

## **SYLLABUS**

**SCST 4364-01: Homeland Security and Emergency Management**

**Spring 2018**

**T/R 2-3:20 PM, George J. Beto Criminal Justice Building C110**

**Professor: Dr. Natalie D. Baker**

**Department of Security Studies**

**College of Criminal Justice**

**Sam Houston State University**

**Phone: (936) 294-1695**

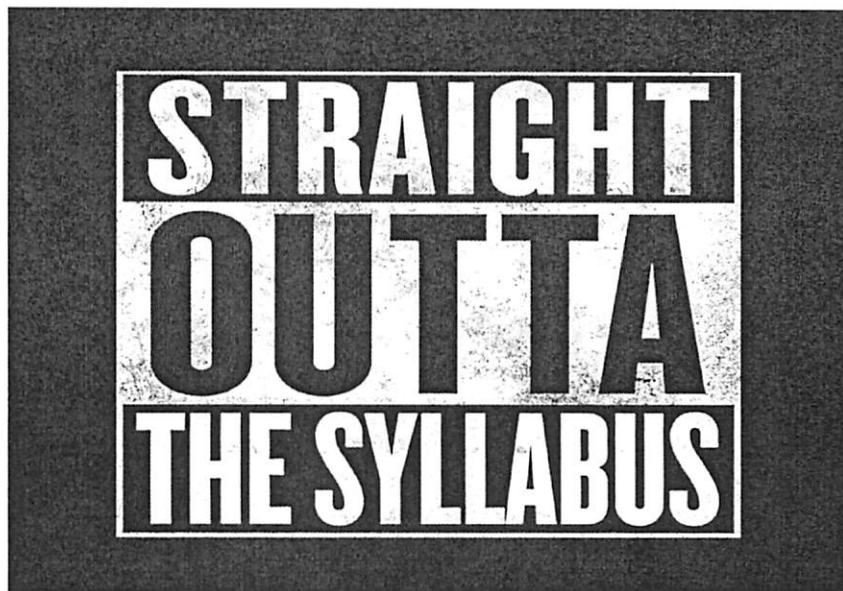
**Email: natalie.baker@shsu.edu (preferred contact)**

**Office: C-107, George J Beto Criminal Justice Center**

**Office Hours: Tuesdays 11:30-1:30 (or by appointment)**

**\*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 ANSWERS COME:**



**Also, here is a video/course trailer I made especially at my previous university for a similar class. 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 concept of Homeland Security and Emergency Management, focusing specifically on terrorism as well as large-scale manmade/non-manmade disasters.

The course takes a critical perspective on what is meant by Homeland Security and how emergency planning and incident management came to be through a variety of socio-cultural-historical perspectives. While the class is traditional 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 this class. This will happen in a collaborative fashion, as this is a skill fundamental to both good incident management, as well as just getting through life and work successfully.

**\*\*\*If you are not prepared to actively join in discussion during each class period do not bother coming to class.\*\*\* If you are shy, that is fine, I will work with each student to meet their needs.**

The major objectives of this course are:

1. Understand the complex origins of emergency and incident management 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 homeland 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.
- This course is not for everybody, especially if you: 1) plan on sleeping or texting during class, or 2) flourish in a lecture/testing environment.
- **Please review the syllabus** to make sure this class is a good fit for your style of learning or level of energy. If I can live without checking my email or texting my mom for one hour and 20 minutes 2 times per week, so can you. It can be done.
- 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.
- Finally, 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 obvious when people don't do their work. Don't come to class if you don't do your work.
- I will **ONLY** use Blackboard to post announcements and note which assignments are complete, so make sure you pay attention to this site in that regard.
- 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.

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

- 1) A Paradise Built in Hell: The Extraordinary Communities that Arise in Disaster: <https://www.amazon.com/Paradise-Built-Hell-Extraordinary-Communities/dp/0143118072>
- 2) Disciplining Terror: How Experts Invented "Terrorism": <https://www.amazon.com/Disciplining-Terror-Experts-Invented-Terrorism/dp/1107026636>
- 3) Mediatized Conflict: <https://www.amazon.com/Mediatized-Conflicts-Understanding-Contemporary-Paperback/dp/0335214525>

**Supplementary Texts and Materials:** Will be posted on the course website under the heading "Readings". They are **not** on Blackboard.

There will be a variety of multimedia you will need to interact with as part of the course (e.g. movies etc.). I will post these on Blackboard as the course progresses.

## **STRUCTURE OF THE COURSE**

This course is designed to facilitate both individual and co-learning. We will not have lectures. Rather, myself, or students will pose questions in the beginning of each 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) Security GALLERY**

This can be an individual or group assignment. 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 also welcome to propose your own topic of interest. These themes are kept intentionally vague as I want you to push yourself in this assignment.

#### **Themes**

The course is organized around many of the below themes. While they might seem unrelated, all are relevant to emergency and incident management. 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.

We will evaluate everyone's work during our gallery opening event at the end of the semester.

## **2) COMPLETION OF FEMA TRAINING ACTIVITIES:**

**You must select 2 out of the following FEMA trainings.** All students will be required to complete and pass 2 of these training courses based on your own interest. You must do both – each missing training will automatically drop you a letter grade.

They are 'due' on dates noted in the weekly schedule. **Students are encouraged** to email the professor verification of completion no later than 12 PM the date each is due.

You can either send a screenshot of the verification of passing/completion you get at the end of your training, or the certification of completion to me via EMAIL. Both are acceptable.

If you have completed and passed the training in the past, you can turn

that in for full credit. Everyone is welcome to submit verification of completion earlier than the final due date. Websites are below and will also be posted on the website:

**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>**  
**<http://training.fema.gov/EMIWeb/IS/IS100b.asp>**

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

### **3) DISCUSSION LEADER SESSIONS**

Each class member will serve as discussion leader along with approximately 1 other student for at least 1 class periods this semester (depending on enrollment). We will divide up who takes which readings when based on interest, the number of classes we have in a particular week, and class enrollment size. The professor will serve as a discussion leader for a few classes as indicated in the syllabus, or determined by enrollment/interest in a topic. Leaders must work together and condense the material into one succinct examination of the topics at hand.

The discussion leaders will:

- 1) Summarize the reading(s) in your own words

- 2) Work together (or on your own depending on enrollment) with your group to **develop 4 questions ONLY (NOT 4 PER PERSON)** based on the readings and pose them to the class. Dr. Baker will also pose 4 questions each class.
- 3) Send **ONE DOCUMENT** of summary questions to Dr. Baker via email by 12 pm the day before your assigned session. Dr. Baker will post all questions and commentary about the readings on the course website in advance of class.
- 4) Connect a current (loosely defined) event to the readings. You must explain the event and then contextualize it in terms of the relevant readings.
- 5) Work with the professor to facilitate in-class discussions
- 6) **DO NOT** use PowerPoint! **DO NOT** write an outline. **YOU MUST READ THE MATERIAL. I HAVE READ IT ALL AND CAN TELL WHEN STUDENTS HAVE NOT!!!!**
- 7) Students in the audience are required to discuss. Please come prepared.

I will moderate and oversee each discussion, as well as provide feedback on student's understanding of material.

All students should please read the texts and go over the materials, as I can generally tell when people don't do the readings.

#### **4) CRITICAL MOVIE REVIEW**

We will watch a "bad disaster/security movie" towards the end of the semester. You can choose which movie you want to cover, but must get my approval.

Students are required to email the professor a written summary/critique of this movie **applying knowledge gained from the class to assess the way the event and its management is portrayed.**

This should be at-least two pages minimum, double-spaced 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).

### **5) 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.

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### **COURSE SCHEDULE BY WEEK**

Week 1 (1/18): Course Introduction

- Get books, read syllabus, ask questions.
- Watch in-class video.

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## **SECTION I – TERROR**

### ***FOCUS BOOK: DISCIPLINING TERROR: HOW EXPERTS INVENTED "TERRORISM"***

Week 2: (1/23 and 1/25):

- 1/23: Read Chapter One - Introduction
- 1/25: Read Chapter Two-The Invention of terrorism

Week 3: (1/30 and 2/1)

- 1/30: Read Chapter Three – From Insurgents to Terrorists
- 2/1: Read Chapter Four – Disasters, Diplomats, and Databases

Week 4: (2/6 and 2/8)

- 2/6: Read Chapter Five-"Terrorism Fever"
- 2/8: Read Chapter Six-"Loose Can(n)ons"

Week 5: (2/13 and 2/15)

- 2/13: Read Chapter Seven: The Politics of (anti)knowledge
- 2/15: Read Chapter Eight: Conclusion

FEMA TRAINING # 1 DUE 2/16 by 11:59 PM

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## **SECTION II – DISASTER**

### ***FOCUS BOOK: A PARADISE BUILT IN HELL***

Week 6: (2/20 and 2/22)

- 2/20: Read Prelude
- 2/22: Read Section I: San Francisco Earthquake

Week 7: (2/27 and 3/1)

- 2/27: Read Section II pp. 73-98
- 3/1: Read Section II pp. 99-120

Week 8 (3/5 and 3/7)

- 3/5: Read Section III pp. 135-165
- 3/7: Read Section IV pp.183-211

FEMA # 2 DUE 3/8 at 11:59 PM

Week 9 (3/13 and 3/15): SPRING BREAK - NO CLASS!!!

Week 10 (3/20 and 3/22)

- 3/20: Read Section V: pp. 231-282
- 3/23: Read Epilogue

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### SECTION III- MEDIA AND HOMELAND SECURITY ISSUES

#### **FOCUS BOOK: MEDIATIZED CONFLICT**

\*\*\*Week 11 (3/27 and 3/29): In person class 3/27 and no in-person class 3/29 – MOVED ONLINE TO BLACKBOARD

- Read Chapters One and Two

\*\*\*Week 12 (4/3 and 4/5): (3/27 and 3/29): No in-person class 4/3 or 4/5 – MOVED ONLINE TO BLACKBOARD

- Read Chapters Three and Four

Week 13 (4/10 and 4/12):

- 4/10: Read Chapter Seven
- 4/12: Read Chapter Eight

Week 14 (4/17 and 4/19):

- 4/17: Read Chapter Nine
- 4/19: Read Chapter Ten

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Week 15 (4/24 and 4/26):

PRESENTATIONS

Week 16 (5/1 and 5/3):

PRESENTATIONS

FINALS WEEK (5/8 and 5/10) – 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.\*\*

**\*\*\*\*TECHNOLOGY USE POLICY\*\*\*\***

**I fundamentally trust that students are mature and responsible enough to use technology wisely. With that said, I absolutely DO NOT want to see excessive phone/laptop use in this class!!! If I see it, I will call you out because it is disrespectful to the professor and other students.**

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