



Pro-Seminar in Homeland Security Studies: INSS 5340
Fall 2022

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Office Hours: TBD, Course Help Desk on Blackboard monitored daily

Instructor Information:

Instructor information is listed on Blackboard

Course Description:

The events of September 11, 2001 significantly changed the way we perceive national security in this country. It has been nearly 20 years since the terrorist attacks. From that point, homeland security began to evolve and continues to emerge as both a practical and academic field of study.

Homeland Security is a complex concept and policy area for lawmakers, public bureaucracy, and the private sector. The variety of threats facing the U.S. homeland is diverse and requires policy and management responses that extend across several levels in areas of the government, and in many cases relies on collaboration and coordination with the private sector. Such things as international and domestic terrorism, cyber and critical infrastructure attacks, severe weather events, and pandemics all represent grave, ongoing, and sometimes overlapping threats to the well-being and safety of people, communities, and infrastructure in the United States.

Reflecting the increasingly complex issues surrounding homeland security, the Department of Homeland Security (DHS) now identifies with the "homeland security enterprise (HSE). The homeland security enterprise is a vast array of agencies, organizations, citizens, and individuals at all levels of government who share a common interest in the safety and security of America. In this course you will examine the HSE and the various challenges it presents. You will learn about the all-hazards approach to

preparedness and response and how politics have become intrinsically related to all things homeland security, and the implications of the information age as a weaponized component and its impact on the security of the homeland.

Course Objectives:

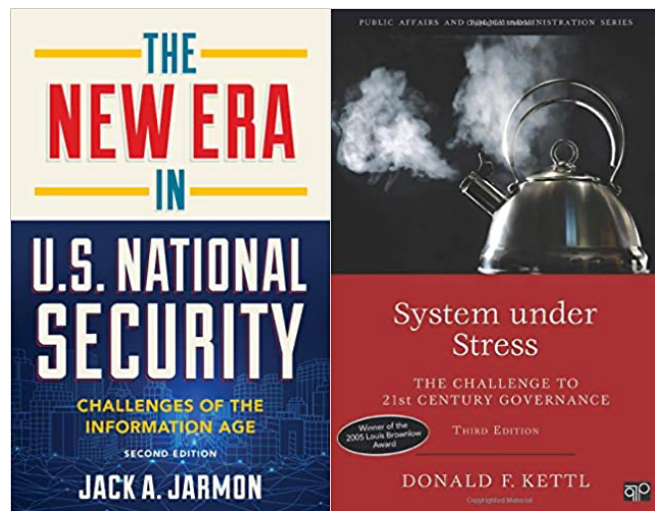
Upon completion of this course, students will be able to:

- Describe and assess threats to U.S. domestic security
- Identify the institutions involved in homeland security policy making
- Articulate the roles of federal, state, local, tribal, and private entities in homeland security
- Discuss the interplay between specific homeland security actors at the federal level, with emphasis on the Department of Homeland Security, the Intelligence Community, the Department of Defense, and the Interagency process
- Analyze preventive measures that have been undertaken and assess their effectiveness.

Course Reading Requirements:

Jarmon, Jack A. *The New Era in U.S. National Security: Challenges of the Information Age*. (2nd Edition)

Kettl, Donald F. *System Under Stress: The Challenge to 21st Century Governance*. (3rd edition)



Supplemental articles and videos will be posted to the course.

This is a fully asynchronous online course.

Personal Responsibility:

Please take personal responsibility for your work and your future. You need to take responsibility for working diligently in your classes, planning for assignments and exams, doing your best, and taking responsibility for your performance. This set of expectations is something you should be able to transfer into your future professional world.

Instructor Established Policies:

This course is designed to assist students in becoming active, critical and analytical learners. The nature of the course encourages open-mindedness and recognition of opposing points of view so that students can arrive at reasoned and thoughtful conclusions.

This course is an asynchronous learning course that will be taught totally online using Blackboard. There will be no regular class meetings and no regular scheduled interaction on the Internet. You are expected to do the following:

1. Learn how to use Blackboard and its features if you are not already familiar with this learning management system.
2. Study this syllabus to learn how the course is organized and presented.
3. Go to the course web page on Blackboard and follow the links to access material in the various modules. The material is arranged in the order it is meant to be read.
4. Be sure to review the posted rubric(s) to understand the grading policies for the course.
5. Read the assigned text and readings for the module under study. You can work out which works best for you, printing out notes and reviewing lectures first (if such materials are part of the course) and then reading the material or the other way around. Neither substitutes for the other. They are mutually supplemental but not the same.
6. After you have engaged the material, submit a commentary on the discussion board. Monitor the subsequent discussion board chat and contribute to it. No contribution to a module means zero points (i.e. participation is graded in 4 discrete segments). Remember that participation is often the difference between one grade category and another.
7. Under 'Assignments' in Moodle, access the relevant assignment for the module.
8. Organize an outline of your assignment answer.
9. Write your assignment and proofread it carefully.
10. Submit your assignment well before the deadline.

Please remember that this is an accelerated course. You will need to plan on spending the necessary amount of time in order to successfully complete the course. Please be prepared

*to do so. What constitutes an appropriate amount of time to work on each week's lessons is, of course, an individual decision. Do keep in mind that the course does require a good deal of participation and interaction with the other students in the class as well as preparation for each written assignment. **Written assignments will be due by 9 p.m. on Friday of each week's lesson; discussion forums will be open until 9 p.m. on Sunday of each week's lesson. The time zone is U.S. Mountain Time.***

The instructor has the following expectations of the students:

1. To be willing to participate positively and constructively in class
2. To understand and abide by the procedures, regulations and schedules described in this syllabus
3. To assume ownership of one's ideas, opinions, values, etc.

The students can have the following expectations of the instructor:

1. To be genuinely concerned about the student's ability to perform well
2. To remain faithful to the procedures, regulations and schedules described in this syllabus
3. To provide a class structure to encourage student learning

Netiquette Guide:

- 1. Ask questions.** If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.
- 2. Participate.** Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and maintain your participation grade.
- 3. Do not dominate a discussion.** Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it, but allow everyone to contribute equally to a discussion.
- 4. Be intellectually rigorous.** Do not excuse sloppy or illogical thinking. Challenge yourself and one another.
- 5. Be tactful.** Be critical of ideas but remember there are other people involved. Be tactful and kind. You can hurt the feelings of a person reading your post.
- 6. Forgive other students' mistakes.** Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. Instead, offer a different perspective to encourage further discussion.
- 7. Read the whole thread before posting.** Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.
- 8. Be concise.** Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly.
- 9. Reread and check your posts.** Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.

- 10. Cite your sources.** If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate.
- 11. Maintain confidentiality.** Respect your classmates' privacy. Do not repeat the personal information that others share.
- 12. Report technical problems.** If the platform is not working properly, please let your instructor know as soon as possible.
- 13. For further tips on effective communication refer to the document on effective communication posted to the course.**

Help Desk:

Students enrolled in any course through UTEP can contact the help desk 24 hours a day, seven days a week. To contact the help desk:

- Call 915-747-4357 (HELP)
- E-mail: helpdesk@utep.edu
- Chat: [Chat With Us](#)

Course Requirements and Methods of Evaluation:

This course runs for eight weeks. Students will be evaluated on their performance in discussion forums, postings of items of interest, summations of readings in *Systems Under Stress* and a final project.

Discussion Forums:

Discussion forums will be based on assigned readings, both from the textbooks and supplemental readings or videos. ***Students are expected to participate in the discussion forum at least four separate (4) days a week. Participation means posting to the discussion prompt, commenting on classmates' posts, and responding to classmates' comments on to your posts.*** Each forum will be worth 50 points. The grading rubric is posted on Blackboard.

Issues of Interest:

Each week, you will post to this forum some specific items about issues in homeland security related to the week's lesson. The purpose of this exercise is to practice looking for current situations that are not only important but that will affect the future of homeland security. In this program, you are preparing to become effective strategic leaders. The ability to consider a range of possible futures, and then to monitor the environment for signals is a skill you will need to craft. Therefore, you are required to look for and post items of current and future issues in homeland security. This is more than a laundry list of current events, rather it is an opportunity for you to research, post and consider issues you think are relevant for the ongoing discussion about present-day homeland security challenges. Each week's posting will be worth 50 points and should be posted no later than Thursday of the lesson week. The grading rubric is posted on

Blackboard.
Rules for posting:

- Post issues that you think would be interesting to your classmates.
- In your post, write a paragraph of 200 or more words as to why you think the item is of interest.
- Include a link to at least one article you found that supports your choice of issues.
- Identify how your story relates to strategic themes in homeland security related to the week's lesson.
- Respond to at least two of your classmates in a manner designed to stimulate further discussion of the issue.

System Under Stress:

Students will read *System Under Stress: The Challenge to 21st Century Governance* (3rd edition), completing the reading in the third week of the course. An essay about the material presented in the book and the author's findings will be submitted the same week.

The essay will deal with the following:

In a report published in 2007, Donald F. Kettl, the author of *System Under Stress*, outlined five conditions for effective 21st century governance. They are:

1. *Effective 21st century governments work to ensure seamless service delivery in which governments structure their service delivery systems according to the problems to be solved, not by focusing on the organizations charged with solving them.*
2. *Effective 21st century government requires a high- performing government whose accountability systems keep track with the evolution of the public sector's toolbox.*
3. *Effective 21st century government requires new mechanisms for coordinating government agencies to ensure that they connect organically as they seek to solve the manifest problems they confront.*
4. *Effective 21st century government requires innovative approaches to leadership by elected officials—approaches that stretch traditional roles and that, in some cases, may require courageous risk taking.*
5. *Effective 21st century government requires a new role for citizens, one that requires them to rethink their connection to—and involvement in— the pursuit of the public interest.*

From your reading of *System Under Stress*, what examples can you cite, offering detailed support, that point out the need for the changes for which

Kettl argues especially in regard to the creation of homeland/national security planning, policy implementation and response. How do "Lennon's Lesson" and "Policy Lightning" work to inhibit the effectiveness of the federal government in anticipating and managing crises? What flaws in the federal system limit the ability to effectively prepare for and respond to crises or disasters whether in the form of a terrorist attack, a significant natural disaster or a financial crisis? Support your arguments with specific examples!

Finally, what can be done to (1) improve preparation and planning, (2) effectiveness of response and (3) anticipating future crises that may not have been considered before? What recommendations would you make to implement changes that would create the standards for effective government from a homeland/national security perspective that Kettl advocates?

Your essay must be a minimum of 5-7 pages in length (essays may exceed the minimum requirement), typed in Arial, Tahoma or Times New Roman 12 point font. Outside research in support of your response to the essay prompt is permitted and encouraged. All material used in the preparation of the essay *must* be meticulously cited in APA format. The essay is due *no later* than September 11 by 9 p.m. Mountain Time.

The grading rubric is posted on Blackboard.

Final project:

The final project will be a research paper of at least 10 pages on a topic related to current homeland security issues. Students will select a topic and write an essay that demonstrates the student's capability to identify an issue pertinent to Homeland Security and produce a paper discussing its relevance, how the issue can pose a threat to the security of the homeland and the challenges in developing or implementing a policy to mitigate the threat.

Students will submit a proposed topic list on the second week of the course. The proposed topic should not be overly broad, but one that can be readily researched and managed. A list of at least seven research sources will be submitted on the third week of the course. ***The sources should be primary and/or secondary sources and are not to contain reference works (i.e. encyclopedias or similar reference works. Wikipedia is especially forbidden!*** Internet research is acceptable, but scholarly/academic books and/or articles should make up the bulk of the research sources. It is understood that many scholarly articles may be found on the internet, and these will be considered as part of the normal research process. Use of the resources at the UTEP library is especially encouraged.

An outline of the paper will be submitted on the 5th week of the course and the completed paper will be submitted no later than Friday of the 8th week of the course by 9 p.m. Mountain Time. The topic submission will be worth 25 points, the outline will be worth 50 points and the final paper will be worth 150 points for a total of 225 points.

Outline formatting instructions can be found here:

<https://library.piedmont.edu/c.php?g=521348&p=3564598>

<https://academics.umw.edu/writing-fredericksburg/files/2011/09/Basic-Outlines.pdf>

<https://academicguides.waldenu.edu/writingcenter/writingprocess/outlining>

The final paper should include a works cited or reference page with at least 15 scholarly/academic sources listed. While internet research is permissible, research should include books or journal articles related to the selected topic. Use of the resources available at the University Library is strongly encouraged.

The rubric for written assignments is posted on Blackboard.

Class Calendar:

The instructor reserves the right to make changes in the schedule and assignments based on the needs of the class. For important UTEP dates please, including withdrawal dates, refer to the academic calendar: <https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html>

MODULE	LEARNING RESOURCES	ASSIGNMENTS DUE
1	Jarmon, Chapter One Begin Kettl <i>System Under Stress</i>	Discussion Board Items of Interest
2.	Jarmon, Chapters 2-3 Continue Kettl <i>System Under Stress</i>	Discussion Board Items of Interest Final Project Topic and Source Submission
3.	Jarmon, Chapters 4-5 Finish Kettl <i>System Under Stress</i> Submit Kettl Essay	Discussion Board Items of Interest Kettl Essay
4.	Jarmon, Chapters 6-7	Discussion Board Items of Interest
5.	Jarmon, Chapters 8-9	Discussion Board

		Items of Interest Final Project Outline
6.	Jarmon, Chapters 10-11	Discussion Board Items of Interest
7.	Artificial Intelligence and the Risks to Homeland Security	Discussion Board Items of Interest
8.	Complete Final Project	Submit Final Project Paper

Grade Allocation:

Assignment	Point Values	Percent of Total Grade
Forum Discussions (6 @ 50 points each)	350	34%
Items of Interest (6 @ 50 points each)	350	34%
<i>System under Stress</i> Essay	100	10%
Final Project (topic submission/sources; outline, final paper)	225	22%
Total	1025	100%

Grading Scale:

Letter Grade	Numerical Equivalent	Quality Points
A	90–100%	4.0 per credit hour
B	80–89%	3.0 per credit hour
C	70–79%	2.0 per credit hour
D	60–69%	1.0 per credit hour
F	0–59%	0.0 per credit hour

Late or Makeup Work Policy

The instructor will accept late written assignments, however, those papers that are submitted after the due date will be subject to a penalty of one full grade. Make-up work is permissible at the instructor's discretion. Students seeking to make-up missed work must consult with the instructor regarding processes and timelines for doing so. Missed quizzes cannot be made up.

Attendance Policy:

For verification of enrollment in this course, students must log in during Week 1 of the term.

All students who have not logged in to the class by the end of the first week of the seven week term will be automatically dropped from the course.

All students enrolled in an online course at UTEP must complete one of the following academically related activities within their online course in order to be marked as having attended and actively participated in the online course(s):

1. Post to a discussion board.
2. Submit an assignment.
3. Submit a quiz or exam.
4. Submit some other assessment as assigned.

Simply logging in to a course and navigating within the virtual classroom will not constitute participation; the student must complete one of the above academically related activities.

All students who have logged in to the course but who have not participated academically by the end of the second week of the term will be automatically dropped from the course.

Drop Policy:

If you drop before the UTEP drop deadline, you will receive a "W." If you drop yourself or are dropped by the instructor after the deadline, you will receive an "F."

Succeeding in Online Courses:

Course materials including written lectures, readings, assignments, exams, quizzes, and presentations are all contained in a learning management system (LMS). Students access their online course via the Internet using a unique login and password. This information is provided to online students through their UTEP e-mail accounts the weekend prior to the start of their course. Using the login information, students access their course(s) and work through a series of seven one-week lessons. Each lesson is self-contained, and all work in that lesson must be completed within that week. Each lesson will contain directions from the instructor regarding requirements and expectations.

One activity used to engage students in each lesson is a forum. Forums are online threaded discussions that require students to respond to a prompt or set of directions posted in the lesson. After posting their initial reflection, students then read classmates'

postings and respond with postings that help further the discussion and develop the concepts learned in the lesson. The instructor may also participate in the online discussion, helping to guide students in the development of the topic. Forums allow students to develop and share their thoughts at times that are convenient. Because online courses span only seven or eight weeks, they are more intense than on-campus courses of 15 weeks. This means that students in online courses will spend about twice as much time per week completing work as students in the same courses in the on-campus format. This fast-paced, intense experience requires students to have a number of personal characteristics to ensure success. These include:

- Discipline to complete projects by deadlines. Excellent time management skills are critical.
- Persistence to attend to course assignments at least four days each week. It is helpful to set aside specific times on a routine basis to participate in the course.
- The ability to learn from the printed word. The majority of materials and communication are available through reading and writing.
- Excellent reading and writing skills in the English language.
- Excellent basic computer and e-mail skills.
- Flexibility in dealing with technology problems.

Online courses have technical requirements that most students already have computers to meet. The following items give students the best chance for success in an online course:

- A computer (laptop, desktop, or netbook) that was purchased within the last two years.
- A broadband Internet connection. Dial-up connections will not support the online tools.
- Current version of a media player such as QuickTime or Windows Media Player, which is available online at no cost.
- Current version of Adobe Reader, which is available online at no cost.
- Virus protection software is strongly recommended.
- For further tips and information, see the document on technology posted to the course.

Academic Dishonesty:

Academic dishonesty includes, but is not limited to, the following: 1) the completion or attempted completion of any academic work by means other than those permitted; and 2) the alteration of a document relating to the grading process, including changing an instructor's grade book or changing answers on a test after the time to complete the test is over.

Examples of academic dishonesty include, but are not limited to, unauthorized collaboration, copying another student's answers, unauthorized aids on a test, using purchased or premade term papers, plagiarism, and destroying another student's work.

Plagiarism occurs when an individual presents the ideas, thoughts, or words of another as his or her own. Plagiarism includes, but is not limited to, using phrases, sentences, or ideas from a published source, including the Internet, without citing that source representing another's unpublished work as your own; rewriting or paraphrasing the work of another without giving credit to that person by citation; and submitting a paper as one's own work that has been copied, in whole or in part, from another's work.

Generally, the faculty decides upon sanctions for acts of academic dishonesty. Thus, academic dishonesty may carry specific penalties carried out by the faculty outside of the judicial procedure. For this course the penalties for plagiarism are as follows:

First offense: failure of the assignment and referral to the Office of Student Conduct and Conflict Resolution. (OSCCR)

Second offense: Failure of the course and referral to the OSCCR.

Note that although deference is given to the faculty to handle matters of academic dishonesty, such action does not preclude further disciplinary action under the university judicial procedure. See the Handbook of Operating Procedures, Chapter 1, Section 1.2.2, Paragraph 1.2.2.1 for details regarding academic dishonesty.

<https://www.utep.edu/hoop/section-2/student-conduct-and-discipline.html>

Students may want to review the Academic Integrity Tutorial for an in-depth presentation on academic integrity issues and research techniques for further information: <https://www.umgc.edu/current-students/learning-resources/academic-integrity/tutorial/index.cfm>

Artificial Intelligence (AI):

For this course the application of AI is not allowed. Successful completion of graduate level courses requires the development and mastery of independent and individual research and critical thinking skills, rather than reliance on AI technology.

Copyright and Fair Use:

The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could

subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Students with Disabilities:

If you have or believe you have a disability, you may wish to contact the Center for Accommodations and Support Services (CASS) to show documentation of a disability or to register for testing and services. Students who have been designated as disabled must reactivate their standing with the CASS yearly. If you feel that you may have a disability requiring accommodations and/or modifications, contact CASS at 915-747-5148. You also can visit the CASS website at <http://sa.utep.edu/cass/> or the CASS office in Room 108 East Union Building.

Student Online Behavior:

- Always consider audience. Remember that members of the class and the instructor will be reading your postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- Do not use inappropriate language. When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- The class learning management system is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

