

Security Administration: CCJS 440

Instructor: Richard Harris

Universities Shady Grove Campus

Room Number: 1201

Building Number: 4

The course is designed to introduce students to a wide variety of Security Administration functions. Based on the latest research in behavioral science, criminal justice, intelligence studies and decision-making science, we will examine the U.S. Patriot Act of 2001 and how this changed the methods of Intelligence collection and sharing. Further studied will be practical challenges faced by national security (counterterrorism, counterintelligence, and personnel security) and homeland security (border security, campus security and transportation security) professionals. Students will also be provided with a conceptual and theoretical framework upon which to critically examine current issues. The students will be provided lectures by professionals in the industry to receive a practical view of contemporary issues involving Security Administration.

Course Objectives

1. Articulate the principles, goals and challenges facing domestic security today.
2. Understand the challenges of putting national security policy into practice.
3. Identify the foundations of Domestic and International extremist ideology and how it impacts counterterrorist operations.
4. Discuss challenges when investigating threats and identify strategies to overcome them.
5. Examine security issues from the perspective of the professional, and the legislature.

Course Requirements and Evaluation

In addition to teaching a common core of knowledge, students will learn how to analyze issues and dissect problems. Short videos, in class assignments, case studies, and document reviews (ex. government reports, public records, court transcripts, legal documents, etc.) will be used in addition to lectures.

REQUIREMENTS

ALL STUDENTS MUST WEAR A MASK DURING THIS CLASS PERIOD. REGARDLESS IF VACINATED FOR COVID 19 OR NOT

> Reading

All of the reading assignments will be posted in ELMS. Students are encouraged to download the readings a week before the class and keep them in a three-ring binder for reference.

> Participation

I expect students to ask questions, participate in discussions and be active listeners. I also expect students to converse with fellow classmates via ELMS while completing discussion post. Absent students will not be permitted to make-up in-class assignments without documentation for an excused absence.

EVALUATION

> Security Discussions 20%.

Over the course of the term, students will be required to provide a short description (not to exceed 150 words) of a bias relating to a current issue that impacts national or domestic security. There will be 10 of these assignments over the course of the term. I will provide more specific instructions in class.

> Mid-Term Exam 30%

A mid-term exam that will be taken during class time. TBD.

> Security Analysis Paper & Presentation 50%

A. Paper (25%)

- You will be writing a structured research paper supported by peer reviewed journal articles and other sources, on a particular area of security policy. In your research, you are encouraged to reach out to someone who has some involvement in the issue.
- The paper will be a discussion of a case where “things went wrong.” This may be the case of a misguided public policy, an accident, a decision made to improve something that actually made it worse or created another problem, or a well-intended but disastrous decision. You may not use a decision from history. It has to be an event in the news that has occurred between Jan. 2014-present.

Topic Approval: No later than Thursday, October 7th.

Paper Format & Layout

- # Words: 4000
- # References: At least 8 to 15
- Use APA 7th Edition
- Font: Times New Roman
- Font size: 12
- Double Spaced

- **Due: No later than Thursday, December 2nd**

Research: The paper will be structured, submitted, and graded using the following format:

- I. Topic approval (10%)
- II. Description of Problem (30%)
 - Background of industry, agency and controlling regulations.
 - What were the details of the problem that was being addressed?
 - Who were the people involved in making the decision?
 - What was the decision-making process?
 - What was the climate of the organization, group, individual, etc. like when the decision was being made?
- III. Analysis of the Failure (30%)
 - What made the decision or policy fail? What were its unintended consequences?
 - In retrospect, what was wrong with the planning and decision process? (Cite biases, assumptions and other errors identified in class)
 - What was wrong with the way that the way people framed or modeled the problem?
 - What was wrong with the way that the way people framed or modeled the solution?
 - What, if anything, was wrong in the decision makers' state of mind?
 - What if anything was wrong with the information they used? What issues or variables did they fail to take into consideration?
- IV. Discussion of How the Failure Might have Been Prevented (30%)
 - What alternatives were there?
 - What information should have been considered that wasn't?
 - Put a plan together that would have prevented or anticipated the failure.

B. Presentation (25%)

- Students will present their findings to the class during the last two weeks. Further instructions will be provided.

Course Schedule

DATE	TOPIC	REQUIRED READING	ASSIGNMENT
SECURITY DECISION-MAKING			
Week 1 / September 2nd	Fundamentals of Security	<ul style="list-style-type: none"> Curtis, G., McBride, R. B. (2011). <i>Chapter 1: Development of security in the United States</i>. In <u>Proactive Security Administration</u>. 2nd edition. 1-21. 	
NO CLASS Week 2 / September 9th	Introduction to the Patriot Act of 2001	<ul style="list-style-type: none"> Watch: https://youtu.be/UEO4L_G888Q Read: USA Patriot ACT 2001 	
Week 3 / September 16th	Post Patriot Act	<ul style="list-style-type: none"> Read What have we learned since September 11, 2021 	
Week 4 / September 23rd	Corporate Security Guest Lecturer Steven Olson Senior Client Services Manager GardaWorld	<ul style="list-style-type: none"> Cabric, M. Corporate Security Management. Chapters 1, 2, 3 	Security Discussion #1
Week 5 / September 30th	Border Security	<ul style="list-style-type: none"> Garnett, T. Where there's a wall there's a way Brunet-Jailly, E. (2007). <i>Borderlands: comparing border security in North America and Europe</i> (p. 406). University of Ottawa Press/Les Presses de l'Université d'Ottawa. Read Chapter 2 	Security Discussion #2
NATIONAL SECURITY			
Week 6 / October 7th	National Security Overview	<ul style="list-style-type: none"> Director of National Intelligence. (2019). National Intelligence Strategy of the United States of America. 	Security Discussion #3

		<ul style="list-style-type: none"> Masters, J., & McBride, J. (2018). Foreign Investment and US National Security. 	
Week 7 / October 14th	Counterterrorism Guest Lecturer Col. Chris McKinney, USA, MING Former Joint Task Force Commander. U.S. Capital	<ul style="list-style-type: none"> Selected readings: SEE ELMS 	Security Discussion #4
Week 8 / October 21st	Espionage	<ul style="list-style-type: none"> Hunker, J., & Probst, C. W. (2011). Insiders and Insider Threats - An Overview of Definitions and Mitigation Techniques. <i>JoWUA</i>, 2(1), 4-27. 	Security Discussion #5
Week 9 / October 28th	Personnel Security	<ul style="list-style-type: none"> Director of National Intelligence. (2017, June 8). National Security Adjudicative Guidelines (Security Executive Agent Directive 4). Retrieved from http://fedcas.com/wp-content/uploads/2017/04/SEAD-4.pdf Selected readings: SEE ELMS 	Security Discussion #6
Week 10 / November 4th	Counterintelligence	<ul style="list-style-type: none"> Barnea, A. (2017). Counterintelligence: stepson of the intelligence discipline. <i>Israel Affairs</i>, 23(4), 715-726. 	Security Discussion #7
HOMELAND SECURITY			
Week 11 / November 11th	Domestic Terrorism and Extremism	<ul style="list-style-type: none"> Bjelopera, J. P. (2017). Domestic terrorism: An overview. 	Security Discussion #8
Week 12 / November 18th	Transportation Security	<ul style="list-style-type: none"> Selected readings: SEE ELMS 	Security Discussion #9

Week 13 / November 18 th	Emergency Management	<ul style="list-style-type: none"> Ingram, A. E., Hertelendy, A. J., Molloy, M. S., & Ciottone, G. R. (2021). State preparedness for crisis standards of care in the United States: implications for emergency management. <i>Prehospital and disaster medicine</i>, 36(1), 1-3. Selected Readings: SEE ELMS 	Security Discussion #10
Week 14	Thanksgiving Break		
Week 15 / December 2nd	Class Presentations and Discussion		
Week 16 / December 9th	Class Presentations and Discussion		

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Grading

Final Grade Cutoffs								
+	97.00%	+	87.00%	+	77.00%	+	67.00%	
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F <60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	

Course Policies

> **Communicating with the Instructor**

Outside of class, the best way to reach the instructor is by email, at rharr15@umd.edu. In an emergency, the student may contact the program and ask that a message be delivered to the instructor. In the event of inclement weather or cancellation of class for another reason, a notice will be placed on the class website before traveling to the campus.

> **Grade Disputes**

All grades will be posted on ELMS. If you have any concerns or issues regarding a grade and would like to discuss it with me or have it reviewed, please contact me within 48 hours of receiving the grade. I will not discuss grade disputes after this time.

Life happens and sometimes for various reasons material can be challenging. Should you feel overwhelmed or frustrated and are worried that your grades are suffering, please see me. It is better to tackle the problem at the earliest possible moment and find a solution that will most benefit you.

> **No Computers, Phones or Tablet Devices are Permitted During Our Class Meetings.**

I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations). If a computer is needed to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: youtu.be/WwPaw3Fx5Hk

> **Academic Dishonesty**

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. Academic Dishonesty of any form will absolutely NOT be tolerated.

The student-administered Honor Code and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or other academic exercise not specifically exempted by the instructor, students must write by hand and sign the following pledge: *I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).*

It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>

> **Absences**

For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.

If a student is absent more than 2 time(s), the instructor may require documentation signed by a health care professional.

If a student is absent on days when tests are scheduled or papers are due [or other such events as specified in the syllabus] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

Absences due to Religious Observances Students are expected to notify me within the first two weeks of class if they intend to be absent for a class or announced examination due to a religious observance. Reasonable opportunities to make-up any work missed will be provided.

> **Attendance and Make-Up Policy**

Opportunities to make-up missed in-class work will only be given in cases of excused absences and official documentation is required. Exams and assignments are considered to be Major Scheduled Graded Events and therefore the new University medical excuse policy which allows one student signed honor statement attesting to illness does not apply to them. Excused absences are: illness with a doctor's note, death in the immediate family, required school activities and required court appearance. If the doctor will not write you a note, you will need to get a copy of your medical record from them to verify your illness. By law, you are entitled to get a copy of this and it is your responsibility to do so. I must be notified in person or by phone or by e-mail PRIOR to missing an in-class assignment for me to consider giving you a makeup. If you know you will not be in class for in-class work or a date an assignment is due for an excused reason, it is your responsibility to turn in the work PRIOR to the due date.

> **Cancellations of Class**

In the event of inclement weather or cancellation of class for another reason, a notice will be placed on the class website at least four hours before class. Students are advised to check the website before traveling to the campus.

> **Inclement Weather**

Official closures and delays are announced on the campus website at <http://www.shadygrove.umd.edu> and snow phone line (301-738-6000) as well as local radio and TV stations. **USG follows its own closure schedule, not that of College Park.** Should class be cancelled due to inclement weather, the instructor will communicate via email any changes to the course schedule and deadlines.

> **Statement Regarding Students With Disabilities**

The University provides accommodations for students with disabilities. The campus's Disability Support Service Office (DSS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If a student has a disability, DSS should be consulted (4-7682 or dissup@umd.edu). Note that to receive accommodations, students must first have their

disabilities documented by DSS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors by the end of the drop/add period.

> **Learning Assistance Service**

The University provides assistance to students who are having difficulty with writing, analysis of readings, or other issues. An appointment can be scheduled for assistance here:
<http://www.counseling.umd.edu/LAS/>

> **Course Evaluations**

Your feedback about this course is very important to me. One important campus-wide evaluation is the online evaluation at the end of the semester. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations.