CENTRAL TEXAS COLLEGE
HMSY1337
INTRODUCTION TO HOMELAND SECURITY

Semester Hours Credit: 3

INSTRUCTOR: ________________

OFFICE HOURS: ________________

I. INTRODUCTION

A. The goal of this course is to provide students with a thorough understanding of the strategic, political, legal, and organizational challenges associated with the defense of the U.S. homeland, the efforts that are under way to meet these challenges, and possible policy options. The course starts by examining the range of potential threats to the U.S. homeland, focusing on potential terrorist acts. The course then examines strategies and means for addressing these threats, including both military and non-military options. The course goes on to analyze organizational issues and impediments to effective policy coordination. Finally, the course addresses the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.

B. This course is a required course in the Homeland Security – Emergency Management Associate of Applied Science Degree.

C. This course is occupationally related and serves as preparation for careers in: Law Enforcement, Criminal Justice, and Corrections.

D. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, Introduction to Homeland Security the student will:

A. Acquire a basic knowledge of significant typologies and definitions of terrorism.

B. Discuss and analyze the chronology of recent terrorism.

C. Describe and critique the recurring issues pertaining to state terrorism and guerilla warfare as they relate to the media, weapons of mass destruction and international treaties.

D. Describe and critique the basic elements of the ideology and the rationalization of violence.

E. Acquire an in depth knowledge of the principles of trends in terrorism.
F. Compare and contrast assigned written materials with outside scholarly journals. Evaluate, analyze, and synthesize the written material to form a well developed conclusion.

G. Acquire an in depth knowledge of the principles of trends in terrorism.

H. Explain the evolution of homeland security including how private security, intelligence agencies and health emergency services have differed from public law enforcement.

I. Define, apply, and critique the basic objectives of homeland security and the types of services and personnel that might be used to accomplish those objectives.

J. Identify and explicate examples of interaction among homeland security agencies and law enforcement and know how the private policing function differs from that of a public police force. Become completely familiar with the legal authority they have and the restrictions on that authority.

K. Understand the specific goals and responsibilities of homeland security professionals and understand the restrictions under which they must function; especially civil liability and such legislation as the Patriot Act.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS:

A. Class preparation:
Students are required to prepare for class in advance according to the schedule presented in the syllabus. Students should read about the next lesson and come to class ready to enhance that knowledge. In-class time should be spent with the instructor to get as much help and to ask as many questions as possible pertaining to the lesson that was already prepared for at home. Students should ask the instructor questions in class, before or after class, during office hours, or by making an appointment. Students are also strongly encouraged to E-mail the instructor if time is of the essence.

B. Reading Assignments:
Students are required to read the assigned lessons from the text book. There will be a written quiz on each lesson. Vocabulary from each lesson will be used in oral conversation during the class following the assignment.

C. Homework:
Will be assigned on a regular basis and students are expected to complete it in a timely fashion. The instructor is under no obligation to accept overdue homework assignments.
D. **Project:**
   Students may be required to submit one individual and one collaborative project.

E. Everything submitted to your instructor is graded accordingly and therefore contributes in the outcome of your final grade.

F. **Class Performance:**
   If a class is missed, it is students’ responsibility to obtain the information missed during the class. The teacher will not repeat instructions or lessons for the classes the student misses. It is the student’s responsibility to make arrangements to take an exam early if he or she will not be able to attend class on one of those days. Failure to notify the instructor will result in a grade of zero on that test/quiz. There are no make-up quizzes.

G. **Class Participation:**
   The percentage of students grades are based on attendance and participation. The student will practice conversation with a partner during part of each class and will be graded on the effort put into these exercises.

V. **EXAMINATIONS**

A. There will be a total of two exams: Midterm: Covering Lessons 1 and 2; Final: Covering Lessons 3 and 4

B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons, must arrange to take an early examination if allowed by the instructor. Unexpected absences due to illness or extenuating circumstances require the student to see the instructor about individual make-up work in lieu of the missed examination. One exam maximum per semester may be allowed to be made due to valid reasons.

C. Students without excused absences will be given a zero for the examination missed. Quizzes will not be allowed to be made up under any circumstances.

VI. **SEMESTER GRADE COMPUTATIONS**

   It is the student’s responsibility to complete the course requirements as defined within the syllabus.
The final grade for this course will consist of the following:

- **Examinations**: 40% 200 pts.
- **Assignments**: 20% 100 pts.
- **Research Paper**: 20% 100 pts.
- **Participation**: 20% 100 pts.
- **Total**: 100% 500 pts.

Grading will be done on a straight scale:

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**VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR**

A. **Course Withdrawal:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student. Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows: 11-week session Friday of the 8th week; 8-week session Friday of the 6th week; 5½-week session Friday of the 4th week. The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.
C. **Incomplete Grade:** The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

D. **Cellular Phones and Beepers:** Students who receive cellular calls and pages during class disrupt the normal classroom learning environment. To avoid this disruption, students must turn off all cellular phones, pagers, and beepers when entering the classroom.

E. Students are expected to initiate outside help if needed. It is the student’s responsibility to monitor feedback provided by the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.

F. **American’s with Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

G. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

H. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

**VIII. COURSE OUTLINE**

A. **Lesson One:** Definitions, Tactics, and Behavior

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
   a. Explain the importance of defining terrorism.
   b. Summarize definitions of terrorism by leading experts in the field.
   c. Explain official definitions of terrorism.
d. Discuss the implied meaning of declaring “war” on terrorism.
e. Summarize the tactics terrorists use.
f. Define force multipliers.
g. Explain the ways terrorists seek to justify violent behavior.
h. Summarize the thesis of the book *Warrior Dreams*.
i. Explain the differences between the behavior of terrorists and ordinary criminals.
j. List and define three points of view regarding terrorist profiling.

2. Learning Activities:
a. Classroom lecture/discussion (C5, C9, F15)
b. Reading assignments: Chapter 1 (F1, C1)

3. Lesson Outline:
a. Why definitions are important
b. Definitions of Terrorism
c. The meaning of the War on Terrorism
d. The tactics of Terrorism
e. How terrorist groups justify behavior
f. Warrior dreams
g. Terrorist profiles: three views

B. Lesson Two: The Origins of Modern Terrorism

1. Learning Outcomes: Upon successful completion of this lesson, the student will:
a. Outline the impact of Western history on the origins of terrorism.
b. Describe the evolution of the term *terrorism*.
c. Define the forms of radical democracy.
d. Identify the major proponents of radical democracy.
e. Summarize the effect of the Russian Revolution on terrorism.
f. Explain the origins of nationalistic terrorism.
g. Outline the history of terrorism in modern Ireland.
h. List the practical benefits of understanding the history of modern terrorism.

2. Learning Activities:
a. Classroom lecture/discussion (C5, C9, F15)
b. Reading assignments: Chapter 2 (F1, C1)

3. Lesson Outline:
a. Modern Democracies and the Birth of Terrorism in the West
b. Terrorism and the Anarchists
c. Terrorism and the Russian Revolution
d. Nationalistic Revolutionaries
e. Irish History and the growth of modern terrorism
f. The influence of past experience

C. **Lesson Three: Changing Group Structures and the Metamorphosis of Terrorism**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
   a. Explain the failure of the New World Liberation Front (NWLF).
   b. Summarize Gurr’s research on terrorist campaigns.
   c. Explain the relationship between group size and effectiveness.
   d. Describe a basic pyramid organization.
   e. Define the concept of an umbrella organization.
   f. Summarize the factors involved in individual terrorism.
   g. Define “leaderless resistance.”

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments: Chapter 3 (F1, C1)

3. **Lesson Outline:**
   a. Trying to Walk the Walk
   b. Group size and campaign length
   c. Group size is important
   d. Creating Terrorist Organizations
   e. New Models for a New Day
   f. The problems of managing organizations
   g. The individual: the ultimate small group

D. **Lesson Four: The Advent of Religious Terrorism**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
   a. Explain the difference between religious and political terrorism.
   b. Discuss the trends in religious terrorism.
   c. Summarize the way religious terrorists use sacred stories and literature.
   d. Describe the process of *demonization*.
   e. Summarize the social characteristics of religious terrorists.
f. Explain the impact of religion on the way terrorists organize groups.
g. Explain the logic of religious terrorism.
h. Describe the “clash of civilizations” and responses to the idea.
i. Define the role of eschatology in religious terrorism.
j. Summarize two views regarding the relation of Islam to terrorism.

2. Learning Activities:
a. Classroom lecture/discussion (C5, C9, F15)
b. Reading assignments: Chapter 3 (F1, C1)

3. Lesson Outline:
a. The social characteristics of terrorists
b. Religions that kill
c. The logic of religious terrorism
d. Huntington’s clash of civilizations and Esposito’s response
e. Role of eschatology
f. Two views of Islam and terrorism

E. Lesson Five: Financing Terrorism

1. Learning Outcomes: Upon successful completion of this lesson, the student will:
a. Summarize some of the methods used to finance large politically motivated terrorist organizations.
b. Describe the relationship between terrorism and crime.
c. Explain the Hawala system.
d. Describe several methods for fundraising using underground networks and fraud schemes.
e. List and define legitimate methods terrorist groups use for raising funds.
f. Outline methods for terrorist financing in different parts of the world.
g. Explain terrorism financing from a macroeconomic perspective.
h. Summarize the two sides in the narcoterrorism debate.

2. Learning Activities:
a. Classroom lecture/discussion (C5, C9, F15)
b. Reading assignments: Chapter 3 (F1, C1)

3. Lesson Outline:
a. The importance of funding
b. Crime pays
c. A macroeconomic theory of the new terrorist economy

d. The narcoterrorism debate

e. Narcoterrorism: another view
F. **Lesson Six: Types of Modern Terrorism**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
   a. Summarize what cyberterrorism and cybersecurity mean.
   b. Explain both sides of the debate about cyberterrorism.
   c. Describe the factors that gave rise to modern suicide bombing.
   d. Summarize suicide bombings in the Middle East, Sri Lanka, Turkey, the United States, and Chechnya.
   e. Discuss the effectiveness of suicide bombing.
   f. List the ways biological agents might be used as weapons of mass destruction.
   g. Explain the manner in which terrorists might use chemical and radiological weapons.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments: Chapter 3 (F1, C1)

3. **Lesson Outline:**
   a. Cyberterrorism
   b. Suicide terrorism
   c. Weapons of Mass Destruction: Biological agents
   d. Weapons of mass destruction: chemical and radiological agents

G. **Lesson Seven: The Evolution of Jihadist Networks**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
   a. Discuss the influence of militant religion on recent developments in international terrorism.
   b. Define Jihadist and Jihadist terrorist networks.
   c. Explain the origins of the Jihadist movement.
   d. Explain two militant theories supporting the Jihadists.
   e. Describe the emergence and history of al Qaeda.
   g. Explain the organizational style of al Qaeda.
   h. Discuss differing opinions about U.S. actions in Afghanistan and Iraq.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments: Chapter 3 (F1, C1)
Lesson Outline:

a. Religion and militant religion
b. The origins of Jihadist networks
c. Jihad continues in Afghanistan
d. The rise of Osama bin Laden
e. Declaring war on the United States

H. Lesson Eight: The Umbrella Effect

1. Learning Outcomes: Upon successful completion of this lesson, the student will:
   a. Trace the spread of the Jihadists to South, Central, and Southeast Asia.
   b. Explain the movement of groups to Africa and the West.
   c. Sketch the tactics of the international Jihadists.
   d. List the ways Muslims are victimized by Jihadists.
   e. Describe the metamorphosis of Hezbollah in Lebanon and beyond.
   f. Explain the current status of Hezbollah.
   g. Summarize both a sympathetic and critical view of Hezbollah.

2. Learning Activities:
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments: Chapter 3 (F1, C1)

3. Lesson Outline:
   a. Jihad moves to Central and Southeast Asia
   b. Sunni Jihad from Africa to the West
   c. The metamorphosis of Hezbollah
   d. The current State of Hezbollah
   e. A sympathetic View of Hezbollah
   f. A critical view of Hezbollah

I. Lesson Nine: The Question of Israel and Palestine

1. Learning Outcomes: Upon successful completion of this lesson, the student will:
   a. Explain the origins of the Israeli-Palestinian conflict.
   b. Describe the birth and development of the PLO.
   c. Outline the rise and purpose of the group called Black September.
   d. Describe how Palestinian terrorism influenced international terrorism.
   e. Explain the effect of the 1982 Israeli invasion of Lebanon on the structure of Middle Eastern terrorism.
f. Summarize issues in the current Israeli-Palestinian conflict.
g. Define terms and issues associated with the Israeli-Palestinian conflict.

2. **Learning Activities:**
a. Classroom lecture/discussion (C5, C9, F15)
b. Reading assignments: Chapter 3 (F1, C1)

3. **Lesson Outline:**
a. The origins of the conflict
b. Palestinian violence expands
c. The PLO and the changing face of Middle Eastern Terrorism
d. Intifadas and Religious Revival

**J. Lesson Ten: Middle Eastern Terrorism in Metamorphosis**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
a. Discuss the origins of the Palestinian Islamic Jihad, its structure, and its operations.
b. Explain the confusion surrounding the term *Islamic Jihad*.
c. Describe the current operational capabilities of Hamas.
d. Explain the effect of the al Aqsa Intifada on Hamas.
e. Define shifts that may cause Hamas to target the United States.
f. Explain Fatah’s gravitation toward the al Aqsa Martyrs Brigades.
g. Summarize the reasons for the expanded use of suicide bombers in the al Aqsa Intifada.
h. List and describe the activities of Jewish terrorist and extremist organizations.
i. Summarize controversial Israeli counterterrorist policies.

2. **Learning Activities:**
a. Classroom lecture/discussion (C5, C9, F15)
b. Reading assignments: Chapter 3 (F1, C1)

3. **Lesson Outline:**
a. The Palestinian Islamic Jihad
b. Hamas
c. The Al Aqsa Martyrs Brigades
d. Jewish Fundamentalist Groups in Israel and Palestine
e. Controversial counterterrorist policies
K. **Lesson Eleven: Nationalistic and Ethnic Terrorism**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
   a. Summarize Byman’s argument about the logic of ethnic terrorism.
   b. Describe the development of terrorism in the Basque region of Spain.
   c. Outline the operations and status of the PKK.
   d. Describe the issues surrounding terrorism in Sri Lanka.
   e. Outline the history of violence in Ireland from the Viking incursion to the Protestant Reformation.
   f. Summarize Anglo-Irish relations from the Plantation of Ulster to the potato famine.
   g. Summarize the reasons for the expanded use of suicide bombers in the al Aqsa Intifada.
   h. Explain the logic of Republic violence.
   i. Summarize the history of the IRA from the Easter Rebellion to the present.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments: Chapter 3 (F1, C1)

3. **Lesson Outline:**
   a. The logic of ethnic terrorism
   b. The Basque Nation and liberty
   c. The PKK and its alter egos
   d. The liberation Tigers of Tamil Eelam
   e. The origins and development of the Anglo-Irish conflict
   f. The early history of the Irish Republican Army
   g. The 1916 Easter Rebellion
   h. Independence and Separation
   i. Trends in the IRA: 1930—1985
   j. The Peace accord and peace process in Ireland

L. **Lesson Twelve: Ideological Terrorism**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
   a. Describe the current status of ideological terrorism.
   b. Discuss the theory of urban terrorism described by Marighella.
   c. Summarize the relationship between terrorism and guerrilla warfare.
d. Give an overview of Western Europe’s experience with left-wing terrorism.
e. Explain the demise of left-wing terrorist movements in Europe.
f. Cite examples of ideological terrorism in Asia and the Middle East.
g. Describe the new form of ideological terrorism.
h. Debate the nature of the insurrection in Iraq.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments: Chapter 3 (F1, C1)

3. **Lesson Outline:**
   a. The Status of Ideological Terrorism
   b. Ideology and Marighella’s Urban Model
   c. The demise of left-wing ideology in Europe
   d. Iraq insurgency: Guerrillas or Terrorists, ethnic or ideological?

**M. Lesson Thirteen: Conceptualizing Terrorism in America**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
   a. Outline the ideas of the early studies of domestic terrorism.
   b. Discuss the problems surrounding the conceptualization of domestic terrorism.
   c. List and define several classification systems for terrorism in the United States.
   d. Describe the conceptual framework the FBI used after September 11.
   e. Define three methods for defining domestic terrorism and explain the relationships among them.
   f. Summarize Brent Smith’s analysis of terrorism in the United States.
   g. Summarize Emerson’s findings on Jihadist activities in America.
   h. Explain the different positions regarding the Jihadist debate in the United States.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments: Chapter 3 (F1, C1)
3. **Lesson Outline:**
   a. Early studies of domestic terrorism
   b. The problem of conceptualizing terrorism in the United States
   c. Classifying terrorism in criminal justice
   d. Smith’s analysis of domestic terrorism
   e. Steven Emerson’s view of Jihad and his critics

N. **Lesson Fourteen: Terrorism in the United States**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
   a. Summarize the issues regarding and identify groups in the Puerto Rican nationalist movement.
   b. Outline the history of right-wing extremism in the United States.
   c. Explain white supremacy and Christian patriotism.
   d. Summarize right-wing extremist tactics.
   e. Explain the demise of left-wing terrorism and the rise of single issues.
   f. Discuss antiabortion attacks.
   g. Describe violence in the animal rights, ecological, and anti-genetic engineering movements.
   h. Explain Black Hebrew Israelism.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments: Chapter 3 (F1, C1)

3. **Lesson Outline:**
   a. Nationalistic Separatism: The case of Puerto Rico
   b. The development of right-wing violence
   c. Contemporary right-wing behavior, beliefs, and tactics
   d. Conspiracies, militias, and the call to arms
   e. Pierce’s blueprint for revolution
   f. The decline of the left
   g. Ecoterrorism, animal rights, and genetic engineering
   h. Antiabortion violence
   i. Black Hebrew Israelism: An Apocalyptic single issue

O. **Lesson Fifteen: In Search of Homeland Security**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
a. Define homeland security and explain confusion surrounding the term.
b. Summarize war as envisioned by Clausewitz and Sun Tzu.
c. Explain the difference between the attack on Pearl Harbor and the attacks of September 11.
d. Outline the reasons for the changing nature of conflict.
e. Define the role of structures and symbols in homeland security.
f. Explain law enforcement’s role in homeland security.
g. Describe experiences with domestic intelligence systems.
h. Discuss the role of planning in homeland security.
i. Summarize the need to share information.
j. Describe the intelligence reform spawned by the 9-11 Commission.

2. Learning Activities:
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments: Chapter 3 (F1, C1)

3. Lesson Outline:
   a. Defining Homeland Security
   b. Clausewitz, Sun Tzu, and views of war
   c. Pearl Harbor and 9-11: Two different worlds
   d. Redefining conflict, defense, and intelligence
   e. The role of symbols and structures
   f. Law enforcement’s special role
   g. Building intelligence systems
   h. Planning for Homeland Security
   i. Creating a culture of information sharing

P. Lesson Sixteen: Protecting the Homeland and Protecting Civil Liberties

1. Learning Outcomes: Upon successful completion of this lesson, the student will:
   a. Describe the relationship between the idea of defense in depth and civil liberties.
   b. Summarize the USA Patriot Act.
   c. Explain the views of supporters and critics of the Patriot Act.
   d. List the constitutional issues that affect homeland security.
   e. Cite arguments to support and criticize increasing executive power to combat terrorism.
   f. Discuss the functions of national defense (or security) and criminal intelligence.
g. Describe the paradox when criminal justice systems are involved in national defense intelligence operations.
h. Discuss the dangers of militarizing police work.

2. Learning Activities:
a. Classroom lecture/discussion (C5, C9, F15)
b. Reading assignments: Chapter 3 (F1, C1)

3. Lesson Outline:
a. Defense in depth: why civil liberties interact with civil defense
b. The USA Patriot Act
c. Title II and the debate about intelligence gathering
d. The case for increasing executive powers in the face of terrorism
e. The case against increasing executive powers in the face of terrorism
f. The debate concerning intelligence gathering
g. Militarization and police work

Q. Lesson Seventeen: The Bureaucracy of Homeland Security

1. Learning Outcomes: Upon successful completion of this lesson, the student will:
a. Describe the ideal bureaucracy as envisioned by Max Weber.
b. Explain the ways homeland security represents Weberian bureaucracy.
c. State the importance of law enforcement and intelligence in homeland security.
e. Explain issues involved in border protection.
f. Define and describe infrastructure protection.
g. Describe law enforcement’s relationship with DHS.
h. Explain the logic of reconstructing law enforcement on state and local levels.
i. Summarize factors that inhabit information sharing.
j. Outline Flynn’s critique of homeland security.

2. Learning Activities:
a. Classroom lecture/discussion (C5, C9, F15)
b. Reading assignments: Chapter 3 (F1, C1)
3. **Lesson Outline:**
   a. Bureaucracy: The Weberian Ideal
   b. The role of law enforcement and intelligence
   c. Protecting the borders
   d. Infrastructure protection
   e. DHS, Security, and Police Work
   f. Possible approaches for Homeland Security Bureaucracies
   g. Bureaucratic inhibitors
   h. Stephen Flynn’s critique of the ideal

R. **Lesson Eighteen: The Media: Affecting Terrorism and Homeland Security**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
   a. Discuss the relationship between terrorism and television.
   b. Explain the media as a force multiplier.
   c. List the ways terrorists, security forces, and governments try to use the media as a weapon.
   d. Describe the effects of growing international media and the Internet on terrorism.
   e. Explain the tension between security forces and the media.
   f. Discuss the contagion effect of media coverage.
   g. Debate the issues of freedom of the press and censorship.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C9, F15)
   b. Reading assignments: Chapter 3 (F1, C1)

3. **Lesson Outline:**
   a. Television and terrorism: a cozy relationship
   b. The media as a force multiplier
   c. Security forces vs. reporters
   d. Does reporting make terrorism contagious?
   e. Censorship debates

Other time blocks not specifically allocated above are spent with introductory topics, administrative matters, exams, and review classes (both before and after exams).