Mission of the Course
This course introduces students to the subject of homeland security and the reconceptualization of homeland security in the American context with the formation of a Department of Homeland Security (DHS) after the attacks of September 11, 2001. Topics examined include border and transportation security, customs, immigration policy and enforcement; preparedness and capabilities building, response and resilience; critical infrastructure protection; threat and vulnerability assessment and risk management; cyber security; counter-terrorism. Although the course is primarily focused on US federal government activities, it will also examine state and local dimensions of homeland security as well as U.S. government interactions with other countries in the homeland security domain.

If you have questions about the appropriateness of your background for succeeding in the course, please see the instructor during the first two weeks of class.

Course Learning Objectives
Upon completion of this course, you should be able to accomplish the following activities:

1. Critically assess homeland security policies and programs.
2. Understand the historical evolution of homeland security, particularly in the American context after 9/11.
3. Identify and explain key concepts and activities within the field of homeland security, including counter-terrorism, emergency management, critical infrastructure protection, and cyber security.
4. Demonstrate understanding of ethical principles in general and the ability to recognize, articulate, and apply ethical principles in concrete situations related to homeland security.
5. Work effectively in teams to find answers to questions, develop solutions for complex challenges, and present persuasive arguments in relation to critical issues in homeland security.

Course Parameters:

Attendance: Regular attendance is also imperative. I understand that circumstances sometimes necessitate absences. Students missing class due to illness or personal/family emergencies will be
excused provided the absence is documented. Students missing class for religious observance will also be excused, provided that they notify me in advance of the absence. Students who miss class will be responsible for getting notes from classmates.

**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:** Required readings will be posted on a Blackboard page which can be accessed at: [https://blackboard.albany.edu/](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 which 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)

**Course Requirements:**

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

1) Participation (10%),
2) Reflection Assignments (30%),
3) Project-based Assessments (30%); and
4) Final Exam (30%).
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. Your ability to participate in an informed way is dependent on a thorough reading of the course material.

Reflection Assignments
During the course of the class, you will be required to complete three short reflection papers related to the readings in the course. These reflection papers will require the student to critically reflect on the assigned readings and the author’s arguments. A prompt for each reflection paper will be given at the end of class one week (and subsequently posted on Blackboard). The reflection paper are due by 2:00pm the following Tuesday to be electronically submitted via the course Blackboard site. The intended audience of the reflection paper will be professional analysts within the Intelligence Community, and a guide to help you write the reflection assignments will be provided alongside the first prompt. Successful reflection papers will do more than summarize the relevant readings. Rather, they will relate them to other readings or research efforts and approach them critically. **No late reflection papers will be accepted.**

Project-Based Assessments
The course will also include two (2) project-based assessments in which students will work on a particular project associated with Homeland Security and required to complete a written deliverable related to the project. One project will be individual, and one project will allow the students to choose whether they want to work in teams (of no more than 3) or individually. The project topics will be developed over the course of the semester, and once disseminated, students will have three weeks in which to complete each assigned project. Each project will be worth 15% of the student’s final grade in the course, and will be graded according to a standardized rubric.

Final Exam
Finally, there will be an in-class final exam. The exam will be 40% short answer and 60% essay in which students will argue in favor or opposition to a proposition. The examinations will 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.
### Summary Course Schedule

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<td>Science, Technology, &amp; the Future</td>
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<td>17</td>
<td>TBD</td>
<td>FINAL EXAM – TBD</td>
<td>Final Exam</td>
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### Outline of Classes and Required Readings

#### Week 1 (8/30): 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.

**Discussion Topics:**
- Review of syllabus and course goals
- What is homeland security?

#### Week 2 (9/6): The 9/11 Attacks & the Emergence of U.S. Homeland Security

**Discussion Topics:**
- How have 9/11 and subsequent events altered the concept of homeland security?

**Required Readings:**

Week 3 (9/13): Homeland Security Structures and Planning
Discussion Topics:
• How is the Department of Homeland Security structured?
• What other federal agencies have a role in homeland security?
• What is the role of state and local governments in homeland security?
Required Readings:
• National Governors Association, Overview of State Homeland Security Governance Structures

Week 4 (9/20): The Intelligence Community Post 9/11
Discussion Topics:
• What are the agencies that make up the federal Intelligence Community?
• How has intelligence evolved in the US post 9/11?
• What are the steps in the intelligence cycle?
• What are intelligence failures?
• How can the government best balance privacy and security in a post 9/11 world?
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)

Week 5 (9/27): Natural and Technological Hazards
Discussion Topics:
• What are the various natural and technological hazards that most often face the US?
• What are the major differences between natural, technological, and man-made disasters?
• What are the roles of federal, state, and local governments in natural and technological disasters?
Required Readings:
• Kasperson, Roger E., and K. David Pijawka. "Societal response to hazards and major
hazard events: Comparing natural and technological hazards." Public Administration
• Bucci, Steven et al. “After Hurricane Sandy: Time to Learn and Implement the Lessons
http://www.heritage.org/research/reports/2013/10/after-hurricane-sandy-time-to-learn-
and-implement-the-lessons (approximately 21 pages)
• Perry, Ronald W., and Michael K. Lindell. "Understanding citizen response to disasters
with implications for terrorism." Journal of Contingencies and Crisis Management 11,

Week 6 (10/4): Terrorism & Counterterrorism
Discussion Topics:
• What is terrorism?
• How has terrorism evolved since 9/11?
• What counterterrorism policies were used during the “War on Terror” and how have
these policies changed?

Required Readings:
• Gumbel, Andrew. “The Domestic Terrorism Threat in the United States: A Primer.” GW
https://cchs.gwu.edu/sites/cchs.gwu.edu/files/downloads/Gumbel_0.pdf
df, pp. 1-11.
• Kydd, Andrew H., and Barbara F. Walter. "The strategies of terrorism." International

Week 7 – NO CLASS – YOM KIPPUR

Week 8 (10/18): Border and Transportation Security
Discussion Topics:
• Which agencies are responsible for border and transportation security in the US?
• What are the security and economic tradeoffs of strict vs more open border and
transportation security policies?
• What are the different transportation systems within the U.S. and how have they been
targeted or exploited by terrorists?
• What are watchlists and what role do they play in U.S. Homeland Security today?

Required Readings:
• Gambler, Rebecca. "Border Patrol: Goals and Measures Not Yet in Place to Inform
Border Security Status and Resources Needed." Government Accountability

**Week 9 (10/25): Critical Infrastructure and Cyber Security**

**Assessments and Assignments Due:**

**Discussion Topics:**
- What is critical infrastructure?
- What programs currently exist to help entities protect and respond to critical infrastructure and cyber security issues?
- What level of government is best suited to handle critical infrastructure and cyber security issues?

**Required Readings:**

**Week 10 (11/1): All Hazards Response & Recovery**

**Discussion Topics:**
- What are the roles of each level of government during an emergency?
- What are states of emergency and disaster declarations and how do they affect response and recovery?
- What is the National Incident Management System (NIMS) and what is its role in all-hazards emergency response?
- What is an emergency operations center (EOC) and what is its role during an emergency?
- What is the role of private organizations in all-hazards response and recovery?

**Required Readings:**
• Code of Conduct for the International Red Cross and Red Crescent Movement (http://www.ifrc.org/en/publications-and-reports/code-of-conduct/).
• Frontline: The Storm. http://www.pbs.org/wgbh/frontline/film/storm/ (54 minutes)
• DHS, “NIMS: Frequently Asked Questions.”

Week 11 (11/8): Risk Communication
Discussion Topics:
• How does the US government perform risk communication to inform the US public about hazards and threats they face?
• What role does the media play in relation to risk communication and what challenges exist in regards to the media?
• What role can and should social media play in risk communications and public warning?
• How can the government most effectively communicate information regarding reporting suspicious activity (SARs) and how effective are SARs?

Required Readings:
• National Terrorism Advisory System at http://www.dhs.gov/national-terrorism-advisory-system including bulletin found at http://www.dhs.gov/sites/default/files/ntas/alerts/15_1216_NTAS_bulletin_0.pdf (1 page)

Week 12 (11/15) – NO CLASS; PROFESSOR AT CONFERENCE

Week 13 (11/22) – IN-CLASS TABLETOP EXERCISE - TBD

Week 14 (11/29): Ethics in Homeland Security and Counterterrorism
Assessments and Assignments Due:
Discussion Topics:
• Is it ever legitimate to use torture in the war on terror?
• How do we balance civil liberties and security?
• What are the trade-offs associated with prioritizing spending on homeland security vs other programs?
• Is it ethical to use drones to kill terror suspects abroad?

Required Readings:


• BBC One night in Bhopal. [https://www.youtube.com/watch?v=rJg19W8x_Ls](https://www.youtube.com/watch?v=rJg19W8x_Ls) (53 minutes)


*Discussion Topics:*

• What research and development efforts are performed by the federal government, and particularly DHS, to further the homeland security mission?

• What are DHS Centers of Excellence and what is each of their roles?

• Why is there such a strong focus on WMD/CBRN research?

• What are some of the challenges we face into the future in relation to homeland security?

• What will homeland security look like in 2025?

*Required Readings:*


**Week 16 (12/13): NO CLASS – READING DAY**

**FINAL EXAM** (To be determined, during finals week 12/14-12/20)