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CRIM.1150 – 202
Intro to Homeland Security

Spring 2025
Mon. & Wed., 3:30pm – 4:45pm
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Instructor

Professor: Dr. Christopher Linebarger
Email: `Christopher_Linebarger@uml.edu`
Course Website: Blackboard
Office: HSS 435
Office Hours: Mon., 1:00 – 4:00 PM

Course Description

This course will encompass the relationship between those entities and institutions necessary for the protection of the United States. Course instructional material will examine the components of federal, state and local agencies, as well as the role of private security and emergency responders in facilitating the implementation of the Homeland Security Act.

Course Objectives

Upon successful completion of the course, the student should be able to:

- Understand the concept of the homeland security enterprise

- Understand the evolution of the federal government in responding to emergencies, disasters, and terrorist threats before September 11

- Understand the various hazards that often result in major emergencies and disasters

- Understand the individual components that compose the Department of Homeland Security and the function of each component

- Understand the organization and functions the various agencies within the US intelligence community

- Understand the importance of national borders, and the functions of government that pertain to the movement of people and goods across these borders

- Understand the roles and responsibilities of the various federal, state, local, and private entities with regard to cybersecurity

- Understand the response and recovery roles assumed by each level of government, and by private and non-profit organizations

- Understand the different ethical and moral challenges facing the Homeland Security Industry

Required Course Materials

There is one basic textbook that is required for this course. Students should acquire this book and read the relevant sections as assigned every week.

- Newsome, B.O. & Jarmon, J.A. (2020). *A Practical Introduction to Homeland Security*. Lanham: Rowman & Littlefield Publishers, Inc. ISBN-10: 1538125668.

Illness & COVID Policies

Students are expected to attend class regularly, as regular attendance is one of the most important contributors to student success. However, students may occasionally need to miss class due to illness, emergency, or caring for a sick family member. In such cases, you are responsible for notifying me of your absences and working with me to arrange to make up any missed work. I will be very accommodating to students who are experiencing pandemic or illness related challenges, but you must communicate your requests with me regularly and with as much advance-notice as possible.

If you test positive for COVID, are exposed, and/or are required to quarantine, ***do not attend class***! Doing so will not count against your grade.

Also, if you feel sick (COVID or not), ***do not attend class***! Even if you are only experiencing a cold, both your fellow students and I would be more comfortable if you recuperate at home. Doing so will not count against your grade.

Likewise, if I should need to miss class, I will communicate with you via email as soon as possible with instructions.

If the University returns to remote learning, or if the professor must quarantine, necessary adjustments to this syllabus will be made.

Disability Services

If you have a documented disability that will require classroom accommodations, please notify me as soon as possible, so that we might make appropriate arrangements. Please speak to me during office hours or send me an email, as I respect, and want to protect, your privacy. Visit the Student Disability Services webpage for further information.

Additionally, Student Disability Services supports software for all students. Read&Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work, and create study guides. You can download the software from the IT Software webpage on the UML website.

Link to Student Disability Services:`https://www.uml.edu/student-services/Disability/`

Link to IT Software: `https://www.uml.edu/IT/Services/Software/Read-Write-Gold.aspx`

Diversity, Inclusion, and Classroom Community Standards

UMass Lowell – and your professor – value human diversity in all its forms, whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Enrich yourself by practicing respect in your interactions, and enrich one another by expressing your point of view, knowing that diversity and individual differences are respected, appreciated, and recognized as a source of strength.

Academic Integrity Policy

All students are advised that there is a University policy regarding academic integrity. It is the students' responsibility to familiarize themselves with these policies. Students are responsible for the honest completion and representation of their work.

Link to UMass Lowell policy: `https://www.uml.edu/catalog/undergraduate/policies/academic-policies/academic-integrity.aspx`

Students should follow accepted ethical and moral standards in their academic work. Academic misconduct, including plagiarism or cheating, will result in a zero on the assignment in question.

University Privacy Statement

UMass Lowell recognizes the importance of mutual trust between students and faculty. Neither faculty nor students may record video or audio of a course or private conversation without all parties' consent. Massachusetts is a two-party consent state, which means it is illegal to record someone without their permission. Recordings of classroom lectures are the intellectual property of the instructor. Instructors have the right to prohibit audio and video recording of their lectures, unless the requesting student is registered with Disabilities Services and recording of class sessions is an approved accommodation. In addition, sharing of or selling recordings of classroom activity, discussions or lectures with any other person or medium without permission of the instructor is prohibited.

Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions, and to do so without awkward confrontations with their fellow students. It is your responsibility to be on time and stay for the entire class. In circumstances where you need to leave early, tell the professor beforehand. If you are unavoidably late, please enter the classroom with as minimum a disruption as possible. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, class discussions of issues relating to politics, security strategies, and criminology can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly.

Scholarly Comments:

- are respectful of diverse opinions and open to follow up questions and/or disagreement

- are related to class and/or the course material

- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and

- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments:

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.

- include interrupting the instructor or other students. Raise your hand and wait to be recognized.

- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).

- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.

- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

Inclement Weather and Class Cancelations

If, for any reason, a class is unable to meet as regularly scheduled, the instructor will make adjustments to the class schedule.

Assignments

The class contains a total of 200 possible points. There are four major components to the class. The point breakdown for each is listed below:

1. Attendance and Professionalism (20 points total)

2. Reflection Papers (40 points total)

3. Policy Recommendation Paper (50 points)

4. Two exams (1 midterm, 1 final; 45 points each; 90 points total)

Deadlines

The table below shows each assignment's window of availability and its due date. All assignments are due at 11:59 PM of their respective due dates.

Assignment	Assignment Window	Due Date
Week 2 Reflection	Jan. 27 – Feb. 2	Sunday, Feb. 2
Week 3 Reflection	Feb. 3 – Feb. 9	Sunday, Feb. 9
Week 4 Reflection	Feb. 10 – Feb. Feb. 16	Sunday, Feb. 16
Week 5 Reflection	Feb. 17 – Feb. 23	Sunday, Feb. 23
Exam #1	Mar. 3 – Mar. 8	Saturday, Mar. 8
Week 9 Reflection	Mar. 17 – Mar. 23	Sunday, Mar. 23
Week 10 Reflection	Mar. 24 – Mar. 30	Sunday, Mar. 30
Week 11 Reflection	Mar. 31 –	Apr. 7 Sunday, Apr. 7
Policy Recommendation Paper	Until deadline	Sunday, Apr. 13
Week 13 Reflection	Apr. 14 – Apr. 22	Tuesday, Apr. 22
Exam #2	Finals Week	Finals Week

Late Assignment Policy

Late submissions will only be tolerated in exceptional cases (such as a medical or family emergency). Without proper documentation, assignments that are submitted late will receive an automatic 10 percent reduction per day. Assignments submitted more than 5 days after the deadline will not be accepted and will receive a zero.

1 – Attendance and Professionalism (20 points total)

Attendance:

> I will regularly take roll and then post your attendance record in Blackboard. Your attendance grade will be based upon the proportion of times you attend out of the total number of time that I take the roll. You have two "free" absences before they will impact your grade. Note also that if you miss more than one-third of the semester's class sessions without an emergency or other crisis, you will receive a "0" for Attendance and Professionalism.

Professionalism:

> Although lectures comprise most of this class, it is my intention to also emphasize discussion. To maximize this part of your grade, it is highly recommended that you come to class prepared (e.g., having done the assigned readings) and be willing to participate in discussions. Students are therefore expected to engage with the lectures by asking questions, responding to prompts, providing thoughtful analysis, etc.

> My hope is that the classroom will have an atmosphere in which ideas and opinions will be welcomed and addressed. As such, please note that you will be graded on a number of criteria beyond simple participation, under the rubric of "professionalism," and you are expected to act in a professional manner.

> Other ways to lose points include but are not limited to: being a disruption to others (e.g., side conversations with friends, reading for other classes, texting, browsing the internet), leaving class early without my explicit prior approval, repeatedly failing to answer a question if called upon, and not participating in classroom discussions and exercises in a productive manner.

> Please note that leaving class before it is dismissed and then not returning is extremely rude. Perhaps most importantly, it is highly disrespectful to the learning environment of your fellow students. If you engage in this behavior, you will be marked as absent for the day. If you must leave class early, please obtain my explicit prior approval. If you become sick and must leave early, please email me afterwards.

2 – Reflection Papers (5 points each; 40 points total)

During some weeks of the semester, I will provide a prompt in Blackboard. Each student will need to write a 350 word reflection paper that responds to these questions by 11:59 PM on Sunday. These reflection papers are to be based on a critical understanding of the readings. The Reflection Papers are to be free of unsupported opinion and are, instead, to be focused on objective analysis of the issues posed in the prompts. Reflection papers should be double spaced, with one inch margins. A cover page is not necessary.

If the university returns to remote learning, these reflection papers will be replaced with discussion boards designed to help facilitate classroom discussion.

3 – Policy Recommendation Paper

You are to write a **2000 word paper**, +/-10%. **The due date is specified in the Deadlines Table, and in the Calendar below**. Please ensure that you keep to within +/-10% of the specified word limits. Essays that do not keep to within these limits will be penalized. To make sure your essay respects the word-count, use the "review" tab in Microsoft Office and click on "word count," make sure to un-tick "Include, textboxes, footnotes...". A word count should appear at the end of your essay.

The paper is to answer the following prompt:

> Imagine that you are the current Director of Homeland Security for your state (Massachusetts most likely, but possibly New Hampshire). A new governor has asked you for a briefing paper on homeland security and how it applies to the state. The governor is a novice and has no prior knowledge of homeland security.

> Since the governor knows nothing about the topic, you should briefly bring him/her up to speed on the history and concept of homeland security both at the national level and in your state.

> Describe to the governor the threat environment in your state regarding potential hazards. To do this: use an all-hazards perspective; that is, discuss in a general manner the hazards your state faces, with an eye to vulnerability, criticality, and loss (that is, cover only the most severe hazards). Be sure to identify critical infrastructure at risk.

> Explain to the governor how the homeland security system works (for example, how does he/she declare an emergency or request federal assistance). Conclude by identifying any areas where you think it is deficient.

Rules For Writing the Paper

The format of the paper should adhere to the following principles:

- Please include a cover sheet. No abstract is to be included.

- Late submissions will only be tolerated in exceptional cases (such as a medical or family emergency). Unless you have sought permission from the professor, essays that are submitted late will receive an automatic 10 point reduction per day. Essays submitted more than five days (the threshold at which the penalty would result in a 50% grade reduction) after the deadline will not be accepted and will receive a zero.

- The aim of the essay is to gain practice at building an argument and to learn how to recognize good research. As such, students must provide attribution throughout their paper for each fact, assertion, or argument. Attribution is given with in-text, parenthetical citations and a bibliography. All quotations should be cited, of course, but overly-extensive use of quotes to inflate your word-count will result in a lower grade.

- You must use at least **three** scholarly sources (journal articles, academic books, government reports, etc.). The aim of the exercise is to gain practice at original research and to learn how

to recognize a good source on which to base an argument. As such, questionable websites and encyclopedias are not permitted for use as references. Generally, questionable websites include anything with a ".com" or a ".org" top level domain. Citing or giving attribution to Wikipedia is expressly forbidden. News articles can be cited, but your paper should rely mostly on academic sources. Over-reliance on news sources will result in a lower grade.

- All citations must use parenthetical citations, in APA format.

- A full works-cited page must also be included at the end of the essay, listing all sources in alphabetical order. The bibliography must be excluded from the word count.

- Plagiarism, which is defined as claiming the work of others as your own, is totally unacceptable. As well, using the language of another source with only a few word changes is a form of plagiarism, even if you provide a properly cited reference. Attempting to artificially construct a paper by pasting together the words of others, with little or not original writing of your own, is simply another form of plagiarism and will be treated as such. The aim here is for you to generate your own research.

Paper Grading Criteria

Papers are graded on the following criteria (with points out of 50 in parentheses):

1. **Argument (5):** Stated in introduction? Convincing? Original?

2. **Analysis (15):** Critical discussion/evaluation of facts? Conclusions logical?

3. **Coherence & Structure (7.5):** Line of argumentation? Contradictions? Terms used consistently? Logical Structure?

4. **Research (15):** Enough relevant sources? Quality of sources? Primary sources? Attribution given in text to all facts?

5. **Language and form (7.5:** Grammar/punctuation? Page numbers? Paragraphs? Referencing? Bibliography?

Each one of these criteria will then by graded according to whether it has (with percentages for each category):

- **No issues** (-0 %);

- **Minor issues** (-10 %);

- **Moderate issues** (-30 %);

- **Major issues** (-50 %);

- **Severe issues** (-70 %);

- **Significant issues** (-100 %).

4 – Two exams (45 points each; 90 points total)

There will be two exams in this class: a midterm and a final. These exams will pose a mix of multiple choice and True/False questions. Neither exam is cumulative.

Both exams will be administered in Blackboard. The window for these exams is specified on the calendar below. Each exam will have a three-hour time limit.

"Make up" exams are available only for legitimate family and medical related emergencies, and school-sanctioned events in which the student is a direct participant. Students seeking a "make up" exam must provide documentation and must contact me as far in advance of the exam as possible. I will then set a time for you to take the exam. Please note that although "make up" exams will test the same material as the standard exams, the questions themselves may be altered.

Course Calendar & Assigned Readings

The following calendar is only a guide. Dates and topics are subject to change. Any changes will be announced in-class well ahead of time. It is your responsibility to keep up to date with any schedule alterations.

The recommended readings are *not required* for the class. They are listed simply to provide additional context, to suggest material that could be useful for writing your papers or preparing your presentations, and to provide you with direction if a particular topic interests you enough to pursue it in the future.

Readings marked "**Text**" are found in the textbook.

Readings marked "**BB**" are to be found in the Blackboard Learn system.

Week 1: January 22: Course Introduction

Week 2: January 27 & 29: The Concept & History of Homeland Security

Required readings:

- Newsome & Jarmon, Chapter 1.

Week 3: February 3 & 5: Organizational & Legal Aspects of Homeland Security

Required readings:

- Newsome & Jarmon, Chapter 2 & 3.

Week 4: February 10 & 12: Transnational Crime

Required readings:

- Newsome & Jarmon, Chapter 4.

Week 5: February 19: Terrorism

Note: The University is closed on Monday, February 17 for President's Day. There is no class that day.

Required readings:

- Newsome & Jarmon, Chapter 5.

Week 6: February 24 & 26: CBNREE Hazards

Required readings:

    - Newsome & Jarmon, Chapter 6.

Week 7: March 3 & 5: Natural Hazards

Required readings:

    - Newsome & Jarmon, Chapter 7.

Midterm Exam distributed Mar. 3. Exam due Mar. 8 at 11:59 PM.

Week 8: Mar. 17 & Mar. 19: Critical Infrastructure Protection & Emergency Management, part 1

Required readings:

    - Enrico Quarantelli, "Emergencies, disasters, and catastrophes are different phenomena."

    - Newsome & Jarmon, Chapter 10.

Week 9: Mar. 24 & Mar. 26: Emergency Management, part 2

Required readings:

    - Newsome & Jarmon, Chapter 9.

Week 10: Mar. 31 & Apr. 2: Emergency Management, part 3 & Strategic Intelligence

Required readings:

    - Newsome & Jarmon, Chapter 8.

Week 11: Apr. 7 & Apr. 9: Strategic Intelligence, part 2

Required readings:

2024 ODNI Annual Threat Assessment. Available online: `https://www.dni.gov/files/ODNI/documents/assessments/ATA-2024-Unclassified-Report.pdf`

Week 12: Apr. 14 & Apr. 16: Cyber Security

Required readings:

- Newsome & Jarmon, Chapter 11.

Policy Recommendation Paper due April 13 at 11:59 PM

Week 13: Apr. 23 & Apr. 25: Border Security

Note: Patriot's Day occurs on Monday, April 21. Monday's class is rescheduled to Friday, April 25.

Required readings:

- "Migration at the US-Mexico Border." *Migration Policy Institute.* Available online: `https://www.migrationpolicy.org/sites/default/files/publications/mpi-border-history-report-2024_final.pdf`

Week 14: Apr. 28 & Apr. 30: Civil Liberties & Flex Day

Required readings:

- "The Department of Homeland Security is a Boondoggle." Available online: `https://www.theverge.com/c/23374767/dhs-homeland-security-bureaucracy-20-years`

- The final day of class will be used to make up any material missed due to class cancelations. If no classes have been missed, then we will wrap up the semester by covering additional detail about Civil Liberties.

Exam #2 administered during Finals Week. Distributed online.

This syllabus is a guideline and is subject to change.
UPDATED: January 12, 2025