

UNIVERSITY OF THE INCARNATE WORD
School of Professional Studies
CRIJ 2303 Intro to Homeland Security
COURSE OUTLINE

Term and Year: SUM II 2019

See Instructor Section of Blackboard Course for More Information

Overview of the Course

This course is designed to give Criminal Justice students a general idea about what Homeland Security is all about. It is also a foundational course for students enrolled in the Homeland Security concentration. The course exposes students to the origin of the Department of Homeland Security, its organizational structure, and the security strategies that the department employs to keep the homeland safe from both domestic and international attacks. The course rethinks the September 9-11 attacks, its survivors, and shows how the 9-11 attacks and technological development have opened up the way for the shape the department has adopted in recent years.

Study Topics:

- Introduction to Homeland Security and Emergency Management
- Vital National Interests and the Defense of the Homeland
- Foundations of Emergency Management
- Protection of the Homeland and the Establishment and Organization of the United States Department of Homeland Security
- Homeland Security: Function and Operations
- The Partnerships of Homeland Security
- Disaster Preparedness and Mitigation Strategies
- Disaster Response and Recovery
- Principle Natural Hazards and Accidents Facing the United States
- International Terrorism and Threat Groups
- Domestic Threats, Threat Groups, and Terrorism
- Border and Transportation Security
- The Role of Intelligence in Homeland Security
- The Globalized World and Homeland Security
- The Future of Homeland Security

This course is part of: General Education Core Course This course may be offered in a face-to-face, blended and online format.

Outcomes	Assessments will be a combination of the following
<ol style="list-style-type: none"> 1. Demonstrate an understanding of basic research methods in criminal justice. 2. Demonstrate the ability to think critically and communicate clearly 3. Demonstrate the ability to work with others and clearly demonstrate knowledge on the topic 4. Be able to analyze a topic and write a research paper. 	Written and/or oral discussion, examinations, weekly discussions, case studies and a formal research based paper

Course Outline

Week	Chapter Readings and Discussions	In Class and Homework Assignments
Week #1	<p>Chapter 1 Introduction to Homeland Security and Emergency Management</p> <p>Chapter 2 Vital National Interests and the Defense of the Homeland</p>	<p>Introductions (1)</p> <p>Reflection/Journal (1)</p> <p>Case Study (2)</p> <p>General Discussion (2.5)</p>
Week #2	<p>Chapter 3 Foundations of Emergency Management</p> <p>Chapter 4 Protection of the Homeland and the Establishment and Organization of the United States</p>	<p>Reflection/Journal (1)</p> <p>Case Study (2)</p> <p>General Discussion (2.5)</p>
Week #3	<p>Chapter 5 Department of Homeland Security</p> <p>Chapter 6 Homeland Security: Function and Operations</p>	<p>Reflection/Journal (1)</p> <p>Case Study (2)</p> <p>General Discussion (2.5)</p>
Week #4	<p>Chapter 7 The Partnerships of Homeland Security</p> <p>Chapter 8 The Partnerships of Homeland Security</p>	<p>Quiz</p> <p>Reflection/Journal (1)</p> <p>Case Study (2)</p> <p>General Discussion (2.5)</p>

	(MIDTERM WEEK)	
Week #5	Chapter 9 Punishment and Corrections: What Should Be Done with Offenders Chapter 10 Disaster Response and Recovery	Reflection/Journal (1) Case Study (2) General Discussion (2.5)
Week #6	Chapter 11 Principle Natural Hazards and Accidents Facing the United States Chapter 12 International Terrorism and Threat Groups (MAJOR PAPER DUE)	Reflection/Journal (1) Case Study (2) General Discussion (2.5)
Week #7	Chapter 13 Domestic Threats, Threat Groups, and Terrorism Chapter 14 Border and Transportation Security	Reflection/Journal (1) Case Study (2) General Discussion (2.5)
Week #8	Chapter 15 The Role of Intelligence in Homeland Security Chapter 17 The Future of Homeland Security (FINAL EXAM WEEK)	Reflection/Journal (1) Case Study (2) General Discussion (2.5)

Total 46 hours

Note: Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic during the week. Its primary purpose is for accreditation.

Grading Activities Criteria and Guidelines

Grading Standards:

Participation/Attendance	10%
Homework/Assignments	10%
Weekly Discussion	20%
Journals	10%
Major Paper	20%
Midterm Exam	15%
Final Exam	15%
Total	100%

Grading Scale:

A	93 - 100	B-	80 - 82	D+	67 – 69
A-	90 - 92	C+	77 - 79	D	63 – 66
B+	87 - 89	C	70 - 76	D-	60 – 62
B	83 - 86	There is no C- grade at UIW		F	< 60

A and A- indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

B+, B, and B- indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

C+ and C indicates an acceptable grasp of the essentials of the course.

D+, D, and D- indicates less than average performance in the course.

F indicates failure to master the minimum essentials of the course. The course must be repeated.

Discussion:

Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present, engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

Participation, Punctuality and Attendance: Requirements and Expectations for In-person Classes

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog:
<http://uiw.smartcatalogiq.com/2015-2017/Catalog/VIII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies>
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of home works, tests, exams, and e-mail communication: Save for your records
- Assignments and Home works with due dates: Expected to be turned-in on time

Homework Rubric:

Use APA style writing as the standard format. Homework will be graded using the rubric below:

Homework Rubric				
Criteria	90 - 100% Excellent	80 – 89% Good	70 – 79% Fair	Below 70% Poor
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements

Analysis, evaluation, and recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized

Discussion Rubric:

	<70%	70%-79%	80%-89%	90%-100%
Business Acumen	Does not demonstrate competence in course concepts, either by lack of connection to concepts in contributions, or by misrepresenting	Demonstrates limited competence in course concepts. There is significant room for improvement in terms of the scope and the depth of	Demonstrates competence and accuracy in using course concepts OR makes frequent effort to use course concepts, but with room for	Frequently uses a wide range of concepts from the class materials, demonstrating competence and accuracy in the use

	concepts when used.	content coverage.	improvement in terms of consistency, and level of detail.	of concepts.
Critical Thinking	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering course content. Room for improvement in terms of critically examining course content.	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works with peers to structure learning processes. Occasionally critically examines arguments, alternatives, and analyses.	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Facilitates content coverage. Critically examines arguments, alternatives, and analyses.
Personal Effectiveness	Student does not demonstrate personal effectiveness. Lack of engagement results in little or no impact on learning, OR contribution effort has a negative impact on self and others.	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of participatory behaviors. Contribution effort occasionally has a negative impact.	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are made. There is room for improvement in terms of engaging peers using a variety of contribution guidelines.	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class discussions and the learning of self and others.

Academic Honesty Statement

The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, collusion. See the (UIW) student handbook for definitions and procedures for investigation of claims of academic dishonesty.

Disability Accommodations:

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations:

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services

4301 Broadway CPO 295
Administration Building – Suite 51
San Antonio, TX 78209

(210) 829-3997

(210) 283-6329

www.uiw.edu/sds

Title IX Information

Unlawful discrimination has no place at the University of the Incarnate Word. It violates the University's core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. The University of the Incarnate Word prohibits sexual misconduct, that can include: (1) sex and gender based discrimination; (2) sexual and sex and gender based harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence). For more information, or to report an incident, please visit www.uiw.edu/titleix.