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

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**

- 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.

   1. 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

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

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  Lesson One: The Necessity of Information Sharing for Infrastructure Protection
Read Ch 1 from the Bardach text
*Stan Watson Interview Thursday

Jan 24  Lesson Two: Innocent Targets
Read Ch 2 from Bardach
*Solomon Woods Interview Tuesday

Jan 31  Active Shooter/TSS exercise

Feb 7  Lesson Three: Natural Disaster Collaboration
Read Ch 3 from Bardach

Feb 14  Lesson Four: Policy Mandates for Information Sharing

Feb 21  Lesson Five: Cybersecurity Collaboration and Midterm Review

Feb 28  Midterm Thursday March 2

March 6  SPRING BREAK!!!!!!!

March 13  Lesson Six: Case Study Ahmed Ressam
The Terrorist Next Door Film
Border Security

March 20  Lesson Seven: Fusion Centers
Read Chs 5-6 from Bardach

March 27  Lesson Eight: Hamburg Cell

April 4  Maritime Security
Narco Submarines

Lesson Nine: Collaboration in Action
Read Ch 7 from Bardach
April 11  
Finish Lesson 9  
9/11 Presentations (Chapters 1-4)

**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

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

Magazine Article

Newspaper Article

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

Books

[Book with no author]

Book Article or Chapter

Encyclopedia Article

ERIC Document
Websites: [see notes below]

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

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

[Page with no author.]

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.]

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

[Report with no date.]

[Spreadsheet data.]
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.]