

Introduction to Homeland Security

Administration of Justice (ADJU 10AB)
Fall Semester 2012

Course number
Instructor: Don Meredith

Class Day/Time: Tuesday, 5:00PM to 8:20PM

Class Location: Transportation Safety Agency, 5767 Century Blvd., Los Angeles

Required Text: Bullock, J et al: *Introduction To Homeland Security (Fourth Edition)*. Burlington, MA: Butterworth Heinemann, 2009. ISBN: 978-1-85617-509-8

Required Supplies: Pen or pencil, composition notebook or paper for taking class notes.

Phone Numbers: 909.594.5611 ext. #3210 (voicemail) Cell: 909-821-1070

Open Office: By appointment (usually available before or after class)

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Student Learning Outcomes

Introduction to Homeland Security will introduce students to the vocabulary and important components of Homeland Security. We will discuss the importance of the agencies associated with Homeland Security and their interrelated duties and relationships. We will examine historical events that impact Homeland Security. We will explore state, national, and international laws impacting Homeland Security. We will examine the most critical threats confronting Homeland Security.

- A. Outline the essential characteristics of national and international acts of terrorism.
- B. Construct a historical timeline reflecting significant terrorist threats and events in the United States and globally.
- C. Demonstrate effective and clear verbal communication skills to convey factual information in order to coordinate law enforcement agencies.
- D. Compose a historical timeline reflecting methods and outcomes used by national and international law enforcement and military agencies to counter and combat terrorism.
- E. Classify the roles, functions of, and interdependency between local, federal and international law enforcement and military agencies to counter and combat terrorism.
- F. Differentiate between ethical and unethical attitudes and actions regarding the execution of Homeland Security practices.
- G. Identify the characteristics, ideologies, motives and behaviors of various extremist and terrorist groups that foster and support terrorist, criminal activities.
- H. Examine and interpret forensic evidence to reconstruct crime and terrorism.
- I. Craft effective strategies to generate useful information for local, national and international law enforcement agencies.
- J. Solve problems as an individual and in a coordinated team setting.
- K. Write clear, concise and accurate reports to provide factual information, accurate data analysis, and sound recommendations.

Course Content

Students will become familiar with:

- History of Terrorism in the United States and its interests.
- Governmental Organizations Devoted to Combat Terrorism.
- Cyber Security and Critical Infrastructure.
- Transportation and Safety Security
- Mitigation, Prevention and Preparedness
- Hazards (CBRNE)
- All Hazards Emergency Response and Recovery
- Communications
- Science and Technology related to Prevention and Combatting Terrorism
- Intelligence and Counterterrorism
- Border Security, Immigration and Customs Enforcement
- Historical Overview of the Terrorist Threat
- Overview of the National Incident Management System
- Incident Command System
- Overview of the various Intelligence Organizations
- Challenge for Change and Future of Homeland Security

Grades

Grading Breakdown	Possible	Final Grade	Points	Percentage
Final Examination	150 points	A	450 – 500	90 – 100%
Mid-term Examination	100 points	B	400 – 449	80 – 89%
Reports, Papers or Quizzes	150 points	C	350 – 399	70 – 79%
Project/Presentation	100 points	D	300 – 349	60 – 69%
Total Possible	500 points	F	299 and below	< 59%

Examinations & Quizzes

350 points

The goal of examinations is to provide students with a way of measuring their knowledge, comprehension, and application of Introduction to Homeland Security.

Quizzes or Reports = 150 points Midterm Exam = 100 points Final Exam = 100 Points

There will be three quizzes, or reports or papers given during the course. Each has a total point value of 50. Quizzes, if given, will consist of 25 multiple choice questions based on material presented in class. The instructor may elect to assign a report or project in lieu of a quiz. Reports will be in narrative format, double spaced and preferred to be typed, but hand printed will be accepted. Reports are no less than one page and no more than three. Recommend MLA or APA format. A student-created video or PowerPoint on the subject matter may be submitted in lieu of a written/typed report. A copy of any PowerPoint or Video will be provided to the Instructor and retained until graded.

Midterm and Final Exams will be based on information contained in class handouts, class presentations and the class text. The tests will be multiple choice.

Projects/Presentations

150 points

Class projects and presentations are designed to be a form of interactive learning involving students and the class. The projects can be done as an individual or by a team of students. Projects and presentations will be selected/ assigned by the 2nd class session. Outlines are due on the 4th class session. The outline will include the student's name(s), topic of presentation/project, and the key points to be covered.

Presentations to the class will begin the 5th week of class. Grading is based on the outline, the research, and the presentation. Points will be deducted if not on time. Any presentation on video or PowerPoint may be retained or downloaded by the Instructor pending a finalization of grade at which time they will be returned.

Presentations should be about five and no longer than ten minutes in length.

Projects or Presentations examples:

- Ride-along with an agency who has a Homeland Security role and present your observations, comments and recommendations to class. Examples LA Port Police, LAX Police, TSA, Customs.
- Overview of a law enforcement agency and its role, operation or a subcomponent of that operation related to Homeland Security. Examples a presentation on the use of explosive detection dogs, proper search technique, behavior that may help detect terrorist activity.
- Interview a member of a Homeland Security agency. Obtain their point of view on patrol tactics, strategies and how they view the future of Homeland Security.
- Interview an officer from an agency about their community or problem-oriented policing program if they have one.
- Review, study and report on a domestic or international terrorist event. Look for indicators that might have been missed in preventing or suggest solutions to prevent a repeat of the event. Examples: Mumbai, World Trade Center, Oklahoma City Federal Building bombing, Aurora, Colorado active shooter incident.
- Select a high publicity event and report on its impact on Homeland Security Operations operations. Examples; a theft or drug trafficking scandal with airline baggage handlers, drunk flight crew member.
- Or review an issue, policy or procedure and make a recommendation to improve it.

NOTICE: This course involves real world and contemporary issues as faced by law enforcement. Consequently, some of the instructional material includes video, film, photographs or presentations that may have profanity, nudity or graphic violence. Students are expected to view this material in a mature manner.

Class Participation

The ability to express ideas, thoughts, and opinions verbally is a critical skill in all aspects of law enforcement and public services. Students are encouraged to participate in class, ask questions, and stimulate dialog with opinions and thoughts. In order to be effective in class participation, the student should be familiar with current events as they relate to Homeland Security, Terrorism or Transportation Safety.

Attendance

Students are expected to be in attendance each class session. Recognizing shift schedules, child care and other factors understandably occur please let TSA staff and/or the Instructor know if you can't make a class.

Student Conduct/School Policy

This class is governed by all relevant El Camino College policies. Students will be expected to abide by El Camino College and Transportation Safety Agency policies and conduct themselves appropriately.

Electronic Device Policy

Please refrain from texting, emailing or other cellphone, lap top or PC use during class to prevent distractions to Instructor and students.

In today's fast pace and ever changing world of technology many people utilize portable electronic devices. Recognizing that cellphones, IPADs, tablets, laptops and similar devices are often required for work or other important reasons such as family illnesses or other emergencies they will be allowed in class. However I ask that you either turn them off or set them to a non-audible signal such as vibrate. In order to minimize classroom disruption, if it is absolutely necessary that you answer it immediately go out into the hallway to do so. Please keep these interruptions to a minimum.

Disability Policy

In order to aid you with the learning process, please advise the instructor of any learning or medical disability that may require extra assistance or accommodations.

The Disabled Student Programs and Services Office provides services to students who have professionally documented disabilities and needs special services to successfully attend classes at ECC. Students who suspect they might have a disability are welcome to apply for services and an eligibility determination will be made. Disability-related information about students is held in the strictest confidence.

Based on individual disability-related needs, some of the services include specialized counseling, priority registration assistance, assessment of disability and educational needs, access to an adaptive computer lab, equipment loans, sign language interpreters, note takes in the classroom, classroom and testing accommodations, transportation around campus, and many other services and accommodations.

About your Instructor

Don Meredith is a Commissioner for the Los Angeles County Probation Department, where he serves as Vice President of the Probation Commission. Don also serves as a member of the Los Angeles Countywide Criminal Justice Coordinating Committee. He is a retired Lieutenant from the Glendale Police Department, where he served for 36 years. Don holds State of California – Community College and K-12 Teaching Credentials in Administration of Justice. He has a Bachelor of Science Degree in Criminal Justice Management (Union Institute & University), and is also a graduate of the FBI National Academy, USC School of Public Administration – Delinquency Control Institute, USC School of Engineering – Aviation Safety Management Program, University of Virginia – Public Administration Management Course, as well as numerous other law and Administration of Justice courses. He is a guest lecturer at the University of Southern California on Domestic Violence. Don also has served as a consultant to the California Department of Justice, California Department of Education, the United State Army National Training Center and the United States Army Judge Advocate General's Office at Fort Irwin, California.

Don's teaching background encompasses over twenty years of instructing on criminal justice , emergency management, terrorism, intelligence and homeland security courses to public safety personnel from local, state and federal government agencies , the military as well as students at Mt San Antonio College, Pierce College and El Camino Colleges.

His 36 year law enforcement background includes assignments in Gangs, Narcotics, Personnel-Training, Auto Theft, Special Enforcement Detail, Air Support, Crime Lab, Property, Robbery-Homicide, Community Policing, School Policing Patrol, Tactical Teams, Traffic, Mutual Aid Team Leader, Homeland Security Terrorism Liaison Officer and multi-agency Task Forces.

Don was also responsible for drafting legislation that redefined and restructured vehicle related theft laws in the "Omnibus Auto Theft Act of 1989," sponsored by then Assemblyman Pat Nolan. He was also instrumental in changing vandalism laws as they related to gang and tagger graffiti in 1990.

Don's military service includes serving with the 2nd Brigade 2nd Battalion, Military Police Unit of the California State Military Reserve based at the 79th BSTB California National Guard Armory in San Diego. His duties include assignments to the US Army National Training Center - Fort Irwin where he serves as a Senior Law Enforcement Instructor in the Law Enforcement Education Program. Don trains California National Guard and California State Military Reserve soldiers in law enforcement procedures and the criminal justice system.

SCHEDULE OF CLASSES

<u>Date</u>	<u>Topics</u>
February 4	Lecture 1: Homeland Security: The Concept, The Organization Reference Chapter 1, Chapter 4
February 11	Lecture 2: Historic Overview of the Terrorist Threat Reference Chapter 2
February 18	Lecture 3: Hazards Reference Chapter 3
February 25	Lecture 4: Governmental Homeland Security Structures Reference Chapter 4 <i>**Presentation/Project Outline Due**</i>
March 4	Lecture 5: Intelligence and Counterterrorism Reference Chapter 5 <i>**Class Presentations/Projects Start**</i>
March 11	Lecture 6: Border Security, Immigrations and Customs Enforcement Reference Chapter 6
March 18	<i>** Mid-term Examination (Lectures 1- 6)**</i> Lecture 7: Transportation Safety and Security Reference Chapter 7

March 25	Lecture 8: Transportation Safety and Security Reference Chapter 7
April 1	Lecture 9: Cyber Security and Critical Infrastructure Reference Chapter 8
April 8	Lecture 10: All Hazards Emergency Response and Recovery Chapter 9
April 15	Lecture 11: All Hazards Emergency Response and Recovery Chapter 9
April 22	Lecture 12: Mitigation, Prevention and Preparedness Chapter 10
April 29	Lecture 13: Communications Reference Chapter 11 Lecture 14: Science and Technology Chapter 12
May 6	Lecture 15: The Future of Homeland Security Chapter 13
May 13	**Final Examination**

Note: Slight realignment of schedule may occur due to presentations or guest speakers.