Introduction: Welcome to CEHC 459 / RPAD 459 / RPAD 559, Homeland Security: Building Preparedness Capabilities. My name is Rick Mathews and I will be guiding you through this course in the coming weeks. This is the "on-line" version of the course that has been delivered a number of times in a face-to-face fashion. The course will progress across the semester in a similar way as a traditionally delivered course. Bottom line is that this is not a self-paced course.

The course is organized into modules. I have established a short course introductory "warm-up" section, which I have entitled “Introductory Meeting.” We will work through this unit PRIOR to the start of the content and actual “work.” This section is intended to help you familiarize yourself with the technology needed to successfully work through and participate in the class. It is also an excellent way to get to know each other. You will have an opportunity to interact with me and to ask me questions to help you better understand what you are about to study as well as my expectations for you.

Very Important/Technology: Please make sure you have access to and are comfortable with the technological requirements for this course. To be successful, you MUST be able to log-on and participate in the class assignments and discussions during the week. You need to have both a PRIMARY and BACKUP computer AND access to the Internet every class day. No excuse will be accepted for any failure to be able to logon and participate in the class. I cannot over emphasize this requirement. The University at Albany has an excellent information technology department that can be most helpful to you through its "Help Desk," for specific technology questions or issues (See IT Service Desk on left panel). You will need to be able to read PDFs, download/play Power Point presentations, as well as various videos. Make sure you have the appropriate software or readers/viewers to participate in these activities. This is essential!

The course requirements include assigned reading and posting assignments (discussions), a short mid-term case study paper (about 5-6 pages) as well as a Final Paper of approximately 15+ pages. You will need to choose a topic for the paper by February 5, 2016 with the final submission of the paper being due by 5:00pm on Wednesday, May 6, 2015.

General Process: The course is primarily accomplished through a combination of selected readings (mostly from primary sources), viewing a few videos and related AV presentations, and discussions among the class. There will be a short case study you will do during the first half of the semester and the paper at the end, but the bulk of the work is comprised of the discussions through "postings." Generally there will be a few discussion questions posted by me at the beginning of each module to which you will
offer well thought-out comment. Next you will read and comment upon each other’s posts. In some cases, I will add in additional follow-up questions for you to discuss as well. The modules will “open” and “close” just as classes meet and are dismissed.

Communications: In general it is best to communicate with me through the course structure. There are two methods for this. The “Ask a Question” feature is similar to raising your hand in class and asking a question – everyone participates in the question/answer discussion. The second means for communicating with me is the private venue through the “Internal Discussion” feature. This is the place where it’s just the two of us discussing an issue.

Potential Optional Activities: Throughout the semester I hope to be able to offer some "optional" learning activities, meaning they will be germane to the course, should be interesting, BUT will not impact your grade in any way. Among these are potential blogs, 1-2 webinars, and perhaps a face-to-face informal discussion / workshop on a Saturday. I plan to work these out this coming week and will let you know. If you have any suggestions, please let me know via email.

I look forward to working with you over the coming weeks, as we explore the world of Homeland Security.

Overview: The short but significant history of the creation of the U.S. Department of Homeland Security (DHS) will serve as the starting point for this course which provides a comprehensive and functional approach to understanding this department and its role. Time will be spent in developing an understanding of the nation's effort, led by DHS to develop preparedness capabilities to prevent, protect from, respond to, recover from, and mitigate high consequence events caused by acts of terrorism, natural disasters, and accidents. The course will rely heavily upon primary sources and case studies to guide the student through the DHS maze and the nation's preparedness efforts at the federal, state, and local levels.

After developing a basic understanding of DHS and its multi-functional areas of responsibility and authority, students will begin an in-depth exploration of the nation’s preparedness efforts based on the evolution of the National Preparedness Goals and Core Capabilities, National Guidelines, Target Capabilities List, and other related and relevant initiatives up through the current National Preparedness Goal, core capabilities, and other related efforts that support the framework known as “homeland security.”

As we move through the course, we will spend time looking at how a state may develop a homeland security strategy and how it works with local jurisdictions. For this course, we will use New York State as our foundation for this discussion. Overall, we will explore how Congressional and Presidential actions can and do influence the nation’s preparedness efforts and how national, state, and local strategies can mesh.
Instructor Provided Reading Materials: All materials (.pdfs) will be made available to students via Blackboard on a module-by-module basis. When the module is made available, the specific reading assignments for the module will be identified.

1. **Evaluation Strategy:** Your Posts to Discussion Questions: 20 points possible for each module. *Total: ~240 points possible (31% of total grade)*
2. Your comments/posts on classmates’ posts: 18 points possible for each module. *Total: ~216 points possible (27% of total grade)*
3. Case study: 115 points possible (*15% of total grade*)
4. Final Paper: 215 points possible (*27% of total grade*)

[Undergraduates will be evaluated using the same scoring schedule but case studies and final paper are shortened.]

There are a total of 786 points to be earned in the course

A  93%: 731-786    C  72%: 573-604
A- 90%: 707-730    C-  70%: 549-572
B+ 87%: 683-729    D+ 67%: 527-548
B  83%: 653-682    D  62%: 495-526
B- 80%: 629-652    D-  60%: 471-495
C+ 77%: 605-628    E  <60%: 000-470

To be successful you need to not only complete all assignments as specified but you need to be very active in terms of posts. I have provided *minimum* expectations for each module within the specific module assignments area. Better students will certainly exceed the minimums! Keep in mind that how you craft your responses is about as important as what you say. This course is comprised primarily of writings – posts and the final paper. *All writings must be clear, well structured, and on point. Provide support for your comments as appropriate.*  

**A thought…** Just as in life, just meeting the minimum will not likely result in a maximal reward.

**Expectations:** I expect that you will learn by actively participating in all aspects of the course. You will need to interact with me throughout the course AND, just as importantly, you will need to interact with your classmates. You **must** read the assignments or you will find it almost impossible to succeed in this course. Next, you must question and thoughtfully analyze what you have read. You will need to provide me, and your fellow students, with your thoughts and insights into the readings. The majority of our readings are primary sources such as laws, strategies, policies, etc. In some cases you will need to read and digest the entire document, while in most cases I will provide you with specific guidance on the key passages of the each document that I expect you to read.
Specific Expectations:

*Time Devoted to this Course:* You will need to spend time daily during the week on your participation in class discussions, reading, and other activities. Please note that each module is only open for a limited time, so you must work on the course each day to complete the assignments by the deadlines. The module typically closes the day after the last posting or assignment is due. Missed modules cannot be made up.

*Communication:* I will communicate with you through various features of Blackboard, such as Announcements, Message Mail Box (for private communications only), and My Grades. You should check these areas FIRST whenever you log into the course. It is your responsibility to keep up with all course communications and assignments. Use the Ask a Question (all can and should see these) forum if you need assistance with the course.

*Discussions and Participation:* I cannot overemphasize the need for you to actively engage in all discussions and course activities. A significant portion of your grade will be based on your participation. So what constitutes "active participation?" Basically you start by reading what I and others post and thinking about what is said. You "participate" by *posting*. For the most part, your posts and comments should add to the discussion by bringing new ideas or information, asking insightful questions, or synthesizing materials. I not only will look at how often you *post* BUT, more importantly, I will review your *post* for original feedback and significant feedback. Think before you speak/write!

*Acceptable Writing/Posts:* Anything, including *posts* you write and submit, must be written in Standard English. DO NOT use slang or texting abbreviations. Posting offensive comments are absolutely NOT acceptable. Just don't do it!! As I stated earlier, "Think before you Speak / Write." PLEASE proofread and use spell check before submitting any work. Poor spelling and poor grammar will HURT your grade. In general, I would prefer that you summarize other documents or references instead of adding attachments. However, I am much more interested in your thoughts, in light of documents and other course materials.

Before submitting work or comments, be sure to proof read what you have written and make sure that any links you have included are correct as you will NOT be able to edit your posts, written documents, or other communication after hitting the "submit" button!!

*Work Submissions:* All work for this class must be submitted in the form, style, and timeframe as described in the course assessments. Discussions must occur within the appropriate "forum." Noncompliance will result in the work not being graded and your loss of all points for which that assignment was worth.

*Syllabus as a Contract:* The course syllabus is a "contract" with regard to the terms and conditions of your participation in the course. If, after reading the syllabus and these guidelines or course rules, you are unclear about or do not agree to the terms as stated, please feel free to speak with me and/or withdraw from the course. IMPORTANT: You
must execute any withdrawal procedures early and according to all policies and procedures stipulated by the University at Albany. As your instructor, I have no control or influence over University policies and practices.

**The Course Schedule:**

**COURSE CALENDAR AND ASSIGNMENT SCHEDULE**

*The Course Schedule*

The schedule is organized by Modules (1-12) plus the Introductory 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. Please pay close attention to these schedules. The schedules are organized in a manner that typically does not require you to post or submit any assignments on weekend days or holidays, although you are certainly welcome to do so. Moreover, the flow of the course is such that in general you need to complete the assignments in the order identified. In some cases you will need to respond to your classmates’ posts before moving on to a new discussion question. In all cases I have provide very specific “due dates” that not only identify the date but the time as well. It is important that you comply with these as this facilitates the classroom discussion environment that is so important. In other words, if you do not post your comments by the due dates, your classmates will not necessarily be able to read, consider, and respond within the timeframes provided.

Finally, this is NOT a self-paced course. This means that the course and class activities move along in a concerted manner. Accordingly, Modules will be open a couple of days prior to each class official “start date” and will close the day following the official class “end date.” In a few cases, modules may overlap by a day or so. As depicted on the course schedule, this means that you cannot access the next module assignments more than a day or two before the class is scheduled to start AND, you will NOT be able to post discussion comments or assignments after the class ends. You will not be able to go back to previous classes/modules.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Start Date</th>
<th>End Date</th>
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<tbody>
<tr>
<td>Pre-Course Meeting</td>
<td>Introduction</td>
<td>1/11/16</td>
<td>1/20/16</td>
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<tr>
<td>1</td>
<td>USA preparedness prior to 1995 and then forward to current day</td>
<td>1/20/16</td>
<td>1/25/16</td>
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<td>2</td>
<td>Congressional actions</td>
<td>1/25/16</td>
<td>2/01/16</td>
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<td>3</td>
<td>Presidential Actions</td>
<td>2/01/16</td>
<td>2/08/16</td>
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<td>4</td>
<td>Capabilities based preparedness: background, policies, and strategies</td>
<td>2/08/16</td>
<td>2/22/16</td>
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<td>No.</td>
<td>Topic</td>
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<td>5</td>
<td>Assessing preparedness</td>
<td>2/22/16</td>
<td>2/29/16</td>
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<td>6</td>
<td>Emergency management and preparedness</td>
<td>2/29/16</td>
<td>3/07/16</td>
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<td>7</td>
<td>State and local homeland security and emergency management planning, strategies, and practice</td>
<td>3/07/16</td>
<td>3/11/16</td>
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<td></td>
<td>Post Spring Break Continuation</td>
<td>3/21/16</td>
<td>3/28/16</td>
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<td>8</td>
<td>Terrorism, counter-terrorism, terrorism interdiction</td>
<td>3/28/16</td>
<td>4/04/16</td>
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<td>9</td>
<td>Weapons of mass destruction</td>
<td>4/04/16</td>
<td>4/11/16</td>
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<tr>
<td>10</td>
<td>Critical infrastructure protection</td>
<td>4/11/16</td>
<td>4/18/16</td>
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<td>11</td>
<td>Resilience and continuation of operations/government</td>
<td>4/18/16</td>
<td>4/25/16</td>
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<td>12</td>
<td>Ethics/Privacy/Etc.</td>
<td>4/25/16</td>
<td>5/02/16</td>
</tr>
<tr>
<td>13</td>
<td>Putting it all together</td>
<td>5/02/16</td>
<td>05/04/16</td>
</tr>
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**Other key dates:**

- **Case study topic due:** 1/25-2/1/16
- **Final paper topic due:** 2/8/16
- **Case study due:** 3/4/16
- **Final paper due:** 5/4/16
Module 1: The Evolution of DHS and Preparedness

Module Overview:
Module 1 provides some perspective to how we develop "preparedness." It will provide some insight into how we did things before 1995 (OKC bombing) and how we evolved to the WTC 2 attacks in 2001. In addition it provides some insight into how "Washington works."

Module Learning Objectives: In Module 1 you will In addition, it provides explore the evolution of preparedness in the USA. You will gain some historical perspective with regard to national preparedness and other selected homeland security topics and/or issues.

Reading and Power Point Assignments:
2. DHS: "Civil Defense and DHS: A Short History of National Preparedness Efforts"
3. The Evolution of DHS ppt

Module 2: Congressional Actions

Module Overview:
Module 2 discusses various applicable Congressional actions that have been taken. The goal of this module is to help you better understand how the "homeland security enterprise" has evolved as a result of or in spite of Congress. To do this we will examine selected legislative actions taken.

Module Learning Objectives:
Develop an understanding of certain Congressional actions and relate them to the evolution of the homeland security enterprise.

Reading Assignments:

Please Read in the Order Listed
1. R40240 CRS Report on Intelligence Legislation Page 1
2. 1950 Civil Defense Act Summary
3. 2002 Supplemental Appropriations Act
5. HS Appropriations Act of 2006 (ESPECIALLY Title VI)
6. Stafford Act with rcm highlights
7. 9-11 Bill
8. Patriot Act with rcm highlights

NOTE: I realize that these "bills" are boring reading even in their most exciting parts, but they are very important to developing some sense as to why DHS is around and why it was reorganized after Katrina and the 9-11 Recommendations. There is no "test" per se so I am not particularly interested in you committing the details to memory. What I do want is for you to get some sense as to what each bill is about and how it impacted our preparedness efforts and I would also like for you to get some sense as to how Congress does its business, so to speak. Keep in mind that Congress basically sends two types of bills to the President for consideration: authorization bills and appropriations bills. To better understand this, please read the short part of the CRS report on page 1. Although the report deals with Intelligence Legislation, the CRS does a decent job of differentiating between “authorization” and ‘appropriations” legislation.

Next read the 1950 Civil Defense Act summary that will provide a sense of where it all began. The next read is a skim of the 2002 Supplemental Appropriations Act which Congress used to support the nation’s response to the 9-11 WTC attacks. Next is the Homeland Security Authorization Act of 2002 which established the department. The next read is a skim of the 2006 HS Appropriations Bill which is basically a typical “money bill” until you get to Title VI which is the Post-Katrina Emergency Reform Act. The Stafford Act has parts highlighted which should give you a sense of what this is about. The 9-11 Bill is interesting but you only need to skim it. Finally, the Patriot Act has some sections highlighted.

Module 3: Presidential Actions

Module Overview:
Module 3 focuses on Presidential Actions. These encompass, primarily, actions taken by the President through Presidential directives. As the basis of this discussion, we will review directives issued by President Bush (#43) and Obama as they relate to preparedness.

Reading Assignments:
1. Read all of the HSPDs, PSD 1, and the PPDs
2. Review some of the other presidential directives of presidents by going to the web site: http://www.fas.org/irp/offdocs/direct.htm which is maintained by the Federation of American Scientists. It is arguably the best and most comprehensive source I have found for these. As you will see, these directives go back to Truman while Executive
Orders go back to Washington (need to go to the National Archives for these older ones (prior to 1940).

Module 4: Capabilities Based Preparedness

Module Overview:
Module 4 expands upon the previous module and focuses on how we can evaluate “preparedness.” Congress has been trying to get DHS and the President to do this since the department’s inception and this has yet to be satisfactorily completed, many would say. One of the key methods that theoretically could have (and still could) worked was the application of the Target Capabilities List (TCL) which was in vogue through Bush 43 and into the early Obama administration when PPD 8 was issued. From PPD8 grew the new National Preparedness Goal and its “Core Capabilities.” As will be noted the TCL didn’t necessarily go complexly go away but rather morphed into the Core Capabilities, complete with a DHS provided “crosswalk” between the TCL and the new Core Capabilities. I want us to take a look at the TCL and some supporting documents that guided its development and compare them with the Core Capabilities. The goal is to see if there is a way to use these as part of the toolkit to measure “preparedness.” This look is to see if or how we might use the TCL or its principles to measure “preparedness.”

In doing this piece of the course I also want us to compare the National Preparedness Goal of today with what was in place during the Bush 43 administration, the National Preparedness Guidelines. Finally I want us to take a brief look at the National Planning Scenarios which began their development at the end of 2001 and continued through the early years of DHS. These formed the backbone of the TCL development and continue to be used in various ways since.

Reading Assignments:
1. Please review the “Executive Summary of the National Planning Scenarios”
2. Please read “HSPD 8 Annex” by
3. Please skim through the “HSPDs 1-21”, especially “HSPD s 5 and 8,” which were covered in the last module
4. Please read the “National Preparedness Guidelines”
5. Please read the document “Capabilities Based Planning”
6. Please skim through both the “UTL Document” and the “UTL Spreadsheet”
7. Please review / skim the rather large TCL
8. Please read the “National Preparedness Goal”
9. Please read the “TCL-Priorities Crosswalk”
Module 5: Assessing Preparedness

Module Overview:
Module 5 expands upon the previous module and focuses on how we can evaluate “preparedness.” Congress has been trying to get DHS to do this since the department’s inception and this has yet to be satisfactorily completed, many would say. One of the key methods that theoretically could have (and still could) worked was the application of the Target Capabilities List. I want us to take another look at the TCL and some supporting documents that guided its development. This look is to see if or how we might use the TCL or its principles to measure “preparedness.”

Secondly we want to explore the use of After Action Reports (AARs) as measures of how well an agency or government performed either in an actual event or in an exercise. We will first review what an “AAR” is and then we’ll take a wade through the AARs of Sandy.

Reading Assignments:
1. Please review the TCL in terms of how it purports “to measure”
2. Read “Capabilities Training “FAQs”
3. Read the “FEMA Sandy AAR”
4. Read the NYC “Sandy AAR”
5. Read the “DHSES Sandy AAR”

Note for the DHSES Sandy AAR, please go to this link and down load it and the supplemental “notes.” (You might want to read Odato’s comments as well… L)

Module 6: Emergency Management and Preparedness

Module Overview: Module 6 will help put the emergency preparedness and management arena into the broader homeland security enterprise.

Module Learning Objectives:
Using the State of New York as a basis, examine the development of preparedness by a state in comparison with national strategies and core capabilities.

Reading Assignments:
1. National Response Framework
2. New York State Article 2b
Module 7: State and Local

Module Overview: Module 7 provides an opportunity to explore a state's preparedness as guided by strategy, statute, and a former DHSES commissioner's vision.

Module Learning Objectives:
Using the State of New York as a basis, examine the development of preparedness by a state in comparison with national strategies and core capabilities.

Reading Assignments:
1. New York State Homeland Security Strategy
2. “State of Preparedness”

Module 8: Terrorism, Counter-Terrorism, and Terrorism Interdiction

Module Overview:
Module 8 will involve discussions around terrorism, counter-terrorism, and terrorism interdiction. We will explore definitions of terrorism and we will differentiate between counter-terrorism and terrorism interdiction.

Reading Assignments:
1. HSPD 2
2. USC 2010-Title 18; part 1-Chapter 10; section 178
3. USC 2010-Title 18; part 1- Chapter 113B; sec. 2332a
4. USC 2010-Title 18; part 1-Chapter 44; sec. 921

Video Viewing Assignment:
Please view the video *Diligence Matters* produced by DHS
Module 9: Weapons of Mass Destruction

Module Overview:

Module 9 will involve weapons of mass destruction (WMD). We will develop and understanding of WMD from a homeland security perspective. This module will deal more with a practical approach to preventing WMD attacks as well as the recognition and possible interdiction of such attacks.

Reading Assignments:

1. *HSPDs 4,10,14,18, and 19*
2. 18 USC 2332A-Weapons of Mass Destruction “definition”
3. 18 USC 44-Firearms- section 921: definition of destructive device
4. 18 USC 10-Biological Weapons- section 178: definition of biological agent

Video Assignments:

There are two short videos to be found within the Videos Content Folder. One video discusses Improvised Explosive Devices (IEDs) and the second shows a short clip of a test firing of a "Nuke Artillery Gun." View both and see discussion 6.1.

PPT/Mini-Lecture Assignments:

1. View the WMD PPT/Mini-Lecture

Module 10: Critical Infrastructure Protection

Module Overview:

Module 10 provides a brief overview of the National Infrastructure Protection Plan and discussions around its various sectors.

Reading Assignments:

1. National Infrastructure Plan (highlighted areas only required)
Module 11: Resilience and Continuation of Operations/Government

Module Overview:

Module 11 covers the emerging concept of “resilience” as it pertains to emergency preparedness and the basic tenets of continuity of operations (COOP) and government (COOG).

Reading Assignments:

Reading assignment to be assigned at a later date.

Module 12: Ethics/Privacy/etc.

Module Overview:

Module 12 facilitates a discussion around the issues of ethics, privacy, and information sharing. This module has no specific reading requirement.

Reading Assignments:

Nothing specific required

Module 13: Putting it All Together

Module Overview:

Module 13 is the capstone for the course. In this module we will pull together key elements of what we have learned in the course.

Reading Assignments:

Nothing specific required