

Argosy University
COURSE SYLLABUS
PA6534
Preventing Security Crises

Faculty Information

Faculty Name:

Campus:

Contact Information:

Office Hours:

Short Faculty Bio:

Course description:

This course introduces the concepts of homeland security strategies employed to prevent security crises in the U.S. Students learn principles of border and transportation security strategies as well as domestic counter-terrorism and protection.

Course Pre-requisites: None

Required Textbook/Readings:

The Joint Commission (2005). *Standing Together: An Emergency Planning Guide for America's Communities*.

Department of Homeland Security. *Fundamentals of Emergency Management*. FEMA Emergency Management Higher Education Program.

Department of Homeland Security (2007). *National Strategy for Homeland Security*.

Department of Homeland Security (2002). *National Strategy for Homeland Security*.

Chairman of Joint Chiefs of Staff (2006). *National Military Strategy to Combat Weapons of Mass Destruction*. Washington, DC



2007 National
Strategy for Homeland



2002 National
Strategy for Homeland



Standing
Together.pdf



National Military
Strategy to Combat V

Recommended Readings:

Robert T. Stafford Disaster Relief and Emergency Assistance Act, as Amended (42 U.S.C. 5121 *et seq.*).

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:


1. Communication:
 - a. Communicate the roles and limitations of government at any level (federal, state, local) in specific circumstances.
 - b. Deliver oral, visual, or written presentations to educate or promote projects to diverse audiences.
2. Analytical problem solving: Gather information, discern gaps, develop, and evaluate possible solutions and alternatives regarding political, social, and financial costs and benefits of public sector initiatives.
3. Leadership and motivation:
 - a. Generate shared goals and lead internal and external stakeholders toward those goals.
 - b. Motivate employees and other stakeholders to perform consistent with the mission of the relevant work unit.
4. Tactical Management: Execute duties and responsibilities such as: evaluate and supervise employees, reinforce organizational mission, and manage unit budgets.
5. Interpersonal Effectiveness:
 - a. Establish, build, and sustain effective working relationships with relevant parties to achieve organizational goals.
 - b. Exemplify and teach ethical values and behavior

Course Objectives:

After this course, you will be able to:

1. Analyze the principles guiding U.S. strategies, plans and organization for securing the homeland. (Program Outcomes: 1, 2,)
2. Examine evolution of the mission and vision of our 'homeland security' and assess the accomplishments, strengths, and challenges in preventing security crises. (Program Outcomes: 1, 2, 3, 4)
3. Examine the state and local public sector roles in U.S. homeland security strategies, vulnerabilities and threats that present opportunities for terrorist attacks and analyze if the capabilities, including critical infrastructure, assets and tactical actions are adequate for preventing the use of deadly weapons against the nation (Program Outcomes: 1, 2, 4, 5)
4. Develop strategies to use science, technologies, information sharing and global cooperation agreements to prevent or minimize security crises, and recommend improvements. (Program Outcomes: 1, 2, 4, 5)

Assignment Table

Unit	Topics	Resources
1	<p>The Evolution of Homeland Security [HS]</p> <ul style="list-style-type: none"> • September 11 and America’s Response • Definition, scope, objectives, and principles of National Strategy for Homeland Security • Homeland Security Presidential Directives 	<ul style="list-style-type: none"> • Reading Resources <ul style="list-style-type: none"> ○ Homeland Security Presidential Directive [HSPD] 1-3: <ul style="list-style-type: none"> ▪ HSPD1 http://fas.org/irp/offdocs/nspd/hspd-1.htm ▪ HSPD2 http://www.fas.org/irp/offdocs/nspd/hspd-2.htm ▪ HSPD3 http://www.fas.org/irp/offdocs/nspd/hspd-3.htm ○ Department of Homeland Security. <i>Fundamentals of Emergency Management</i>. FEMA Emergency Management Higher Education Program. <ul style="list-style-type: none"> ○ Chapter 1: Introduction to Emergency Management <div style="text-align: center;">  <p>Chapter 1 Intro to EM.doc</p> </div> • Participation/Discussion Assignment <ul style="list-style-type: none"> ○ No major terrorist activities have occurred in the US since 9/11 and our Homeland Security response. Has the response worked? Are we safe, or reasonably safe? How would we know?
2	<p>Preventing Crises by Protecting Critical Security Areas</p> <ul style="list-style-type: none"> • Intelligence and Warning • Border and Transportation Security • Domestic Counter-terrorism • Key Infrastructure and Assets • 	<ul style="list-style-type: none"> • Reading Resources <ul style="list-style-type: none"> ○ <u>Required Reading</u> <ul style="list-style-type: none"> • Standing Together: An Emergency Planning Guide for America’s Communities; Sections 1-5; pp7-39 http://www.jointcommission.org/PublicPolicy/ep_guide.htm. • Participation/Discussion Assignment <ul style="list-style-type: none"> ○ Given a society committed to individual freedom and personal privacy, how do we gather the evidence we need to prepare our shared security?
3.	<p>Intergovernmental Responsibilities, Roles and Practices</p> <ul style="list-style-type: none"> • Sharing the Load • Local and state as the front line • Interagency cooperation and 	<ul style="list-style-type: none"> • Reading Resources <ul style="list-style-type: none"> ○ Standing Together: An Emergency Planning Guide for America’s Communities; Sections 6-9; pp40-69 • Participation Assignment <ul style="list-style-type: none"> ○ Find at least two professional articles (government issued or think-tank documents, not academic studies or newspaper) that address structuring the security prevention activities for different threats (e.g. border security, contamination of the

	<p>communication</p> <ul style="list-style-type: none"> • <i>Emergency Preparedness and Response</i> 	<p>water supply, dirty bombs, etc.)</p> <ul style="list-style-type: none"> • Formative Assignment <ul style="list-style-type: none"> ○ Select a location and use whatever published sources are available to analyze the particular threats most relevant to that location. Evaluate the strength of the prevention efforts to date. Is the preparation of this community for this risk consistent with (a) the presidential directives; (b) responsible local leadership; and (c) the available resources and needs of the local community? What assumptions were made to come to this conclusion and how reasonable are those assumptions?
4	<p>Security Foundations in Law and Governance</p> <ul style="list-style-type: none"> • Current federal law and regulations • State and local legal framework • The evolution of the legal environment • International Enforcement and Cooperation 	<ul style="list-style-type: none"> • Reading Resources <ul style="list-style-type: none"> ○ <u>Required Reading</u> <ul style="list-style-type: none"> • Standing Together: An Emergency Planning Guide for America's Communities; Sections 10-13; pp70-89 • Participation/Discussion Assignment <ul style="list-style-type: none"> ○ How do we generate laws and practices that maximize cooperation, whether between countries or between federal agencies and local responders? How do we maintain a legal structure that maintains legitimacy with US and international communities?
5	<p>The Role of Science, Technology, and Innovation in Preventing Terrorist Activity</p> <ul style="list-style-type: none"> • Technology, Intelligence, and Information Analysis • Identifying Breaches of Security Before They Happen • Medical Technology to Preempt Risks (e.g. vaccinations) 	<ul style="list-style-type: none"> • Reading Resources <ul style="list-style-type: none"> ○ National Security Strategy Report, 2002; pp1-35 • Formative Assessment <ul style="list-style-type: none"> ○ Given a particular location and specific security risks to address, investigate and evaluate the current use of technologies, technologies under development, and potential technologies to develop that increase the probability of preventing a terrorist act. Analyze the investments necessary, the time frame required, and the likelihood of success to prioritize projects. Write an executive brief to a department head to justify your choice.

6	<p>Moving from a Security Strategy to Detailed Action</p> <ul style="list-style-type: none"> • Transforming America’s international strategies • Transforming America’s national security Institutions • Linking prevention efforts to response and recovery strategies 	<ul style="list-style-type: none"> • Reading Resources <ul style="list-style-type: none"> ○ National Strategy for Homeland Security, 2002, pp: 67-70 ○ National Strategy for Homeland Security, 2007, pp: 1-40 • Participation Assignment <ul style="list-style-type: none"> ○ Given the priorities for the future from 2002 National Strategy for Homeland Security report, do the 2007 strategies and tactics align with the recommended priorities/ If not, which set of priorities make more sense? And what priorities appear to be missing from either analysis?
7	<p>21st Century strategies for Homeland Security</p> <ul style="list-style-type: none"> • Long-Term Success of strategies for homeland security • Preventing the use of Weapons of Mass Destruction 	<ul style="list-style-type: none"> • Reading Resources <ul style="list-style-type: none"> ○ National Strategy for Homeland Security, 2007, pp: 41-53 ○ National Military Strategy to Combat Weapons of Mass Destruction • Formative Assessment 2: (CO 1, 2, 3. & 4) <p>Take a particular community and a particular threat (or set of threats) [NOTE: you may use the same example from the first formative assessment assignment but it is not required]. Analyze the legal guidelines relevant to any intervention, the level of resources required, the feasible technological options available, and the level of support in the community and with the local political structure and propose a new course of action that either (a) substantially improves the security prevention plan or (b) maintains the current level of security while consuming significantly fewer resources which could then be redirected for other use.</p> <p>Prepare a communications plan (PowerPoint format is acceptable) to convince the critical stakeholders to support this new approach.</p>
8	<p>Integration and Analysis</p>	<p>Participation/Discussion Assignment</p> <p>How much effort must we put in to prevention v. response? In a world of limited resources, how do we make what seem to be impossible decisions in an uncertain environment?</p>

Grading Criteria

Grading Scale

A	100 – 93 %
A-	92 – 90 %
B+	89 – 88 %
B	87 – 83 %
B-	82 – 80 %
C+	79 – 78 %
C	77 – 73 %
C-	72 – 70 %
F	69 and below

Grading requirements

<i>Discussion/participation</i>	25%
<i>Formative 1</i>	20%
<i>Formative 2</i>	20%
<i>Formative 3</i>	35%
	100%

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University's core online collection features over 48, 889 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarian.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be

submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are encouraged to purchase this manual and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.