

HTT A135: HOMELAND SECURITY

| Item | Value |
|------------------------------------|---|
| Curriculum Committee Approval Date | 03/13/2019 |
| Top Code | 210530 - Industrial and Transportation Security |
| Units | 3 Total Units |
| Hours | 54 Total Hours (Lecture Hours 54) |
| Total Outside of Class Hours | 0 |
| Course Credit Status | Credit: Degree Applicable (D) |
| Material Fee | No |
| Basic Skills | Not Basic Skills (N) |
| Repeatable | No |
| Open Entry/Open Exit | No |
| Grading Policy | Standard Letter (S) |

Course Description

Introductory study of domestic and international threats of terrorism. Examines the concepts, definitions and contemporary issues of modern terrorism. Includes law enforcement issues for first-responders relating to terrorism, particularly with regard to Homeland Protection and counter terrorist measures. ADVISORY: ENGL A099. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Utilize knowledge gained by applying the fundamentals of homeland security as set forth by the U.S. Emergency Management.
2. Examine and compare definitions of terrorism.
3. Outline the steps being taken on the local and federal level to preempt and fight terrorism.

Course Objectives

- 1. Appreciate the scientific, social, political, and economic contexts of terms such as ?hazards? and ?disasters.?
- 2. Discuss the range of hazards and disasters within the United States.
- 3. Explain the increasing risk and vulnerability of the U.S. population to hazards as well as some of the more important factors bearing on this increase.
- 4. Discuss the evolving nature of U.S. emergency management.
- 5. Describe the range of meanings of terms such as hazard, disaster, emergency, emergency management, and comprehensive emergency management.
- 6. Explain the range of perspectives (i.e., technocratic, vulnerability) that one can take in looking at hazards, disasters, and emergency management.
- 7. Describe the major tenets of building disaster resistant and resilient communities.
- 8. Realize the role of the Federal, State, and local governments in emergency management within the United States.
- 9. Know and discuss the role that volunteer organizations and professional associations play in the U.S. emergency management system.

- 10. Create an awareness of current trends, issues, and problems in U.S. emergency management.
- 11. Examined and compared definitions of terrorism.
- 12. Explored the history of terrorism, including terrorist activity against U.S. interests since World War II.
- 13. Uncovered core issues that contribute to terrorism.
- 14. Describe the motivations, ideologies and rationales of terrorist groups.
- 15. Investigated the methods, tactics and plans of terror groups.
- 16. Enumerated the components of the US response to domestic and international terrorism.
- 17. Analyzed legal and procedural changes in the US post 9/11.
- 18. Discuss the implications of terror insurgency activities.
- 19. Complete in-depth research on a modern terrorist group.

Lecture Content

Definition of Homeland Security, Terrorism, and Weapons of Mass Destruction Brief History of International and Domestic Terrorism The Nature of the Terrorism Hazard/Threat The Intergovernmental Context of Homeland Security in brief Social Identity Theory: Terrorism Studies Social identity\ Religious Theologically Motivated Terrorism Steel Wheel Security Smarter Security Levy Flights and Walks Underwear Bomber Pascal s Triangle Chance and Risk Simple Risk California On Fire Self Organized Critically Theory of Surprise Comparing Models The Policy and Organizational Context of Homeland Security Brief History of Counter-Terrorism Policy and Program prior to 11 September 2001 Major Counter-Terrorism Legislation since 11 September 2001 Major Executive Actions since 11 September 2001 Major National Strategies since 11 September 2001 The Counter-Terrorism Paradigm Shift since 11 September 2001 Organizing the Department of Homeland Security NRP and NIMS State and Local Government Mandates State and Local Government Counter-Terrorism Initiatives LEPC connections State and Local Homeland Security organizations Mitigation and Prevention Role of Public Information and Education Litigation Mitigation Financial Mitigation Expanded police powers US Patriot Act e.g. sneak a peek Mitigation/Prevention Cases (with reference of Terrorism EM Course) Aviation Security Maritime Security Nuclear Security (International) Bioterrorism initiatives Personal/Community Measures, e.g., CE RT Planning/Preparedness/Readiness Terrorism Planning Risk Assessment/Threat Assessment (with reference to Hazard Risk Management course) Planning for Mass Casualties/Mass Fatalities Risk Communication and Communicating Risk Homeland Security Advisory System, warning systems, messaging Preparedness Standard Setting for training and trainers, equipment, state and local capacities (e.g., EMAP) Continuity of Government Continuity of Operations Response Lead and Support Roles in Homeland Security Who s in charge of what and when? Federal, state, and local (lead) roles in responding to terrorist incidences Responder perspectives: Law enforcement Fire services Emergency medical services, e.g., surge capacity and trauma capacity Healthcare systems Public Health agencies, e.g., quarantines State and local EMAs State and local officials Quasi-public actors, e.g., utilities Voluntary organizations and volunteers Credentialing issues Integrating into operations Military responders Recovery Primary, secondary and tertiary impacts Economic/Business recovery Social recovery, e.g., repairing communities Victim Compensation from payments to memorials Nongovernmental Resources, e.g., insurance Psychological Recovery, e.g., respite centers, counseling Legal liability Maintaining local services

Transitioning from emergency operations to normal operations Dealing with dirty sites contamination and how clean is clean

Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)

Instructional Techniques

Lecture, handouts, case studies, group participation, video demonstration and discussion, student projects, computer modules and skill simulations relating to all areas of airline computer/reservations/ticketing, role-playing among students, representing various reservations and ticketing situations, individual reporting on specific computer, reservation and ticketing situations.

Reading Assignments

Read and maintain an in class security Manual Library Research Read posted airline articles in Blackboard. Read posted discussion topic, research and participate in the argument.

Writing Assignments

Problem solving exercises will include written comprehensive responses. Proficiency demonstrations of applied skills demonstrating evaluation and critique techniques. Journal of observations and experiences. Present a professional portfolio journaling learning outcomes. Cognitive responses to classroom lecture and demonstration will be required. Weekly problem solving exercises will include written and oral comprehensive responses.

Out-of-class Assignments

Initial writing assignments will include a short essay to assess general computer knowledge. Access and develop emergency plans based on U.S. government application and knowledge, including courses taken at OCC or other public or private institution relating to the travel industry. Interactive computer demonstration of skills. Examinations consisting of fill-in, multiple choice and short essay. Worksheets completed from information in the text, computer software, lectures and video presentations. Participation in role playing, class discussion and other interactive classroom work. Final examination to include application of and problem solving relating to the various programs.

Demonstration of Critical Thinking

Initial writing assignments will include a short essay to assess general computer knowledge. Access and develop emergency plans based on U.S. government application and knowledge, including courses taken at OCC or other public or private institution relating to the travel industry. Interactive computer demonstration of skills. Examinations consisting of fill-in, multiple choice and short essay. Worksheets completed from information in the text, computer software, lectures and video presentations. Participation in role playing, class discussion and other interactive classroom work. Final examination to include application of and problem solving relating to the various programs.

Required Writing, Problem Solving, Skills Demonstration

A. Read assigned chapters and modules prior to class arrival. B. Read posted hospitality articles in Blackboard. C. Read posted discussion topic, research and participate in the argument. D. Research journal topics.

Eligible Disciplines

Flight attendant training: Any bachelor's degree and two years of professional experience, or any associate degree and six years of

professional experience. Hotel and motel services: Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience. Travel services (dispatching): Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

Textbooks Resources

1. Required Badey, Thomas J.. Annual Editions: Homeland Security, ed. Guilford, CT: McGraw-Hill/Duskin, 2004 Rationale: latest 2. Required Kayyem, Juliette N. and Pangi, Robyn L.. First to Arrive: State and Local Responses to Terrorism , ed. Cambridge, MA: MIT Press, 2003 Rationale: - 3. Required The National Commission On Terrorist Attacks Upon The United States. The 9/11 Commission Report, latest ed. New York: W.W. Norton Co, 2004 Rationale: required for successful completion 4. Required Martin, Gus. Understanding Terrorism; Challenges, Perspectives, and Issues, latest ed. Thousand Oaks, CA: Sage Publications, 2010

Other Resources

1. Required: Students must have routine access to reliable computer, internet, and mobile communication device with adequate Internet and SMS/video/camera capabilities.