American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
Legal Studies
LSTD 516
DHS And The Law
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite: None

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Instructor Information

Instructor: See information provided in the Syllabus link in the classroom.
Email: Please use internal classroom messaging system.

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Course Description (Catalog)

This course provides an understanding of the structure of homeland security law and policy. This course will familiarize students with the extensive and complex legal codes that come under the heading of Homeland Security. The course will cover statutes, policy papers, presidential directives, and other documents related to homeland security allowing for an in-depth examination of the foundations of homeland security. The course will provide the student with important legal guidance allowing the student to accurately interpret, understand, and apply homeland security law and policy. The course provides a detailed overview of the subject of homeland security and includes topics including terrorism, cyber security, border/immigration issues, transportation security and safety, emergency management and prevention, and intelligence and counterintelligence.

Course Scope

This graduate level course is an overview of U.S. Homeland Security and the Law. The course provides an overview of the history and development of the Department of Homeland Security and will cover the various departments within the agency and areas of law and policy regulated and enforced by the agency. Topics include: the history and development of The Department of Homeland Security, historical development leading to the creation of DHS, the various agencies that comprise DHS, and the various areas of law and policy created and enforced by DHS such as cybersecurity, immigration and border enforcement, intelligence and counterintelligence, emergency and management safety and security, and transportation safety and security.

Course Objectives

After completing this course the student will be able to:

- Describe the history and development of homeland security law and policy
- Explain and discuss the sources of homeland security law and policy
- Analyze the various statutes, policy papers, presidential directives, and other documents related to homeland security
- Evaluate the threat that terrorism poses as related to other threats
- Create a conceptual understanding of homeland security law and policy, and the foundation and framework of homeland security
- Assess the role that the government, whether it is state, local, tribal, or federal, plays in our protection
- Analyze homeland security law and policy in relation to our Nation's infrastructure
- Apply homeland security law and procedures within various vignettes presented
- Evaluate current issues in the news or proposed legislation in light of existing law and policy
- Prepare a formal case brief on a selected homeland security related case
- Plan and develop an extensive research paper covering an aspect of homeland security law and policy of interest

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 made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and

individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Resources

Required Course Textbook:

9780128020289	Bullock, Haddow and Coppola	Introduction to Homeland Security: Principles of All-Hazards Risk Management, 5th ed.

Required Readings: Course handouts, policy decisions/statutes, and case law will also be required reading and found in the "Lessons" folder for each week's assigned reading.

Not Required but recommended: *The Bluebook: A Uniform System of Citation* (Columbia Law Review Ass'n et. al. eds., 20th ed. 2015).

Evaluation Procedures

The grading will be based on graded homework assignments, a research paper and open book midterm and final examination.

    1. **Assignments:** There will be six (6) Forum Discussion assignments, a casebrief, a research assignment, and a required class introduction during the course, which will count as 32% of the final grade. These assignments will be comprised of case briefs, discussion questions from the text or Lesson Plans, and Forum Discussion postings. They are selected to provide the student with hands on experience in applying the law and theories being discussed.

    2. **Research Paper:** Each student will prepare and submit a **15-20** page research paper on a topic of DHS and the law, of their choice, with instructor approval. It will count as 23% of the final grade. Students will select the topic by the end of Week 2 and turn in the paper by the end of Week 7.

    For the research paper, students will be graded using a Rubric. This will help with understanding what constitutes the grade assigned to each paper. A copy of the Rubric can be found in each student's folder or under "Course Materials" link. Students may wish to print it and look at it in preparing their work.

    3. **Exams:** The Midterm and Final examinations will be open book and students will allowed the entire week to complete each exam. The exams consist of randomly selected essay questions. The Midterm will count toward 20% and the Final 25% of the final grade. These examinations will cover

selected sections of the textbook and assigned reading. Please coordinate with the professor for any special arrangements.

Grades will be assigned as follows:

Grade Instruments	Points Possible	% of Final Grade
Forum Assignment 1	100	4.17%
Forum Assignment 2	100	4.17%
Forum Assignment 3	100	4.17%
Forum Assignment 5	100	4.17%
Forum Assignment 6	100	4.17%
Forum Assignment 7	100	4.17%
Case Brief Assignment	100	6%
Forum Introduction	100	1%
Research Paper and proposal	100	23%
Midterm Examination	100	20%
Final Examination	100	25%
TOTAL	**1100 Points**	**100%**

Course Outline

Please see the Student Handbook to reference the University's grading scale.

Course Outline

Week	Topics	Objectives	Readings	Assignments
1	**History and Development of Homeland Security** **Historic Overview of Terrorist Threats**	A. Understand the general history of how DHS was developed B. Understand the concept of Homeland Security Enterprise C. Understand the history of terrorist threats to the U.S. D. Identify the terrorism policies developed pre and post 9/11	(1) Read Chapters 1 and 2 of the Textbook (2) Read and Review Week 1 Lesson Plan	Introduction Week 1 Forum
2	**Hazards and Organizational Structure of DHS**	A. Understand the various types of hazards faced in securing the homeland B. Identify the various agencies that comprise DHS and other agencies that participate in homeland security	(1) Read Chapters 3 and 4 of the Textbook (2) Read and Review Week 2 Lesson Plan	Week 2 Forum Submit Research Paper Proposal in the Assignments tab
3	**Intelligence and Counterterrorism** **Cyber-security and Critical Infrastructure** **Science and Technology**	A. Identify the various agencies that comprise counterterrorism and intelligences activities and the role of intelligence and counterterrorism in homeland security B. Understand the current policies, programs, and actions taken in the areas of cyber-security and critical infrastructure C. Understand the role of DHS in research and development, and identify other agencies that play a role in homeland security R&D	(1) Read Chapters 5, 8 and 12 of the Textbook (2) Read and Review Week 3 Lesson Plan	Week 3 Forum

4	**Mid-Term Exam**	Take the Mid-Term Exam	Review Readings and Lessons from Weeks 1-4	**MID-TERM EXAM covering all material from Weeks 1-4.**
5	**CBP and ICE** **Transportation Safety and Security**	A. Understand the function and role CBP and ICE plays in homeland security B. Identify the major U.S. transportation systems and infrastructure and understand the role of TSA	(1) Read Chapters 6 and 7 of the Textbook (2) Read and Review Week 5 Lesson Plan	Week 5 Forum Case Brief due in the Assignments tab
6	**All Hazards Emergency Response and Recovery** **Mitigation, Prevention, and Preparation**	A. Understand the all-hazards policies and procedures established at the federal and state levels B. Identify the various agencies involved in emergency response and recovery C. Understand mitigation, prevention, and preparation activity programs developed and implemented	(1) Read Chapters 9 and 10 of the Textbook (2) Read and Review Week 6 Lesson Plan	Week 6 Forum
7	**Communications** **The Future of Homeland security**	A. Identify the various agencies and methods used to communicate homeland security issues to the public B. Conclusions regarding the future of DHS and areas of improvement	(1) Read Chapters 11 and 13 of the Textbook (2) Read and Review Week 7 Lesson Plan	Week 7 Forum Research Paper due in the Assignments tab
8	**Final Exam**	Take the Final Exam	Review all Readings and Lessons	**FINAL EXAM covering all material from Weeks 1-8.**

Polices

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

The central function of legal citation is to allow the reader to efficiently locate the cited source. All courses in the Legal Studies program require that any narrative essay or composition format follow the legal citation guidelines set forth in *The Bluebook: A Uniform System of Citation* (Columbia Law Review Ass'n et. al. eds., 20th ed. 2015). More information can be found in the Web Resources and Course Material links in the classroom.

WRITING EXPECTATIONS

Writing must be well organized and presented in a way that clearly conveys your thoughts, using full sentences, correct spelling, and proper grammar. I prefer that you use the active voice, and ask that you avoid military jargon, slang, abbreviations, and text-speak. All written submissions should be typewritten in single-spaced Times New Roman 12 point font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor). Top, Bottom, Left Side and Right Side margins should be one inch, with reasonable accommodation being made for special situations and online submission variances.

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.

Deductions:
Late forum posts can be penalized up to 5 points per day
Late assignments can be penalized up to 5 points per day

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions 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 fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **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 Educator 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: ;-), :), ☺

DISLCAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. It provides access to subscription article databases, periodicals, books, video and more to support your research and studies. In addition, the Online Library provides access to special learning resources like tutoring services and Turnitin.com, which the University has contracted to boost your academic success.

- *Library Course Guides:* APUS librarians have created guides for each degree program and many courses. Each guide compiles the most relevant research tools (subscription article databases, journals and ebooks), as well as authoritative websites, multimedia and more. Explore the guides at http://apus.campusguides.com/ .
- *Ask a Librarian:* Librarians are on duty approximately 18 hours per day, 365 days per year. At http://apus.libanswers.com/, you can search for answers to library questions, or use the "Ask" button to submit a question of your own.
- *Speak with a Librarian:* Librarians are now available on Adobe Connect, so that you may speak live and ask questions. You can speak with a Librarian by logging in here: https://apus.adobeconnect.com/speakwithalibrarian
- *Electronic Books and Journals:* You can use the online library to access over 150,000 ebooks and 40,000 journals, which are licensed for use by APUS students and faculty only. Visit the *Licensed Library Databases* guide to explore search options.
- *Research and Writing Help*: Librarians have created tutorials for college-level research and writing. Click here to explore them all.

- ***Online Tutoring***: AMU and APU students are eligible for up to 10 free hours of online tutoring provided by APUS. Some military students are eligible for additional hours through their Armed Forces education offices. For more information, visit http://apus.campusguides.com/tutor.
- ***Interlibrary Loan and other services:*** when you need a book or article not held in the APUS Online Library, you may request it via interlibrary loan (ILL). Read more about ILL and other library services.

Turnitin.com

Turnitin.com is a tool to improve student research skills that also detects plagiarism. The site provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. **Turnitin.com** also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

Selected Bibliography

Jane A. Bullock et.al, *Introduction to Homeland Security* (5th ed. 2015).

The Bluebook: A Uniform System of Citation (Columbia Law Review Ass'n et. al. eds., 20th ed. 2015).

Course handouts in the Lesson Plans, statutes, and specific homeland security policy and cases will also be required reading.