

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies

HLSS502

Homeland Security and Defense

Credit Hours: 3

Length of Course: 8 Weeks

Prerequisite: HLSS500

Course Description (Catalog)

This course offers a comprehensive overview of key elements of the United States' homeland security program. This overview will have students examining, discussing and analyzing homeland security operational and policy concerns which have continued to evolve in the wake of the terrorist attacks of September 11, 2001 and the creation of the Department of Homeland Security.

Course Scope

As part of the core requirement, this course introduces the student to critical elements of the discipline. Students will participate in weekly Discussion Forums that correlate to weekly readings. Students will write an analytical research paper and will write a comprehensive final assignment.

Course Objectives

After successfully completing this course, you will be able to:

- **CO-1:** Analyze the organizational roles, responsibilities, and strategies of homeland security and homeland defense.
- **CO-2:** Evaluate intelligence support to homeland security policy makers and practitioners.
- **CO-3:** Assess risk management processes for supporting resource relocation.
- **CO-4:** Describe protection of key assets and critical infrastructure.
- **CO-5:** Critique the homeland security system's capability to meet future challenges.

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Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be available to each student. Online assignments are due by Sunday at 11:55 pm ET and include all written assignments, examinations, and research papers submitted for grading. Weekly Forum questions (accomplished in groups in a Forum) require an initial response by Thursday at 11:55 pm ET, with all other required responses due by Sunday at 11:55 pm ET. The assigned faculty will support the students throughout this eight-week course.

Course Resources

Required Course Textbooks

The **required** text for this course is:

Kamien, David. 2012. *McGraw-Hill homeland security handbook: Strategic guidance for a coordinated approach to effective security and emergency management, second edition*. 2 ed. New York: McGraw-Hill.

Evaluation Procedures

The course grade is based on the following assessments:

Discussion Forums – 20 percent

Each week, a discussion question is provided and posts should reflect an assimilation of the readings. Students are required to provide a substantive initial post by Thursday at 11:55 pm ET and respond to 2 or more classmates by Sunday 11:55 pm ET. Forum posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

Research Question, Purpose Statement, and Literature Review Exercise – 15 percent

The components of this assignment include a research question, a purpose statement, and a literature view of at least 6 sources, two of which must be

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peer-reviewed. The specific research question should relate to a general topic in the course. 6-8 pages.

Research Paper – 35 percent

Adding to the 6-8 page assignment in Week Two, the research paper should be at least 10 additional pages of analysis of your topic, not including the cover page, the reference list, and any appendices.

Final Assignment – 30 percent

This assignment is a take-home essay assignment of 4 questions, 2-3 pages each, to test knowledge and assimilation of the course objectives. The exclusive use of required texts and readings from this course is mandatory.

Assignments	Percentage
Research Question Assignment	15 percent
Research Paper	35 percent
Forum Discussion Posts	20 percent
Final Assignment	30 percent
TOTAL	100 percent

8 – Week Course Outline

<u>Week</u>	<u>Topic</u>	<u>Course Objective(s)</u>	<u>Readings</u>	<u>Assignments</u>
1	HLS/HLD concepts and strategic guidance	CO-1: Analyze the organizational roles, responsibilities, and strategies of homeland security and homeland defense.	<i>Kamien, Ch 7-8, 10</i> <i>National Security Strategy, p. 1-22, 51-52</i> <i>National Military Strategy</i> <i>DHS Strategic Plan</i> <i>Quadrennial Homeland Security Review</i>	Week One Forum Discussion

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			<i>Report, Preface, Executive Summary, pp.1-36</i> <i>National Strategy for Counterterrorism</i>	
2	Homeland security organization	CO-1: Analyze the organizational roles, responsibilities, and strategies of homeland security and homeland defense.	<i>Kamien, Ch 32, 37- 39</i> <i>Brinkerhoff, The Posse Comitatus Act</i> <i>Howie, A Role for Business</i> <i>Lowenberg, The role of the National Guard</i> <i>The DoD Role in Homeland Security</i> <i>DHS Strategic Plan, Chapter 3 and Appendix A</i>	Week Two Forum Discussion Research Question Assignment
3	Intelligence and Law Enforcement	CO-2: Evaluate intelligence support to homeland security policy makers and practitioners.	<i>Kamien, Ch 11-12, 15-17</i> <i>Alach, The Emperor is Still Naked</i> <i>French, Leading the Next Phase</i> <i>Harknett, and Stever, The Struggle to Reform</i> <i>Jones, The Necessity of Federal Intelligence</i> <i>McGarrell, Freilich and Chermak,</i>	Week Three Forum Discussion

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			<i>Intelligence-led Policing</i>	
4	Risk management and homeland security	CO-3: Assess risk management processes for supporting resource relocation.	<i>Kamien, Ch 19-22, 29</i> <i>Review of the Department of Homeland Security's Approach to Risk Analysis</i> <i>Gliver and Daise, From Insecurity to Uncertainty: GAO, Strengthening the Use of Risk Management Principles</i> <i>CRS, Risk Management and Critical Infrastructure Protection</i>	Week Four Forum Discussion
5	Critical infrastructure, cyber security	CO-4: Describe protection of key assets and critical infrastructure.	<i>Kamien, Ch 23, 24, 36</i> <i>Ahmad, Yunos and Yusoff, A Dynamic Cyber Terrorism Framework</i> <i>Chertoff, Preserving Infrastructure</i> <i>National Infrastructure Protection Plan, Executive Summary, Chapters 1-3</i> <i>The Comprehensive</i>	Week Five Forum Discussion

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			<i>National Cybersecurity Initiative</i>	
6	Border security and disaster management	CO-4: Describe protection of key assets and critical infrastructure.	<i>Kamien, Ch 26-27, 29, 44 Steinmetz, Mitigating the Exploitation of U.S. Borders Border Patrol Strategic Plan U.S. National Incident Management System, 1-22, 45-70, 89-96</i>	Week Six Forum Discussion Research Paper Due
7	Civil liberty and the future of homeland security	CO-5: Critique the homeland security system's capability to meet future challenges.	<i>Kamien, Ch 46-47, 52 Balunis and Hemphill, Escaping the Entanglement Chertoff, Incomplete Security Donohue, The Perilous Dialogue Quadrennial Homeland Security Review Report, Chapters 6-7 West, A Vision for Homeland Security</i>	Week Seven Forum Discussion
8	Conclusion and Synthesis	CO-1 CO-2 CO-3 CO-4 CO-5	No Readings	Week Eight Forum Discussion Final

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				Assignment Due
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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Citation and Reference Style

Students will follow the APA Style as the sole citation and reference style used in written work submitted as part of coursework for this course. See http://www.apus.edu/content/dam/online-library/resources-services/Fuson_2012_APA.pdf

All written submissions should be submitted in Times New Roman 12pt font with 1" margins, typewritten in double-spaced format. Graduate-level work is expected to be free of grammar, usage, and style errors.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

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- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more.

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Request a Library Guide for your course
(<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Selected Bibliography

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Castagnera, James Ottavio. 2009. America's homegrown terrorists of the 21st Century: The disgruntled, the obsessed, and the mad...three types, one challenge? *Homeland Security Review* 3, no. 2: 75-100. *International Security & Counter Terrorism Reference Center*, EBSCOhost (accessed September 7, 2012).

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Kessler, Gliver, and Christopher Daase. 2008. From insecurity to uncertainty: risk and the paradox of security politics. *Alternatives:*

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