

**Campbell University**  
**Department of History, Criminal Justice and Political Science**  
**HSEC 370: Interagency Operations**

**Spring 2017**

***"All students are subject to the academic integrity and behavioral expectations of the University."***

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**Instructor: Amanda M. Sharp Parker, Ph.D.**

**Location: DRich 219**

**Time: T/Th 9:30-10:50am**

**Office: D Rich 110**

**Phone: 239-893-1983**

**Email:[aparker@campbell.edu](mailto:aparker@campbell.edu)**

**Office Hours:**

**MWF:12:00-1:00**

**TTH: 11:00- 12:30**

**Or by appointment**

**Course Description**

This course provides an overview and analysis of Interagency Operations issuing facing Homeland Security personnel involved in the administrative, regulatory, and political dimensions of Homeland Security. It introduces concepts and provides information about the political system in which Homeland Security officers must navigate and presents an overview of key governmental agencies and actors from all three levels of government.

**Disclaimer:** This class will, at times, involve material that may be graphic in nature. Sensitive topics may be discussed; however these discussions will be academic in nature and will not be presented in a biased manner. If you feel uncomfortable with such discussions, you may want to reconsider taking this class. If, during the course of the class, you feel uncomfortable or experience feelings of sadness/depression, please be aware that counseling services are available to all students through the CU Counseling Center. For counseling services, contact:  
Christy Jordan, University Counselor  
95 Pope Street  
910-814-5707

**Mission of Campbell University**

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical

presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

**To fulfill its mission, the University:**

- I. presents a worldview informed by Christian principles and perspectives;
- II. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
- III. influences development of moral courage, social sensitivity, and ethical responsibility;
- IV. gathers a diverse community of learners;
- V. delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels;
- VI. transfers to students the vast body of knowledge and values accumulated over the ages;
- VII. encourages students to think critically and creatively;
- VIII. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
- IX. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- X. provides students with servant leadership opportunities;
- XI. cooperates with other educational institutions to expand learning opportunities for students;
- XII. offers service and other opportunities to the greater community through athletics, continuing education, cultural enrichment programming, and extended-campus education.

**Course Prerequisites**

HSEC 200 or Instructor permission

**Required Course Materials**

- Bardach, E. (1998) Getting Agencies to work together. Brookings Institutional Press
- The 9/11 Commission Report
- Additional readings posted on Blackboard or passed out in class

**Course Learning Outcomes**

1. Students will discuss the major components of interagency cooperation and operations.  
*IV. Communication: Verbal and Non-Verbal*  
*1. Students will learn to communicate verbally in written form.*  
*1.1 Students will be able to write an essay with a focused purpose.*  
*1.2 Students will be able to support the essay's purpose with a logical and organized sequence of ideas and evidence.*
2. Students will understand and discuss a chapter from the 9/11 Commission Report.

*IV. Communication: Verbal and Non-Verbal*

*1. Students will learn to communicate verbally in written form.*

*1.1 Students will be able to write an essay with a focused purpose.*

*1.2 Students will be able to support the essay's purpose with a logical and organized sequence of ideas and evidence.*

3. Students will write an essay applying the process of collaboration to a real world issue.

*III. Critical Thinking: Inquiry, Analysis and Solution*

*1. Students will be able to use a variety of discipline-specific methods to recognize the existence of a problem.*

*1.1 Students will be able to use the proper methodologies to form questions about a problem at hand, and the implications of the question.*

*2. Students will be able to solve a problem which has been discovered and defined.*

*2.1 Students will learn to form relevant and concrete questions concerning evidence of a problem.*

*2.2 Students will be able to analyze the evidence defining a problem.*

*2.3 Students will be able to construct well-supported, clearly articulated, and sustained arguments based on evidence.*

4. Students will work together to present a chapter of the 9/11 Commission Report.

*IV. Communication: Verbal and Non-Verbal*

*1.4 Students will be able to use the proper level of diction for the subject and the audience of their essay.*

*1.2 Students will be able to support the essay's purpose with a logical and organized sequence of ideas and evidence.*

5. Students will develop their vocabulary concerning Interagency operations and homeland security.

*I. Reading: Textual and Non-Textual:*

*1. Students will be able to read competently in English from a variety of source types (e.g., mathematic, scientific, literary).*

*3. Students will be able to read with understanding, so as to be able to apply discipline methodologies and theories in the areas of Fine Arts, Humanities, Mathematics, and the Sciences.*

*4.2. Students will be able to comprehend conclusions based on numerical and graphed data.*

### **Grading Policy**

The grade breakdown is as follows:

Research Paper	30%
Midterm	20%
Comprehensive Final	20%
Active Shooter/TSS	10%
9/11 Presentation/Paper	10%
Discussion/Class Participation	10%
Total	100%

### **Grade Distribution**

A = 90-100

B = 80-89.9

C = 70-79.9

D = 60-69.9

F < 60

### **Course Attendance Policy**

Attendance at Campbell is required. Absence from class will be considered unexcused, unless it is a documented emergency and the professor is contacted prior to class. This means that mild illnesses, forgetfulness, falling behind, personal problems, power outages, and problems with housing/work/scheduling/relationships/friends, will not be considered a valid excuse to warrant and unexcused absence. No make-up work will be allowed for unexcused absences. In line with Campbell's policy, anyone who acquires FOUR unexcused absences will automatically fail the course.

### **Students With Disabilities and Other Needs**

Students with documented disabilities who desire modifications or accommodations must contact the office of Student Success located in the University's Student Services Building (located between Carter Gym and the Wallace Student Center). No accommodations will be made without approval through the University's process.

For academic and disability services, contact:

Laura Rich, Director of Student Success  
Student Services Building, room 113  
910-814-4364, or [richl@campbell.edu](mailto:richl@campbell.edu)

Other services available to all undergraduate students include the Student Counseling Center and Career Services.

For counseling services, contact:

Christy Jordan, University Counselor  
95 Pope Street (gray house behind Quiznos)  
910-814-5709

For career services, contact:

Jessica Randall, Assistant Director of Student Success  
Student Services Building, room 116  
910-814-5707, or [randallj@campbell.edu](mailto:randallj@campbell.edu)

### **Integrity and Class Conduct**

Students are expected to conduct themselves in accordance with the rules and regulations of Campbell University. Academic dishonesty, and/or inappropriate conduct may result in failing the course along with additional penalties as defined by the College of Arts and Sciences, Campbell University. Campbell has an honor code that prohibits cheating. As an institution

founded on Christian principles, students are required to adhere to the highest standards of integrity. Furthermore, the fields of criminal justice and homeland security is based upon the integrity of those people working in it. It is assumed that students taking this class will live up to the highest levels of academic honesty. If the instructor has reason to believe a student is cheating (or plagiarizing) or being academically dishonest in any way, proceedings may be instituted to have the student dismissed from the program and/or the University. For furthermore information, please see the Student Handbook and University Undergraduate Bulletin.

Students will be respectful to the instructor and other classmates. Students should not wear hats, sunglasses, chew gum, use tobacco products while in class. No food/beverages should be consumed in the classroom. Profanity is not tolerated. Students will not use electronic devices, including cell phones, laptops, tablets, MP-3 players, etc during class. Failure to follow this protocol will result in a deduction in participation points.

### **Online Conduct**

At times, communication for this course will be accomplished via email and blackboard. All students are responsible for regularly checking their CU email accounts. E-mail will not be sent to other accounts. Students may have their email forwarded to another email account if they wish, however the establishment of such is solely the responsibility of the student.

Please note: CU faculty and instructors have a spam filter on their account, thus when electing to send an email from a non-CU account incurs the risk of non-receipt of email because of the spam filter. If you do not receive an email response from me within 24 hrs it means that I never received your email - please resend with a read receipt attachment. **Please properly address and sign all emails while indicating which course you are referring to. Please do not use texting shorthand.**

**A guiding point...you should email your professors the same way you would email a potential employer**

\*\*As I teach multiple classes, you should identify which class you are taking and your full name in all emails.

### **Inclement Weather Policy**

Campbell University maintains an inclement weather policy to address adverse weather conditions. This policy is stated in the Student Handbook. Radio, television (WTVD- Durham Channel 11, WRAL-Raleigh Channel 5, WNCN-Raleigh Channel 17, WRDC-Raleigh/Durham Channel 28), the Campbell webpage and a telephone hotline (on campus dial 5700; local but not on campus, dial 910-814-5700; long distance 1-800-760-8980) are used to relay information regarding cancellation of classes due to inclement weather.

## **ASSIGNMENTS**

### **Research Paper**

Design a plan of operation and collaboration for a current threat to homeland security. Detail the extent of the threat and the major actors involved. You can choose a general threat typology (arms trafficking, cyber vulnerabilities, etc) or a more specific threat (use of narco submarines for trafficking Columbian cocaine).

Paper should include:

1. History and evolution of the threat
2. How it effects Homeland Security overall
  - a. How America is vulnerable to the threat
    - i. Current policies
    - ii. Lack of funding
    - iii. Open borders
    - iv. Etc....
  3. Which agencies are the major players
    - a. What are their main roles
  4. Should collaboration include private sector organizations/individuals
    - a. This needs to be well thought out, justified and factual
  5. Devise a plan for operation and collaboration to address this issue
    - a. What policies should be amended?
    - b. What safeguards should be put into place?
    - c. How is national security enhanced via collaboration and information sharing

Research papers are to be 8-10 pages (12pt font, double spaced, one inch margins)  
EXCLUDING title page and bibliography. Students should utilize a MINIMUM of 3  
DIFFERENT academic sources, not include the textbook. **\*\*Note: Wikipedia is NOT an  
academic source and should not be used for this paper.** Academic journals, books, and  
government websites are the BEST source to use. Papers should include:

- (1) Title Page
- (2) Body of the paper (8-10 pages)
- (3) Bibliography

Note: If you are unsure of how to find academic sources, please consult the CU library for information on how to find academic journal articles. Remember that Homeland Security and terrorism studies are multidisciplinary, so you should consult journals outside the field of Criminal Justice.

**\*\*ALL research papers will be submitted via Turnitin**

It is necessary to CITE all information in your paper (See Appendix A). If you are unsure of how to do this, contact the writing center...they are there to help you. **Not citing information is considered plagiarism...**and is not tolerated (see below). Remember, not knowing how or what to cite is not an excuse. Utilize the writing center!!

## **9/11 Report and Presentation**

Working groups or in pairs, you will summarize one chapter of the 9/11 commission report. Summaries should be 3-5 pages and follow the format of the research paper. **Only ONE paper per group is necessary.** You will then present your chapter to the class. Presentations should be 10-15 minutes. At 15 minutes, you will be cut off due to time constraints. You are welcome to use powerpoint, have handouts, etc, but please make sure to arrive early on presentation day to set up your powerpoint.

## **Class Discussion/Participation**

Students are required to participate in class, and to come to class prepared, with all readings completed. You will NOT pass this course if you do not participate. Tardiness and unexcused absences will result in a reduction in your discussion grade.

## **Midterm/Final Exam**

Students will have Midterm Exam and a comprehensive Final Exam. You will have the entire class period to take the exam. Reviews will be offered. Format of the exam is up to the discretion of the instructor and may include true/false, multiple choice, match, short answer and/or essay. There are NO make-ups for missing an exam, except for in the case of a University excused absence, in which case the instructor MUST be contacted prior to the exam. This means that illnesses, forgetfulness, falling behind, and problems with housing/work/scheduling/relationships/friends, will not be considered a valid excuse to warrant a make-up. I will hold to this policy as written, thus take every precaution to ensure that you do not put yourself in this position, as it will prove detrimental to your grade.

If you come into class late, you will receive a 10 point deduction on your exam. Furthermore, you will only be permitted to take the exam if no one has completed the exam. You will not be granted extra time if you arrive late.

## **Active Shooter/Tactical Site Survey**

We will conduct an on campus exercise, examining vulnerabilities on campus and the threat of an active shooter. Students will work in groups but each student will fill out a Tactical Site Survey and join in the in-class discussion drafting of an updated Active shooter plan as well as a report compiling vulnerabilities.

## **Syllabus Subject to Change:**

The instructors reserve the right to make changes in this syllabus. *Should any changes be made, they will be announced IN CLASS and you will receive e-mail notification will be sent so you are informed well in advance.*

**Schedule of Readings, Assignments and Exam**  
**Week Of:**

Jan 11	Review Syllabus, writing assignments, citations, grammar and divide into pairs for the 9/11 report
Jan 17	<b>Lesson One: The Necessity of Information Sharing for Infrastructure Protection</b> Read Ch 1 from the Bardach text *Stan Watson Interview Thursday
Jan 24	<b>Lesson Two: Innocent Targets</b> Read Ch 2 from Bardach *Solomon Woods Interview Tuesday
Jan 31	<b>Active Shooter/TSS exercise</b>
Feb 7	<b>Lesson Three: Natural Disaster Collaboration</b> Read Ch 3 from Bardach
Feb 14	<b>Lesson Four: Policy Mandates for Information Sharing</b>
Feb 21	<b>Lesson Five: Cybersecurity Collaboration and Midterm Review</b>
Feb 28	<b>Midterm Thursday March 2</b>
March 6	<b>SPRING BREAK!!!!!!</b>
March 13	<b>Lesson Six: Case Study Ahmed Ressam</b> The Terrorist Next Door Film Border Security
March 20	<b>Lesson Seven: Fusion Centers</b> Read Chs 5-6 from Bardach
March 27	<b>Lesson Eight: Hamburg Cell</b>
April 4	<b>Maritime Security</b> Narco Submarines
	<b>Lesson Nine: Collaboration in Action</b> Read Ch 7 from Bardach

## **\*\*RESEARCH PAPERS DUE TUES APRIL 12**

April 18 9/11 Presentations

April 25                          4/25: MWF classes meet  
                                      4/28 Reading Day!

**\*\*\*Final Exam Mon April 29, 3-5:50pm**

## **Appendix A: APA Citation Examples**

### Journal Article: paginated by issue, online and hardcopy

Devine, P. G., & Sherman, S. J. (1992). Intuitive versus rational judgment and the role of stereotyping in the human condition: Kirk or Spock? *Psychological Inquiry*, 3(2), 153-159.

### Journal Article: paginated by volume, from a database or website

Hodges, F. M. (2003). The promised planet: Alliances and struggles of the gerontocracy in American television science fiction of the 1960s. *The Aging Male*, 6, 175-182. Retrieved from <http://www.informaworld.com/TheAgingMale>

### Magazine Article

Mershon, D. H. (1998, November/December). Star trek on the brain: Alien minds, human minds. *American Scientist*, 86(6), 585.

### Newspaper Article

Di Rado, A. (1995, March 15). Trekking through college: Classes explore modern society using the world of Star trek. *Los Angeles Times*, pp. A3, A20-A22.

[Newspaper website that does not include page numbers. The square brackets show that this is a review.]

Ebert, R. (2009, May 6). [Review of the motion picture *Star trek*, produced by Paramount, 2009]. *Chicago Sun-Times*. Retrieved from <http://rogerebert.suntimes.com>

### Books

Okuda, M., & Okuda, D. (1993). *Star trek chronology: The history of the future*. New York, NY: Pocket Books.

### Book with no author]

*Star trek: Four generations of stars, stories, and strange new worlds*. (1995). Radnor, PA: News America Publications.

### Book Article or Chapter

James, N. E. (1988). Two sides of paradise: The Eden myth according to Kirk and Spock. In D. Palumbo (Ed.), *Spectrum of the fantastic* (pp. 219-223). Westport, CT: Greenwood.

### Encyclopedia Article

Sturgeon, T. (1995). Science fiction. In L. T. Lorimer et al. (Eds.), *The encyclopedia Americana* (Vol. 24, pp. 390-392). Danbury, CT: Grolier.

### ERIC Document

Fuss-Reineck, M. (1993). *Sibling communication in Star trek: The next generation: Conflicts between brothers*. Retrieved from ERIC database. (ED364932)

Websites: [see notes below]

Epsicokhan, J. (2004, February 20). *Confessions of a closet trekkie*.

Retrieved October 12, 2009, from Jammer's Reviews website:

<http://www.jammersreviews.com/articles/confessions.php>

[Page with a corporate author and the name of the website is the same as the name of the author.]

National Aeronautics and Space Administration. (2009, May 28). *NASA astronaut watches new Star trek movie in space*. Retrieved from

[http://www.nasa.gov/mission\\_pages/station/behindscenes/star\\_trek.html](http://www.nasa.gov/mission_pages/station/behindscenes/star_trek.html)

[Page with a corporate author and the name of the website is different from the name of the author.]

National Aeronautics and Space Administration, Jet Propulsion Laboratory. (2007, May 10). *Mission could seek out Spock's home planet*. Retrieved from PlanetQuest: Exoplanet Exploration website: <http://planetquest.jpl.nasa.gov/news/planetVulcan.cfm>

[Page with a no author.]

*The Roddenberry legacy of human potential: If only, if only*. (2007, October 24). Retrieved January 7, 2009, from Star Trek Official Site website:

<http://www.startrek.com/startrek/view/news/editorials/article/2310913.html>

Company and Industry Reports: from Hoovers, Mergent, Value Line, Standard & Poor's NetAdvantage, etc.

[Include the URL of the database's homepage instead of the complete link.]

*Industry custom report: Advertising agencies*. (2013, February 25). Retrieved from Hoover's website: <http://subscriber.hoovers.com/H/home/index.html>

[You have the option of using the database's name as the author instead of the publisher.]

Hoover's Inc. (2013, February 25). *Industry custom report: Advertising agencies*. Retrieved from <http://subscriber.hoovers.com/H/home/index.html>

[Report with no date.]

*Microsoft Corporation profile*. (n.d.). Retrieved April 16, 2013, from Hoover's website: <http://subscriber.hoovers.com/H/home/index.html>

[Spreadsheet data.]

*Microsoft: Quarterly income statement* [Data file]. (2013). Retrieved from Hoover's website: <http://subscriber.hoovers.com/H/home/index.html>

[A company's annual report, 10k, etc.]

Microsoft Corporation. (2012). *2012 annual report*. Retrieved from  
Mergent Online website: <http://www.mergentonline.com/basicsearch.php>

### Internet Video

Crusade2267. (2006, November 02). For the uniform: One fan's obsession with Star trek, part 1 [Video file]. Retrieved from <http://www.youtube.com/watch?v=uI5q4PTME-M>

### PowerPoint Presentation

Oard, D. W. (2001). *Bringing Star trek to life: Computers that speak and listen* [PowerPoint slides]. Retrieved from University of Maryland TerpConnect website:  
<http://terpconnect.umd.edu/~oard/papers/cpsp118t.ppt>

### Parenthetical References

The sources that you use should be cited in the text of your paper, either in a parentheses or as part of the text itself:

During the turbulent 1960s, science fiction programs on television reflected the public's attitudes toward the older generation (Hodges, 2000).

Hodges (2000) discussed how, during the turbulent 1960s, science fiction programs on television reflected the public's attitudes toward the older generation.

In a 2000 article, Hodges discussed how, during the turbulent 1960s, science fiction programs on television reflected the public's attitudes toward the older generation.

The references above refer to the entire source in a general way. If you are referring to **a specific part of the source - or quoting exactly - include the specific page number(s) of that part:**

(Hodges, 2000, p. 179)

(Devine & Sherman, 1992, pp. 156-157)

(National Aeronautics and Space Administration, Jet Propulsion Laboratory, 2007, para. 3) [document has a corporate author]

("The Roddenberry Legacy," 2007, paras. 5-6) [document has no author; see notes]

(*Star Trek: Four Generations*, 1995, pp. 63-66) [document has no author; see notes]

("Star Trek Planet Classifications," n.d., Other Classes section, para. 2) [document has no author; see notes]

### Sources with three through five authors:

(Kirk, Spock, McCoy, & Scott, 1966, p. 1701) [for the first time you cite it]

(Kirk et al., 1966, p. 1701) [for all other times you cite it]

### Sources with six authors or more:

(Picard et al., 1987, p. 1701d) [for every time you cite it, but include up to seven authors in the full reference. If there are more, include the first six, followed by an ellipse (...) followed by the last of the names.]

