

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

JUST 326 – THREATS TO HOMELAND SECURITY

**Created By: Charles M. Russo
Updated By: N. Wildey**

**SCHOOL OF SCIENCE, HEALTH AND CRIMINAL JUSTICE
CRIMINAL JUSTICE DEPARTMENT
May 2020**

- A. **TITLE:** Threats to Homeland Security
- B. **COURSE NUMBER:** JUST 326
- C. **CREDIT HOURS:** 3 hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** N/A
- F. **SEMESTER(S) OFFERED:** Spring/Fall

G. CATALOG DESCRIPTION:

In this course students study the post-cold war threats to the United States of America and the corresponding security policies. This course takes an “all-hazard” approach to homeland security and the current threats facing our nation. Topics addressed include natural hazards, man-made hazards, domestic and international terrorism, weapons of mass destruction, cyber terrorism and the emergency management planning model. This course explains the roles of various first responder agencies and the responsibility of the government to coordinate their response.

H. PRE-REQUISITES/CO-REQUISITES:

- a. Pre-requisite(s): Completion of 45 semester credits or permission of the instructor
- b. Co-requisite(s): None

I. STUDENT LEARNING OUTCOMES:

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>
a. Explain the current threats to the security of the United States of America.	Students will be able to demonstrate the ability to assess homeland security.		5. Industry, Professional, Discipline-Specific Knowledge and Skills
b. Explain the most common classifications of weapons of mass destruction (WMD) and their associated characteristics.	Students will be able to demonstrate effective written and verbal communication skills.		1. Communication (Written)

c. Identify the relative threat associated with each specific category of WMD.	Students will be able to demonstrate the ability to assess homeland security.		2. Critical Thinking (Critical Analysis)
d. Analyze the terrorist threat facing the United States of America including domestic, international and state-sponsored terrorism.	Students will be able to demonstrate the ability to assess homeland security.		2. Critical Thinking (Inquiry and Analysis)
e. Explain the emergency management planning cycle and the policies and legislation established by the United States Government to combat the current threats to homeland security.	Students will be able to identify, analyze and utilize various techniques used in homeland security. Students will be able to reason ethically and understand their responsibility as a global learner.		5. Industry, Professional, Discipline-Specific Knowledge and Skills

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

K. TEXT:

Martin, Gus. (2017). Understanding Homeland Security (2nd ed.). Sage Publications.

L. REFERENCE:

Kamien, D.G. (Ed.) (2012). *Homeland Security Handbook* (2nd ed.). New York, NY: McGraw-Hill.

M. **EQUIPMENT:** Technology enhanced classroom

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:**

- Exams
- Quizzes
- Assignments
- Participation

P. **DETAILED COURSE OUTLINE:**

- I. Foundations of Homeland Security
 - A. American Security Policy
 - B. Security in the Cold War Era
 - C. Security in the Post-Cold War Era
 - D. Global War on Terrorism
- II. U. S. Homeland Security Interests
 - A. Human Security: Protecting people
 - B. Critical Infrastructure
 - C. Economic Pressures
 - D. Protecting Democracy
- III. The All- Hazards Perspective
 - A. Natural Disasters
 - B. Accidental Hazards
 - C. Man-Made Hazards
- IV. Accessing Threats
 - A. Framework of Analysis
 - B. How to Access
 - C. The Emergency Management Planning Model
- V. Terrorism
 - A. What is Terrorism?
 - B. State Actors
 - C. Global Response to Terrorism
 - D. The United States and State Sponsors of Terrorism
 - E. Implications of the United States Response to State Sponsored Terrorism
 - F. Non- State Actors

- G. Terrorist Organizations
- H. Terrorists methods
- I. Counter Terrorism

- VI. Cyber-Terrorism and Cyber Warfare
 - A. The Cyber Terrorism Threat
 - B. Accessing Capability
 - C. Tools of Cyber terrorism
 - D. Consequences of Cyber Terrorism
 - E. Defenses against Cyber Terrorism

- VII. Weapons of Mass Destruction
 - A. Chemical Weapons
 - B. Biological Weapons
 - C. Radiological Weapons
 - D. Availability of WMD in the World Marketplace

- VIII. Domestic Terrorism
 - A. Analyzing the Domestic Terrorism Threat
 - B. Operational environment for Terrorism
 - C. The U. S. Response to Terrorism

- IX. Enablers of Mass Effects
 - A. The Power of Information
 - B. The Role of the Media in the War on Terrorism
 - C. The Internet
 - D. The Role of Educational Institution

Q. **LABORATORY OUTLINE:** N/A