.

- To appraise the structures, capabilities and causes of deficiencies in national, state and local preparation for catastrophic incidents, including terrorist attack.
• To assess whether homeland security policies, individually or cumulatively, pose a risk to American values, civil liberties or way of life.

REQUIRED READING

On-line reading materials that will include:
• Government Reports
• Scholarly articles

Students will be able to access the on-line reading material by going to the Blackboard site for this course. Students can access the readings by going to the course contents page where they will find key topics that are covered each week. Students will be required to do weekly reflective papers and summaries of the readings to prepare for class and the final exam.

STUDENT PERFORMANCE EVALUATION

Grade Proportion

1. Weekly Quizzes
2. On-Line Discussion Participation
   40%
   40%
   20%

STUDENT PERFORMANCE REQUIREMENTS

1. Weekly Quizzes

2. On-Line Discussion Participation

Students are expected to participate weekly in on-line discussions. Participation means that students will be required to post answers to two discussion questions that will be listed in the Discussion folder for each week and to respond to at least two posts of other students. The week starts on Sunday and ends on Saturdays thus students will be required to post answers to discussion questions by Thursday of each week and respond to these student posts by midnight on Saturday. Students should ensure their answers reflect the readings for the week and that their responses to other students are insightful and add to the discourse. Merely stating one agrees with an answer is not enough; rather students need to add substantively to the discussion.

Some weeks students will be required to complete exercises from the text and reflect on their results in the weekly discussions. Each week students will be graded on
participation and will be scored from 0 to 3 points based on the quality of their answers and responses to other students. The maximum points per week are 3 points. Your score will be weighted to assure that the total score is 40% of your final grade. Late posts will not be accepted.


Each student will select a significant policy issue in the domain of homeland security, such as the PATRIOT Act, national identification cards, more stringent immigration laws, intelligence gathering, first responder training and preparation, etc. and prepare a position paper of at least 10 pages but not more than 12 double spaced typed pages in length. The paper will be worth 20% of the final grade. The paper must include:

a. a concise description of the policy issue (about 2-3 pages)
b. an overview of the policy debate, including major actors and their positions on the issue and/or technical issues involved
c. a statement concerning the significance of the issue for those terrorist events or their consequences for the public
d. the student’s own position on the issue specifying why he or she supports the position
e. papers will use APA style formatting to cite references; at least 10 scholarly references must be used.

Administrative Requirements for the Policy Paper:

This paper should be 10-12 pages; double spaced; Times New Roman; one inch margins; with cover page; don't number paragraphs; no page number on page one; include page numbers on pages 2 and up, centered at the bottom of the page. Students are expected to use APA style formatting and use a minimum of 10 scholarly references (these may include scholarly journals, books, government reports, court cases, legislation, etc.) See Appendix B in the Blackboard course folder for the grading rubric for all research papers for this course.


ASSIGNMENT INFORMATION

All assignments are due the day given on the syllabus. Please make a copy (or electronic backup) of your assignments before submitting them to me. Please submit assignments via e-mail in the Blackboard course the day they are due. Please do not fax assignments to me.
Excused later papers will be allowed only for significant and verifiable personal emergencies (serious personal illness, etc.) Unexcused late assignments will be penalized a half of a full letter grade for each day it is late. (Ex. After 2 days a paper goes from an A to a B).

Please contact the instructor if you will not be able to complete an assignment on time. If you are not able to attend class, you still must turn in the assignment via e-mail by the due date. No un-penalized extensions will be granted due to pressures of academic life (such as work due in other classes).

ASSIGNMENT FORMATTING

For the written assignments, please use standard fonts (times new roman, size 12) and 1-inch margins and double spacing. Also, ensure your name is on all documents submitted to me.

If you send a paper via e-mail, please make sure to get a confirmation message from me to ensure that I was able to download the file and read it. Sometimes there are difficulties with software or system compatibility. Send all documents to me in MS Word. Submit them in word (.doc) format. Do not use doc.x as Blackboard and many computers cannot read those types of word documents. Do not assume I have received an assignment unless I send you a confirmation message that I was able to download your material.

All papers are expected to use APA style formatting and include proper citations, title sheet, list of references, and page numbers. Papers are expected to be written using proper English grammar and have minimum spelling errors. References or sources of information for papers must consist of scholarly articles or journals, government reports or legal citations, or the readings for the class. The use of Wikipedia or other internet encyclopedia for any paper is not acceptable for graduate level work and will not be accepted.

COMMUNICATING IN AN ON LINE ENVIRONMENT

It is important that students communicate in a professional manner in both the discussions and via e-mail. This class is not a social networking site thus it is expected that proper communications protocols be followed. First, when writing e-mails please use normal syntax and avoid e-speak. Second, avoid sending controversial e-mails or attacking individuals personally during online discussions. If you have a difference of opinion, please discuss it in a collegial manner and support your opinions with evidence and facts. There is a tendency these days with online environments to say things in ways one would not say in face-to-face conversation and to use excessively sharp or harsh language. Related to those problems is a tendency to become overly familiar or simply unprofessional. Professionalism and respect are as essential in any online communications as they are anywhere else.
Please be aware that I access Blackboard every day to answer questions, provide feedback to students and answer e-mails. I understand that at times our Blackboard system may be unavailable for technical reasons thus making it difficult to complete some assignments. In these cases, allowances will be made for late assignments.

All information for this course will be distributed via Blackboard and e-mail. It is your responsibility to monitor your Blackboard and e-mail accounts regularly to participate in this course and obtain additional information and instructions. **Please let me know if your e-mail account changes or if you have difficult accessing Blackboard.**

**Class Policies**

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Grade Appeals**
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf).

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.
**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Academic Honesty/Plagiarism**

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**Students who are found to be cheating or plagiarizing may not only get a zero on that particular assignment but may also be given a failure for the course, and/or removed from the MPA program. All acts of student misconduct will be reported to the Department of Student Affairs.**

**ACCESSING ASSIGNMENTS ON THE INTERNET & LIBRARY DATABASES**

This course will require that students access reading assignments, research materials and legislative informational and government reports and documents via the Internet or through the university library information system. There are a number of library databases that will be utilized that are available via the library home page. To access these databases, students will need a university logon and password. Many of these items will also be downloaded on to the course Blackboard site and be found in the Course Content Folder.
ASSIGNMENT DUE DATES

Weekly Quizzes
 Quiz 1 Due Dates
 Friday, June 5, 2020
 Quiz 2
 Friday, June 12, 2020
 Quiz 3
 Friday, June 19, 2020
 Quiz 4
 Friday, June 26, 2020

Weekly Discussions
 Week 1 Discussion Board
 Tuesday, June 9, 2020
 Week 2 Discussion Board
 Tuesday, June 16, 2020
 Week 3 Discussion Board
 Tuesday, June 23, 2020
 Week 4 Discussion Board
 Tuesday, June 30, 2020

Final Paper
 Friday, July 3, 2020

GRADING SCALE

90-100: A
80-89: B
70-79: C
60-69: D
59 or below: F

Weekly Plan 1

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tr>
<td>Week 3: June 17 - 23 Facing Hazards – Natural, International, Domestic, on the Boarder and Transportation,</td>
<td>Assigned Readings: Chapters 9, 10, 11, &amp; 12 of the textbook. Readings as the appear on Blackboard</td>
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1 This is a tentative schedule of the readings and as such some changes may be made during the Fall term.
Week 4: June 24 – 30 The Role of Intelligence in HLS and the Future.
Assigned Readings: Chapters 13, 14, & 15 of the textbook. Readings as the appear on Blackboard.

Week 5: July 1-3: Complete Final Paper