

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **CJUS 380**

#### **INTRODUCTION TO HOMELAND SECURITY**

#### **COURSE DESCRIPTION**

An introduction to the public and private sector dimension of the broad range theoretical and practical aspects of homeland security and emergency management, including: origins of natural and terrorist-caused disasters; local, state, and federal emergency management planning and operations; health infrastructure capabilities, public communication strategies; business community concerns; ethical, legal, and constitutional questions; as well as the social and psychological dimensions of disasters. NRF, NIMS, ICS, IC, and UC will be examined. Further, national and association standards found in agencies and documents such as Presidential Directives, NFPA 1600, IAEM, and IACP will be examined.

#### **RATIONALE**

This course cultivates an understanding of different cultures and international actions. It promotes an understanding of Western tradition and American historical aspects of emergency management and fosters university-level competencies in writing, speaking, reading, analytical reasoning, computer literacy, and research. It challenges the student to acquire knowledge independently through research of the sciences and promotes the evaluation of moral and ethical decision making. The student will develop competence in determining an approach to vocation. This course nurtures the maturing of spiritual, intellectual, social, and physical qualities through the synthesis of academic knowledge and Christian values. It cultivates the sensitivity to others with commitment to better humanity and encourages commitment to Christian life while actively communicating the Christian faith, personal integrity, and social responsibility, all achieved through Jesus Christ the Lord and personal Savior

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Identify proven best practices in preparedness and mitigation of hazards.

- B. Evaluate opposing positions related to critical homeland security issues.
- C. Explain potential terrorist hazards within the United States with appropriate responses to these hazards.
- D. Compare the various structures and homeland security initiatives of local, state, and federal organizations.
- E. Identify groups, organizations, and systems involved in response and recovery.
- F. Discuss a historical evolution of emergency management and statutory changes.
- G. Based on past changes in homeland security policies, systems, and procedures, propose the need for future change and improvement.
- H. Discuss the importance of Christian NGO's in response and recovery.

#### V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist
 

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (8)
 

Discussion boards are collaborative learning experiences. Discussion questions will be posted each module/week. Each thread must be a minimum of 200–300 words (no max limit) and reference a minimum of 1 source. Unlike the formal written assignments, it is not required that the thread adheres to specific formatting requirements; however, the student must be sure to proofread carefully. Grammar and spelling errors may impact the grading. The student must post at least 2 replies to other classmates' threads with a minimum of 100–150 words (no max limit) in each reply. A minimum of 1 source must be referenced.
- D. Position Paper 1
 

The purpose of this position paper is to gain support on a particular issue and to explain the rationale for the student's position. The information provided must be based on a strong foundation of facts. As such, the student must provide evidence from credible academic and scholarly sources. The student will select a topic provided from Chapters 1–4 respectively. After choosing his/her topic, the student will define, refine, and limit his/her issue. At a minimum, the following sections are required for the paper: (a) problem statement, (b) literature review, and (c) conclusion. Further instructions are found the Course Content section of the course.

The paper must follow strict APA guidelines and must consist of 700–1,050 words. At least 4 sources are required. All sources must be properly cited.
- E. Position Paper 2
 

The purpose of this position paper is to rebut the student's position in Position Paper 1. The student must convince the readers that the evidence and findings of Position Paper 1 are wrong. As such, the information provided must be based on a strong foundation of facts, with evidence from credible academic and scholarly sources. Remember, peer-reviewed articles are best. At a minimum, the following sections are required: (a) position

statement, (b) review of literature, and (c) conclusion. Any references used in Position Paper 1 may be used again; however 3 new references are required. In addition, the textbook must be used as a reference to cite at least 1 countering argument to Position Paper 1.

The paper must follow strict APA guidelines.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (8 at 75 pts ea)	600
Position Paper 1	150
Position Paper 2	250
<b>Total</b>	<b>1010</b>

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600-699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **CJUS 380**

Textbook: Bullock et al., *Introduction to Homeland Security* (2016).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Bullock et al.: chs. 1–2 2 presentations 1 website	Course Requirements Checklist Class Introductions DB Forum 1	10 0 75
<b>2</b>	Bullock et al.: ch. 4 1 presentation 2 websites	DB Forum 2	75
<b>3</b>	Bullock et al.: ch. 3 2 presentations	DB Forum 3	75
<b>4</b>	Bullock et al.: ch. 5 1 presentation 1 website	DB Forum 4 Position Paper 1	75 150
<b>5</b>	Bullock et al.: ch. 10 1 presentation 2 websites	DB Forum 5	75
<b>6</b>	Bullock et al.: ch. 9 1 presentation 2 websites	DB Forum 6	75
<b>7</b>	Bullock et al.: ch. 11 1 presentation 2 websites	DB Forum 7	75
<b>8</b>	Bullock et al.: chs. 12–13 1 presentation 3 websites	DB Forum 8 Position Paper 2	75 250
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on **Friday**.