

**Sul Ross State University**  
**Student Syllabus**  
**Spring 2026**

**Course Name/ Number: CJ 5330: Emerging Issues in Homeland Security (ONLINE)**

**Instructor Name: Dr. Lisa Quibodeaux** ( B.S. McNeese State; M.S. University of Alabama;  
Ph.D. Walden University)

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**Catalog Description:** This course covers current and emerging issues in the area of Homeland Security. Topics may include programs, emerging technologies, and legal trends in both the domestic arena and on the global stage.

**Course Objectives:**

- Understand the underlying theories that explain the origins of homeland security systems, and how one should define “homeland security.”
- Clearly differentiate the modern homeland security & terrorist environments from past environments
- Demonstrate familiarity with the different systems which make up the homeland security enterprise.

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**Required Text and Supplies:** Martin, G. (2024). *Understanding Homeland Security* (4th ed.). Sage.  
(ISBN: 978-1-0718-9395-1)

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**Suggested Text:** American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

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**Criminal Justice Graduate Student Learning Objectives (SLOs):**

**CJ 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 SLO 2.** The student will be able to identify and apply criminological theories and competing theory arguments.

**CJ SLO 3.** The 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.

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**Marketable Skills:** This course is also designed to help the students for building various marketable skills to use in their Criminal Justice related careers and 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-** Verbal and Written Communication Skills

**MS 2-** Critical Thinking & Observation

**MS 3 -** Multicultural Understanding

**MS 4-** Accessing Resources with Crime Data, the Most Current Updates of Legal Codes & Procedures

**MS 5-** Teamwork and Working Collaboratively

**MS 6 –** Analyzing the Factors Contributing to Crime

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**Grading Criteria:** Grades will be determined by the following in this course: writing assignments, discussion boards, and individual research projects. (Eight (8) discussion boards @ 25 pts each; Five (5) Writing Assignments @ 50 pts each; One (1) Overview/Literature Review @ 75 pts; One (1) Case Study @100 pts)

<b>Grading Scale:</b>	<b>100 - 90 = A</b>	<b>625 - 563 = A</b>
	<b>89 - 80 = B</b>	<b>562 - 500 = B</b>
	<b>79 - 70 = C</b>	<b>499 - 437 = C</b>
	<b>69 - 60 = D</b>	<b>436 - 374 = D</b>
	<b>59 - 0 = F</b>	<b>373 - 0 = F</b>

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## PROFESSOR POLICIES:

**Previously Submitted Work:** **NO** previously submitted work for any assignment will be accepted. A zero (0) grade will be entered for the assignment, and it will not be allowed to be made up.

**Non-Original Work:** **NO** work bought, copied, or downloaded will be accepted for any assignment. A grade of zero (0) will be entered for the assignment, and it will not be allowed to be made up.

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## ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu) or [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 C122, Sul Ross State University, Alpine. Texas, 79832.

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## Statement Regarding Generative Artificial Intelligence (AI)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

This course assumes that work submitted by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT)

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## Student Responsibilities

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#).

Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

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### **SRSU 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 a 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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### **Counseling**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

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### **Libraries**

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](http://library.sulross.edu/). Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu). Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

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### **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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### **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.

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### **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that economic disparity, health concerns, or even unexpected life events may 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 a supportive 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 and help you be successful in class.

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### **Tutoring Center**

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

### **Important Information:**

- Drop-in and Scheduled Appointments: Flexible options to fit your needs.
- Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM.
- Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- Location: BWML Room 128.
- Contact Us: For more information or to book an appointment, email [tutoring@sulross.edu](mailto:tutoring@sulross.edu) or call (432) 837-8726.
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### **Looking for additional support?**

- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

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### **Course Expectations:**

- Remember that this is an upper level course, therefore, upper level work will be expected which includes proper APA format (7<sup>th</sup> ed), proper grammar, sentence structure, and organizational structure
- Review the syllabus so that you may be aware of assignments and papers; Email for any clarifications
- Review the feedback provided for all assignments for ways to improve work ( I always provide feedback for assignments)
- Read the textbook in order to complete and submit each assessment; although you may also use outside sources, the majority of the information should be obtained from your textbook
- Per Academic Ethics, when you offer a direct quote, or use information from a source and paraphrase the material, it must be cited and referenced per APA format (7<sup>th</sup> ed)

- Review any announcements for significant information and please contact me via email anytime!

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### Proposed Class Schedule

Week 1 (Jan 14)	Review Syllabus; Order book; Introduce Yourself per DB
Week 2 (Jan 19)	Review Chapter 1
Week 3 (Jan 26)	Review Chapter 2
Week 4 (Feb 2)	Review Chapter 3
Week 5 (Feb 9)	Review Chapter 4
Week 6 (Feb 16)	Review Chapter 5
Week 7 (Feb 23)	Review Chapter 6
Week 8 (Mar 2)	Review Chapter 7
Week 9 (Mar 9)	Spring Break (March 9-13)
Week 10 (Mar 16)	Review Chapter 8
Week 11 (Mar 23)	Review Chapter 9
Week 12 (Mar 30)	Review Chapter 10
Week 13 (Apr 6)	Review Chapter 11
Week 14 (Apr 13)	Review Chapter 12
Week 15 (Apr 20)	Review Chapters 13/14

### Assignment Due Dates

Writing Assignment 1 (Ch. 2)	Feb 1
Writing Assignment 2 (Ch. 3)	Feb 8
Case Study Overview/Lit Review	Feb 22
Writing Assignment 3 (Ch. 8)	Mar 22
Writing Assignment 4 (Ch. 9)	Mar 29
Writing Assignment 5 (Ch. 10)	Apr 5
Case Study	Apr 12

### Discussion Board Due Dates

DB Intro.	Jan 18	DB 4 (ch 11)	Apr 12
DB1 (ch 1)	Jan 25	DB 5 (ch 12)	Apr 19
DB2 (ch 4)	Feb 15	DB 6 (ch 13)	Apr 26
DB3 (ch 6)	Mar 1	DB Concl.	May 3

**Discussion boards:** Each week there will be a discussion question posted per each Unit. Please post your original response to the boards by Thursdays of each week. This response needs to contribute in a significant way to the topics and can include information from the readings as well as personal experience and knowledge from other courses, academic sources, and employment.

Original posts should be at least 200 words in length. After the original post is made, students are required to post to at least **one** other person per week for credit. This response must be at least a paragraph and should not consist of an, "I agree." When any source is used for collaboration, it must be cited and the source listed at the end of the post in APA format.

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**Chapter Writing Assignments** – selected chapters will have writing assignments with fixed due dates. Assignments will NOT be accepted after due dates. These writing assignments are to be **typed, adhere to each length per assignment**, double spaced with 1-inch margin, 11 font, **the number of sources required**, internal citations, title page, and reference page per APA format.

These must be in Word document format. Remember that **no more than 15%** of a paper should be cited; the majority of papers should consist of your thoughts and reactions to the issues being discussed. Respond to all questions in paragraph format. (One of the required sources CAN be your textbook; the other must be academic in nature – no WIKIPEDIA, ENCYDLOPEDIA, or any –PEDIA).

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### **Writing Assignment 1 – Natural/Man-made Disasters (Chapter 2)**

Offer an example of each of the following: a natural disaster, an accidental human made disaster, a deliberate human made disaster. What are the differences among these disasters? What were the psychological effects of each? What are two future considerations for emergency management in relation to these categories?

This assignment should be **NO LESS than TWO FULL pages of content and contain TWO sources**. Include citations to sources, a title page, and a reference page.

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### **Writing Assignment 2 – Unintended Consequences (Chapter 3)**

Describe possible unintended consequences of homeland security policies and practices developed since the 9/11 disaster. (Example: The Patriot Act). How can these be overcome? How can the balance between personal liberties and securities be achieved?

This assignment should be **NO LESS than TWO FULL pages of content and contain TWO sources**. Include citations to sources, a title page, and a reference page.

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### **Writing Assignment 3 – The New Terrorism (Chapter 8)**

Conduct an online investigation of the New Terrorism and terrorist objectives, methods, and targets. Possible Web Sites include:

- al-Fatah
- CIA World Factbook
- Hezbollah (Islamic Resistance)
- Iraq Coalition Casualty Count (iCasualties.org)
- Irish Northern Aid (Noraid)
- Muslim Brotherhood Movement
- Radio Islam
- Timeline of Terrorism
- al-Qaeda “Training Manual”
- Foreign Terrorist Organizations
- Intifada.com
- Islamic Propagation Organization
- Naval Postgraduate School (Terrorism)
- RAND Corporation

To conduct an online search on research and monitoring organizations, search the following:

- ♦ New Terrorism
- ♦ Religious Terrorism

Respond to the following questions in essay format. This assignment should be **NO LESS than TWO FULL pages of content and contain TWO sources**. Include citations to sources, a title page, and a reference page.

1. What common patterns of behavior and methods can you identify across regions and movements?

2. Conduct a search for other Web sites that offer advice for organizing terrorist cells and carrying out terrorist attacks. Do you think that the online terrorist manuals and weapons advice are a danger to global society?
3. Compare the Web sites for the monitoring organizations. How would you describe the quality of their information? Are they providing a useful service?

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### Writing Assignment 4 – The Threat at Home (Chapter 9)

Conduct an online investigation of terrorism in the United States. Possible Web Sites:

- Anarchist Cookbook
- Anti-Defamation League
- Christian Exodus
- Earth First! Journal
- Hate Directory
- Southern Poverty Law Center
- Animal Liberation Front
- Army of God
- Council of Conservative Citizens
- Earth Liberation Front
- Revolutionary Communist Party, USA

To conduct an online search on research and monitoring organizations, search the following:

- American Jihad
- Domestic Terrorism

Respond to the following questions in essay format. This assignment should be **NO LESS than TWO FULL pages of content and contain TWO sources**. Include citations to sources, a title page, and a reference page.

1. How would you describe the typologies of groups that predominate in the United States?
2. Conduct a Web search of American monitoring organizations, read their mission statements, and assess their services. Which organizations do you think provide the most useful data? Why?
3. If you were an American dissident extremist (leftist or rightist), how would you design your own Web site?

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### Writing Assignment 5 – Specific Vulnerabilities (Chapter 10)

Conduct an online investigation of critical infrastructure security. Possible Web sites:

- Aviation Secure USA
- House Committee on Homeland Security
- Port of New York and New Jersey
- FEMA Port Security Grant Program
- Port of Long Beach

To conduct an online search on research and monitoring organizations, search the following:

- Critical infrastructure security
- Airline and maritime security

Respond to the following questions in essay format. This assignment should be **NO LESS than TWO FULL pages of content and contain TWO sources**. Include citations to sources, a title page, and a reference page.

1. Are there certain potential infrastructure targets that appear to be more vulnerable than others?

2. Read the mission statements of agencies responsible for infrastructure security. Do they reflect objective and professionally credible approaches for securing critical infrastructure?
3. In your opinion, how effective are these agencies?

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### **Case Study Requirements**

**Case Study:** There will be a case study in this class. It will include a summary of a terrorist attack of one of the terrorist groups or lone wolves mentioned in Chapters 8 and 9. It will be typed, **adhere to specific requirements listed below**, double-spaced, 1-inch margin, 11 Times New Roman font, include internal citations, title page, and reference page as per 7<sup>th</sup> edition APA format.

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#### **Case Study Topic Overview/Literature Review – Due March 22**

For this assignment, you will submit a topic overview and literature review of your research topic.

- **Topic Overview.** In this section, you must identify the topic for your case study, a brief overview of the topic, and the reason you chose this specific topic.
- **Literature Review.** This section should include at least **four academic sources** that you plan to use for this paper. Give a brief description of each source **and** describe why it is relevant to your chosen topic. List the source (in correct APA format) then the description. **Each source evaluation should be offered in its own paragraph.** Also, only use academic sources; refrain from sources such as Wikipedia, Encyclopedia, etc. There are examples listed in the Announcements section of the class.

This Topic Overview and Literature Review should be at least **two (2) pages** in length, not counting title and reference page. Include headings of Topic Overview and Literature Review. Your paper must be in correct APA format, include a title page and reference page. Paper should be typed, double spaced, using 11-12 Times New Roman Font.

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#### **Final Case study – Due April 12**

For the final paper, include the information from the overview and literature review. Add the following information:

- Perpretrator/s – identify and describe
  - What is their history?
  - What is their ideology?
  - Where do they originate?
  - How do they recruit members?
  - How do they finance their terror?
- Law enforcement response to this attack
  - How did law enforcement respond to this attack?
  - What agencies were involved?
  - Did a manhunt ensue?
  - Was there a shootout?
  - Was the community in danger?
  - Was the perpetrator apprehended; how?

- Prevention of future attacks of this nature
  - What actions could the law enforcement community implement to thwart such attacks?
  - Could the community become involved in prevention efforts; if yes, how?
  - How can technology play a role?
  - Could this type of attack occur again in the future, and is it probable?
  - Is this group still a threat; why, or why not?

Remember that no more than 10-15% percent of a paper should be direct citations. You may not re-use a paper that you have previously submitted in another course. Also, only use academic sources; refrain from sources such as Wikipedia, Encyclopedia, etc.

The paper should be APA format, to include a title page, internal citations, and reference page and include the following.

- Content should be at least 6-7 pages, to include the overview and literature review, but not to include the title or reference page.
- Include at least **two (2) more** sources in addition to the original four from the literature review, for at least **six (6)** sources for the entire paper.
- Paper should be typed, double-spaced, 11-12 Times New Roman Font.
- Include the following headings:
  - Overview/Literature Review
  - Perpetrators
  - Law Enforcement Response
  - Prevention of Future Attacks of this Nature

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**\*\*Syllabus is subject to change\*\***