University at Albany (SUNY)
College of Emergency Preparedness, Homeland Security and Cybersecurity
CEHC 343: Homeland Security
Fall 2017
(Thursday 5:45-8:35 pm; Massry Center for Business  B012)

Instructors:
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Office Hours: Thursdays, 4:30 – 5:30pm, Humanities B-16, or by appointment

Mission of the Course
This course introduces students to the discipline of homeland security in the American context after the September 11, 2001 attacks. Although the course is primarily focused on US federal government activities, such as the creation of the Department of Homeland Security and its evolution since 2002, it will also examine state and local dimensions of homeland security. Topics examined include US intelligence community, counter terrorism, cybersecurity, border and transportation security, critical infrastructure protection, all hazards preparedness and response, among others.

Course Learning Objectives
Upon completion of this course, you should be able to accomplish the following activities:
1. Develop persuasive arguments that include claims, counter-claims, and evidence.
2. Communicate effectively in both written and oral forms.
3. Critically assess homeland security policies and programs.
4. Understand the historical evolution of homeland security, particularly in the American context after 9/11.
5. Identify and explain key concepts and activities within the field of homeland security, including counter-terrorism, emergency management, critical infrastructure protection, and cyber security.
6. Work effectively in teams to find answers to questions, develop solutions for complex challenges, and present persuasive arguments or findings in relation to critical issues in homeland security.

Instructional Strategy
While there will be some individual work in class, the course is designed to be a team-based learning course in which the students will work in teams during class on assignments and activities that will support the courses learning objectives. With an estimated enrollment of 50 students, the class will be divided into ten teams with five students on each team. The teams will be permanent. The philosophy behind team-based learning is that students learn best from actively engaging in small groups and applying knowledge to real world problems. Team-based learning will reduce the amount of passive lecturing in the classroom by the instructor and increase the amount of student-to-student engagement. Team-based learning shifts significant responsibility for learning to the students and requires teams to arrive in class well prepared for applying knowledge from assigning readings and films.
Course Format
The course will be taught once a week in the evening during a three hour block (5:45-8:35). In most weeks, the three hour block will be divided into three sequential parts. Depending on the week, each of these three blocks will be made up of lecture, guest speaker(s), and activities or debates.

Requirements of the Course
Students' final grades will be based on the following assignments:

1) Class participation (10%)
2) Reading quizzes (5%)
3) Team Debate and other graded team work (20%),
4) Short papers and assignments (20%),
5) Midterm Exam (20%), and
6) Final Exam (25%).

Student teams will participate in one policy debate. Developing the ability to express ideas and persuade others in an oral argument is essential to any career. In fact, whether you are an investment banker on Wall Street or a legislative aid on Capitol Hill many, if not most, of your arguments will be oral rather than written. Given that there will be ten (10) teams in the class, there will be five (5) policy debates (with two teams in each debate). During the first two weeks of class, teams will select a debate topic. Each team will prepare a 20-30 page briefing book that will include arguments in favor of the proposition, arguments against the proposition, refutations to these arguments, and counter-refutations to the refutations. On the day of the debate, a coin toss will determine which side of the proposition each team will defend.

Students will also be required to complete two short written assignments over the course of the semester. The first paper (3 pages max) will respond to a proposition and students may argue for or against the proposition. Two paper topics are listed in the syllabus and the Blackboard website - chose only topic only.

The second assignment will be a written memo (2 pages max) to a homeland security executive. The perspective will be that of an employee and will highlight a homeland security problem and offer potential solutions. This will be due after the midterm and before the final exam. Each assignment will be graded by the rubric provided and be worth 10% of your total grade each (20% total).

Finally, there will be an in-class midterm and final exams. The exams will be 40% short answer and 60% essay. The examinations may be cumulative. Make-up exams are only available to students providing documentation signed by a doctor of an emergency medical situation (i.e., common colds and dentist appointments do not count). Students that feel their exams have been graded incorrectly should follow a three-step procedure. First, the student should carefully read the exam or assignment and identify the precise problem with the grading. Second, the student must send a written appeal explaining why their answer was appropriate to the instructor. Third, the instructor will meet with the student to discuss the appeal and resolve the conflict.

Evaluation of Team Members: Once or twice during the semester students will rate the performance of their fellow teammates. Based on these evaluations, the team portion of the grade will be adjusted to account for an overall assessment of superior and inferior teamwork. This provision is designed to minimize free riding in teams.
Attendence and Participation: At the college level of education, the expectation is that students will attend every class session and actively participate in class every discussion each week. We expect students to have read and thought about the material assigned for that week. If language or some other barrier inhibits you from participating actively, you should meet with the instructor during the first two weeks of class to devise a solution. Attendance is not participation. Students missing a class session without prior approval of the instructor (or documentation of an emergency medical situation) will be penalized a third of a letter grade per missed class.

Learning Disabilities: Students with learning disabilities must notify the instructor within the first two weeks of the course in order to make suitable arrangements.

Course Websites
The syllabus, required readings and other materials will be posted on a Blackboard page which can be accessed at: https://blackboard.albany.edu/

E-mail Contact
All students are required to update the Blackboard preferences with an email address that redirects all course email to their primary email account. This will ensure that they get all emails from the instructor and group members in a timely fashion. This must be done by the end of the first week of class.

Plagiarism and Cheating
The emergence of the Internet has changed our world forever. The amount of information at our fingertips has increased geometrically over the last decade. Library searches that took hours to complete in the past can be done in a matter of minutes today. Public and private documents that were difficult, if not impossible, to gain access to in the past are now a mouse click away. While this technological revolution has enhanced the learning process in many ways, it has also increased the amount of plagiarism. Plagiarism is the intentional or unintentional use of another’s words or ideas without giving credit to that person. While this includes copying text word for word without the use of quotation marks, it also includes paraphrasing another person’s work without proper citation. Intellectual honesty is a core value of university and the foundation of faculty and student development. Plagiarism, therefore, undermines the entire university community.

In the past couple of years, a number of students have been caught plagiarizing from Internet sources. The punishments have ranged from failing the assignment to failing the course to suspension from the university. This has been a painful and time-consuming experience for everyone involved. In order to eliminate this problem, all students will be required to submit their written assignments electronically via the Blackboard website prior to handing in hard copies at the start of class. All paper submissions will be checked for plagiarism using the Turnitin software program (or a similar program). Your written assignments will also be placed in a database with past submissions. This database will also be searched for plagiarized material. Students guilty of plagiarizing any material will receive a failing grade for the course and the evidence will be automatically turned over to the Office of Conflict Resolution and Civic Responsibility (i.e., judicial affairs).

All students must complete the UAlbany Library’s tutorial on plagiarism entitled "Plagiarism 101" (http://library.albany.edu/infolit/plagiarism1) by the third week of class. (September 14th). This will account for 1/10th of your class participation score. If you have recently taken it for another course, proof of completion (email confirmation) will suffice.
Required Readings and Videos

The required readings will be available via Blackboard and linked directly in the syllabus where publicly available. Immediately after the required readings, several optional readings may be listed for each topic. The optional readings can be accessed via Minerva, databases, e-journals, or are openly available on the Internet.

The course workload is based on the assumption that you will devote at least seven hours per week engaging this class (with three hours of participation during class meetings and four hours of work outside of class). I assume that the average student can read 30 pages per hour and write original essays at a rate of approximately 300 words (or one single-spaced page) per hour (including draft, revision, and final proofreading). Thus, a combination of outside work in a week might involve one hour of streamed video, sixty pages of reading, and remaining time dedicated toward writing a paper or research for debates. Please budget your time accordingly.

Summary Course Schedule

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<th>Topics</th>
<th>Exercises &amp; Exams</th>
<th>Paper</th>
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<td>1</td>
<td>August 31</td>
<td>Introduction</td>
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<td>2</td>
<td>September 7</td>
<td>Historic Overview</td>
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<td>3</td>
<td>September 14</td>
<td>Governmental Structures</td>
<td>Plagiarism</td>
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<td>-</td>
<td>September 21</td>
<td>NO CLASS Rosh Hashanah</td>
<td>tutorial due</td>
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<td>4</td>
<td>September 28</td>
<td>Intelligence Community Post 9/11</td>
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<td>5</td>
<td>October 5</td>
<td>Terrorism &amp; Counterterrorism</td>
<td>Argument Paper</td>
<td>due</td>
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<td>6</td>
<td>October 12</td>
<td>Natural &amp; Technological Hazards</td>
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<td>7</td>
<td>October 19</td>
<td>MIDTERM EXAM</td>
<td>MIDTERM</td>
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<td>8</td>
<td>October 26</td>
<td>Border &amp; Transportation Security</td>
<td>Debate #1</td>
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<td>9</td>
<td>November 2</td>
<td>Critical Infrastructure Protection</td>
<td>Debate #2</td>
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<td>10</td>
<td>November 9</td>
<td>Cyber Security Threats and Risks</td>
<td>Debate #3</td>
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<td>11</td>
<td>November 16</td>
<td>All Hazards Emergency Management</td>
<td>Debate #4</td>
<td>Memo due</td>
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<td>November 23</td>
<td>NO CLASS Thanksgiving</td>
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<td>12</td>
<td>November 30</td>
<td>Privacy, Civil Rights &amp; Civil Liberties</td>
<td>Debate #5</td>
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<td>13</td>
<td>December 7</td>
<td>Communications</td>
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<td>-</td>
<td>December 14</td>
<td>FINAL EXAM</td>
<td>FINAL</td>
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Outline of Classes and Required Readings

Week 1 (8/31): Introduction to Course
This class will be devoted to an overview of the class and course mechanics. By the end of this informational class, you should be able to determine if it suits your needs and interests.

Week 2 (9/7): Historical Overview: The 9/11 Attacks & the Emergence of U.S. Homeland Security

Required Readings:

Optional Readings

Week 3 (9/14): Governmental Structures in Homeland Security

Assignments Due:

Required Readings:
- Proposal to create DHS https://www.dhs.gov/sites/default/files/publications/book_0.pdf (29 pages)
- DHS Org Chart 2015

Optional Readings:
Week 4 (9/28): The Intelligence Community Post 9/11

Required Readings:
- Frontline video “United States of Secrets” available at http://www.pbs.org/wgbh/frontline/film/united-states-of-secrets/#part-one---the-program (1 hour and 54 minutes)

Optional Readings:

Week 5 (10/5): Terrorism & Counterterrorism

Assignments Due:
1. **PAPER TOPIC #1:** Proposition: Intelligence and law enforcement agencies should be permitted to conduct warrantless wiretaps in order to keep America safe from terrorism.

2. **PAPER TOPIC #2:** Proposition: The United States should ban refugees and immigrants from select Muslims countries due to the risk of terrorism.

Required Readings:
- Manhunt Documentary (posted on Blackboard) (1 hour and 43 minutes in length)

Optional Readings:

**Week 6 (10/12): Natural and Technological Hazards**

**Required Readings:**

**Week 7 (10/19) – MIDTERM EXAMINATION**
Week 8 (10/26): Border and Transportation Security

Assignments Due:
1. **DEBATE #1**: Proposition: Apple should have complied with the FBI’s request to unlock the San Bernadino shooter’s cell phone, in the name of national security.

Required Readings:

Optional Readings:

Week 9 (11/2): Critical Infrastructure Protection

Assignments Due:
1. **DEBATE #2**: Proposition: Domestic terrorist groups pose a greater threat to the United States than international terrorist groups.

Required Readings:

Week 10 (11/9): Cybersecurity Threats and Risks

Assignments Due:
1. **DEBATE #3**: Proposition: The mission of the Department of Homeland Security is redundant with other agencies, therefore DHS should be abolished.
2. Memo
Required Readings:
- Presidential Policy Directive 41 on United States Cyber Incident Coordination

Optional Readings:

Week 11 (11/16): *All Hazards Emergency Management*

Assignments Due:
1. **DEBATE #4:** Proposition: Natural disasters are far more common than major terrorist attacks, therefore the majority of homeland security money and personnel should be dedicated to preparing for natural disasters.

Required Readings:
- Chapter 10: Mitigation, Prevention, and Preparedness, Bullock et al., pp. 505-548.
- “New York Rising 2012-2014: A Report from the Governor’s Office of Storm Recovery”
- “The Role of an Emergency Operations Center” in *Considerations for Fusion Center and Emergency Operations Center Coordination (CPG 502)*, pages 15-20 only

Optional Readings:

Week 12 (11/30): *Privacy, Civil Rights and Civil Liberties*

Assessments and Assignments Due:
1. **Debate #5:** Proposition: Fusion Centers’ practices of collecting and storing information infringe on the privacy, civil rights and civil liberties of our citizens.
Required Readings:

  [https://www.researchgate.net/publication/303373998_Law_Enforcement_Fusion_Centers_Cultivating_an_Information_SharingEnvironment_while_Safeguarding_Privacy](https://www.researchgate.net/publication/303373998_Law_Enforcement_Fusion_Centers_Cultivating_an_Information_SharingEnvironment_while_Safeguarding_Privacy)

Optional Readings:


**Week 13: (12/7): Risk Communication**

Required Readings:


**FINAL EXAM** Thursday December 14 5:45pm – 7:45pm