

**CJ 1302: Introduction to Homeland Security**

**Sul Ross State University – Spring 2026**

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**Class Room & Hours** : Online Class

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**Required Text(s)**

1. Martin, Gus. (2023). Understanding Homeland Security (4th Edition). SAGE Publications.
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. The Library exists to provide learning resources and services necessary to support your educational, research, and information needs. You can get detailed information, advising and other sorts of help in person, over the phone, or via email. 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 SRSU](#) 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 Lobold ID 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).

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**Course Description**

This course will introduce students to the phenomenon of modern homeland security. Students will acquire a solid foundation for understanding the nature of issues related to homeland security. This course will introduce students to the organization, structure and function of Homeland Security at the federal, state, and local levels as well as in the civilian world. Constitutional issues and special criminal processing will also be discussed.

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**Course Learning Objectives**

This course is designed to provide knowledge about various topics related to Homeland Security. Upon successful completion of this course, you will be able to:

1. Understand the underlying theories that explain the origins of homeland security systems, and how one should define "homeland security."
2. Discuss how American public administrative agencies, including law enforcement and national security agencies, deal with the problem of securing the nation from the possibility of violence emanating from domestic and international extremists.

3. Understand and identify the inter- and multi-disciplinary relationships needed to better prevent and mitigate the impact of both man-made and natural disasters, risks, and threats.
4. Clearly differentiate the modern homeland security and terrorist environments from past environments.
5. Understand and articulate the multidisciplinary perspectives of homeland security.
6. Demonstrate familiarity with the different systems which make up the homeland security enterprise.

### **Homeland Security Undergraduate Program Student Learning Outcomes (SLOs)**

**UG-HS-SLO1:** Students will explain the history and evolution of homeland security, including the Department of Homeland Security, within the political and social systems of the US.

**UG-HS-SLO2:** Students will describe the magnitude and scope of terrorist threats to the US, including the motives and methods of different international and domestic terrorist organizations.

**UG-HS-SLO3:** Students will identify and demonstrate an understanding of the significant legal issues in the Homeland Security Domain.

### **General Classroom Policies**

Students are encouraged to attend the class, ask questions and express opinions; however, talking among students and disruptive behavior will not be tolerated. You may bring beverages to class with you, but not food. Reading outside materials such as newspapers or other course work is not permitted during class time. Students should be prepared to engage in discussion over the assigned readings, and for possible pop quizzes. Electronic devices are never allowed to use in class in a way to distract the instructor and other students. Keep your mobile phone in silent mode, otherwise switch it off. Violation of this crucial principal will be penalized. There will be one general rule in class which applies to all situations. This is also called "golden rule". TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED.

### **Course Assessment**

**1 - Midterm Exam and Final Exam (100 Points each):** There will be a midterm exam and a final exam in this class. These exams will cover the assigned chapters and other relevant material covered in the course up to the date of the examination. The final exam will be cumulative, which means that the material from the entire course will be covered. Each of these exams will be worth 100 points. No make-up test will be given, unless an uncontrollable emergency or illness arises (written proof required).

**2 - Quizzes (100 points total):** Every two weeks there will be a quiz for the related chapters. There will be five (5) quizzes in total. Quiz dates are indicated in the weekly course schedule. Each quiz will have different points and you will get 100 points in total.

**3 – Reaction Papers (10 Points Each):** You will write ten reaction papers in this class. The "readings" for this assignment are in your online textbooks. Each paper must be at least 1 full page, **excluding** the title and the reference pages. It must be double-spaced with 1-inch margins and in 12-point Times New Roman 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. DO NOT USE CHAT GPT

**4- Discussion Board Posts (50 points total):** Participation in discussion is an important part of this course. The students in Homeland Security & Criminal Justice programs are expected to be well informed about core concepts and contemporary issues. The students should be able to demonstrate evidence of reflective thought while discussing a topic and the ability to support a position based on evidence from the literature. In addition, the ability to engage in discussion with respectful consideration of others' opinions is expected. There will be ten (10) discussion board topics in this course. If you use a reference to assist you on your Discussion Board, reference the source at the end of your response. This must be at least one full paragraph with complete sentences. Students must post one response

### Academic Integrity

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Be sure that you understand the university's Academic Honesty Policy. It is important that you refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. SRSU students are responsible for reading, understanding, and abiding by the ["Sul Ross Student Handbook"](#).

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 final paper will be submitted through SafeAssign.

SRSU 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 citation;
- collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

### APA Style

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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).

### **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.

### **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. Alpine students seeking accessibility / accommodations services must contact Ronnie Harris, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C-122, Sul 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. 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 Bachelor's Degree Program Marketable Skills**

The Texas Higher Education Coordinating Board (THECB) sets statewide goals through the 60x30TX initiative. The THECB plan includes four major goals in 60x30TX: 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 BS 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 Analyze the Factors Contributing to Crime.
7. Students Know Legal Codes & Procedures and Safety.

### **Online Classroom Climate of Respect**

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Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. 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**

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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, age, socioeconomic class, sexuality, religion, ability/disability, nationality, etc.). I also understand 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 Family. 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

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- Remember that this is a college course, therefore, college 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; contact me for any clarifications.
- Check Blackboard regularly for any announcements for significant information.

### Grading

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5 Quizzes	: 100 points total
1 Midterm Exam	: 100 points
1 Final Exam	: 100 points
10 Reaction Essays	: 100 points
10 Discussions	: 50 points
<b>Total</b>	<b>: 450 points</b>

Following grading scale will be applied for your course grade:

- A** = 450 points – 405 points
- B** = 404 points – 360 points
- C** = 359 points – 315 points
- D** = 314 points – 270 points
- F** = 269 points and below

## Weekly Tentative Course Schedule

Week	Dates	Topics	Readings
1	January 14-18	Introduction of Syllabus and course requirements History and Policy: Defining Homeland Security	Martin, G – Chapter1 <b>Introduction Essay</b>
2	January 19-25	History and Policy: Defining Homeland Security	Martin, G - Chapter 1 <b>Reaction paper 1</b> <b>Discussion Board</b>
3	January 26-Feb 1	Homeland Security and the All-Hazard Umbrella	Martin, G - Chapter 2 <b>Reaction paper #2</b> <b>QUIZ 1</b>
4	February 2-8	The Legal Foundations of Homeland Security	Martin, G - Chapter 3 <b>Reaction paper #3</b> <b>Discussion Board</b>
5	February 9-15	Civil Liberties and Securing the Homeland	Martin, G - Chapter 4 <b>Reaction paper #4</b> <b>QUIZ 2</b>
6	February 16-22	Agencies and Missions: Homeland Security at the Federal Level	Martin, G - Chapter 5 <b>Reaction paper #5</b> <b>Discussion Board</b>
7	February 23-March 1	Prediction and Prevention: The role of intelligence	Martin, G - Chapter 6 <b>Reaction paper #6</b> <b>QUIZ 3</b>
8	March 2-8	Agencies and Missions: Homeland Security at the State and Local Level	Martin, G - Chapter 7 <b>2 Discussion Boards</b> <b>***Midterm Exam***</b>
	<b>March 9-15</b>	<b>Spring Break, No classes, University Closed</b>	
9	March 16-22	Sea Change: The New Terrorism and Homeland Security	Martin, G - Chapter 8 <b>Reaction paper #7</b> <b>Discussion Board</b>
10	March 23-29	The Threat at Home: Terrorism in the United States	Martin, G - Chapter 9 <b>Reaction paper #8</b> <b>QUIZ 4</b>
11	March 30-April 5	Porous Nodes: Specific Vulnerabilities	Martin, G - Chapter 10 <b>Reaction paper #9</b> <b>Discussion Board</b>
12	April 6-12	Always Vigilant: Hardening the Target	Martin, G - Chapter 11 <b>Reaction paper #10</b> <b>QUIZ 5</b>
13	April 13-19	Critical Resources: Resilience and Planning	Martin, G - Chapter 12 <b>Discussion Board</b>
14	April 20-26	Critical Outcomes: Response and Recovery	Martin, G - Chapter 13 <b>Discussion Board</b>
15	April 27-May 3	The Future of Homeland Security	Martin, G - Chapter 14 <b>Discussion Board</b>

16	May 4-6	Final Exam	
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**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.

*\*\*\*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\*\*\**