

SYLLABUS

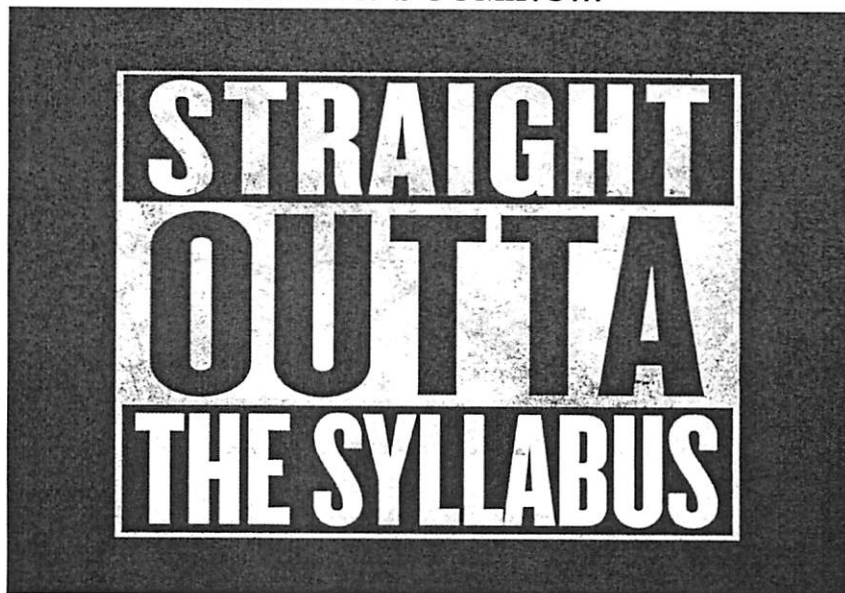
SCST 5339: Foundations of Homeland Security
Sam Houston State University
Spring 2018
ONLINE ONLY

Professor: Dr. Natalie D. Baker
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*The best way to contact me is through email.

***IF YOU HAVE ANY QUESTIONS ABOUT THE CLASS, PLEASE READ
THE SYLLABUS FIRST BEFORE YOU CONTACT ME BECAUSE
ANSWERS TO MOST OF YOUR QUESTIONS WILL BE FOUND HERE
BECAUSE IT'S COMING...***



Also, here is a video/course trailer I made for a similar class at my former university. You should watch it if you like Godzilla and rap music: <https://vimeo.com/147380261>

Course Description: This class introduces students to major concepts within the field of security studies, focusing specifically on large-scale manmade/non-manmade risks. The course will examine how concepts of 'security' and 'threat' came to be through a variety of socio-cultural-historical perspectives. While this is a traditional class in the sense that students shall look to the course professor to facilitate learning, this will be accomplished in a different way than the traditional lecture and testing-based environment of the typical college course.

We will read, listen, watch, and discuss during the class. This will happen in a collaborative fashion, as this is a skill fundamental to both work in fields related to security, and getting through life and work successfully.

*****If you are not prepared to actively join in discussion, and demonstrate you have read course materials during each class period do not waste your time, nor that of the class (including me).*****

The major objectives of this course are:

1. Understand the complex origins of security in the US socio-cultural context.
2. Provide theoretical and practical grounding in this interdisciplinary topic.
3. Be able to name, identify, and understand fundamentals of the field.
4. Develop the collaborative skills necessary to successfully work in security, or your field of choice.
5. Refine your ability to make connections between seemingly disparate topics in relation to the course material.
6. Rethink pre-existing assumptions and misconceptions.
7. Own your engagement with knowledge.

Disclaimers:

- I will do my best to work within your style of learning, but cannot please all.
- Please review the syllabus to make sure this class is a good fit for your style of learning or level of energy.
- Some of the material contains adult language and topics that might be offensive to some people. If you feel this might be an issue for you, please discuss with me beforehand.

- This course is dynamic and somewhat experimental. The tasks and schedule may change slightly over the semester. I will keep you informed of any changes as they come along via blackboard announcements, email, and announcements during class. If you have a problem with change, please take a different section. Or, if this is your only option, then approach the class with an open mind.
- I will challenge you. Please don't be offended, as I will also challenge myself.
- There is no right or wrong. Your ideas are your own, but should be rooted in a body of knowledge that has been established over time.
- While I am the leader of this class, it is important to me that you learn and are respected as a human being. With that said, I am pretty flexible, but please do not take advantage of it. This means, it's pretty obvious to me when people don't do their work, and I will call you out if you try to play me.
- As this is an online course, it is CRUCIAL you read my email communications and announcements, as I will update you with any important information (such as class cancellations or extra credit opportunities) through this method, as well as verbal communication in the classroom setting.
- If you have questions/concerns/complaints/need help, please email me. I am always happy to assist.

Required Texts: The course texts are available online through sites such as amazon.com or textbooks.com. They are the following:

- 1) The Theater of Operations: National Security Affect from the Cold War to the War on Terror by Joseph Masco:
http://www.amazon.com/Theater-Operations-National-Security-Affect/dp/0822358069/ref=tmm_pap_swatch_0?encoding=UTF8&qid=&sr=
- 2) Resilient Life: The Art of Living Dangerously (1st Edition) by Brad Evans and Julian Reid: http://www.amazon.com/Resilient-Life-Art-Living-Dangerously/dp/0745671535/ref=sr_1_2?s=books&ie=UTF8&qid=1452532356&sr=1-2&keywords=resilient+life

Supplementary Texts and Materials: Will be posted on Blackboard.

There will be a variety of multimedia you will need to interact with as

part of the course (e.g. movies etc.). When available, I post the link to such media in the syllabus and on Blackboard.

STRUCTURE OF THE COURSE: This course is designed to facilitate both individual and co-learning. We will not have traditional lectures, however, sometimes I will post verbal explanations of the material (as some of it can be difficult – please remember this is a GRADUATE-LEVEL class, therefore you are expected to engage challenging texts even if you find them difficult and tedious.

I will pose questions in the beginning of each online class that will be designed to question the material and learn about topics on a deep level. Some examples of what we might do in class: create a visual map of how you envision connections between major topics in the beginning of the course, and then show how this changes by the end of the semester, identify assumptions and pre-misconceptions and chart how this changes over the entirety of the course.

SELF-REFLECTION/ COURSE GRADE: I assess grades in a non-traditional manner. As part of a college education is to learn how to conform to rules in order to obtain a job, students must turn in all assignments to get an A, but there are no points assessed for any activity required of the course.

In lieu of quantitative assessments of your engagement with and mastery of the course, you will send to me a reflection about:

- 1) How your assumptions have changed over the course.
- 2) Ways in which you have improved in terms of knowledge and discipline over the duration of the course. I will then add my assessment of your performance
- 3) We will co-determine your grade.

ACTIVITIES/ASSIGNMENTS

There are a number of activities students will engage to reinforce and demonstrate learning. They are detailed below:

- 1) **WEEKLY DISCUSSION SESSIONS**

All students are required to participate in weekly online discussions over the course. The discussions will concern the texts assigned for each week. The discussion dates are listed in the schedule following the breakdown of assignments.

1) I will post 3 questions in the Discussion section of Blackboard based on course materials for each class. These are designed to encourage debate among students to demonstrate engagement with material.

2) Everyone must post at least 2 thoughtful responses related to that week's topics by 11:59 each Thursday of a class week. You will need to post one more follow up response to any commentary by each Sunday at 11:59 PM. If you have trouble with the due dates and times, please let me know. I can make exceptions if you give me notice as I am mindful of difficult schedules.

YOU ARE REQUIRED THREE TOTAL POSTS PER WEEK – YOU DON'T HAVE TO RESPOND TO EACH OF MY QUESTIONS. FOR EXAMPLE, YOU CAN ANSWER ALL THREE OF MY QUESTIONS, OR MAKE ALL OF YOUR RESPONSES TO STUDENTS' COMMENTS, OR MIX AND MATCH. AGAIN, ONLY 3 TOTAL RESPONSES PER WEEK.

3) I will also be involved in the discussion, which will engender further conversation among students in the class. I will respond to discussion questions and comments each week, and sometimes beyond if a topic has resulted in lively conversation. Thus, I recommend subscribing to each week's board.

This will insure you get any feedback to your posts; it may be a bit cumbersome in terms of emails you get, but I assure you, I am also getting these emails and it is super helpful in keeping track of everything.

4) You can ask questions about assignments, the structure of the course, etc. either via the discussion board or email. There will be a special place for this in the discussion section of Blackboard.

****What is meant by 'thoughtful', you ask?****

You will be evaluated on the following criteria for each week's discussion:

- Completion of responses.
- Demonstration that you have read and understand the material (e.g. reference an idea discussed within the text in a way that does not just reiterate the author's point). It is easy for me to tell when students do not engage the readings. I will call you on it if I believe you have not done your work and you will be graded accordingly.
- At least one reference to an event (whether current or not) that demonstrates application of knowledge learned in the reading assignments we cover. Here you will explain the event (with references) and explain your rationale why it relates to the topic.

Length is not as important as covering the three above requirements in the body of your posts.

You must use course material/outside material (i.e. EVIDENCE) to back your thoughts up to support arguments.

2) SECURITY GALLERY

This can be an individual or group assignment. Meaning, you can work on this by yourself or with others, if you so choose. Everyone will pick a topic that falls under one of the themes below. You are welcome to propose your own topic of interest. These themes are kept intentionally vague as I want you to push yourself in this assignment, to be as creative and critical as possible.

Themes: The course is organized around many of the below themes. While they might seem unrelated, all are relevant to security studies. The point is for you to organize the content of your 'gallery space' within the context of the course goals. You can be creative or as traditional as you would like to be. This activity is designed to engage your thinking on the topic rather than have you memorize facts. If you do not complete this activity, it is not possible for you to get any grade above a C. It is also important that you contribute to your group, if you so choose this route.

Possible themes are as follows:

- mass media
- policy
- history

- music
- popular culture
- literature
- philosophy
- film
- institutions
- time
- power
- organizations
- action
- vulnerability
- race
- gender
- age

You are welcome to suggest other themes as you see fit.

Expectations: You will work to develop the space in this 'gallery' related to your theme. You can create your space using a variety of media (e.g. videos, movies, music, literature). It is expected this work will connect with weekly readings from both the general texts, and then also others surrounding your topic.

***YOU CAN TURN IN THE GALLERY PROJECT AT ANY POINT IN THE SEMESTER AS LONG IT IS WELL-DONE AND FOLLOWS THE GOALS OF THE PROJECT. PLEASE SEND VIA EMAIL TO DR. BAKER BY THE DUE DATE LISTED AT THE END OF THE SYLLABUS.**

3) CRITICAL MOVIE REVIEW

You will watch two documentaries about Hurricane Katrina, *When the Levees Broke*, and *If God is Willing and Da Creek Don't Rise*.

You will write ONE PAPER that is a written summary/critique of this movie where you apply knowledge gained from the class to assess the way the event and its management is portrayed. This should be at-least four double-spaced pages minimum and no fonts beyond 12-point.

You will: 1) briefly summarize the movie – no more than one to two paragraphs max, and 2) critique the movie using the readings, discussions, other evidence. Opinions are fine too, but they must be

rooted in legitimate knowledge.

Like all other assignments, you cannot receive an A in the course if you do not complete as directed, or you will drop one letter grade in the course if your effort here is not adequate (i.e. follows the directives above).

4) GRADE SELF-ASSESSMENT

I will assess grades in a non-traditional manner. As part of a college education is to learn how to conform to rules in order to obtain a job, students must turn in all assignments to get an A, but there are no points assessed for any activity required of the course. Rather, you will send to me a reflection about: 1) how your assumptions have changed over the course, 2) ways in which you have improved in terms of knowledge and discipline over the duration of the course. I will then add my assessment of your performance and then we will co-determine your grade.

This must be more than two or three sentences. I will provide more info over the course of the semester.

READING LIST AND SCHEDULE OF CLASSES

Below, I outline the readings for each class. You are expected to have read them before each respective day listed, as we will be discussing them each class. Please note there will be readings that come from outside the text. These will be provided via Blackboard.

PART I – NATIONAL (in)SECURITY

Week 1 (1/22): Course Introduction

- Get books, read syllabus, ask questions

Week 2: (1/29):

- Read 'Community Emergency Planning: False Assumptions and Inappropriate Analogies' (on Blackboard)
- Read 'What is a Disaster?' (on Blackboard)
- Watch: <https://www.youtube.com/watch?v=MDOrzF7B2Kg>

Week 3: (2/5) Social chaos and other mythologies

- Read 'Metaphors Matter'
- Read 'Disaster Mythology and Availability Cascades'

Week 4: (2/12) Transforming the Cold War to the counterterror state – How US National Security came to be

- Read Intro and Chapters 1 and 2 of Masco book

Week 5: (2/19) Masco Continued...

- Read Chapter 3 of Masco book
- Read Baker, Natalie D. 'Dirty sneaky rats, bad hombres, and the stewards of moral good: old battles in new theaters – sociotechnical performances of (counter)terror' in review for Critical Studies on Terrorism.

Week 6: (2/26) Biosecurity

- Read 'Baker, Natalie D. and Samonas, Spyridon. 'Keeping the Ebolas Out': Relativism, Pluralism, and the Construction of Imagined Crises to be submitted to Security Studies.
- Read Chapter 4 of Masco book

Week 7: (3/5) The Hazards Cycle and National Security Infrastructures as Basically Understood

- Read the information on the following sites:

<http://restoreyoureconomy.org/disaster-overview/phases-of-disaster/>

- Take and pass the following trainings:

1. National Incident Management System (NIMS) An Introduction:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-700.a>

2. NIMS Resource Management:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-703.a>

3. Introduction to the Incident Command System:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-100.b>

4. National Response Framework: An Introduction:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-800.b>

- Familiarize yourself with the following sites:

<https://www.fema.gov/>

<https://www.dhs.gov/>

Week 8 (3/12):SPRING BREAK - NO

Part II – Questioning the State of Things

Week 9 (3/19) Preparedness?

- Baker, Natalie D. and Grant Ludwig, Lisa. 2016. 'Disaster Preparedness as Social Control', Critical Policy Studies.
<http://dx.doi.org/10.1080/19460171.2016.1214075>.
- Read Baker, Natalie D. 2014. "Everything Always Works": disaster preparedness as construction of the 'risk society'. International Journal of Mass Emergencies and Disasters, Vol. 32(3): 428-458.

- Read Baker, Natalie D. 2014. 'Potential Improvisations: the role of explicit and implicit practices in the production of situated preparedness for disasters.' Natural Hazards Review, Vol. 15(4).

Week 10 (3/26): Resilience and Vulnerability?

- Read Chapters 1 and 2 of Resilient Life by Evans and Reid

Week 11 (4/2): Resilience and Vulnerability Continued

- Read Chapters 3 and 4 of Evans and Reid book

Week 12 (4/9): Contextualizing Resilience and Vulnerability

- Watch 'Trouble the Water':
<https://www.youtube.com/watch?v=oOOV1A3NIoM>

Week 13 (4/16): Race and Vulnerability

- Read 'Race, Class, and Hurricane Katrina'
- Read 'Baker, Natalie D and Kubrin, Charis. 'Now it time to bounce back: New Orleans bounce rap, Hurricane Katrina, and re-creating sameness'', to be submitted to Critical Inquiry.

Part III: Case Study – Hurricane Katrina

Week 14 (4/23): Hurricane Katrina – The Response

- Watch 'When the Levees Broke':

Parts I and II: <https://www.youtube.com/watch?v=12xjlsHvIWA>

Parts II and IV:

https://www.youtube.com/watch?v=9vuOKo_uuKE

Week 15 (4/30) Hurricane Katrina - 5 years later

- Watch 'If God is Willing and Da Creek Don't Rise':
Part I: https://www.youtube.com/watch?v=kWBQp_Ups6E
Parts II, III, and IV are available via amazon for purchase. Free versions are not available.

Week 15 (5/7): FINALS WEEK – NO CLASS

Final Grades Due – May 12@ 12PM

the Critical Movie Review is due May 10 11:59 PM (email to Dr. Baker)

*****The professor reserves to alter the syllabus and schedule, as this is a dynamic and evolving course.*****