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 one of the instructors during the first week of class.

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. Assess the strengths and weakness of arguments.
3. Communicate arguments in both written and oral forms.
4. Critically assess homeland security policies and programs.
5. Understand the historical evolution of homeland security, particularly in the American context after 9/11.
6. Identify and explain key concepts and activities within the field of homeland security, including counter-terrorism, emergency management, critical infrastructure protection, and cyber security.
7. Demonstrate understanding of ethical principles in general and the ability to recognize, articulate, and apply ethical principles in concrete situations related to homeland security.
8. 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.

Instructional Strategy
The course will be a team-based learning course in which the students will work in teams during class to answer questions on quizzes and produce arguments for policy debates. With an estimated enrollment of forty to forty-five students, the class will be divided into approximately eight teams with five to six 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.

If you are interested in learning more about team-based learning, you can visit Dr. Larry Michaelsen's web site devoted to the topic at teambasedlearning.apsc.ubc.ca.

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 individual and team Readiness Assessment Tests (RATs), lecture, guest speaker(s), activities, and debates. For example, during the weeks in which RATs are utilized, the standard class would be divided as follows: Part I (the first hour of the class meeting) will focus on individual and team RATs. Part II (the second hour of the class) will involve a lecture or guest speaker about a U.S. Homeland Security related topic. Finally, Part III (the third hour of class) will focus on a team-based activity. In weeks without RATs, class will generally proceed as follows: Part I will involve lecture, Part II a debate, and Part III an activity.

Requirements of the Course
Students' final grades will be based on the following assignments:
1) Individual Readiness Assessment Tests (15%),
2) Team Readiness Assessment Tests (15%),
3) Team Debate and other graded team work (15%),
4) Short papers and assignments (10%),
5) Midterm Exam (20%), and
6) Final Exam (25%).

First, in five of our class meetings (see schedule) students will complete an "individual Readiness Assessment Test" (iRATs) during the first 20 minutes of class. These assessments will be multiple choice quizzes based on the week’s required readings and videos (or the relationship between the week’s readings and prior weeks activities). The objective of the iRAT is to ensure that students have mastered the required materials (i.e., capable of understanding, summarizing, critiquing, connecting, and applying the readings and videos). After half the class has turned in their assessment, the remaining students will be given 5 minutes to complete the quiz. The iRAT typically takes about 15 minutes to complete. There will be no makeup iRATs.

Second, immediately after students complete the iRAT, they will complete a "team Individual Readiness Assessment Test" (tRAT) as a group during the remainder of the first hour of the class. The iRAT and tRAT will have identical questions. The purpose of the tRAT is to foster student
discussion on the best answer for each question. Experience with the method has shown that students learn by attempting to persuade others through argumentation. The tRAT will be graded immediately; student groups may create a written appeal for any question that they received an incorrect grade. All students on the team will receive the same grade for the team test. **There will be no makeup tRATs.**

Third, 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 eight teams in the class, there will be four 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. The debates will be video taped and placed on the class web page for viewing by students in the future.

Fourth, students will be required to complete two short (3-5 page) papers over the course of the semester. The paper will respond to a proposition and students may argue for or against the proposition. A variety of paper topics will be listed on the course Blackboard website. The first paper is due before the midterm (3/7) and the second to be completed after the midterm. Each assignment will be graded by the rubric provided and be worth 5% of your total grade each.

Finally, there will be an in-class midterm and final exams. The exams 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.

**Evaluation of Team Members:** Twice during the semester students will rate the performance of their fellow teammates. Based on these evaluations, the team portion of the grade (i.e., tRATs and the Debate) will be adjusted to account for an overall assessment of superior and inferior teamwork. This provision is designed to minimize free riding in teams.

**Attendance 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 one of the instructors 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. Remember iRATs and tRATS will have no make-ups.

**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/

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)

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.

Required Readings and Videos
There is one required book for this class. The book is available from the University at Albany Book Store on the Uptown Campus.


The required readings will be available via Blackboard and linked directly in the syllabus where publically available. Immediately after the required readings, several suggested readings are listed for each topic. The suggested 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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Outline of Classes and Required Readings

**Week 1 (1/25): 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.

*Assessments and Assignments Due:*

1. **Demonstration/Practice RAT (in class, ungraded)**

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

**Week 2 (2/1): The 9/11 Attacks & the Emergence of U.S. Homeland Security**

*Assessments and Assignments Due:*

1. **RAT #1 (in class)**

*Discussion Topics:*
- How have 9/11 and subsequent events altered the concept of homeland security?
- Constructing an argument that includes claims, counter-claims, and evidence.

*Required Readings:*
- Chapter 1, Homeland Security: The Concept, the Organization, Bullock et al., pp. 1-30.
• Chapter 2, Historic Overview of the Terrorist Threat, Bullock et al., pp. 31-66.
• “Flashback 9/11: As It Happened” available at http://video.foxnews.com/v/1151859712001/flashback-911-as-it-happened/?#sp=show-clips (19 minutes)

Suggested Readings


Week 3 (2/8): Governmental Structures in Homeland Security

Assessments and Assignments Due:

2. Faculty Debate: Proposition: The US should close down the Guantanamo detention facility.
3. PAPER TOPIC #1: Proposition: The 9/11 terrorist attacks would not have occurred if the Department of Homeland Security (DHS) had been created in the 1990s.

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:

• Chapter 4: Governmental Homeland Security Structures, Bullock et al., pp. 113-200.

Suggested Readings:


Week 4 (2/15): The Intelligence Community Post 9/11

Assessments and Assignments Due:

1. PAPER TOPIC #2: Proposition: Intelligence and law enforcement agencies should be permitted to conduct warrantless wiretaps in order to keep America safe from terrorism.

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:

• Chapter 5: Intelligence Counterterrorism, Bullock et al., pp. 201-230.
- 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)

Suggested Readings:
- “Products or Outputs? Probing the Implications of Changing the Outputs of Intelligence.” Studies in Intelligence 56:1, March 2012.

Week 5 (2/22): Natural and Technological Hazards
Assessments and Assignments Due:
1. RAT #2 (in class)
2. PAPER TOPIC #3: Proposition: Despite the risks seen in the Fukushima accident, nuclear power remains the best alternative to fossil fuels.

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:
- Chapter 3 (pages 57-73 only), Hazards, Bullock et al., pp. 57-73.

Suggested Readings:

Week 6 (2/29): Terrorism & Counterterrorism
Assessments and Assignments Due:
1. Debate #1: Proposition: The U.S. should send American ground troops to Iraq and Syria in order to defeat the Islamic State.

2. Paper Topic #4: Proposition: The U.S. should send American ground troops to Iraq and Syria in order to defeat the Islamic State.

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:
- Chapter 3 (pages 73-95 only), Hazards, Bullock et al., pp. 73-95.
  https://cchs.gwu.edu/sites/cchs.gwu.edu/files/downloads/Gumbel_0.pdf
- Manhunt Documentary (posted on Blackboard) (1 hour and 43 minutes in length) at http://media.albany.edu:8080/ramgen/cellar/political_science/rousseau/manhunt.rm

Suggested Readings:
  http://www.buzzfeed.com/gregorydjohnsen/60-words-and-a-war-without-end-the-untold-story-of-the-most#.crApbq1dr
  http://www.brookings.edu/research/essays/2015/thebeliever
  http://www.theatlantic.com/magazine/archive/2015/03/what-isis-really-wants/384980/

Week 7 (3/7): MIDTERM EXAMINATION

No class 3/14: spring break

Week 8 (3/21): Border and Transportation Security
Assessments and Assignments Due:
1. **RAT #3 (in class)**
2. **PAPER TOPIC #5**: Proposition: The United States should close its borders to Syrian and Iraqi refugees due to the risk of terrorism.

*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:*
- Chapters 6: Border Security, Immigration and Customs Enforcement, Bullock et al., pp., pp. 231-270.
- Chapter 7: Transportation Safety and Security, Bullock et al., pp. 271-320.

*Suggested Readings:*

**Week 9 (3/28): Critical Infrastructure and Cyber Security**

*Assessments and Assignments Due:*
1. **Debate #2**: Proposition: The benefits of the “Internet of Things” outweigh the cyber security risks.
2. **PAPER TOPIC #6**: Proposition: The benefits of the “Internet of Things” outweigh the cyber security risks.

*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:*
- Chapter 8: Cybersecurity and Critical Infrastructure Protections, Bullock et al., pp. 321-380.

Suggested Readings:

Week 10 (4/4): All Hazards Response & Recovery
Assignments Due:
1. RAT #4 (in class)
2. PAPER TOPIC #7: TO BE DETERMINED

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:
• Chapter 9: All-Hazards Emergency Response and Recovery, Bullock et al., pp. 381-504.
• Code of Conduct for the International Red Cross and Red Crescent Movement (http://www.ifrc.org/en/publications-and-reports/code-of-conduct/).

Suggested Readings:
• Frontline: The Storm. http://www.pbs.org/wgbh/frontline/film/storm/ (54 minutes)

Week 11 (4/11): Mitigation, Prevention, and Preparedness
Assignments and Assignments Due:
1. Debate #3: 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.

2. PAPER TOPIC #8: 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.

Discussion Topics:
• How does government prepare for natural, technological, and man-made disasters before an event occurs?
• How have major incidents such as 9/11, Hurricane Katrina, and Superstorm Sandy changed the way the federal and state governments think about mitigation, prevention, and preparedness?
• What is the role of individual citizens and the private sector in mitigation, prevention, and preparedness?

Required Readings:
• Chapter 10: Mitigation, Prevention, and Preparedness, Bullock et al., pp. 505-580.

Suggested Readings:

Week 12 (4/18): Risk Communication
Assignments Due:
1. RAT #5 (in class)
2. PAPER TOPIC #9: Proposition: The 24/7 media’s hyper focus on terrorism only serves to promote terrorist goals of spreading fears and desensitizes the general population to future government warnings when the threat may truly be elevated.

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:
• Chapter 11: Communications, Bullock et al., pp. 581-656.
• 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)

Suggested Readings:

Week 13 (4/25): Ethics in Homeland Security and Counterterrorism
Assignments and Assignments Due:
1. Debate #4: Proposition:
2. PAPER TOPIC #10: TO BE DETERMINED

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)

**Suggested Readings:**


*Assessments and Assignments Due:*

1. **NONE**

*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:*

- Chapter 12: Science and Technology, Bullock et al., pp. 657-694.

**FINAL EXAM** (To be determined, during finals week 5/6-5/13)