

**CJ 5327: Graduate Seminar in Homeland Security  
Sul Ross State University - Fall 2021**

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**Campus Office** : MAB 109 **Telephone** : (432) 837 8166  
**Class hours** : Online **Web Page** : <https://srinfo.sulross.edu/fs/9180>  
**Office Hours** : Tuesday - Thursday, 10:30 AM - 12:00 PM and by appointment.

**Required Texts**

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- 1) American Psychological Association (October 2019), Publication Manual of the American Psychological Association, Seventh Edition, <https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

- 2) Additional readings (e.g., articles, reports) will be posted on Blackboard.

Regarding scientific journal articles, Byrian Wildenthal Memorial Library of SRSU has an extensive database infrastructure. You can get detailed information and advising from libraries website <https://library.sulross.edu> Once you logged in to your Sul Ross Account on Blackboard you should be automatically connected to the library webpage as well. Thus, you can browse the online databases of the University and reach the articles on the additional reading list. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

**Course Description**

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This is a writing-intensive graduate seminar. Students are expected to write regularly, and their grades in this seminar is linked to the quality and content of their written work. The students will explore government restructuring, policymaking, and research methods in the field of Homeland Security. The role of both government and non-government actors in Homeland Security will be examined. Historical issues and emerging trends will also be analyzed. This course is the capstone course for the Homeland Security Master's program.

**Course Learning Objectives**

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This graduate seminar will help you make the transition from student to independent researcher / scholar in the field of Homeland Security. Upon successful completion of this course, you will be able to:

- Identify, assess, and compare policy processes and outcomes in Homeland Security and various legal challenges to laws and policies within Homeland Security.
- Identify and apply competing theory arguments.
- Develop a working knowledge of the process and application of the methods of scientific research, including the ability to critique a piece of research based on its methodology and develop the ability to apply research to Homeland Security Policy.

### Student Learning Outcomes

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**CJ-GRAD-SLO 1:** The student will be able to analyze the function and decision making of the court systems of the United States, including the ability to assess the impact the impact of court rulings, in particular those of the Supreme Court.

**CJ-GRAD-SLO 2:** Student will be able to identify and apply criminological theories and competing theory arguments.

**CJ-GRAD-SLO 3:** Student will be able to develop a working knowledge of the process and application of the methods of scientific research, including the ability to critique a piece of research based on its methodology and develop the ability to apply research to Criminal Justice and Homeland Security policy.

### Attendance Policy

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Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. All assignments you submit or tests you take must be your own work unless you have been requested that you work in groups. You may not submit work that is plagiarized or violates copyright laws. It is also your responsibility to respect copyright protection of licensed computer software. When you are taking a distance education course from a remote site, please remember that you are "guests" on the remote site campus. The facilities, equipment, staff, and materials at that site are neither the property nor employees of Sul Ross State University. Please treat the site respectfully and be responsible in caring for the site that we have been allowed to use.

Absence policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F". In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an "F" in the course dropped. Inactivity may include the following:

- Not logging on to the course
- Not submitting assignments
- Not participating in scheduled activities
- Not communicating with the instructor by phone or email, and/or
- Not following the instructor's participation guidelines stated in the syllabus.

All students taking distance learning classes are responsible for checking their [Sul Ross email account](#) regularly for notices from the School and from their instructors. A student's Sul Ross email address is added to Blackboard when a student registers, so when instructors email students through Blackboard, the message is sent to the student's Sul Ross email account. Email accounts are automatically set up when a student registers. In order to use your SRSU email account, you will need to log in to the email system. The information you need in order to log in is a username and a password.

### Class Participation Policy

This class is a fully online course; there are no class meetings. However, I want you to introduce yourself to all of us. This “Introduction” is a chance for you to “meet” your colleagues in the class and an opportunity to introduce yourself to your professor. You are also expected to log into the class at the earliest opportunity to check the class website every day for announcements. All assignments and examinations are to be completed online no later than the final due dates for each assignment. If you have questions regarding the reading material, assignments, quizzes, and exams e-mail me.

### Course Assessment

**1 - Reaction Papers (15 Points Each):** You will write 8 (eight) reaction papers in this class. The articles for this assignment will be posted on Blackboard. Each paper must be at least 1 page. It must be 1.5-spaced in 12-point Calibri font. A reaction paper is not a summary; rather, it should include your perspective, ideas, and critique about the reading. The due dates for the reaction papers will be Sunday 11:59 PM of that week.

**2 - Specialty Papers (350 Points):** Below are a variety of topics handled by the Department of Homeland Security. You can find the full list of the topics with related links at <https://www.dhs.gov/topics>

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| <ul style="list-style-type: none"> <li>➤ Border Security</li> <li>➤ Citizenship and Immigration Services</li> <li>➤ Critical Infrastructure Security</li> <li>➤ Cybersecurity</li> <li>➤ Disasters</li> <li>➤ Economic Security</li> <li>➤ Election Security</li> <li>➤ Emergency Communications</li> <li>➤ Human Trafficking</li> </ul> | <ul style="list-style-type: none"> <li>➤ Immigration and Customs Enforcement</li> <li>➤ Intelligence &amp; Analysis</li> <li>➤ Law Enforcement Partnerships</li> <li>➤ Preventing Terrorism</li> <li>➤ Privacy</li> <li>➤ Resilience</li> <li>➤ Science &amp; Technology</li> <li>➤ Transportation Security</li> </ul> |
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You will write 3 papers on 3 of these topics. It is up to you to choose the topics. There is not a specific order for your papers. You will write 2 (two) 8-10 page specialty papers (100 points each) and 1 (one) 15+ page final specialty paper (150 points). You can write your “Final Specialty paper” on any of the 3 topics that you choose.

Each paper must have a “Title Page”, “Table of Contents”, “Abstract”, “Body of the Paper”, and “References”. Only the “Body of the paper” will be counted towards your minimum page limit.

The papers should;

- a) be typed, double-spaced, 1 inch margins, 12-point Calibri font,
- b) include at least five scholarly citations other than the ones we covered in the class (no website articles, wikipedia, news agencies, magazines, and etc.),
- c) be written according to APA formatting and citation style.

A plagiarism detection software (SafeAssign) is used in this course. SafeAssign will detect and report all instances of plagiarism including where the student copied and pasted directly from a source. Students will receive a grade of “0” in these instances, and possibly fail the course. Your weekly reaction papers and final paper will be submitted through SafeAssign.

### Technology Requirements

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Blackboard is a course management tool that is an integral part of this course. You are required to check Blackboard on a regular basis to keep abreast of course developments.

Several Blackboard features are utilized throughout the course including email, course documents, the discussion board, grade center, external links, and SafeAssign.

This course requires a significant amount of online activity. In order for students to participate and progress in this course the followings are required.

#### Minimum Computer Skills Requirement

Using Blackboard does not require any special skills. Blackboard is, however, an Internet tool so you must possess basic computer skills, specifically

- using e-mail (sending, opening, replying, and saving attachments)
- web browsing (navigating, searching, and downloading)
- word processing (MS Word or compatible)

For more information and instructions about using Blackboard, see the [Blackboard tutorials](#).

#### Hardware & Software Requirements

You must have regular and reliable access to a computer with access to the Web. The computer must be robust enough to run one of the recent web browsers and download files in a reasonable amount of time. You will need to be able to reach the World Wide Web, either through a network at your place of business or through a connection from home, using an Internet Service Provider (ISP).

### Academic Integrity

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Sul Ross State University students are responsible for reading, understanding, and abiding by the “Sul Ross Student Code of Conduct, Responsibilities, Procedures, and Rights”.

Sul Ross State University and the instructor of this course both place a high priority on the academic integrity of their student scholars. As a result, all institutional guidelines and instructional policies concerning academic integrity will be strictly and uniformly enforced with all students regardless of context.

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

- turning in work as original that was used in whole or part for another course and/or professor;
- turning in another person’s work as one’s own;
- copying from professional works or internet sites without proper citation;
- collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

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### APA Style

This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a number of resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation the course academic honesty standards. Beside numerous online sources you can also visit the following link for help with APA [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

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### Student Support Services

Sul Ross State University has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Student Support Services at <https://www.sulross.edu/section/311/student-support-services>. For more information, students are encouraged to contact SSS at (432) 837-9118 or visit Ferguson Hall Room 105.

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### Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

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### Online Support Desk

The Support Desk is where you can direct your more technical questions. For example, if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888 - 837 6055
- Via email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)
- Using resources from the Technology Support tab within Blackboard
- Clicking the Support Desk graphic on the course homepage

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### Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)

SRSU Disability Services: Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a

message and they will get back to you as soon as they can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). The office is located on the first floor of Ferguson Hall (Suite 112), and the mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

### **Late Assignment Submission Policy**

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Students are supposed to finish their coursework on time and assignments must be submitted before the deadlines. In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments and take their exams in a timely manner.

If an assignment/exam is missed or late the students are expected to show an appropriate cause for this issue. Late assignments will not be accepted unless there is an excuse that is recognized by the university. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments and exams.

### **Departmental MS Program Marketable Skills**

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The Texas Higher Education Coordinating Board (THECB) sets statewide goals through the 60x30TX initiative. The THECB plan includes four major goals: 60x30: Educated Population, Completion, Marketable skills, and Student debt. The [60x30TX](#) plan was designed to tie together all four student-centered goals. 60x30, which measures the educated population in Texas, is the overarching goal at the center of the plan and calls for 60 percent of 25- to 34-year-olds in Texas to hold a credential or degree by 2030. The 60x30 goal is supported by the other three goals (completion, marketable skills, student debt) that will get Texas to 60 percent by 2030.

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. Students who can effectively market their skills to potential employers can secure employment that pays competitively. Marketable skills include interpersonal, cognitive, and applied skill areas, are valued by employers, and are primary or complementary to a major. Marketable skills are acquired by students through education, including curricular, co-curricular, and extracurricular activities. Marketable skills are often called "employability skills" in other countries, or "transferable skills" here in the states. They include both technical and soft skills. The marketable skills of Homeland Security and Criminal Justice MS Program are listed as follows:

1. Students Develop Verbal and Written Communication Skills.
2. Students Access Resources with Crime Data and Work with Numbers and Demonstrate Quantitative Skills.
3. Students Use Critical Thinking and Observation.
4. Students Use Teamwork and Work Collaboratively.
5. Students Develop Multicultural Understanding.
6. Students Know Legal Codes & Procedures and Safety.
7. Students Know How to Conduct Scientific Research.

**Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

**Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

**Other Course Expectations**

- Remember that this is a graduate level course, therefore, graduate level work will be expected which includes proper APA format, proper grammar, sentence structure, and organizational structure.
- Review the syllabus so that you may be aware of assignments and papers; email me for any clarifications.
- Review the feedback provided for all assignments for ways to improve work (I always provide feedback for assignments).
- Review any announcements for significant information.

**Grading**

8 Reaction Papers	120 points (15 points each)
2 Specialty Papers (8-10 pages)	200 points (100 points each)
1 Final Specialty Paper (15+ pages)	150 points
<b>Total</b>	<b>470 points</b>

**Final Grading Scale**

- A 470 - 423**
- B 422 - 376**
- C 375 - 329**
- D 328 - 282**
- F 281 & below**

### Tentative Course Schedule

August 23-29	Syllabus and other course requirements & Post your "Introduction" on Blackboard
September 5	Reaction Paper 1 on Article 1
September 12	Reaction Paper 2 on Article 2
September 19	Reaction Paper 2 on Article 3
October 3	<b>Specialty Paper 1 (8-10 pages)</b>
October 10	Reaction Paper 3 on Article 4
October 17	Reaction Paper 3 on Article 5
October 24	Reaction Paper 4 on Article 6
November 7	<b>Specialty Paper 2 (8-10 pages)</b>
November 14	Reaction Paper 5 on Article 7
November 21	Reaction Paper 5 on Article 8
December 6	<b>Final Specialty Paper 3 (15+ pages)</b>

### End of Course Evaluations

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Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.

*\*\*\*Syllabus is subject to updates and changes by announcement, always look to the course announcements and reminders for updates. The faculty member reserves the right to amend this syllabus as needed\*\*\**