



CJ 515-01W

HOMELAND SECURITY

COURSE SYLLABUS: Fall 2025

Meets 08/25/2025 – 10/17/2025

INSTRUCTOR INFORMATION

Instructor: Serdar San, Ph.D.

Office Location: Ferguson 204

Office Hours: 10:00-10:45AM Monday & Wednesday in-person or by virtual appointment

University Email Address: Serdar.San@etamu.edu

Preferred Form of Communication: E-mail

Communication Response Time: E-mail is the best way to contact me. I will respond to email and phone calls within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook:

Martin, G. (2023). *Understanding homeland security* (4th ed.). SAGE. ISBN: 9781071893951

It is critical that you read assigned chapters, because you should be prepared to participate in class discussion of each week's topic.

The syllabus/schedule are subject to change.

Course Description

An introduction to various aspects of terrorism and homeland security as both affect the United States today. Much of the focus will be the problems and challenges stemming from 9/11 that create today's world situation. To understand what is going on currently we will examine the historical context of terrorism, national security, emergency management and civil liberties.

This course will introduce students to the modern homeland security environment in the United States. Emphasis will be placed on policies and systems designed to prevent, respond to, and mitigate terrorist incidents. Discussions critically investigate and assess contemporary terrorism, and how governments and homeland security agencies respond to domestic threats. In light of domestic terrorist incidents in Oklahoma City, on September 11, 2001, the Fort Hood incident, the Boston Marathon bombing, the San Bernardino attack, and the mass shootings in Orlando, Pittsburgh, El Paso, and Buffalo--as well as domestic hate crimes--this course will also weave a thread of response options and alternative policies and procedures throughout the semester. The role of public administrative agencies will be highlighted.

The course is organized into four thematic sections: Part 1 provides a conceptual context for understanding homeland security. Part 2 investigates threats and vulnerabilities. Part 3 focuses on preparedness, response, and recovery including countering plausible threat scenarios in the United States. Finally, Part 4 looks at ongoing considerations for homeland security.

Student Learning Outcomes

The primary goal of this course is to give you an understanding of the underlying theories for designing an effective homeland security enterprise, as well as how government agencies are configured to carry out the mission of protecting the homeland from terrorist threats. You will be challenged to critically assess the modern homeland security environment and specific domestic threat scenarios. You will also be challenged to evaluate whether the configuration of homeland security systems is an effective system for countering the terrorist threat--indeed, can an absolutely secure system be designed? After participating in this course, you will:

1. Analyze how American public administrative agencies, including law enforcement and national security agencies, deal with the problem of securing the nation from the possibility of violence emanating from domestic and international extremists.
2. Understand the underlying theories that explain the origins of homeland security systems, and how one should define "homeland security."
3. Apply theory and cases to differentiate the modern homeland security and terrorist environments from past environments.
4. Demonstrate familiarity with the different systems which make up the homeland security enterprise.

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Because this course is held online, you will need to have regular access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the student computer labs. Make sure that you will have access several hours per week (accessing the course online is the equivalent of attending the class). You must be able to use internet search tools, access D2L, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

For your privacy and security, only your official ETAMU email account will be used for email communication. No information will be sent to personal email accounts. Please check your ETAMU email regularly.

Instructional Methods

This course is held completely online through D2L Brightspace. The course is fully asynchronous, which means that not everyone is participating at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection. You should login to the course on D2L Brightspace on a regular basis to keep up with class assignments. Each module will end Sunday at 11:59 PM (except the last week which ends on Friday). The next module begins Monday morning.

Student Responsibilities or Tips for Success in the Course

This is a graduate-level course, and your coursework should reflect that. There will be several assignments due throughout the semester. You will be expected to write clearly and effectively, using APA style, proper grammar and correct spelling, and scholarly references (cited in-text and as full references). You will be expected to think critically and analytically about the topics covered in class and to participate in virtual class discussions. You are expected to read all assigned materials and should be prepared to actively learn and participate. Logging in daily, pacing yourself with course work, and reaching out to the instructor if you are struggling are ways of ensuring your success in the course.

Taking an online class is different than taking a face-to-face class. You will largely be teaching yourself using materials I provide. That's what life-long learning is all about. You will do much of your communicating by writing. So, as a result, there will likely be more writing than in fully face-to-face classes.

For online classes, the roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource, and am responsible for creating an effective learning environment. Your job is to use that environment to learn – interact with the

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materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection, and application.

You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it. Unlike face-to-face classes, I cannot see the confused look on your face when something doesn't make sense. Please communicate with me.

1. You should review the syllabus and the course schedule to keep up to date on requirements for the course.
2. You should read announcements on D2L and check your ETAMU email regularly for updates about the class.
3. You must commit serious time to reading the assigned readings.
4. You must commit a serious amount of time to preparation for the assignments.
5. You should learn about and use the student resources available to you! You can get free assistance from [the Waters Library](#), [IT Support](#), [ETAMU Writing Center](#), and more.

GRADING

Final grades in this course will be based on the following scale:

GRADE	PERCENT	POINTS
A	90%-100%	450-500
B	80%-89%	400-449
C	70%-79%	350-399
D	60%-69%	300-349
F	59% or Below	< 300

Weights of the assessments in the calculation of the final letter grade:

Assessment	Point Value
Ice Breaker Post	20
Discussion Posts & Peer Responses (6 @ 30 points)	180
Chapter Reflections (4 @ 50 points)	200
Final Paper	100
Total	500

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Assessments

Ice Breaker Post (20 points)

Due 08/27/2025 at 11:59 PM CST

Due to the nature of remote learning, maintaining traditional class comradery is essential. You will be assigned one introductory post the first week of class. This post is due on **Wednesday, August 27 by 11:59 pm**. This introductory post is meant for students to become acquainted, and hopefully acknowledge similar goals and interests. Keep in mind that forum discussions are public, and care should be taken when determining what to post. Personal information that can be posted may include:

- Name
- Occupation/career and length of time
- How this course is expected to help or aid your career, separate from the entire degree
- How you expect this degree to enhance your career.

Weekly Discussion Posts & Peer Responses (180 points)

Due every Sunday at 11:59 PM CST (Weeks 2, 3, 4, 5, 6, and 7)

The purpose of the weekly discussion posts and peer responses is to facilitate discussion regarding the assigned course materials. Discussion board postings are opportunities for you to express your knowledge and thoughts after reviewing information presented in the module. Discussions are directly related to the assigned readings. In these discussion posts, you will be expected to answer the assigned questions and also engage in an ongoing discussion/debate with your classmates on various topics related to homeland security. Your contributions to the discussion forums will be graded for quality and a detailed analysis linking the material to a critical appraisal of theory, policy, and practice. Reading the assigned class material is the key to a productive engagement in discussion forums.

Discussion board entries (both your original post and peer response) must be a minimum of 250 words and must follow APA style for in-text citations and references. Weekly readings must be used, cited and referenced in each post. The introduction of outside materials is not mandatory (unless otherwise noted in the discussion topic assignment), but is highly recommended. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post. Your discussion board entries should include paragraphs and full sentences addressing a specific question I have posed.

You will also need to respond to one classmate's discussion board entry to receive full credit for the assignment. Your peer responses should be thoughtful and analytical, providing useful feedback to the initial poster. It is not enough to simply agree, disagree,

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or compliment the initial poster. When responding to other students, you must be respectful but please feel free to express disagreement, support or an alternative perspective. Appropriate netiquette should be used (see more information in University Specific Procedures: Student Conduct).

You must complete your discussion board entry before responding to your peers. I suggest you complete your original post by Thursday of each week so you also have time for your peer response, but the formal due date for both of your entries is by **Sunday at 11:59 PM**.

Chapter Reflections (200 points)

Weeks 2, 4, 6, and 7 due Sunday at 11:59 PM (D2L)

The purpose of the chapter reflections is to demonstrate that you have read and understood the textbook chapters and can summarize and critique it for an audience. For this assignment, you are expected to create **an audio or video recording** of your summary and critique of **one** of the weekly textbook chapters. This recording must be **three minutes or less** in length. Recordings should be made in such a way that the viewer/listener can understand the chapter clearly without referring to the book.

In this assignment, you first need to provide a brief and accurate summary of the textbook chapter. However, your reflection should not be a simple summary of the textbook chapter. You should also provide a critique of the chapter. For this critique, you should try to ask yourself questions like: ***What did you learn from this reading? What are your brief personal opinions/reflections about its arguments? How/in what ways did it help you understand this specific issue/problem regarding homeland security?*** You do not need to ask all of these questions but try to ask and answer at least a few of them in your critique. In summary, you need to try to go a little beyond summarizing the textbook chapter and focus on a more critical analysis of the piece. A grading rubric will be provided on D2L.

Final Paper (100 points)

Due 10/15/2025 at 11:59 PM CST

This course will culminate in a final research paper, which is worth 100 points. In your final essay, you are expected to critically examine a major issue in homeland security. The paper should demonstrate graduate-level research, analysis, and synthesis of scholarly and policy-based sources. You will identify a significant problem, evaluate current strategies or policies, and propose well-reasoned and evidence-based recommendations for improvement.

You may choose from a wide array of current homeland security challenges, including but not limited to:

- Domestic violent extremism and radicalization
- Border security and immigration enforcement
- Cybersecurity and critical infrastructure protection
- Emergency management and disaster response
- Public health preparedness and bioterrorism
- Intelligence operations and interagency collaboration
- Climate change and national security risks
- WMD proliferation and counterterrorism
- Aviation, maritime, or transportation security
- International terrorism and transnational threats

The research paper must be original work directly relevant to the course. Proper citations must be given using accepted citation formats, and the paper must contain the following sections:

- **Introduction**

- Introduce the topic and explain the purpose of the paper.
- Present your thesis and explain relevance to homeland security.

- **Background and Context**

- Provide a short factual overview and historical evolution of the issue.
- Stakeholders, legal frameworks, key events.

- **Policy/Threat Analysis**

- In-depth analysis of existing approaches.
- Identification of operational, legal, or strategic gaps.

- **Recommendations**

- Propose original, evidence-based solutions.
- Address feasibility, implementation, and impact.

- **Conclusion**

- Summarize findings and implications for the field.

This paper should be a maximum of (10) pages in length (not including the title page or references) following APA 7th edition guidelines. The paper also should be double spaced, Times New Roman, 12-point font, and must be submitted on D2L Brightspace. A **minimum of ten (10)** references are required and at least (5) of these references should be peer-reviewed. You are encouraged to **begin working on this assignment early** to avoid rushing during the final week. A grading rubric will be provided on the course website.

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Late Assignments

All assignments should be submitted to D2L by 11:59pm on the day they are due. Late assignments will be deducted **10% per day** and will not be accepted more than **3** days after the deadline.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

If you have any questions about the class and/or the topics we are covering throughout the semester or have an issue that you think the professor needs to be made aware of, please send an email to my ETAMU email address. I will respond to emails within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again.

Emails are expected to be concise, clear, and respectful. Please make sure you include the title of the course (preferably in the subject line), and your full name in your email.

I will disseminate any important course-related information through your university email accounts and D2L announcements. When questions arise during the course of this class, please remember to check course syllabus and announcements in D2L for an answer before you contact me.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Since this is an asynchronous online course, it is imperative that students keep up with weekly readings and assignments. To remain active in all aspects of this course, students are expected to log into Brightspace and check their ETAMU emails daily. Students are encouraged to contact the instructor during office hours (virtually or in-person). Alternatively, if you would like to meet outside of the posted office hours, please send me an email to schedule a more suitable time to meet or feel free to email me any questions you may have.

You are required to use the citation style and format of the American Psychological Association (APA) in your assignments in this course. Review the *Publication Manual of the American Psychological Association* (7th ed.) or similar APA Citation Style online resource. For assistance with writing or formatting in APA, seek guidance from me, [ETAMU Writing Center](#), [the Waters Library](#), and [OWL of Purdue](#).

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other

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things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to

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community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit <https://www.etamu.edu/counseling-center/>

AI Use Policy

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE SCHEDULE

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. Changes will be announced via university e-mail and D2L course announcements.

Week	Readings	Assessments Due (by 11:59 PM on Sunday unless otherwise noted)
Week 1 (08/25/2025-08/31/2025) Introduction Foundations of Homeland Security	Class syllabus Martin, Chapter 1	Ice Breaker Post (due by 11:59 PM on Wednesday 08/28)
Week 2 (09/01/2025-09/07/2025) Foundations of homeland security	Martin, Chapter 2, 3 and 4	Discussion Post & Peer Response 1 Chapter Reflection 1
Week 3 (09/08/2025-09/14/2025) Homeland security agencies and missions	Martin, Chapter 5, 6 and 7	Discussion Post & Peer Response 2
Week 4 (09/15/2025-09/21/2025) The terrorist threat and homeland security	Martin, Chapter 8 and 9	Discussion Post & Peer Response 3 Chapter Reflection 2
Week 5 (09/22/2025-09/28/2025) Preparedness and resilience	Martin, Chapter 10 and 11	Discussion Post & Peer Response 4

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Week 6 (09/29/2025-10/05/2025) Preparedness and resilience	Martin, Chapter 12 and 13	Discussion Post & Peer Response 5 Chapter Reflection 3
Week 7 (10/06/2025-10/12/2025) Homeland security: An evolving concept	Martin, Chapter 14	Discussion Post & Peer Response 6 Chapter Reflection 4
Week 8 (10/13/2025-10/17/2025)	No readings	Final Essay (due by 11:59 PM on Wednesday 10/15)

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