

V425/550
Homeland Security: Policy and Practice
Undergraduate/Graduate Syllabus
M/W 6:30PM – 7:45PM
Rm 276

Instructor:

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Welcome to Homeland Security Policy and Practice! I designed this course to reflect how practitioners have experienced Homeland Security as a policy area since its creation after September 11, 2001. As a Homeland Security practitioner, I have worked with city, state and federal partners to support the varied and complex mission of homeland security for nearly its entire existence. As just a quick glance at your feeds or apps tell you, our domestic security experiences threats internal and external, from both nature and humans with violent intent. Homeland Security is a truly multi-disciplinary policy area, and touches every other policy area by asking, “what are the risks?” “What can be prevented?” And, “what are the consequences of doing nothing?” This course can quickly devolve into a current events class, but we won’t let it. We will apply knowledge from the professions that support Homeland Security, read the policy and criticisms of the practice, and look back at case studies to inform our understanding of this dynamic and most consequential policy area to public administration—the security of our communities and country.

Course Description (Catalog): This course examines homeland security policy, through of the practice of homeland security efforts at the local, state and national level. We will analyze the policy objectives of national homeland security efforts and survey the current policy areas that comprise U.S. Homeland Security in the context of recent history since 2001. This survey will include the key concepts, threats and terminology, and primary source documents. The course will introduce students to the basics of the homeland security enterprise and will review its major participants. Furthermore, the course will explain the relationships among public, private, and non-governmental organizations and evaluate current events, the future of homeland security and its implications for federalism, fiscal policy and civil liberties.

Goals/Objectives

- Students will develop a broad knowledge of the Homeland Security mission, history, organization, and policy.
- Students will better understand homeland security from the perspective of the major disciplines within the Homeland Security Enterprise—law enforcement,

infrastructure protection, emergency management, intelligence, and policy, as well as the roles of local, state, federal and private sector actors in homeland security.

- Students may discover a career interest in the Homeland Security Enterprise.
- Students will explore the implications of policy decisions through critical thinking, strategic decision-making and case studies. Students will develop their own informed opinions through policy briefs.

Classroom Standards:

- *Contacting the Instructor:* Please use my email at davhenry@iu.edu. **Do not rely on messaging in Canvas as I do not usually check that inbox.** Questions about assignments should be emailed during Bloomington business hours (8:00 – 5:00 PM EDT) and will be answered within 48 hours.
- *Academic Honesty and Academic Policies:* Students will conform to the IU Student Code of Conduct and O'Neill policies on plagiarism. (See Appendix A).
- *Holidays:* This class will follow the published schedule for the term. Other holidays and observances requiring the absence of the student will be brought to the instructor's attention at the beginning of the semester or as they are known.
- *Citation:* **Lectures are not for citation purposes.** All questions in the course can be answered via either course readings or, when referenced in lecture, the original source of the information. Most importantly, while outside research is encouraged, do not solely rely upon "googling" your answers. You will miss essential information from the readings where a googled answer cannot suffice. You may use whatever citation format you desire, but be consistent (in-line, footnote/endnote, MLA, etc.)
- **Use of AI (such as ChatGPT) in this class.**
 - *Plagiarism: Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.
<https://studentcode.iu.edu/responsibilities/academic-misconduct.html>.
 - A student who submits any ideas or materials taken from AI without full acknowledgment has committed plagiarism, as defined by IU.
 - AI can be used without being in violation of IU's Rights and Responsibilities if it is a cited source and the student either uses quotation marks and cites ChatGPT (if the student takes directly from ChatGPT) or cites ChatGPT without quotation marks (if the student uses chat's "ideas"). A student has not committed plagiarism if the student, for example, asks ChatGPT to find three articles on a particular topic (just like the student could use Google Scholar to find three articles on the topic), reads the articles, and cites the articles.
- **Note Sharing and Selling:** Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

- **Materials:** The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, **you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.**
- **Appeals:** Appealing a graded assignment will require a concise refutation of the score, based on your interpretation of the question and the answer you provided. Only in rare circumstances might an appeal be successful—put your best effort forward the first time in the assignment. The instructor will not award curved or rounded up points on an assignment without justification, and the final decision on a justification rests with the instructor.

Texts: The course will rely upon the following required texts:

Ben Rohrbaugh. *More or Less Afraid of Nearly Everything: Homeland Security, Borders, and Disasters in the Twenty-First Century*. Michigan. 2020. ISBN 978-0472054626

J.M. Berger. *Extremism*. MIT 2018. ISBN 978-0-2625-3587-8

George Orwell. *1984* (Penguin (or any), 1950). ISBN 978-0-4515-2493-5

Chappell Lawson, Alan Bersin, and Juliette Kayyem, eds. *Beyond 9/11: Homeland Security for the Twenty-First Century*. MIT Press, 2020. ISBN: 9780262044820

Additional Readings in the Syllabus will be distributed via Canvas: Supplementary reading materials will be drawn from textbooks, journals, commission reports and news sources (for current and emerging issues over the course of the semester).

Students are encouraged to read from the following online news sources to stay abreast of HS related news:

- HS Today (www.hstoday.us)
- Journal of Homeland Security and Emergency Management
<https://www.degruyter.com/view/j/jhsem>
- In Homeland Security <https://inhomelandsecurity.com/>
- Homeland Security Affairs Journal <https://www.hsaj.org/>

In addition, students should consider applying for an account at the Naval Postgraduate School Center for Homeland Defense and Security (CHDS) Digital Library at www.chds.us and open an account. Also, students should sign up to receive updates from the CHDS Digital Library regarding new publications in the field.

COURSE REQUIREMENTS AND GRADING:

TASK	PERCENTAGE of GRADE
Attendance/Knowledge Check/Quizzes	15%

Research Paper	15%
Policy Memos	20%
Mid-Term Examination	25%
Final Examination	25%
TOTAL	100%

1. **Attendance and Class Participation:** *Students must attend class. Students will be afforded two unexcused absences. All subsequent absences must be pre-approved by the instructor.*
 - a. Attendance will be determined from your participation in Canvas through knowledge checks, in-class quizzes, and in person attendance.
 - b. Your attendance is “complete” when you have completed the knowledge check/quiz for the week AND attended class.
 - c. Historically, students who do not attend yet attempt to complete all of the assignments independently of lecture rarely score above an 80%, as a lot of context and content is covered and emphasized in lecture.
 - d. Attendance will be a determining factor for any curving of your grade at the end of the semester. Poor attendance will make you ineligible for any additional considerations of your grade at the end of term.
2. **Policy Memos:** Students are required to write one-page policy memos on course topics over the semester. These memos will be assigned at approximately 4 week intervals and alternate with reflection essays.
 - a. **Two Policy Memos** *These assignments will require the student to play a role in advising a senior official on a problem and offering a solution with rationale drawn from class readings and discussion*
3. **Viewpoint Paper:** Students are required to write a policy paper on a course topic or disaster of interest for the semester. The assignment will help students to clearly identify an HS policy challenge, offer analysis and make recommendations based on the course readings. Papers will be graded for clarity, grammar, and content as practice for professional careers.
 - a. **The V550 Requirement** – MPAs will write a 12-15 page paper
 - b. **The V425 Requirement** – Undergraduates will write a 5-7 page paper
4. **Midterm and Final Exams:** The midterm and final exam papers will consist of an online delivered exam format of multiple choice and short answer. **Format TBD. Exams are non-cumulative.**

The rubric for grading all written products is in Appendix B.

Course Calendar – Reading assignments will be provided in the Modules in Canvas, including pages of required textbooks. Assignments and Due Dates will also be listed in Canvas. The schedule is subject to limited change.

Week 1	Course Overview What are we securing? Fear and Metacognition Errors
Week 2	Labor Day - No Class Fear and 9/11 – The History of Homeland Security

Week 3	What is Homeland Security – Concepts Organizing for Homeland Security
Week 4	Extremism and Terrorism Case Study: Boston Marathon, 2013
Week 5	Case Study; Right Wing Extremism Emergency Management and Homeland Security
Week 6	Federalism and HS Catastrophic Events, Haiti, 2010
Week 7	National Guard and HS Hurricane Katrina, 2005
Week 8:	Law Enforcement and HS Case Study: Dearborn PD and 9/11
Week 9:	MIDTERM Intelligence and Information Sharing Case Study: Mumbai Case Study: HSIN
Week 10:	Border Security Case Study: Human Trafficking and HS
Week 11:	Critical Infrastructure and Risk Management
Week 12:	Cyber Security and HS Case Study: APT and the 2016 Presidential Election
Week 13:	Transportation Security Special Event Security and the US Secret Service
Week 14:	Thanksgiving Break
Week 15:	Civil Liberties and HS Case Study: 1984
Week 16:	Future of HS

O'Neill School expectations of civility and professional conduct¹

Statement on SEA 202 Compliance

The focus of this course is Homeland Security Policy. Within that focus, I have selected class materials that present a variety of topics and arguments. It is all but assured and unavoidable that connections between our course and current and/or historical events outside the classroom will come up in the course delivery and materials. Homeland Security is a new, multi-disciplinary activity that has complex political and social implications. Thus, those connections may require careful thought rather than being immediately obvious, but the ability to understand and analyze connections among ideas and events is a core skill in professional career and will stand you in good stead in your life beyond IU. Journalism is often “the first draft of history.” Disasters and crises often trade off between fast and accurate information. Critical thinking requires thorough analysis of metacognition errors, biases and heuristics before drawing and informed viewpoint.

O'Neill School expectations of civility and professional conduct¹

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

¹ These expectations are excerpted from the O'Neill School Honor Code which can be found at:
https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

Counseling and Psychological Services

For information about services offered to students by

CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

1. The Sexual Assault Crisis Service (SACS) at 812-855-8900
2. Counseling and Psychological Services (CAPS) at 812-855-5711
3. Confidential Victim Advocates (CVA) at 812-856-2469
4. IU Health Center at 812-855-4011

For more information about available resources: <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

Jewish Culture Center

Address: 730 E 3rd St., Bloomington, Indiana 47401

Phone: 812-336-3824

Website: <https://iuhillel.org/iu-jewish-culture-center>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserve@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal-Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

APPENDIX B: Grading Criteria for Written Products

(from US State Department, Foreign Service Officers Test, 2014)

Score	Description of Essay/Written Product
10	A 10 essay is <i>superior</i> and demonstrates a <i>strong and consistent</i> command of the language throughout the entire essay, with at most a few small errors. A 10 essay: <ul style="list-style-type: none">• shows a firm grasp of critical thinking and takes a powerful and interesting position on the topic• supports and develops its position with appropriate and insightful examples, arguments, and evidence

	<ul style="list-style-type: none">• is tightly organized and focused, with a smooth and coherent progression of ideas• demonstrates a facility with language through the use of descriptive and appropriate vocabulary• uses intelligent variation in sentence structure• contains, at most, a few errors in grammar, spelling, and punctuation.
9	<p>A 9 essay is <i>strong</i> and demonstrates a <i>generally consistent</i> command of language throughout the entire essay, with no more than a few significant flaws and errors. A 9 essay:</p> <ul style="list-style-type: none">• shows well-developed critical thinking skills by taking a solid position on the topic• supports and develops its position on the topic with appropriate examples, arguments, and evidence• is organized and focused and features a coherent progression of ideas• demonstrates competence with language throughout by using appropriate vocabulary• uses varied sentence structure• contains few errors in grammar, spelling, and punctuation.