



COURSE OUTLINE : ADMJ 201
D Credit – Degree Applicable
COURSE ID 010128
Cyclical Review: November 2020

COURSE DISCIPLINE : ADMJ
COURSE NUMBER : 201
COURSE TITLE (FULL) : Introduction to Homeland Security
COURSE TITLE (SHORT) : Intro to Homeland Security

CATALOG DESCRIPTION

ADMJ 201 will introduce students to the vocabulary and important components of Homeland Security. The importance of the agencies associated with Homeland Security and their interrelated duties and relationships will be discussed. Students will examine historical events that impact Homeland Security, and explore state, national, and international laws impacting Homeland Security. The most critical threats confronting Homeland Security will be examined.

Total Lecture Units: 3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours: 54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 141, or equivalent.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	Yes
2	ESL	141	Grammar And Writing IV	a. summarizes and cites appropriately a reading passage provided as a prompt;	Yes
3	ESL	141	Grammar And Writing IV	b. includes a clear thesis statement;	Yes
4	ESL	141	Grammar And Writing IV	c. uses evidence to support the thesis;	Yes
5	ESL	141	Grammar And Writing IV	d. shows clear organization into an introduction, body and conclusion;	Yes
6	ESL	141	Grammar And Writing IV	e. uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis;	Yes
7	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
8	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	Yes
9	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
10	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
11	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	No
12	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
13	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	No
14	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	No



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15	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	No
16	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	No
17	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
18	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	No

EXIT STANDARDS

- 1 describe examples of past and present domestic and international terrorism and the motivation of these terrorist organizations;
- 2 explain the roles and responsibilities of local, state and federal agencies in terrorism investigation and terrorism response;
- 3 discuss threat analysis of terrorist activity;
- 4 explain the basic steps in the anti-terrorism operations process;
- 5 list the major resources available for anti-terrorism;
- 6 explain the role of ethics in anti-terrorism practices;
- 7 craft effective strategies to generate useful information for local, national and international law enforcement agencies based on historical methods and outcomes used by national and international law enforcement;
- 8 identify responsibilities and tasks of DHS where racism and/or racial profiling have been, or may be a factor.

STUDENT LEARNING OUTCOMES

- 1 classify the roles, functions of, and interdependency between local, federal, and international law enforcement and military agencies to counter and combat terrorism
- 2 differentiate between ethical and unethical attitudes and actions regarding the execution of Homeland Security practices
- 3 identify the characteristics, ideologies, motives and behaviors of various extremist and terrorist groups that foster and support terrorist criminal activities



COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	National versus International Terrorism <ul style="list-style-type: none"> • History of terrorist threats in United States • History of national and international counter-terrorism 	12	0	12
2	Roles and Functions of Homeland Security Agencies <ul style="list-style-type: none"> • Role of the federal government • Role of state governments • Role of local governments • Role of international law enforcement agencies • Role of military agencies • Ethics in Homeland Security agencies 	12	0	12
3	Characteristics of Extremist and Terrorist Organizations <ul style="list-style-type: none"> • National terrorism • International terrorism 	12	0	12
4	Interagency Collaboration <ul style="list-style-type: none"> • Effective verbal communication among agencies • Effective written communication among agencies • Collaborative crime scene investigations 	9	0	9
5	Policies and Enforcement <ul style="list-style-type: none"> • Use of force / excessive force • Stop and detention policies (Federal and state laws) • Budget and Expenditures (re-directing allocated funds) 	3	0	3



6	<p>Racism and Racial Profiling</p> <ul style="list-style-type: none"> • Federal definitions of racial profiling, bias, hate, prejudice, and stereotype • Federal definitions of racism and structural (or institutional) racism • Historical perspective of racism <ul style="list-style-type: none"> ◦ <i>Plessy v. Ferguson</i> – the starting place - “Separate but equal” ◦ Beyond <i>Plessy</i> – DOJ’s policy for race neutrality vs. exceptional instances ◦ Past practices vs. future policy revision – detentions, family separations, deportation • Screening – impact on entry and exit from the U.S.F. • Civil Rights and Civil Liberties for Dept. of Homeland Security <ul style="list-style-type: none"> ◦ Role and responsibilities for US Customs Enforcement ◦ Guidelines for Federal agencies • Congressional approval required for annual budget <ul style="list-style-type: none"> ◦ Program inventory, efficiency review, and sustainability now required ◦ Efforts to de-fund DHS and its immigration and detention system 	6	0	6
				54

OUT OF CLASS ASSIGNMENTS

- 1 group project (e.g. presentation on effective coordination of interagency tasks and processes in a role-playing capacity);
- 2 essay (e.g. explain the potential societal effects of racism or bias in Homeland Security efforts).

METHODS OF EVALUATION

- 1 midterm examination;
- 2 final examination.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion



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- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Terrorism and Homeland Security	Required	Cengage Learning	9	print	White, Jonathan R.	978-1305633773	2017