

Rutgers, the State University of New Jersey  
Program in Criminal Justice  
Fundamentals of Homeland Security: Theory and Practice

**Fundamentals of Homeland Security: Theory and Practice  
(01:202:389 Section 80)  
Course Syllabus  
Spring, 2013**

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**Meeting Times:** Rutgers, Freehold/Brookdale campus  
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**Learning Goals:  
A Statement of Principles**

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

## **Learning Goals for Criminal Justice Majors**

### **1. Competence:**

- a.) **Theory.** Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.
- b.) **Institutions.** Students who complete the major in criminal justice should understand the special role of three types of institutions: police, corrections and courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
- c.) **Research Methods.** Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic and government publications.

2. **Critical Thinking:** Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.

3. **Scholarship:** Qualified majors should have an opportunity through such avenues as advanced coursework, internships and faculty interactions to

conduct independent research on matters of central relevance to the field of criminal justice.

**Course Description:**

This course is an introductory course that examines all facets of Homeland Security in the United States. There will be a review of the historical and contemporary governmental theories and practices of Homeland Security at both the public and private levels. An integration of Homeland Security as it relates to national, regional, state and local responses will be provided. The course also details the administrative, legislative and operational elements of Homeland Security with an understanding and appreciation of judicial rulings and constitutional rights as it applies to protecting the United States. Other topics to be presented include the threat of terrorism, counterterrorism, governmental policy, intelligence and investigative techniques that support this overall objective.

**Course Objectives:**

1. Provide a theoretical and practical approach to Homeland Security principals.
2. Recognize national Homeland Security policies and goals.
3. Describe the national Homeland Security strategy as it relates to state, regional, local and private sectors.
4. Identify and describe Homeland Security issues and explain their causes and consequences.
5. Examine leadership in formulating Homeland Security policies and strategies.
6. Identify and discuss contemporary and historical issues in Homeland Security
7. Explain the interaction between private, civilian and the military and their respective roles in the planning and execution of Homeland Security initiatives.
8. Recognize the disciplines and processes that constitute the emerging field of Homeland Security

**Required Textbook:**

***Introduction to Homeland Security, Fourth Edition: Principles of All Hazards Risk Management (Hardcover).*** Authors: Jane Bullock, George Haddow and Damon Coppola. Butterworth-Heinemann publisher. ISBN: 978-0-12-415802-3

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**Additional Required Reading:**

1. ***National Commission on Terrorist Attacks Upon the United States (2004) 9/11 Commission Report.***
  - a. Full report located at <http://www.9-11commission.gov/>
  - b. Executive summary located at [http://govinfo.library.unt.edu/911/report/911Report\\_Exec.htm](http://govinfo.library.unt.edu/911/report/911Report_Exec.htm)

**General Resources**

The Department of Homeland Security at [www.dhs.gov](http://www.dhs.gov)

The Federal Emergency Management Agency at [www.fema.gov](http://www.fema.gov)

Congressional Research Services products can be found at <http://www.opencrs.com/>

Government Accounting Office Reports can be found at [www.gao.gov](http://www.gao.gov)

RAND studies available at [www.RAND.org](http://www.RAND.org)

Center for Strategic and International Studies <http://www.csis.org/>

Disaster Recovery Journal, published on line at: <http://www.drj.com/>

Journal of Homeland Security, published on line at: <http://www.homelandsecurity.org/journal/>

Cases are available via the John F. Kennedy School of Government case program website at <http://www.ksgcase.harvard.edu/>

Georgetown University Institute of the Study of Diplomacy website at <http://www.guisd.org/>

Central Intelligence Agency <https://www.cia.gov>

Director of National Intelligence <http://dni.gov/>

Federal Bureau of Investigation <http://www.fbi.gov/>

New Jersey State Police <http://www.njsp.org/>

National Incident Management system <http://www.fema.gov/national-incident-management-system>

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National Fusion Center Association <http://www.nfcausa.org/>

Homeland Security Act of 2002

Homeland Security Presidential Directive 5 Management of Domestic Incidents

Homeland Security Presidential Directive 8 National Preparedness

National Response Plan

National Preparedness Goal

Patriot Act of 2001

US Border patrol

### **Course Structure/Requirements**

#### **Lecture/Class Discussion/Homework Assignments:**

The course content will generally be delivered by lecture and class discussion and will follow the text as listed in the weekly assignments. Contemporary issues related to Homeland Security that may not be listed in the text will be discussed in class. Supplemental material may be presented in class in the form of printed articles, assigned readings or through discussion. Students are expected to attend class and participate in class discussion. Class participation will be included in the student's overall grade.

In addition to lecture content and class discussion, homework assignments will be given. These may be both written assignments and/or reading assignments. Included with this homework requirement is the expectation that each chapter presented in class will be read by the student. It is anticipated that each student will be prepared to provide in-depth and scholarly discussion on the material reviewed.

Grading Weight     **10 points**

#### **Exams**

There will be a mid-term and a final-exam. Each exam will be 25 points. Exams will generally be multiple choice. Exams may also include short answers and some essay questions, depending on topic.

Grading Weight     **50 points**

### **Research Paper:**

A research paper, approximately 10 pages in length (double spaced, 1" margins) will be required of each student. The research paper will be on a specific Homeland Security topic as determined by the student. Some examples of topics for research include a specific terrorist threat to the United States, a particular government policy or law which is controversial, a gap in Homeland Security preparedness or a review of Immigration policy and its effects on Homeland Security. Whatever the topic chosen, it should be narrowly defined with a clear research statement. We will discuss in class different topics to be researched as well as the proper format for the paper

The research paper will be scholarly in nature and provide contemporary research. Additionally, the paper will be the student's original work.

As part of this research paper, each student will submit a one page description on their topic. This topic paper will consist of the student's research question and general outline of their paper. This topic paper will not be graded but gives both the student and instructor a chance to review the parameters of the paper before putting the effort and work into the formal presentation.

Each student is to utilize a proper amount of scholarly references for the assignment. Although newspapers, magazines and other non-research periodicals may be utilized, they are not to be the sole use of references. Also, Wikipedia is not an accepted form of reference. Each student is expected to utilize an accepted amount (to be discussed in class) of scholarly/empirical articles in their paper to at the minimum explain, defend or justify their topic. (**See the grading rubric at the end of the syllabus for specifics**).

In addition to the written research paper, each student will present to the class an oral presentation on their research topic. The oral presentation will be approximately ten minutes in length and students should be prepared to defend their research. This oral presentation is a part of the student's overall grade for the research paper and must be completed.

As previously noted, a rubric specifying the guidelines for grading the research paper is located at the end of this syllabus.

Grading Weight     **40 points**

### **Miscellaneous**

During the semester, I will attempt to obtain the services of guest speakers, whose experiences are appropriate to subject matter, enhancing the topic being discussed.

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All assignments will be submitted on listed due dates and presented in a manner (both orally and written) consistent with those of a student of Rutgers University. No handwritten work will be accepted (except written exams in class). Electronic submissions are only appropriate after approval of the instructor. Assignments turned in after the assigned date will not receive full credit. No assignments will be accepted after the end of the last class prior to our final exam. **This does not include the Research Paper which has its own required due date!!! (See attached rubric)**

The proper written format of submitted research papers is APA (American Psychological Association) or MLA (Modern Language Association).

Note-taking for commercial purposes is strictly prohibited.

All students will be held to the highest academic standards of Rutgers University. Refer to: <http://teachx.rutgers.edu/integrity>

Students are encouraged to utilize any and all resources available to assist them with this course through the Rutgers University Learning Resource Center. Information regarding the services available can be accessed at: <http://lrc.rutgers.edu>

Students unable to attend an examination on the assigned date for any reasons are to notify the instructor prior to the examination date and make arrangements for makeup exam.

#### Final Grades

90-100 points	A
87-89 points	B+
80-86 points	B
77-79 points	C+
70-76 points	C
60-69 points	D
Below 60 points	F

This syllabus is subject to change.

## **Lecture Topics and Reading Assignments**

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The following course outline regarding text readings and discussion is tentative and subject to change

### **January 28, 2013**

1. Introduction
2. Review of Syllabus
3. Discussion of Research Paper
4. Chapter 1 Homeland Security: The Concept, the Organization
5. Chapter 1 9/11 Commission Report: "We Have Some Planes"

### **February 4, 2012**

1. Discussion of Research Paper
2. Chapter 2 Historic Overview of the Terrorist Threat
3. Chapter 2 9/11 Commission Report: The Foundation of the New Terrorism

### **February 11, 2013**

1. Discussion of Research Paper
2. Chapter 3 Hazards
3. Chapter 3 9/11 Commission: Report Counterterrorism Evolves

### **February 18, 2013**

1. Discussion of Research Paper
2. Chapter 4 Governmental Homeland Security Structures
3. Chapter 4 9/11 Commission Report: Responses to Al Qaeda's Initial Assaults

### **February 25, 2013**

1. Discussion of Research Paper
2. Chapter 5 Intelligence and Counterterrorism
3. Chapter 5 9/11 Commission Report: Al Qaeda Aims at the American Homeland



**March 4, 2013**

1. **1-Page Research Topic Paper Due**
2. Chapter 6 Border Security; Immigration and Customs Enforcement
3. Chapter 6 9/11 Commission Report: From Threat to Threat

**March 11, 2013**

1. **Mid Term Exam Review**
2. Chapter 7 Transportation Safety and Security
3. Chapter 7 9/11 Commission Report: The Attack Looms

**March 18, 2013**

1. No Class-Spring Break

**March 25, 2013**

1. **Mid-Term Exam**
2. Chapter 8 Cyber-Security and Critical Infrastructure Protection
3. Chapter 8 9/11 Commission Report: "The System was Blinking Red"

**April 1, 2013**

1. Chapter 9 All-Hazards Emergency Response and Recovery
2. Chapter 9 9/11 Commission Report: Heroism and Horror

**April 8, 2013**

1. Chapter 10 Mitigation, Prevention and Preparedness
2. Chapter 10 9/11 Commission Report: Wartime

**April 15, 2013**

1. Chapter 11 Communications
2. Chapter 11 9/11 Commission Report: Foresight and Hindsight

**April 22, 2013**

1. Chapter 12 Science and Technology
2. Chapter 12 9/11 Commission Report: What to do? A Global Strategy
3. **Research Paper Due**
4. **Oral Presentations**

**April 29, 2013**

1. Chapter 13 The Future of Homeland Security
2. Chapter 13 9/11 Commission Report: A Different Way of Organizing the Government
3. **Oral Presentations**

**May 6, 2013**

1. **Oral Presentations**
2. **Final Exam Review**

**May 13, 2012**

1. **Oral Presentations**
2. **Final Exam**
3. Course Summary and Evaluations

**Spring, 2013**

**Research Paper Grading Rubric**

Spelling and Grammar	25 or more spelling and grammar errors	21 to 24 spelling and grammar errors	16 to 20 spelling and grammar errors	11 to 15 spelling and grammar errors	6 to 10 spelling and grammar errors	3 to 5 spelling and grammar errors	0 to 2 spelling and grammar errors
No Paper Submitted.							
0 points	1 point	2 points	3 points	4 points	5 points	6 points	7 points
Content Pages	4 or less content pages	5 or less content pages	6 or less content pages	7 or less content pages	8 or less content pages	9 or less content pages	10 or less content pages
No Paper Submitted							
0 points	1 point	2 points	3 points	4 points	5 points	6 points	7 points
Content	Poor conceptual continuity. Paper is not grounded in existing scholarly research for the thesis statement. Paper is not written in an organized manner with an introduction, body and conclusion.		Conceptual continuity is evident. Paper is grounded in existing research for the thesis statement. Paper is written an organized manner with an introduction, body and conclusion.		Conceptual continuity enhances the paper. Paper is grounded in existing research. Paper is well written in an organized manner with an introduction, body and conclusion. Paper promotes continued research on the subject.		
No Paper Submitted by April 22, 2013							
0 points	10 points		20 points		26 points		

Maximum point score for research paper is 40 points.

All papers not received by the due date shall receive a zero for the assignment.  
 No late research papers will be accepted.