PAFF 6381.90L – Homeland Security in the US  
Spring Semester 2019  
Terence M. Garrett, Ph.D.  
Professor of Public Affairs and Security Studies

Class time: None scheduled.  
Note: This class is an online course with 100% online instruction. We will generally have written assignments due on Wednesday and do the class discussion portion of the course online on Monday.

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Regular Office Hours: Wednesday 2:30 – 5:30 p.m. and by appointment at ELABN 229 on the Edinburg Campus or the Brownsville Campus


COURSE DESCRIPTION: This course delves into the historical, theoretical, behavioral, political and administrative perspectives of homeland security and the problems associated with attempting to protect the borders of the United States after terrorist attacks and containing natural disasters.

COURSE CONTENT & OBJECTIVES: “Current Problems in Homeland Security” is an MPA course designed to acquaint the student with management and policies designed to protect the U.S. with an emphasis on administrative, strategic and political solutions to protect citizens; their rights and their property. In Homeland Security, we will be emphasizing and analyzing the reorganization of bureaucracies in the federal and state governments and strategies taken by policy makers to achieve security goals.

The objectives of the course are three-fold: (1) To acquaint the student with the standard literature of homeland security; (2) To acquaint the student with models of bureaucratic decision making used in the public sector; and, (3) To get the student to rethink public policies and management practices by recognizing the complexity and paradoxical character of homeland security.

COURSE EXPECTATIONS: Each student will demonstrate his or her competence in dealing with the above issues of organization behavior by maintaining weekly written assignments of assigned readings, participating in online class discussions and exercises, writing a book review, and writing a paper on homeland security issues.
**Weekly written assignments:** Each student is required to maintain weekly written assignments of readings assigned to them over each week of material covered throughout the semester. The student will write an essay, clearly indicating where the material was derived using APA standard format. The journal entry is due on the day the material is designated in the “weekly assignments” and sent to Terence.Garrett@utrgv.edu as a .docx or .pdf attachment. All assigned course material is to be included as indicated in the “unit/assignment” section of this syllabus. The overall purpose of these weekly assignments is to ensure that everyone has read the material in advance and knows it well enough to knowledgeably participate in class discussions and all submitted written work. Weekly assignments will be accepted late but will receive an automatic 20% reduction for each 24-hour period for being late. The best way to keep up with course materials is for students to submit journal assignments via the internet by sending an email with a Microsoft Word file (.docx) or Acrobat Reader file (.pdf) attached to the instructor at Terence.Garrett@utrgv.edu.

**Class discussion board:** Each student will participate in class discussions. As part of the “Weekly assignments journal,” 1 point per week (20% of the weekly grade) will be posting comments about the weekly assignments in Blackboard as part of the online course instruction.

**Respect in the Classroom:** Respect for others and their ideas are vital for learning. In any classroom situation that consists of critical discussion, particularly about political ideas, there are bound to be many differing viewpoints. Students may not only disagree with each other at times, but the students and professor may also find they have disparate views on sensitive and volatile topics. That is great because real learning takes place not when others simply nod in agreement, but when the assumptions behind ideas are challenged fairly. You should respond to such a challenge by using your reasoning skills and evidence from the readings to stand behind your point, adapting to the valid points raised about your position. I will strongly encourage debate and have disagreements at times in this course because they are an important aspect of a liberal arts learning environment. Please note your grades will not be adversely affected by any beliefs, or ideas expressed in class, or in assignments. Instead, we will all respect the views of others when expressed in classroom discussions. Respect for others includes contributing to an environment conducive for learning. Respect applies to in this course to blackboard-based discussions.

**Exams:** There are no exams tentatively scheduled. The instructor reserves the right to give a quiz or an exam at any time in the event that students fail to adequately participate in class discussions. The exams or quizzes, if given, will be take home and written in research paper format.

**Research paper:** Each student will write a fifteen to twenty-page paper adhering to the American Psychological Association (APA) standard (6,000 to 8,000 words). The student will select a topic area in homeland security and do an analysis of the policy or management problem and propose a solution. This semester you may focus exclusively on homeland security in the Brownsville, Edinburg, McAllen areas, (Rio Grande Valley,) or in the state of Texas, OR provide an analysis of another state or region of the U.S. The student will provide the instructor with a one-page (typed, double-spaced) synopsis
of the organization he/she has selected as indicated in the “Course Materials.” The final paper is due on the last day of scheduled class during the regular semester. Early papers are encouraged and accepted. Late papers incur a one letter grade deduction for each day they are late for any reason (excused or unexcused absences, etc.)

Book review: Each student will write a four to six-page (250 words per page minimum) book review (see “Guidelines for Book Review” below.) The book review will be due when indicated in the syllabus.

ATTENDANCE: Attendance is not required for this online course. However, students will participate in class discussion boards.

GRADING:
“Weekly assignments” (4%) and “Class participation” (1%) (11 weeks/5% each)

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly assignments</td>
<td>55%</td>
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<tr>
<td>Book review</td>
<td>15%</td>
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<tr>
<td>Research paper</td>
<td>30%</td>
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Total 100%

GRADING SCALE: A 94-100; A- 90-93 B+ 87-89, B 83-86; B- 80-82; C+ 77-79; C 70-76, D* 60-69, F 59 down.
*Note: The “D” grade is not used in graduate courses. Also, should the need arise due to whatever circumstances, students will have to drop themselves from the course. The instructor will not drop the student.

CHEATING/PLAGIARISM POLICY: Cheating results in an “F” for the course. Personally it is distasteful to feel obligated to mention this, but the phenomenon has escalated in the past couple of years and most students feel the cheaters are cheating them. Plagiarism, or literary/artistic theft, is also a form of cheating and will not be tolerated.

READING SCHEDULE FOR PAFF 6381 Homeland Security

UNIT/ASSIGNMENT--NOTE: Bring your System under Stress book and other pertinent reading materials to class to make assignments.


Disaster Policy & Politics: Emergency Management and Homeland Security
(a) Preface and Chapter 1: Disaster Management in the US, pp. xi-24

System under Stress: Homeland Security and American Politics
(b) Preface and Chapter 1: Policy Lightning.


(g) The 9/11 Commission Report and 9/11 Executive Commission Report

(h) The *Administrative Theory & Praxis* articles on 9/11 symposium (2002).

Unit 2 Coordination Dilemmas – Connecting the Dots?

*System under Stress: Homeland Security and American Politics*

(a) Chapter 2: Coordination Dilemmas

(b) Donald F. Kettl. (n.d.) “Dots Unconnected” from the Century Foundation.

(c) *Disaster Policy & Politics: Emergency Management and Homeland Security*

(a) Chapter 2: Disaster Management and Theories of Public Management.


Unit 3 Reshaping the Bureaucracy

*System under Stress: Homeland Security and American Politics*

(a) Chapter 3: Reshaping the Bureaucracy (Kettl)

(b) *Disaster Policy & Politics: Emergency Management and Homeland Security*

(a) Chapter 3: Historical Trends in Disaster Management

(b) *Public Administration Review*, Vol. 62, September 2002 Special Issue, articles:

(i) Introduction to “Managing Bureaucracies and Administrative Systems in the Aftermath of September 11 (Riccucci), pp. 92-4.


(iii) “Rethinking Security: Organizational Fragility” by Louise K. Comfort


(e) “Katrina, Rita, Challenger and Columbia: Operationalizing a Knowledge Analytic in NASA and DHS Crises” by Terence M. Garrett (Fall 2007 by the journal Public Voices)

(f) “Inter-O rganizational Collaboration and the DHS Transition: A Knowledge Analytic Interpretation” by Terence M. Garrett (journal: Administration & Society).


Unit 4 The Federalism Jumble
System under Stress: Homeland Security and American Politics
(a) Chapter 4: The Federalism Jumble (Kettl)
(b) Disaster Policy & Politics: Emergency Management and Homeland Security
(c) Chapter 4: Understanding Disaster Policy Through Presidential Disaster Declarations
(d) Chapter 6: Intergovernmental Relations in Disaster Policy
(e)

(h) Public Administration Review, Vol. 62, September 2002 Special Issue, articles:

Unit 5 The Political Costs of Managing Risk/Balancing Liberty with Protection
System under Stress: Homeland Security and American Politics
(a) Chapter 5: The Political Costs of Managing Risk (Kettl)
(b) Chapter 6: Balancing Liberty with Protection (Kettl)

Disaster Policy & Politics: Emergency Management and Homeland Security
(a) Chapter 7: Civil-Military Relations and National Security
(b) Chapter 8: Globalization of Disasters
(c) Public Administration Review, Vol. 62, September 2002 Special Issue, articles:
(ii) “Fear, Terrorism, and the Constitution” by Anthony Lewis, pp. 61-2.
(vi) “Strengthening Effective Government-Citizen Connections through Greater Civic Engagement” by John J. and Mary K. Kirlin.
(e) “Security and Liberty” by Anthony Lewis of The Century Foundation.
(f) “Rethinking the Patriot Act” and “Security and Freedom for the Long Haul”– by Carol Starmack of The Century Foundation (chapters 1 & 6).
(viii) The Border Wall or Fence? Garrett ATP paper on Obama Storbeck and Garrett ATP paper on Border Fence


**Unit 6:** Course Conclusion: Gauging the Stress Test – Chapter 7: “Goldfish Bowls” in *System under Stress: Homeland Security and American Politics.*

Disaster Policy & Politics: Emergency Management and Homeland Security
- Chapter 9: Recovery Assistance; Chapter 10: Conclusions and the Future.

*Problems?*


ii. Low morale in the RGV CBP sector.

iii. Unaccompanied Migrant Children.


**Research paper due May 2, 2019. Book Review due April 17, 2019.**

The professor reserves the right to make any changes to this syllabus or any other course materials as necessary.
Guidelines for Book Reviews

A. Form
The first page of your review should be the title page, which will include your name, the number and title of the course, and a complete bibliographical citation of the book you have selected. The basic form is author (name reversed), title, place of publication, publisher, and date of publication (e.g., Adams, Guy B. and Danny L. Balfour. *Unmasking Administrative Evil*. Thousand Oaks, CA: Sage Publications, 1998). Your review will be typed and double-spaced. The length should be from three to five pages (excluding title and author pages).

B. The Author
Whenever reviewing a book, it is helpful to know something about the background of the author. Frequently the book itself will contain biographical information. If the author is well-known, a brief biographical sketch may be found in such published works as the *Directory of American Scholars, Twentieth (and Twenty-first) Century Authors, Who’s Who in America, Who’s Who in American Education, Contemporary Authors, Biography Index*, etc. (all are located in the reference section of the university library). The internet also is another good source of information about the author (Be sure and fully cite where you get it!) When possible, give a brief biographical sketch of the author on a separate page just following the title page. Nationality, academic training, professional experience, and published works are among the items that should be included in the sketch.
In some cases, the author will not be found in any of the basic reference works. In this event, you should still cite the titles of the reference works consulted. For this book review you will need at least two (2) reference citations. You may, of course, use legitimate internet sources (not Wikipedia).

C. Content
A good way to begin a book review is to say something about the scope of the book. You may wish to follow with some statements on the more important events and facts brought out in the book. At the same time, however, you should understand that a good book review is something more than a summary of facts. It is also necessary to examine the author’s view or interpretation of the specific events and persons involved. In other words, you should determine whether or not the author has a thesis, i.e., is the author sympathetic, hostile, ambivalent, etc. You should also determine whether or not the author has a thesis, i.e., is the author trying to prove a particular point, and if so, what? Sometimes authors will reveal their thesis at the outset, usually in the preface or introduction. Many times, however, the author makes no effort to form a thesis and attempts only to tell a story. But even then the author will normally arrive at certain conclusions concerning the important events and personalities described. These conclusions should be an important part of your review.
Finally, probably at the end of your review, you should express your overall opinion of the book. What were the significant strong points and weak points, and what did you learn from the book, etc.?

D. Some Helpful Tips to Remember
1. **Quoting**—Whenever you wish to quote the author directly, which is an effective way to emphasize a point, be sure to include the statement in quotation marks. In addition, follow up by including the page number of the quotation in parentheses at the end of the quoted sentence (e.g., p. 158). There is no need for footnotes because you are quoting from one book. When making long quotes (in general, three lines or over), the quotation should be set off from the text and single-spaced.
2. **Use of Published Book Reviews**—You may find it helpful to look at a published review of the book, which will give you some idea how professional political scientists and public administration scholars view the book. The *Book Review*
Digest will not only provide you with short excerpts from published reviews in professional journals, such as the Public Administration Review, American Review of Public Administration, and the American Political Science Review, but it will also provide the necessary information for locating these reviews. If you do consult such journals, however, be sure the words you review are your own and have not been lifted from a published review. To do otherwise is plagiarism. Besides, reviews by professional political scientists, journalists, and public administrators are easily recognizable.

3. Some Hints While Reading the Book—Read your book early and at a leisurely pace rather than in a short time span; you will both remember it better and enjoy it more. While reading the book either take notes on those points you may later wish to use in your review (e.g., interesting or unusual facts; controversial points; conclusions and interpretations by the author) or jot down the page numbers on a sheet of paper for quick reference. This will make the task of writing much easier. Also, when writing your review it is a good idea to follow these statements with the page number (in parentheses).

4. Mechanics—Your paper should be neat and well-written; you will be graded down for mistakes in spelling, punctuation, capitalization, and poorly structured sentences.

Keep an extra copy of the book review for your personal reference—Your review will not be returned to you on a permanent basis. You will be allowed to examine your review in class, but it will be returned to the instructor at the end of the class in which it was discussed. The book review will be retained by the professor in a permanent file in order to prevent plagiarism.

NOTE: The professor may make changes to this syllabus as is necessary at any time during the semester.