

**SUL ROSS STATE UNIVERSITY**  
**CJ 5323 HOMELAND SECURITY**  
**SPRING 2025**  
**SYLLABUS**

**Instructor:** Fatih Balci, Ph.D

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**Class hours:** Online

**Classroom:** Online

**Office hours:** By appointment

**REQUIRED TEXT(S)**

Course readings (e.g., articles, reports) will be posted on Blackboard.

**RECOMMENDED READINGS:**

Gaines, L.K. & Kappeler, V.E. (2012). *Homeland Security*. Pearson

Martin, G. (2020). *Understanding Homeland Security*. Sage

Bullock, J.A., Haddow, G.D., and Cappola, D.P. (2013). Elsevier.

Morag, N. (2013). *Comparative Homeland Security: Global Lessons*. Wiley

Alperen, M.J. (2017). *Foundations of Homeland Security*. Wiley

Weinberg *et al* (2004). "The Challenges of Conceptualizing Terrorism"

Rapoport, D. (2004), "The Four Waves of Modern Terrorism"

Parker, T., & Sitter, N. (2016). "The Four Horsemen of Terrorism: It's Not Waves, It's Strains"

Douglas, R. (2014). *What is terrorism?*

Tilly, C. (2004). "Terror, Terrorism, Terrorists"

Tucker, David (2001). "What's New about the New Terrorism and How Dangerous is It?"

1. Examples of related websites and databases:

- Search for books and articles in the large databases, such as *WorldCat*, *Google Scholar*, *JSTOR*, *Web of Science*, and *EBSCO Host*.
- Search for and browse specialist journals such as *Homeland Security Affairs*, *Intelligence and National Security*, *Journal of Homeland Security and Emergency Management*,

*Studies in Conflict and Terrorism, Terrorism and Political Violence, Perspectives on Terrorism, Critical Terrorism Studies, Journal of Strategic Security, and The Political Quarterly.*

- **SRSU LIBRARY SERVICES**

- 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, [www.library.sulross.edu](http://www.library.sulross.edu) . 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).
- 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 reading list.

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

## **COURSE DESCRIPTION AND PURPOSE**

Students who are taking Homeland Security course will have a chance to examine the different aspects of homeland security from a variety of perspectives. More specifically during the course we will examine the concept, history, and definition of homeland security; the major issues that face homeland security, roles of the key institutions of homeland security, legal aspects of homeland security, terrorism and homeland security, border security and immigration, policing and homeland security will be examined.

## **LEARNING OBJECTIVES AND OUTCOMES**

Upon successful completion of this course the student will be able to.

**SLO1: Students will understand the contemporary concept of Homeland Security**

**SLO2: Students will analyze the organizational role, responsibilities, and strategies of homeland security**

**SLO3: Students will describe the concept of protection of critical infrastructure**

**SLO4: Students will explain the different roles and responsibilities of all levels of government, with regard to national security**

**SLO 5: Students will be able to demonstrate a working knowledge on the definition of terrorism and counter terrorism strategies**

**MARKETABLE SKILLS:**

This course is designed also to help the students for building various marketable skills to use in their in careers Criminal Justice related professions. Specifically, in this course, the following marketable skills, which are some of the most important skills for such careers, will be emphasized during this course:

**MS 1-** Written Communication Skills

**MS 2-** Critical Thinking and Observation

**MS 3-** Multicultural Understanding.

**MS 4-** Accessing Resources with Crime Data and the most current updates of legal codes and procedures.

**MS 5-** Analyzing the Factors Contributing to Crime

**CLASS ATTENDANCE/PARTICIPATION:**

Given that this is a fully online course; you cannot attend class in a traditional sense. However, students are expected to log into the class at the earliest opportunity to check the class web site every day for announcements. Weekly reaction papers and quizzes are a required part of class participation.

**REACTION PAPERS (10 POINTS EACH)**

You will write a reaction paper every week. Each paper must be 1 page and 1.5-spaced in 12-point Times New Roman font. Reaction papers will be related to the reading of the week. When there is more than one reading assignment, then the students **SHOULD READ ALL REQUIRED READINGS BUT WRITE REACTION PAPER ON ONE OF THEM**. 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 at 11:59** pm each week.

## **WEEKLY QUIZZES (10 POINTS EACH)**

You will take a quiz every week to measure the knowledge of the week's required readings. The questions will be posted on Friday at 1:00 pm and the due date will be **Sunday at 11:59** pm every week.

## **MIDTERM EXAM (200 POINT)**

For your midterm exam, you will prepare an annotated bibliography of 10-12 sources as part of your final paper literature. Use scholarly, scientific, peer-reviewed articles. Credit will not be given for articles that are not from scholarly journals (The only exemption will be government/expert reports). Don't use web articles unless they are copies from a journal article, no magazines such as NYT, Time or Newsweek, etc. Scholarly research articles use the scientific method to examine an issue.

While you are preparing your bibliography, try to answer these questions about the source you are reading. These answers/annotations should include one or more sentences.

1. Name the author(s)
2. What was the purpose of the author in writing the piece?
3. What are the author's major assertions or findings?
4. How does the author support these findings?
5. Compare or contrast this work with another you have cited
6. Discuss how this work explains your selected topic
7. Information about the research methods used in the source
8. Above all write an intro paragraph about your topic and why do you think it is important

### **Format Rules:**

1. You will prepare your bibliography by using the American Psychological Association (APA) for showing your citations for these resources.

For APA format, you can check these websites:

<https://apastyle.apa.org/style-grammar-guidelines/citations>

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

2. 300-400 words for each article (excluding the article title)
3. A sample this paper will be added to the Blackboard

#### **4. FINAL PAPER (400 POINTS)**

The paper should include at least ten **SCHOLARLY CITATIONS** (not website articles, Wikipedia, news agencies, magazines, etc.), be ten to fifteen pages long (not including cover page and list of references), and typed double-spaced in 12-point Times New Roman font. Be sure to follow APA formatting and citation guidelines. A sample this paper will be added to the Blackboard. **FINAL PAPER SUBMISSION WILL BE IN THREE SUBSEQUENT STEPS. FOR IMPORTANT DATES CHECK THE ACADEMIC CALENDAR BELOW.**

**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 zero in these instances and possibly fail the course. Your weekly reaction papers and the final paper will be submitted through SafeAssign. Detailed instruction for using this software will be uploaded on BlackBoard.**

#### **ACADEMIC INTEGRITY:**

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

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.

Academic integrity includes, but is not limited to, the following activities: cheating, plagiarism, collusion, fabrication, obtaining an unfair advantage, and falsifying academic records. Besides, academic dishonesty can include both actions and omissions to act in regard to academic exercises and activities. Cheating is defined here as the obtaining of information (electronic or otherwise) during an examination, the unauthorized use of books, notes, or other sources of information prior to or during an examination, the unauthorized use of books, the removal of faculty examination materials, the alteration of documents or records, or actions identifiable as occurring with the intent to defraud or use under false pretenses. Collusion is defined here as helping other students engage in acts of academic dishonesty, whether the student involved obtains any direct academic advantage from these acts. Plagiarism is defined here as the submission of the ideas, words, or artistic productions of another, without giving due credit or when attempting

to falsely represent them as one's own. See <https://sulross.libguides.com/citation/plagiarism> for more information.

### **APA STYLE:**

This course will use the American Psychological Association (APA) formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a couple 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 of the course academic honesty standards. See [www.ciationmachine.net](http://www.ciationmachine.net) or <http://owl.english.purdue.edu/owl/resource/560/01/> for help with APA.

### **STUDENT SUPPORT SERVICES AND BLACKBOARD HELP DESK**

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 <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. For Blackboard help, visit <https://www.sulross.edu/bb> or call 432-837-8523 (M-F 09:00 am-06:00 pm). You can get The Distance Education Handbook at <https://tvpb.sulross.edu/start/index.html>

### **DISTANCE EDUCATION STATEMENT**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as 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 information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies about 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

**STUDENTS WITH SPECIAL NEEDS:**

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 Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

**LATE ASSIGNMENT SUBMISSION POLICY:**

Students are supposed to finish their coursework on time and assignments must be submitted before the deadlines. Students are expected to show appropriate cause for missing or delaying major assignments or examinations. Late assignments will not be accepted unless there is an excuse that is recognized by the university.

**GRADING:**

There will be 1 midterm exam and weekly quizzes throughout the semester, with questions drawn from the readings and the supplemental materials, will be posted on the Blackboard. The midterm exam will be worth 200 points. There will be no makeup exam. Every week there will be a quiz for the related chapter(s). Each quiz will worth 10 points. The total grade will be 140 for all quizzes. Weekly reaction papers will be 10 points each. The total grade for papers will be 140. Your final paper will worth 400 points.

|                        |   |
|------------------------|---|
| <b>Midterm Exam</b>    | <b>200 pts</b>                              |
| <b>Weekly Quizzes</b>  | <b>140 pts (14 quizzes, 10 points each)</b> |
| <b>Reaction papers</b> | <b>140 pts (14 papers, 10 points each)</b>  |
| <b>Final Paper</b>     | <b>400 pts</b>                              |
| <b>TOTAL</b>           | <b>880 pts</b>                              |

**Grading Scale:**

A 880-700

B 779-680

C 679-580

D 579-480

F 479 & below

**ACADEMIC CALENDAR**

| <b>Week</b> | <b>DATES</b>  | <b>TOPICS</b>  | <b>READINGS</b>   |
|-------------|---------------|--|---|
| 1           | January 15-17 | Introduction of Syllabus and course requirements   | Course Syllabus (blackboard)  |
| 2           | January 21-24 | <b>Understanding the definition, scope, and the national strategy of homeland security</b> | -Gainess, L.K. and Kappeler, .E. (2012). Chapter 1<br>-Reese, S. (2013). Defining Homeland Security: Analysis and Congressional Considerations<br>- Bellavita, C. (2008). Changing Homeland Security: What is Homeland Security<br>- Additional Readings on Blackboard<br><b>QUIZ 1</b><br><b>PAPER 1</b> |
| 3           | January 27-31 | <b>Institutions and Homeland Security Apparatus</b>  | - Gainess, L.K. and Kappeler, .E. (2012). Chapter 2<br>Alperen, M.J (2017). Pg. 141-175<br>- Additional Readings on Blackboard<br><b>QUIZ 2</b><br><b>PAPER 2</b>   |



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| 4 | February 3-7  | <b>Critical Infrastructure protection</b>   | Alperen, M.J. (2017).<br>Pg.205-233<br>- Gainess, L.K. and Kappeler, .E. (2012).<br>Chapter 3<br><b>QUIZ 3</b><br><b>PAPER 3</b>   |
| 5 | February10-14 | <b>Legal aspects of homeland security</b><br><br><b><u>RESEARCH TOPIC &amp; INTRO DUE</u></b><br><b><u>DATE</u></b> | - Gainess, L.K. and Kappeler, .E. (2012).<br>Chapter 4<br>Alperen, M.J. (2017).<br>Pg.29-55<br>- Additional Readings on Blackboard<br><b>QUIZ 4</b><br><b>PAPER 4</b>          |
| 6 | February17-21 | <b>Terrorism and Homeland Security-1</b>  | - Hoffman, B. (2006),<br>Chapters 1 - 4<br>- Gainess, L.K. and Kappeler, .E. (2012).<br>Chapters 5-6<br>- Additional Readings on Blackboard<br><b>QUIZ 5</b><br><b>PAPER 5</b> |
| 7 | February24-28 | <b>Terrorism and Homeland Security-2</b>  | McCauley, C. (2002).<br>Alperen, M.J. (2017).<br>Pg. 79-95<br><b>QUIZ 6</b><br><b>PAPER 6</b>  |
| 8 | March 3-7     | <b>Terrorism and Homeland Security-3</b>  | Gibson, T.T. and Sterns, R.Q. (2017)<br>Perliger, A. (2012)<br>Bjelopera, J. (2017)<br><b>QUIZ 7</b><br><b>PAPER 7</b>   |
| 9 | March 10-14   | <b>Border Security and Immigration</b>  | - Gainess, L.K. and Kappeler, .E. (2012).<br>Chapter 12<br>Alperen, M.J. (2017).<br>Pg. 191-205<br>- Additional Readings on Blackboard<br><b>QUIZ 8</b><br><b>PAPER 8</b>      |

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|----|--------------------|---|---|
| 10 | March 17-21        | SPRING BREAK  |   |
| 11 | March 24-28        | <b>Cybercrime and Homeland Security</b><br><b><u>ANNOTATED BIBLIOGRAPHY OF FINAL PAPER (MIDTERM EXAM)</u></b> | -Alperen, M.J. (2017).<br>Pg. 233-251<br>-Gainess, L.K. and Kappeler, .E. (2012).<br>Chapter 10<br><b>QUIZ 9</b><br><b>PAPER 9</b>  |
| 12 | March 31 - April 4 | <b>Transportation Security</b>  | -Alperen, M.J. (2017).<br>Pg. 267-315<br><br>- Additional Readings on Blackboard<br><b>QUIZ 10</b><br><b>PAPER 10</b>   |
| 13 | April 7 - 11       | <b>National Response to Homeland Security Incidents</b>   | -Gainess, L.K. and Kappeler, .E. (2012).<br>Chapter 13<br>-Alperen, M.J. (2017).<br>Pg. 367-373<br>- Additional Readings on Blackboard<br><b>QUIZ 11</b><br><b>PAPER 11</b> |
| 14 | April 14-18        | <b>Preparedness and resilience</b>  | -Alperen, M.J. (2017).<br>Pg. 373-407<br>- Noftsinger, J.B., Newbold, K.F., Wheeler, J.K. (2007).<br>Pg.119-149<br><b>QUIZ 12</b><br><b>PAPER 12</b>                        |
| 15 | April 21-25        | <b>Homeland Security and Weapons of Mass Destruction</b>  | -Gainess, L.K. and Kappeler, .E. (2012).<br>Chapter 9<br>-Alperen, M.J. (2017).<br>Pg. 315-327<br><b>QUIZ 13</b><br><b>PAPER 13</b>   |
| 16 | April 28 – May 2   | <b>Homeland Security and Policing</b>   | -Gainess, L.K. and Kappeler, .E. (2012).<br>Chapter 14<br>Alizadeh, M. (2020).<br>Pg. 1-15<br><b>QUIZ 14</b>  |

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|--|----------------|--|-----------------|
|  |                |  | <b>PAPER 14</b> |
|  | <b>May 5-8</b> | <b><u>FINAL PAPER SUBMISSION DUE</u></b><br><b><u>DATE</u></b> |                 |

**END OF COURSE EVALUATIONS:**

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.