Crim 462 – Law Enforcement and Homeland Security

Spring 2024

Crim 462 (DL3) Online Asynchronous

NOTE: This course is presented in an asynchronous format in which each week students will complete asynchronous activities with assignments due by the end of each week. <u>Due to the school calendar, the weeks for this course run Tuesday to Monday.</u> This means all tasks must be completed not later than 11:59 p.m. each Monday night.

Instructor: Christopher Stitt, MSSI, 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 for information on how to use your Mason email account. <u>Please stay on top of your email so you don't miss time-sensitive information!</u> Please include your name in your emails, and CRIM 462 in the subject line.

Course Description
Examines the effect of 9/11 on law enforcement organizations in the United States and explores the evolving relationship between the military, federal, state, and local law enforcement agencies in the post-9/11 era. Emphasis on understanding the entire framework of homeland security in the United States and the unique issues faced by local law enforcement. Limited to three attempts.

Recommended Prerequisite: CRIM 100
Schedule Type: Online/Asynchronous. Weekly release of course content, student self-paced during each week.
Grading: This course is graded on the Undergraduate Regular scale.

Course Goals:
By the end of this course, students will understand and be able to explain:
- The impact 9/11 had on law enforcement in the United States.
- The evolving relationship between the military, federal, state, and local law enforcement agencies in the post-9/11 era.
- The entire framework of homeland security in the United States and the unique issues faced by local law enforcement.

Required Readings/Resources:

Textbook: Policing in an Era of Homeland Security by William W. Oliver. Published by Oxford University Press, 2020. Available through the bookstore or Amazon.

Additionally there will be selected readings, articles from periodicals, videos and guest speakers posted to Blackboard.

Resources:

Grading Scale

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

Course Grade Components
20%   Graded discussion board threads
20%   Quizzes
30%   Midterm
30%   Final Exam

Class Participation – Very important. Each week students are expected to complete the assigned material, including the discussion board posts and are strongly encouraged to then engage with the discussion board posts of their peers. See "discussion board threads" below.

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 an asynchronous format. Each week there will be asynchronous activities such as videos to watch, on-line content to read and explore and discussion board prompts to respond to, plus quizzes and exams. **Asynchrnous activities must be completed not later than midnight the day before the next asynchronous class week (i.e. 11:59 p.m. Monday).** Due to the school schedule, class weeks run Tuesday at 12:00 a.m. to Monday at 11:59 p.m.

Discussion Board Threads – Each week (except for the midterm and final exam weeks), students will be presented with a link to a discussion board that has several discussion questions. Each student is to **select one of the questions** (only one, not all the questions) **and respond to it**. The **required word count for each response is 150-300 words**. Outside research to support responses is encouraged (make sure you credit your sources!). The use of generative AI is permitted for these posts, however the student must cite content created using generative AI and is responsible for ensuring accuracy and that the content meets the requirements of the grading rubric.

Once you have submitted your response, students are encouraged to review and comment on other threads. Please be kind to your fellow students in your comments. Abuse will result in a

zero for the assignment and repeated offenses may result in referral to the university for disciplinary actions.

Grading threads– <u>**Each student will be graded on five randomly selected responses during the semester.**</u> Each week, the instructor will randomly select discussion board posts for grading, in accordance with the grading rubric:

> The rubric below will be utilized to evaluate response to the weekly discussion prompts. The goal of the discussion prompts is to ensure students are learning the material and can apply it in a broader sense, incorporating course material, original thought, and outside materials in a concise and straightforward manner.

<u>Rubric Detail</u>

Criteria	Levels of Achievement		
	Novice	**Competent**	**Proficient**
Content ⌄	**1 Points** Basic response that simply includes material from current week's class. Does not meet minimum word count requirement.	**2 Points** Well-written response that includes material from current week's course material and original thought. Falls within required word count range.	**4 Points** Well written response integrating overall course material, original thought, and sources from outside class. Falls within word count range.
Organization ⌄	**1 Points** Basic sentence and paragraph structure. Cannot tell from which source information came.	**2 Points** Well organized sentence and paragraph structure. Can tell with difficulty from where information came.	**3 Points** Well organized sentence and paragraph structure. Can easily tell from which sources information was drawn, including simple citations as appropriate.
Grammar ⌄	**1 Points** Confusing word choice and grammar make it difficult to understand the response.	**2 Points** Well organized sentence and paragraph structure that includes appropriate grammar.	**3 Points** Well organized sentence and paragraph structure, free of grammatical errors. Point of the response is easily and clearly understood.

Quizzes – The goal of the quizzes is to ensure students understand the material. At the beginning of most weeks there will be a quiz that covers content for the preceding week. **Each quiz will consist of 5 to 10 questions.** The quiz will be available at 12:00 a.m. Respondus Lockdown Browser will **not** be utilized for the quizzes. Quizzes are not timed. Quizzes are open notes and open book. Students will be allowed up to three attempts per quiz, with the highest grade recorded in the gradebook. Quizzes are due not later than the close of the class week (Monday at 11:59 p.m.). Quizzes will be auto-graded with results provided immediately.

Mid-Term – Will be a combination of standard true-false, multiple choice, matching, and fill-in the blank covering material from the first half of the semester. The exam will be on-line and

available during the asynchronous period beginning at midnight February 27th and closing at 11:59 p.m. March 3rd. **Yes – this is a shortened week due to spring break!** Each student is allowed **one attempt**. Once a student initiates the midterm, you will have **three (3) hours to complete** it Please be sure to begin early enough give yourself ample time before the closing time of 11:59 p.m. March 3rd. The mid-term exam is **closed notes** and **closed book**. **Respondus Lockdown browser will be utilized** (see below for details on testing using lockdown browser). **Please remember the honor code**. 504 accommodations will apply when the instructor is notified prior to the exam period. The mid-term will be auto-graded to provide an INITIAL score, however the **instructor will manually review each exam to ensure appropriate grading with full or partial credit added to the auto-graded score as appropriate.** Final score will be uploaded into the gradebook within one week after the close of the test period.

Final Exam - Will be a combination of standard true-false, multiple choice, matching, and fill-in the blank and a short response selected from a list of questions. The exam will be on-line and only available during the university-scheduled exam period (May 1 to May 8). Each student is allowed **one attempt**. Once a student initiates the final exam, you will have **three (3) hours to complete** it Please be sure to begin early enough give yourself ample time before the closing time of 11:59 p.m May 8th. The mid-term exam is **closed notes** and **closed book**. **Use of generative AI is not permitted for the short response** (see Generative AI policy below). **Respondus Lockdown browser will be utilized** (see below for details on testing using lockdown browser). **Please remember the honor code**. 504 accommodations will apply when the instructor is notified prior to the exam period. The final exam will be auto-graded to provide an INITIAL score, however the **instructor will manually review each exam to ensure appropriate grading with full or partial credit added to the auto-graded score as appropriate**. Final score will be uploaded into the gradebook within one week after the close of the test period.

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

Bad Weather and Other Emergencies
Check 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. **As this course is online/asynchronous it is expected that all content will be completed unless the university specifically extends the cancellation to asynchronous classes.**

Basic Course Technology Requirements
Activities and assignments in this course will regularly use Blackboard as the Learning Management System. Students must be familiar with its use. For the mid-term and final exams, students will be required to use Respondus Lockdown Browser. Students should ensure this is downloaded and working prior to attempting the exams.

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 content 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. Students should ensure this is downloaded and working prior to attempting the exams. It is available through the university.

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) 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/).

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

- 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 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: eheath2@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).

Academic Skills
If you would like to improve your academic skills, you can get help from Learning Services 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.

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. The last day to add a class is Monday January 31. The last day to drop a class, with 100% tuition loss, is February 7. After this date the class can only be dropped by using a selective withdrawal option by April 11-- 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."

Course Policy on Generative AI
When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy.

Student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

All academic integrity violations will be reported to the office of Academic Integrity.

Course Schedule outline

Week 1 (January 16-January 22) Course Intro and Overview – Review of syllabus and expectations. Why does 9/11 still matter?
      Read: Policing in an Era of Homeland Security Chapter 1;
      Read: Policing in an Era of Homeland Security Appendix A;
      Review posted lectures and supplementary information;
      Assignment: First discussion prompt response due by 11:59 p.m. eastern time on 1/22.

Week 2 (January 23-January 29) History of Homeland Security and Policing Part 1 – Homeland Security
     Quiz on Week 1 concepts due by 11:59 p.m. eastern time 1/29;
     Read: Policing in an Era of Homeland Security Chapter 2 Pages 44-58;
     Review posted lectures and supplementary information;
     Assignment: Second discussion prompt response due by 11:59 p.m. eastern time 1/29.

Week 3 (January 30-February 5) History of Homeland Security and Policing Part 2 - Policing
     Quiz on Week 2 concepts due by 11:59 p.m. eastern time 2/5;
     Read: Policing in an Era of Homeland Security Chapter 2 Pages 58-69;
     Review posted lectures and supplementary information;
     Assignment: Third discussion prompt response due 11:59 p.m. eastern time 2/5.

Week 4 (February 6-February 12) The Development of Homeland Security since 9/11 Part 1 - DHS
     Quiz on Week 3 concepts due by 11:59 p.m. eastern time 2/12;
     Read: Policing in an Era of Homeland Security Chapter 3 Pages 70-89;
     Review posted lectures and supplementary information;
     Assignment: Fourth discussion prompt response due 11:59 p.m. eastern time 2/12.

Week 5 (February 13-February 19) The Development of Homeland Security since 9/11 Part 2 – Homeland Security Enterprise
     Quiz on Week 4 concepts due by 11:59 p.m. eastern time 2/19;
     Read: Policing in an Era of Homeland Security Chapter 3 Pages 89-100;
     Review posted lectures and supplementary information;
     Assignment: Fifth discussion prompt response due 11:59 p.m. eastern time 2/12.

Week 6 (February 20-February 26 – Review of First Half of Course
     Quiz on Week 5 concepts due by 11:59 p.m. eastern time 2/26;
     Review posted lectures and supplementary information;
     Assignment: Sixth discussion prompt response due 11:59 p.m. eastern time 2/16.

Week 7 (February 27-March 3) – Midterm Exam

Spring Break (March 4-March 10)

Week 8 (March 12-March 18) Police Strategy for Homeland Security Part 1 – Federal National Strategies
     Read: Policing in an Era of Homeland Security Chapter 4 Pages 101-121;
     Review posted lectures and supplementary information;
     Assignment: Seventh discussion prompt response due by 11:59 p.m. eastern time on
3/18.

Week 9 (March 19-March 25) Police Strategy for Homeland Security Part 2 – Other Strategies
     Quiz on Week 8 concepts due by 11:59 p.m. eastern time 3/25;
     Read: Policing in an Era of Homeland Security Chapter 4 Pages 121-138;

Review posted lectures and supplementary information;
Assignment: Eighth discussion prompt response due 11:59 p.m. eastern time 3/25.

Week 10 (March 26-April 1) Police Operations for Homeland Security Part 1
Quiz on Week 9 concepts due by 11:59 p.m. eastern time 4/1;
Read: Policing in an Era of Homeland Security Chapter 5 Pages 139-162;
Review posted lectures and supplementary information;
Assignment: Ninth discussion prompt response due 11:59 p.m. eastern time 4/1.

Week 11 (April 2-April 8) Police Operations For Homeland Security Part 2
Quiz on Week 10 concepts due by 11:59 p.m. eastern time 4/8;
Read: Policing in an Era of Homeland Security Chapter 5 Pages 162-186;
Review posted lectures and supplementary information;
Assignment: Tenth discussion prompt response due 11:59 p.m. eastern time 4/8.

Week 12 (April 9-April 15) Police Tactics for Homeland Security Part 1
Quiz on Week 11 concepts due by 11:59 p.m. eastern time 4/15;
Read: Policing in an Era of Homeland Security Chapter 6 Pages 187-203;
Review posted lectures and supplementary information;
Assignment: Eleventh discussion prompt response due 11:59 p.m. eastern time 4/15.

Week 13 (April 16-April 22) Police Tactics for Homeland Security Part 2
Quiz on Week 12 concepts due by 11:59 p.m. eastern time 4/22;
Read: Policing in an Era of Homeland Security Chapter 5 Pages 203-226;
Review posted lectures and supplementary information;
Assignment: Twelfth discussion prompt response due 11:59 p.m. eastern time 4/22.

Week 14 (April 23-April 29) – Course Review
Quiz on Week 13 concepts due by 11:59 p.m. eastern time 4/29;
Review posted lectures and supplementary information;
Assignment: Thirteenth discussion prompt response due 11:59 p.m. eastern time 4/29.

Final Exam Period (May 1-May 8)
Final Exam must be completed no later than 11:59 p.m. eastern time on May 8th.