

# **CRIM 230 – Introduction to Homeland Security**

## **Fall 2021**

### **Crim 230 (DL3): Thursdays 7:20-8:35**

**NOTE: This course is presented in a hybrid format in which each week students will complete asynchronous activities followed by a synchronous class period to further explore the course content.**

**Instructors:** Christopher Stitt, MSSSI, [cstitt@gmu.edu](mailto:cstitt@gmu.edu)

**Office:** On-Line. Office hours are by appointment; please email to make an appointment.

**GMU policy provides email as the standard means of communication and requires that all email contact be through GMU email accounts. Please send emails from your GMU account, and make sure you've set up any necessary forwarding so you'll receive emails sent to your GMU account. See [masonlive.gmu.edu](http://masonlive.gmu.edu) for information on how to use your Mason email account. Please stay on top of your email so you don't miss time-sensitive information! Please include your name in your emails, and **CRIM 462** in the subject line.**

#### **Course Description**

Introduces fundamental concepts of homeland security. Examines governmental actions designed to prevent, prepare for, respond to, and recover from man-made and natural disasters. Focuses on efforts to align preparedness, incident management, and emergency response plans from various agencies (federal, state, local, tribal, private sector, and non-governmental). Notes: CRIM majors who are concentrating in homeland security and justice are strongly encouraged to take this course before or during the first semester of taking upper-level courses in the concentration. Limited to three attempts.

**Recommended Prerequisite:** [CRIM 100](#)

**Schedule Type:** Lecture

**Grading:** This course is graded on the [Undergraduate Regular scale](#).

#### **Course Goals:**

- Understand the historical framework for homeland security in the United States and how the events of September 11, 2001, the responses to Hurricane Katrina and Super-Storm Sandy changed that framework.
- Understand and be able to articulate the difference between the Department of Homeland Security and the broader Homeland Security Enterprise.
- Understand the overarching homeland security missions that make up the strategic plan for the Department of Homeland Security and how various levels of government (local,

state, tribal, federal) and private sector and non-governmental partners contribute to those missions.

- Understand and be able to articulate the principles of the National Planning, Preparedness, Response, Recovery, and Mitigation Frameworks and the National Incident Management System.

**Required Readings/Resources:** Source material, in lieu of a textbook will be of selected readings, current events (periodicals), guest speakers, and the instructors' own experience and expertise on the topic.

**Textbook:** N/A

Resources:

**Grading Scale**

A+	97-100% (4.0)	C+	77-79% (2.33)	
A	93-96% (4.0) <i>outstanding</i>	C	73-76% (2.0)	<i>average</i>
A-	90-92% (3.67)	C-	70-72% (1.67)	
B+	87-89% (3.33)	D	60-69% (1.0)	<i>marginal</i>
B	83-86% (3.0) <i>good</i>	F	0-59% (0)	<i>failing</i>
B-	80-82% (2.67)			

**Course Grade Components**

20%	Synchronous class participation and completion of asynchronous activities
20%	Quizzes
30%	Midterm
30%	Final Exam

**Class Participation** – Very important. **Attendance Mandatory.** Attendance will be taken for each class. For the synchronous portions Students will engage through discussion, response to polls, and use of the chat feature. This will include participation in three simulations of increasing complexity (see “simulations” below). In order to ensure a more cohesive learning environment, use of student cameras is strongly encouraged, particularly when speaking. A grading rubric for class participation is included at the end of this syllabus.

Simulations – in the final weeks of class, you will put what you learn into practice through simulations or table-top exercises. There will be background reading and discussion board activities for the asynchronous period in order to prepare to participate in the synchronous session. The instructor will assign roles (such as local/state/tribal/federal agency officials and private sector/Non-governmental organization representatives) prior to the asynchronous period to facilitate focused preparation and participation. Every effort will be made to ensure students are in varied roles that do not repeat.

Emergency absences only. Late and missed assignments and exams – acceptable emergencies only can result in make-up. Instructor is sole arbiter of what constitutes an emergency.

**Completion of Asynchronous Activities** – This course is presented in a hybrid format. Each week there will be asynchronous activities such as videos to watch and on-line content to review. Upon completion of these activities, students may be asked to complete an ungraded “knowledge check.” These are NOT the quizzes; they are merely a tool to determine if you have understood key concepts (this understanding will ensure you are then prepared for the quizzes and exams). Multiple Attempts will be permitted.

**Quizzes** – This course is structured in two-week units. At the end of each unit there will be a quiz that covers content for the preceding unit. Each quiz will consist of 10 questions and open at the conclusion of second week’s synchronous class period and will be close at midnight the day before the next synchronous class period. Respondus Lockdown Browser will be utilized. One attempt per student per quiz.

**Mid-Term** – Will be a combination of standard true-false, multiple choice, and fill-in the blank. The exam will be on-line and available during the asynchronous period beginning at midnight September 24<sup>th</sup> and closing at midnight, September 29<sup>th</sup>. Once a student initiates the midterm, you will have two hours to complete it. Respondus Lockdown browser will be utilized (see below for details on testing using lockdown browser). Students are permitted one submitted attempt. (504 accommodations will apply when the instructor is notified prior to the exam period).

**Final Exam** - Will be a combination of standard true-false, multiple choice, and fill-in the blank. The exam will be on-line and only available during the university-scheduled exam period. Respondus Lockdown browser will be utilized (see below for details on testing using lockdown browser).

Instructors reserve the right to adjust the Grade Components and schedule of due dates and test dates – except for final exam.

**EXTRA CREDIT OPTION** – Students may, for extra credit, complete the following Emergency Management Institute Independent Study Courses. Completion of each of the courses will result in a final grade increase of 1% for a total possible increase of 5%. Courses must be completed during the semester. Completed course certificates must be uploaded into the assessments section not later than midnight the day prior to the final exam for credit to be received.

IS-100.c	<a href="#">Introduction to the Incident Command System, ICS 100</a>
IS-230.d	<a href="#">Fundamentals of Emergency Management</a>
IS-700.b	<a href="#">An Introduction to the National Incident Management System</a>

IS-800.d	<a href="#">National Response Framework, An Introduction</a>
IS-1300	<a href="#">Introduction to Continuity of Operations</a>

### **Bad Weather and Other Emergencies**

Check [www.gmu.edu](http://www.gmu.edu) to see if classes are cancelled for bad weather or other emergencies. You can also register for Mason's emergency alert system at <https://alert.gmu.edu>. If I should have to cancel a class due to a personal emergency, I'll make every attempt to email you ASAP at your GMU email address – a very good reason to stay on top of your GMU email account.

### **Basic Course Technology Requirements**

Activities and assignments in this course will regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

### **Course Materials and Student Privacy**

All course materials posted to Blackboard or other course site are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

- Video recordings — whether made by instructors or students — of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class
- Live video conference meetings (e.g., Collaborate or Zoom) that include audio, textual, or visual information from other students must be viewed privately and not shared with others in your household or recorded and shared outside the class

### **Testing using Lockdown Browser**

This course requires the use of LockDown Browser for online exams.

### **University Services and Resources**

#### Students with Disabilities

If you have (or think you may have) a learning disability or other condition that may affect your academic performance, you should: 1) make sure documentation is on file with the Office of Disability Services (703-993-2474; [ods.gmu.edu](http://ods.gmu.edu)) to determine the accommodations you need; and 2) see me to discuss your accommodation needs. By Mason policy, I cannot make any accommodations for students without certification from ODS on the existence of a disability and the specific accommodations needed.

#### Writing Skills

To improve your writing skills, the university offers assistance through the University Writing Center ([writingcenter.gmu.edu](http://writingcenter.gmu.edu)).

#### Diversity

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but is not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard, and respected.

### Health and Safety Concerns

#### *WAVES: Wellness, Alcohol and Violence Education and Services*

WAVES promotes wellness within the Mason community through health education, alcohol/drug assessment and education, and violence awareness, prevention and sexual assault response. We help students make healthy, safe choices and encourage lifelong, thoughtful healthy decision-making through individualized support, creative programming, and evidence-based education and outreach.

WAVES office 703-993-9999

SUB I, Suite 3200

24-Hour Sexual and Intimate Partner Violence Crisis Line 703-380-1434

[waves.gmu.edu](http://waves.gmu.edu)

- 703-360-7273 (Fairfax County Office for Women and Domestic and Sexual Violence Services 25 hotline)
- 703- 228-4848 (Arlington County Domestic Violence Services Hotline)
- 703-368-4141 (Prince William County Sexual Assault Victims Advocacy Services (SAVAS) hotline)
- 1-800-838-8238 (Virginia Family Violence and Sexual Assault Hotline)
- 1-800-656-HOPE (Rape, Abuse and Incest National Network)  
<https://ohl.rainn.org/online/>

#### *CAPS: Counseling and Psychological Services*

Counseling and Psychological Services (CAPS) provides a wide range of free *confidential* services to students, faculty, and staff. Services are provided by a staff of professional clinical psychologists, social workers, counselors, learning specialists, and psychiatric providers. CAPS individual and group counseling, workshops, and outreach programs are designed to enhance students' personal experience and academic performance.

Visit us at [caps.gmu.edu](http://caps.gmu.edu) for additional resources.

- For consultation or emergency assistance during office hours call 703-993-2380.
- For assistance during non-office hours, call University Police at 703-993-4357.
- 703-527-4077 (CrisisLink)
- 1-800-273-8255 (National Suicide Prevention Lifeline)
- 1-877-838-2838 (Veterans' Crisis Hotline)

### *Student Health Services (SHS)*

Provides *confidential* health care to enrolled students in emergency and non-emergency circumstances on the Fairfax, Arlington and Prince William campuses. If there is a medical emergency and Student Health Services (SHS) is closed, please contact the free after-hours nurse ((703) 993-2831), a hospital emergency room, an urgent care facility, or call 911.

SUB 1, Suite 2300  
703-993-2831

### *University Police*

Emergency: 911                      Non-Emergency: (703) 993-2810  
Reporting a Crime (Crime Solvers Anonymous Tip Hot-Line): (703) 993-4111  
Mason Police Website: <http://police.gmu.edu/>  
Eric Heath, Chief of Police              Phone: (703) 993-3840              E-mail: [eh Heath2@gmu.edu](mailto:eh Heath2@gmu.edu)

### English Language Skills

If you are not a native English speaker and may be interested in linguistic and cultural enrichment services, you can contact Mason's English Language Institute ([eli.gmu.edu](http://eli.gmu.edu)).

### Academic Skills

If you would like to improve your academic skills, you can get help from Learning Services [caps.gmu.edu/learningservices](http://caps.gmu.edu/learningservices). They offer workshops on the study cycle, effective note-taking techniques, individual learning styles, ways to prepare for exams, and effective time management. I've heard from former students that these services can be very helpful.

### Career Assistance

When you are ready to start your career, be sure to access the many helpful resources of Career Services, at [careers.gmu.edu](http://careers.gmu.edu).

### University Policies and Other Resources

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu>. All members of the university community are responsible for knowing and following established policies.

### **Enrollment Responsibilities and Deadlines**

Students are responsible for verifying their enrollment in their classes, and making sure they're enrolled in the classes they want to be enrolled in, and not enrolled in the classes they don't want to be enrolled in. Schedule adjustments should be made by the deadlines published in the academic calendar at [registrar.gmu.edu](http://registrar.gmu.edu). The last day to add a class is Monday August 4. The last day to drop a class without tuition loss is Tuesday September 7. The last day to drop a class, with 100% tuition loss, is September 27. After this date the class can only be dropped by using a selective withdrawal option by October 27 -- but you only have three selective withdrawals during your entire time at Mason, so use them wisely. Any other type of withdrawal requires the approval of the Dean and is only allowed for nonacademic reasons.

## University Honor Code

The following is a summary of Mason's honor code; see the University Catalog and <http://oai.gmu.edu/the-mason-honor-code-2/> for additional information. Mason's honor code will be strictly enforced in this class and **all violations will be reported to the Office of Academic Integrity.**

The Honor Code of George Mason University specifically prohibits *cheating and attempted cheating, plagiarism, lying, and stealing.*

Cheating and attempted cheating include “willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students.” Examples include the use of unauthorized resources during an exam, copying another student's work (with or without their permission), allowing another student to copy your work, using an assignment or test from another student, accessing tests or grades electronically for the purpose of getting an unfair advantage, and any other behavior that fits the general definition above.

Plagiarism includes “presenting as one's own the words, the work, the ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge.” Examples include taking or buying a paper from someone else or the internet and presenting it as your own, and submitting as your own work a paper with substantial unacknowledged contributions from others. Information and graphics obtained from the internet (except for freeware clipart) must include source citations to avoid plagiarism.

Lying includes “the willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work.” Examples include making up source materials or source citations in a paper, pretending to use an actual source that you didn't really use, making up an excuse for missing a test or assignment due date, falsifying any written or electronic document, or presenting any other falsehoods through any method and in any context.

Stealing includes “taking or appropriating without the permission to do so, and with the intent to keep or to make use of wrongfully, property belonging to any member of the George Mason University community or any property located on the university campus. This includes misuse of university computer resources (see the Responsible Use of Computing Policy section in the “General Policies” chapter). This section is relevant only to academic work and related materials.”

## **CLASS SCHEDULE**

The following schedule is a guideline. Subject to change. Completion of asynchronous activities and class attendance will be important.

### **Week One: Asynchronous August 23-25; Synchronous August 26 – Homeland Security as a Concept**

- **Asynchronous** – Honor Code Submission, Discussion board response, blackboard content
- **Synchronous** – Introductions, syllabus review, Homeland Security as a concept (it's not just a Department)

### **Week Two: Asynchronous August 27-September 1; Synchronous September 2 – Organizing for U.S. Homeland Security Pre and Post 9/11**

- **Asynchronous** – Blackboard Content

### **Week Three: Asynchronous September 3-8; Synchronous September 9 – Missions of the Department of Homeland Security Part 1 (Counter Terrorism and Homeland Security Threats; Secure U.S. Borders and Approaches)**

- **Asynchronous** – Quiz on weeks 1 and 2 concepts, Blackboard Content

### **Week Four: Asynchronous September 10-15; Synchronous September 16 – Missions of the Department of Homeland Security Part 2 (Secure Cyberspace and Critical Infrastructure; Preserve and Uphold the Nation's Prosperity and Economic Security)**

- **Asynchronous** – Blackboard content, discussion board response

### **Week Five: Asynchronous September 17-22; Synchronous September 23 – Missions of the Department of Homeland Security Part 3 (Strengthen Preparedness and Resilience; Champion the DHS Workforce and Strengthen the Department)**

- **Asynchronous** – Quiz on weeks 3 and 4 concepts. Blackboard content

### **Week Six: Asynchronous September 24-29; Synchronous September 30**

- **Asynchronous** – Midterm
- **Synchronous** – Post Midterm Review, clarification of key concepts

### **Week Seven: Asynchronous October 1-6; Synchronous October 7 – Fundamentals of Emergency Management (ICS, NIMS, Core Roles and ESFs)**

### **Week Eight: Asynchronous October 8-13; Synchronous October 14 – Governing Documents of U.S. Emergency Management (National Frameworks)**

### **Week Nine: Asynchronous October 15-20; Synchronous October 21 -Introduction to Simulations**

- **Asynchronous** – Quiz on Weeks 7-8 concepts. Blackboard content.
- **Synchronous** – Intro to Simulations

### **Week Ten: Asynchronous October 22-27; Synchronous October 28 – Simulation 1**

**Week Eleven: Asynchronous October 29-November 3; Synchronous November 4 – Simulation 2**

**Week Twelve: Asynchronous November 5-10; Synchronous November 11 (Yes, class on Veterans' Day) – Simulations 1 and 2 review**

- **Asynchronous** – Quiz on concepts learned from simulations 1 and 2. Part 1 of prep for simulation 3.
- **Synchronous** – Review Simulations 1 and 2, Prep for 3.

**Week Thirteen: Asynchronous November 12-17; Synchronous November 18 – Simulation 3**

**Week Fourteen: Asynchronous November 19-23; Synchronous None**

- **Asynchronous** – Review of simulations

**Week Fifteen: Asynchronous November 29-December 1; Synchronous December 2**

**Asynchronous – Final Exam Review**

**Synchronous – Final Exam Review**

**Final Exam: Thursday December 9, 7:20.**