CEHC 343: Homeland Security (on-line)

Day/Time: On-Line
Location: On-line
Instructor: Rick C. Mathews
Email: rmathews@albany.edu
Phone: (518) 442-5251
Office Hours: M-F 0900-1600 by appointment
Credits: 3

Course Information:

Course Overview: Homeland Security is intended to provide students an opportunity to not only explore the vast scope of the U.S. Department of Homeland Security but will also take a broader look at the homeland security enterprise including key policies, strategies, and current issues. The course is structures in manner that relies heavily upon student interactions and discussions throughout the course. The methodology used is based on a proven approach for this particular course. Although the course is not synchronous,” it is also not totally self-paced meaning the class moves from module-to-module according to a schedule. Readings, discussions, and other activities are accomplished within the assigned modules throughout the semester.

Course Structure and Requirements:

- Readings: All required readings will be provided by the instructor via “Blackboard” as part of the preliminary class discussions and readings. For the most part, said readings will consist of primary sources. Typically a student can expect to devote about 3 hours per week in readings.
- “Class discussions” provide the foundation for the course. Each module contains 2-7 discussion questions. Each student will respond to each discussion question, posting his/her response in the module’s discussion board. Next, students will be asked to comment on a certain number of posts from their classmates for each discussion question. Each post is expected to be constructed utilizing proper English, punctuation, and
Students are expected to put thought into their posts, basing their comments and opinions on sources, strategies, and sound rationale.

- Mid-term position brief. For the mid-term, students will be asked to explore a current homeland security related topic (assigned topic). Next, each student will be asked to craft a one-page briefing summary document and a 3 slide PPT briefing deck (3 slides maximum).
- Final paper. A paper of approximately 8-10 pages will be submitted on an assigned date. The paper will explore a unit of DHS (determined by student) as well as a related issue or policy.

**Course Learning Objectives:**

Students can expect to:

- Develop a working knowledge of the U.S. DHS with respect to its missions and organization.
- Appreciate the historical steps and changes in the national strategy that led to the ultimate creation of DHS.
- Relate the DHS strategies to those of state and local governments.
- Develop a working knowledge of the scope of the homeland security enterprise to include the private sector.
- Develop a working understanding of several relevant and current homeland security related issues and policies.
- Demonstrate an ability to articulate one’s perspective and position on given homeland security related topics as evidenced by well-supported discussion posts and other written and submitted products.

**Prerequisites:** There are no pre-requisites to this course.

**Grading:**
This course is a 3 credit course, A-E graded and the grades are determined based on the following strategy:

This course involves the following learning activities:

1. **Readings:** There are extensive readings required in this course that will facilitate the development of an understanding of what “homeland security” is about- its history, the development of DHS, and related topics. Each module contains detailed reading assignments.
2. **Videos and Mini-Lectures:** Several of the modules contain one or more “mini-lectures” which are basically PowerPoint presentations upon which the student will review and comment.
3. **Discussions:** Each module contains several discussion questions. Assignments is include posting responses and comments to each discussion question, and commenting on one or more of the classmates’ postings.
4. **Midterm Position Briefing Paper and PPT Briefing**: 1 page briefing
document dealing with one issue. A 3 slide briefing deck as a companion to the
1-page paper.
5. **Final Paper**: 8-10 page paper dealing with a homeland security related
issue or policy.

**Course Schedule:**
The schedule is organized by Modules (1-14) plus the Pre-Course
Meeting. Modules vary in length, depending upon content and activities. The
specific assignments and posting schedules are identified within each module
under the Assignments Section.

**Tentative Schedule**

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<thead>
<tr>
<th>Module</th>
<th>Start Date</th>
<th>End Date</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>January 23</td>
<td>January 28</td>
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<td>Module 2</td>
<td>January 30</td>
<td>February 4</td>
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<td>Module 3</td>
<td>February 6</td>
<td>February 11</td>
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<tr>
<td><strong>Final Paper Topic Due</strong></td>
<td><strong>February 11</strong></td>
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<tr>
<td>Module 4</td>
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<td>Module 5</td>
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<td>Module 6</td>
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<td>Module 7</td>
<td>February 20</td>
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<td><strong>Mid-term Brief Due</strong></td>
<td><strong>March 10</strong></td>
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<td>Module 8</td>
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<td><strong>Spring Break</strong></td>
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<td>Module 9</td>
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<td>Module 11</td>
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<td>Module 14</td>
<td>May 1</td>
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<tr>
<td><strong>Final Paper Due</strong></td>
<td><strong>May 10</strong></td>
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*Ver. 2017-spring*
Topics:

Module 1: U.S. Domestic Preparedness Prior to the 2001 Attacks
Module 2: The 2001 Attacks: Response and Immediate Reactions of the U.S. Government
Module 3: The Evolution of DHS and the Role of State and Local Governments in the Homeland Security Enterprise
Module 4: Protecting the Nation’s Borders and Enforcement of the Nation’s Immigration and Customs Laws and Implementation of Related Strategies by DHS
Module 5: The Private/Corporate Sector as a Key member of the Homeland Security Enterprise
Module 6: Threats, Vulnerabilities, and Risk Management
Module 7: Protecting the Nation’s Assets: an Exploration of the Key Concepts and Strategies Relating to Critical Infrastructure Protection
Module 8: Continuity of Operations and Government
Module 9: Building the Nation’s Preparedness Capabilities through Coordination of Efforts, Planning, and Resources
Module 10: Protecting and Securing Critical Information Concurrently with the Need to Share Certain Information with Various Parties
Module 11: Terrorism, Counter-Terrorism, and Terrorism Interdiction
Module 12: The Intersection of the Need to Collect Information in Support of the Nation’s Intelligence Requirements with the Need to Protect Privacy and Individual Rights
Module 14: Putting it All Together

Please review the academic calendar to be sure that you are aware of any relevant dates regarding add/drop, withdrawal with a W, etc:
http://www.albany.edu/winter/academic_calendar.php

Policies:

Attendance Policy: Each student is required to participate in all activities and learning opportunities as described in this syllabus.

According to University policy there are three types of reasons for which exceptions will generally be granted: (a) illness, tragedy, or other personal emergency; (b) foreseeable time conflicts resulting from required appointments; and (c) religious observance. It shall be the student’s responsibility to provide sufficient documentation to support any request. (In this context, it should be noted that fraudulent excuses are considered violations of academic integrity and are grounds for academic or disciplinary penalties.)

As with any course, students are required to contact the professor as soon as possible upon becoming aware of the conflict or personal emergency. Students
will be provided reasonable accommodations to make up activities whenever possible. In rare cases where the nature or duration of the absence results in missing a significant portion of the course and accommodations for a make-up cannot be arranged students will be referred to the standard processes for withdrawals and any relevant exceptions to tuition liability due to undue hardship or other extraordinary circumstances.

**Please review the following links to understand relevant UAlbany policies:**

Attendance and Timely Compliance with Course Requirements:
http://www.albany.edu/undergraduate_bulletin/regulations.html


Tuition Liability Charts:
http://www.albany.edu/studentaccounts/years_liability.php

Medical Excuse Policy:
http://www.albany.edu/health_center/medicalexcuse.shtml

**Disability Policy:** Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

**Academic Dishonesty Policy:** Students are expected to comply with the University at Albany’s Community Rights and Responsibilities. An incident of unethical conduct (e.g. cheating, plagiarism) or classroom disruption will result in a Fail and referral to the appropriate Departmental and University Committees. More information on academic integrity is available at the following website: http://www.albany.edu/undergraduate_bulletin/regulations.html. Students will be asked to sign a statement of honor, promising to act with academic integrity.

It is every student's responsibility to become familiar with the standards of academic integrity at the University. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity.