

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Homeland Security and Emergency Management	College/School	School of Management
Prepared by	Cameron Carlson	Phone	6537
Email Contact	cdcarlson@alaska.edu	Faculty Contact	Cameron Carlson

1. ACTION DESIRED (CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/> XX
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2. COURSE IDENTIFICATION:

Dept	HSEM	Course #	F406	No. of Credits	3
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Justify upper/lower division status & number of credits: The topic is advanced level material that requires upper division level critical thinking and analysis. The material is more in depth than entry or introductory level.

3. PROPOSED COURSE TITLE: Comparative Homeland Security

4. To be CROSS LISTED? YES/NO

<input type="checkbox"/> No	If yes, Dept:		Course #	
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(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO

<input type="checkbox"/> No	If yes, Dept.		Course #	
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6. FREQUENCY OF OFFERING: As Demand Warrants

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13) Spring 2015

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> XX	6 weeks to full semester
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OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) Lecture

9. CONTACT HOURS PER WEEK:

<input type="checkbox"/> 3/15	LECTURE	<input type="checkbox"/>	LAB	<input type="checkbox"/>	PRACTICUM
	hours/weeks		hours /week		hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

HSEM F406 Comparative Homeland Security (3+0+0)

The purpose of this course is to help students develop an understanding of the homeland security and counterterrorism methods utilized by other countries. To achieve this goal, the course will examine several different countries and compare the policies and strategies they have developed to protect their citizens from unique global threats. This course will help

broaden student understanding of homeland security in today's global environment.

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**

YES:

NO:

X

If YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, **Format 6**

W = Writing Intensive, **Format 7**

Natural Science, **Format 8**

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:

X

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

HSEM 301, or permission of instructor

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

\$

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

Yes

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

A classroom will have to be scheduled, and the workload of the current HSEM faculty members will increase by one course. The additional course will not impact the budget.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

XX

The library has been contacted and access to the Homeland Security Digital Library from the Naval Postgraduate School has been coordinated.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

None, beyond the HSEM Program.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

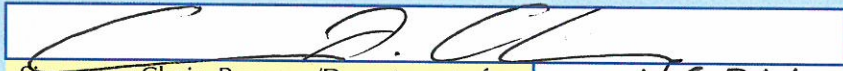
This course adds to the list of options HSEM students have for their 400 level courses. HSEM is a growing program with various topics of study, and we would like to allow students the ability to choose a focused area of study. We have broken the areas of study into two distinct groups – students will be able to choose to focus their studies in homeland security, or focus on emergency management.

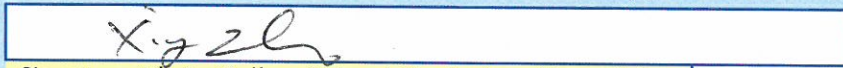
JUSTIFICATION FOR ACTION REQUESTED

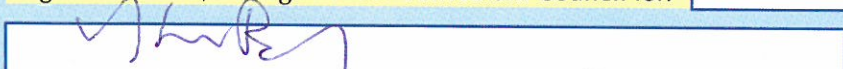
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Homeland security and emergency management is a growing field. In the post 9/11 environment, terrorism has become a global threat that needs to be prevented by the collaboration of international agencies. This collaboration of homeland security and counterterrorism efforts is becoming increasingly critical in preventing large scale disasters as the result of terroristic activity. Traditionally, the HSEM courses have been focused on homeland security at the local level. This class will provide students the opportunity to look at homeland security and counterterrorism on a global scale.

APPROVALS: Add additional signature lines as needed.

 Date 17 Feb 2014
Signature, Chair, Program/Department of: HSEM Program

 Date 02/25/2014
Signature, Chair, College/School Curriculum Council for:

 Date 2/25/14
Signature, Dean, College/School of: SOM

____ Date _____
Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

____ Date _____

Signature, Chair
Faculty Senate Review Committee: Curriculum Review GAAC
 Core Review SADAC

Comparative Homeland Security

HSEM F406

3 Credits

Prerequisites: HSEM 301 or permission of instructor

Location: Bunnell 216

Meeting Time: Monday and Wednesday 3:30-5:00

Instructor Information

Instructor: Cameron Carlson

Office Location: Bunnell 222

Office Hours: Mon/Wed 2:00 - 3:00 pm & Tue/Thur 1:00 - 3:00 pm (or by appointment)

Work Telephone: (907) 474-6537

E-mail: cdcarlson@alaska.edu

Textbooks

Morag, Nadav. (2011). *Comparative Homeland Security - Global Lessons*. John Wiley & Sons

**Additional Reading:* Case studies / handouts as assigned. Students are required to stay on top of current events and debates by reading local and national newspaper, or the electronic editions of *The New York Times* (<http://www.nytimes.com>), or *The Washington Post* (<http://www.washingtonpost.com>). Other useful sites include *cnn.com*, *emergencymgmt.com*, *disasterrelief.org*, *fema.gov*, and *reliefweb.int*.

Course Description

The purpose of this course is to help students develop an understanding of the homeland security and counterterrorism methods utilized by other countries. To achieve this goal, the course will examine several different countries and compare the policies and strategies they have developed to protect their citizens from unique global threats. This course will help broaden student understanding of homeland security in today's global environment.

Course Goals

This course will cover various homeland security topics from a global perspective. Students will understand the counterterrorism strategies and policies in place within various nations around the world.

Student Learning Outcomes

- Develop a basic understanding of counterterrorism situations and how different countries respond to them.
- Understand the policies and strategies developed by various countries in their pursuit of counterterrorism.

- To be able to compare counterterrorism methods utilized by other countries with those established in the United States.
- Recognize the flaws and successes of these methods and identify how the United States can learn from them.

Instructional Methods

Instructional methodologies, including lectures, case studies, small group activities, student presentations and open and directed discussions, will be used to actively involve each student in the learning process. When possible and practical, learning activities will be processed to include not only "what" was learned, but the "so what" and "now what" in order to complete the learning cycle. This course requires a computer with internet access, as we will be utilizing the Discussion Board application within Blackboard. Additionally, students will need internet access in order to conduct relevant research through the Homeland Security Digital Library <https://www.hsdl.org/>. Lastly, students should ensure they have access to their UA email accounts and a PowerPoint viewer.

Class Schedule

Week 1: 20-26 January

Class Introduction

Read:

-“Introduction” in the textbook

-*National Strategy for Homeland Security 2007*

-*Defining Homeland Security: Analysis and Congressional Considerations 2013*

In-Class Lecture: Introduction to Terrorism Typology, Targets, and Organizations (Video)

Week 2: 27 January- 2 February

Read Chapter 1 “Country Overview”

Assign Case Study #1

Discussion Board

Week 3: 3 – 9 February

Read Chapter 2 “Counterterrorism Strategies, Laws, and Institutions”

In-class activity: Canada, Germany, Israeli, Japan, UK Strategy Comparison

Country Overview Brief assigned

Week 4: 10-16 February

Read Chapter 3 “Law Enforcement Institutions and Strategies”

Assign Final Group Project

Week 5: 17-23 February

Read Chapter 4 “Integration and Counter-Radicalization”

Quiz #1 (Chapters 1-3)

Week 6: 24 February – 2 March

Read handouts on Intelligence Sharing
-*Global Metropolitan Policing*
-*McGill Intel Share*
Case Study #1 due

Week7: 3-9 March

Read Chapter 5 “The Role of the Military in Security and Support for Civil Authorities”
In-class activity (Country Overviews)

Week 8: 10-16 March

Read:
-Chapter 6 “Border Security and Immigration Policies”
-*FRONTEX General Report 2008*
Assign Case Study #2
In-class activity (Country Overviews)

Week 9: 17-23 March

Spring Break (No Classes)

Week 10: 24-30 March

Read handouts on *Media Relations*
-*Terrorism and Media*
-*Violent Extremism, Media, and Communication*
Quiz #2 (Chapters 4-6 and handouts)

Week 11: 31 March – 6 April

Read Chapter 7 “Security Policies”
In-class activity

Week 12: 7-13 April

Read Chapter 8 “Emergency Preparedness, Response, and Management”
In-class activity

Week 13: 14 – 20 April

Read:
- Chapter 9 “Public Health Strategies and Institutions”
- *Australia National Plan for Human Influenza Pandemic*
- *London Resilience Pandemic Influenza Response Plan*
Case Study # 2 due

Week 14: 21-27 April

Read handout/case study on Communication
-*GTCF Fact Sheet*
Quiz #3 (Chapters 7-9 and handouts)

Week 15: 28 April – 4 May

Presentations

Week 16: 5-9 May

Finals Week

Course Policies

Students are expected to remain up to date with the scheduled lesson plans on a weekly basis. Students will be penalized for the late submission of class assignments or should they fall behind by more than two weeks (outside of emergency or mutually agreed upon circumstances). Each late assignment will be docked 10% for every day it is late. If you miss an exam, due to an excused absence, you will have one week to schedule a make-up during the instructor's office hours. Additionally, each student is expected to attend class and participate in the classroom debates. If you have more than 3 unexcused absences throughout the semester you will lose 10% of your final grade.

Students are expected to observe academic honesty. Dishonest practices including giving or receiving assistance in any manner or form during an examination, unauthorized possession of exam questions, and plagiarism (willfully presenting another person's writings, opinions or thoughts as one's own, without proper credit and documentation) will not be tolerated. Violations of the UAF Student Code of Conduct will be referred to the appropriate authority for possible disciplinary actions including removal of violator from this course.

Evaluation

Students will earn points through participation, quizzes, case study papers/presentations, and a final project that will be completed in groups. Please note the following breakdown in evaluation:

30% Case Study #1 and #2 Research Paper and Presentation (300 points): Each student will conduct two case study analyses and develop papers and presentations based on a selected case study from the list provided. The paper will consist of a double spaced, 4-5 page paper not including the cover page. The presentation will be between 10-15 minutes in length and consist of no more than 15 slides.

30% Tests (300 points): There will be 3 tests given throughout the semester. Each test will be worth 100 points and have a combination of multiple choice, true/false, and essay questions.

10% Country Overview (100 Points): Each student will develop and deliver a country overview brief based upon a security concern as discussed in class. The overview will be developed and approved in consultation with the instructor. The presentation will be evaluated based upon the content, creativity and the quality of the presentation. It is strongly encouraged that the presentation be rehearsed thoroughly before delivery

10% Student led discussions, Small group activities (100 points): Student led discussions will be assigned and conducted on a weekly basis. The discussions will focus on relevant and recent homeland security and terrorism topics of concern. There will also be small group activities used to supplement the discussions through the use of group/individual research and analysis.

20% Group Final Project (200 points): Groups (assigned in week 4) will develop a final group project and presentation. The portfolio will be developed in consultation with the instructor. It will consist of a paper (between 7 and 10 pages), and a presentation (between 15 and 25 minutes in length). This project will be due during the week of April 28- May 4. More information will be provided during week 4.

Please note the following breakdown in points:

- Case Studies and Presentations (2 case studies worth 150 each) – 300 points
- Tests (3 tests worth 100 points each) - 300 points
- Student led discussions and activities (10 assignments worth 10 points each) - 100 points
- Country Overview – 100 points
- Final Group Project – 200 points
- *Total* – 1000 points

A= 90-100% (900-1000 points); B= 80-89% (800-899 points); C= 70-79% (700-799 points)
D= 60-69% (600-699 points); F= 59 % or less (599 points or less)

Support Services

Students are encouraged to utilize the UAF Writing Center in 801 Gruening (Phone # 474-5314) as needed to assist in the development and refinement of their written products. Students are also encouraged to use the UAF Speaking Center for coaching and practice. The Center is located in 507 Gruening. Call 474-5470 for Speaking Center hours and to schedule an appointment. Please contact me as required should you need to contact other subject matter support services relevant to the development of your leadership or class projects/topics.

Disabilities Services

Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment with the Office of Disability Services (Phone # 474-7043). Please inform me of your needs and if I need to meet with the Office of Disability Services to provide the appropriate accommodations to assist you in meeting the goals of the course.