



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** ESMG

**Course and Section #:** 310g XO5/X55

**Course Title:** Introduction to Homeland Security

**Credits:** 3

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### *Course Description*

Introduces students to global and intercultural issues regarding homeland security at the national, regional, state, and local levels. Discusses the history of homeland security, including its political history and evolution, particularly as it relates to terrorism. Addresses demand state and local authorities must meet when dealing with national programs and requirements that affect funding and operations on the state and local level during natural or man-made disasters and emergencies.

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### *Course Attributes*

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in the Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### *Instructor Information*

**Instructor Name:** Eric J. Russell

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### *Student Learning Outcomes*

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1. Examine current thinking regarding homeland security at all levels of government on a global scale,
2. Discuss the political history of homeland security, its evolution, and how it relates to the modern phenomenon of terrorism,
3. Examine the demands national, state, and local authorities must meet, which affect funding at the state and local levels in case of disasters and emergencies,
4. Define the meaning of homeland security and terrorism as it relates to emergency response and planning organizations,
5. Compare and contrast intercultural homeland security issues,

## [Global/Intercultural Outcomes](#)

This course fulfills a Global/Intercultural (G/I) requirement for graduation. While realizing that developing intercultural understanding is a lifelong process, the expected outcomes for students completing the Global/Intercultural requirement include:

1. Gaining an informed and nuanced understanding of global or intercultural issues.
2. Replacing stereotypical cultural conceptions with recognition of the complexity and variety of different cultural groups.
3. Gaining appreciation for the contribution of different cultural groups to educational, social and cultural institutions, and for the value of difference within these contexts.
4. Gaining confidence in interrelating respectfully with individuals representing cultures and perspectives other than one's own.
5. Becoming knowledgeable, responsible, reflective and respectful citizens within an increasingly multicultural society and global community.

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## ***Course Materials and Texts***

Various Open-Source (See Below)

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

**Reading Quizzes (30%):** each week, two (2) five-question true-false reading quizzes are presented for each lesson; you have 30 minutes to take each quiz. It is a personal choice to take the quizzes open-book. Make sure to familiarize yourself with the instructions for taking the quizzes. Again, the quizzes are open-book; however, you cannot search the internet, take quizzes as a group, or use large language learning models to answer the questions. The quizzes are taken on the honor system.

**Discussions (20%):** there are two (2) *research discussion topics* in this course (Weeks 4 & 6). We use discussions in the class as a way for learners to present and dialogue with the class. Discussions are graded on rich content, depth of research, APA citations, and use of supportive materials such as images, graphs, photos, videos, etc. See each discussion for specific requirements as well as the grading rubric requirements.

**Assignments (20%):** in week one, students will register for the FEMA SID number and the OSCE Username (Week 1). In week two, students will research and build a presentation on a DHS agency (Week 2). Students will take the OSCE training *Fundamentals of Preventing Violent Extremism and Radicalization that Lead to Terrorism* (Week 3). It is recommended that you start the OSCE as soon as you can. Students will complete the IS-453 Introduction to Homeland Security Planning Assignment (Week 5). See each assignment for specific requirements and registration.

**Group Assignments (10%):** there are two parts to the group *assignments due in this course (Weeks 2 & 7)*. These are the key assignments for the Global/Intercultural course distinction. See each assignment for specific requirements as well as the grading rubric requirements.

**Final Exam (20%):** *the final exam for this course is a ten-question open-book exam, see assignment for details.*

*The following grading standards will be used:*

- "A" is an exceptional grade indicating superior knowledge of subject matter - providing exceptional APA formatting and authoritative evidence to support claims,
- "B" is an above average grade indicating commendable knowledge of subject matter - providing commendable APA formatting and above average evidence to support claims,
- "C" is an average indicating satisfactory knowledge of subject matter - providing satisfactory APA formatting and average evidence to support claims,
- "D" indicates substandard progress and insufficient knowledge of subject matter or ability to succeed in sequential courses - providing substandard APA formatting and little or no evidence to support claims,
- "E" (failing) indicates inadequate mastery of pertinent skills or repeated absences from class,
- "UW" indicates an unofficial withdrawal from class.

**Grading Scale:**

The following grading standards will be used in this class:

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

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**Required or Recommended Reading Assignments***Lesson 1*

- [9-11 Commission Report Executive Summary-1.pdf](#)
- [The U.S. Constitution and the Bill of Rights .pdf](#)

*Lesson 2*

- [The Clash of Civilizations-The Next Pattern of Conflict.pdf](#)
- [Qutbism An Ideology of Islamic-Fascism.pdf](#)

### *Lesson 3*

- [Turning Point -A New Comprehensive Strategy for Countering Violent Extremism.pdf](#)
- [Market Civilization and Its Clash with Terror.pdf](#)

### *Lesson 4*

- [We Are FEMA Helping People Before, During, and After Disasters.pdf](#)
- [Domestic Terrorism- An Overview.pdf](#)

### *Lesson 5*

- [USA\\_ National-Cyber-Strategy.pdf](#)
- [Deliberative Risk Ranking to Inform Homeland Security Strategic Planning-2.pdf](#)

### *Lesson 6*

- [Border Security-Understanding Threats.pdf](#)
- [Introduction to CBRNE Terrorism-1.pdf](#)

### *Lesson 7*

- [Biennial National Strategy for Transportation Security.pdf](#)
- [The National Action Plan to Combat Human Trafficking.pdf](#)

### **Recommended Readings**

- [Proposal to Create the Department of Homeland Security.pdf](#)
- [Changing Homeland Security What Is Homeland Security.pdf](#)
- [Dr. al-Hashimi's The Muslim Ideal-1.pdf](#)
- [Servant Leadership and Violent Extremism.pdf](#)
- [2022–2026 FEMA Strategic Plan-1.pdf](#)
- [2021 National-Strategy-for-Countering-Domestic-Terrorism.pdf](#)
- [FACT SHEET-National Strategy for Countering Domestic Terrorism.pdf](#)
- [The Radiological and WMD Threat Posed to National Security By Hezbollah in Latin America.pdf](#)
- [U.S. Customs and Border Protection's Powers and Limitations-A Primer.pdf](#)
- [2023 Department of Defense Strategy for Countering Weapons of Mass Destruction.PDF](#)

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## **General Description of the Subject Matter of Each Lecture or Discussion**

### *Lesson 1: Homeland Security - The Formation and History*

Lesson One sets the stage for this course. We will begin with the Constitution of the United States. This is where the controversy over the creation of the Department of Homeland Security resides. As security experts, responders, and lawmakers seek to protect a nation, they must do so within the confines of the founding document. Homeland Security is easy when a government has no limits to power; however, in the United States, the limit of governmental power is the cornerstone of a free society. Second, we look at the 9/11 Commission report, specifically the Executive Summary. The actions of terrorists on September 11, 2001, and the failures of intelligence and prevention led to the creation of DHS. Before this fateful day, The Department of Homeland Security did not exist.

### *Lesson 2: International Security Environment & An Ideology for Terror*

In our interconnected world, global is local. Trade, travel, and the internet make what were once isolated entities intertwined. This interconnectivity, positive for the most part, creates a vulnerability. Like other nefarious actors, terrorists seek fractures to manipulate and fissures to crack for their gain. To understand public safety, one must understand that what seems like a far-off ideology is closer than ever with a button click. To know about homeland security means that one understands cultural ideology. Moreover, they need to understand the fissures and points of exploitation.

### ***Lesson 3: Economic Markets & Violent Extremism***

This week, we will delve into economic markets and violent extremism. The first, economic markets, play a role in how nations deal with the latter, violence. The more economically stable society is, based on laws and contracts, the less likely they are to deal with the spread of violent extremism and ideology. Why? Well, one theory is hope. When you can do economically better, you have hope for the future.

### ***Lesson 4: Emergency/Disaster Response & Domestic Terrorism***

The Federal Emergency Management Agency (FEMA) is at the core of homeland security. This includes the National Fire Administration and the National Fire Academy. Before 9/11, FEMA was its own independent entity, reporting directly to the president. However, in the aftermath of massive-scale terrorist events, it was decided that it needed to form one of the pillars of DHS. This lesson delves into FEMA and its role. In addition, this lesson introduces you to the concept of domestic terrorism. This is a widely misunderstood area, lacking a solid definition. An area of argument as to how it differs from any other crime. Moreover, it goes back to week one's discussion on the Constitution and individual rights.

### ***Lesson 5: Information (Cyber) Security & Homeland Security Planning***

This lesson delves into the topics of Cyber and Planning. Information (Cyber) security is at the forefront of modern society. The reason is that modern society is vulnerable. As we advance, we become reliant on technology. That means technology is the cable to which modern society is attached. The other is homeland security planning. In this lesson, you will learn about planning while completing a credential through FEMA, IS453-Introduction to Homeland Security Planning. To be proactive, one must plan, evaluate, and prepare.

### ***Lesson 6: Border Security & Weapons of Mass Destruction***

Lesson six delves into the subject matter of border security and weapons of mass destruction. One of the reasons these two lessons are put together is that they relate to one another. Borders are politicized. This lesson avoids politics. Border control is about the flow of individuals and goods. It is about commerce and security. As far as weapons of mass destruction, these devices cause widespread damage, changing the makeup of a nation and its people. The horrors of these weapons can cause people to change their attitudes and cultural practices to prevent further attacks.

### ***Lesson 7: Transportation Security & Human Trafficking***

Lesson seven is the final lesson for 310g. You will finish the group project this week and prepare for your final exam. The lesson this week investigates transportation security and human trafficking. This class exists not just because of intelligence failures but also because of a lax approach toward transportation security. This is why we will spend the week looking at this topic since it was never discussed before September 11, 2001. In addition, more Americans, by and large, interact with transportation security more so than any other agency within DHS. When it comes to international human trafficking, DHS finds itself there as well.

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## ***Required Course Syllabus Statements***

### **Generative AI**

*Click here to enter text.* You are encouraged to use AI and Large Learning Tools as part of your work in the class. With that said, you shall not use these tools to do your work for you, take your exams, or do the readings for you. Remember, AI Tools are not a replacement for your human creativity, originality, and critical thinking. If they are, why even be in college? To

hoop jump? What would be the point of having a college degree if you finished your classes with the same knowledge you had before they ever started? It's your education. If you were to ask me, I advise taking full advantage of being in college and learning as much as possible. You want to know how to incorporate technology into learning, not replace learning with technology. In my opinion, that would be a tragedy to the human experience.

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.