



## Homeland Security is Local

Course Reference Numbers (4): 10240

Oct 6-8, Nov 3-5, 5-9p Fri, 9a-5p Sat/Sun

4 Credit Hours



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This syllabus is subject to revision.

**Course Description:** The events of September 11, 2001 rapidly set into motion significant changes in a wide range of domestic policies to encompass what is now known as homeland security. One component of the homeland security mandate is federal, and the creation of the Department of Homeland Security (DHS) represented one of the largest reorganizations of federal bureaucracy in United States history.

But as important as the actions and mandates of the principals at the top of any national hierarchy are, they must rely on their agents at the state and local level for day-to-day terrorism prevention and disaster response. The new homeland security mission encompasses many more entities, from hospitals to private sector holders of critical infrastructure. This provides fresh impetus for understanding the workings of entities as the sub-federal level because, as Caruson and MacManus (2006, p. 523) point out, “Local governments must manage the vast majority of critical duties associated with emergency preparedness while first-responder groups - emergency personnel, firefighters, law enforcement, and local health care workers - provide the first line of defense in the event of a terrorist attack.”

This course begins by tracing the development of homeland security in the early 2000s, from the first wave of top-down federal mandates to the states and the resulting battles over funding and scope of responsibility. Utilizing real-world cases complemented by applied academic research, we will examine several specific topics of homeland security, including intelligence sharing, international border security, federalism, and emergency response.

Students will select discrete topics for their final projects based on their own interest and experience including, but not limited to emergency management, terrorism, critical infrastructure, policing, inter-agency collaboration, cybersecurity, or public health.

## NOTES ON READINGS:

All journal articles or web links will be posted to Canvas

There is one book the purchase: Daniels, Kettl and Kunreuther (2006)

## Readings

- Birkland, Thomas A. and Sarah Waterman. 2008. "Is Federalism the Reason for Policy Failure in Hurricane Katrina?" *Publius: The Journal of Federalism* 38(4):692–714.
- Butler, Jay C., Mitchell L. Cohen, Cindy R. Friedman, Robert M. Scripp and Craig G. Watz. 2002. "Collaboration between public health and law enforcement: new paradigms and partnerships for bioterrorism planning and response." *Emerging Infectious Diseases* 8(10):1152—1156.  
**URL:** <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2730308/>
- Carter, Jeremy G. and Michael Rip. 2012. "Homeland Security and Public Health: A Critical Integration." *Criminal Justice Policy Review* 2(5):573–600.
- Clarke, Susan E. and Erica Chenoweth. 2006. "The politics of vulnerability: Constructing local performance regimes for homeland security." *Review of Policy Research* 23(1):95–114.
- Daniels, Ronald J., Donald F. Kettl and Howard Kunreuther, eds. 2006. *On Risk and Disaster: Lessons from Hurricane Katrina*. University of Pennsylvania Press.
- Eisinger, Peter. 2006. "Imperfect Federalism: The intergovernmental partnership for homeland security." *Public Administration Review* 66(4):537–545.
- Friedman, Benjamin H. 2011. "Managing Fear: The Politics of Homeland Security." *Political Science Quarterly* 126(1):77–106.
- Homeland Security Council. 2007. *National Strategy for Homeland Security*. US Department of Homeland Security.  
**URL:** [https://www.dhs.gov/xlibrary/assets/nat\\_strat\\_homelandsecurity\\_2007.pdf](https://www.dhs.gov/xlibrary/assets/nat_strat_homelandsecurity_2007.pdf)
- International Association of Emergency Managers. 2007. Principles of Emergency Management Supplement. Technical report International Association of Emergency Managers.  
**URL:** <https://www.iaem.com/documents/Principles-of-Emergency-Management-Supplement.pdf>
- Linnemayr, Sebastian, Claire O’Hanlon, Lori Uscher-Pines, Kristin Van Abel and Christopher Nelson. 2016. "Using Insights From Behavioral Economics to Strengthen Disaster Preparedness and Response." *Disaster Medicine and Public Health Preparedness* 10(5):768–774.
- Mueller, John and Mark G Stewart. 2011. "Balancing the Risks, Benefits, and Costs of Homeland Security." *Homeland Security Affairs* .  
**URL:** <https://www.hsaj.org/articles/43>
- National Commission on Terrorist Attacks upon the United States. 2004. *The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks upon the United States*. Washington, DC: National Commission on Terrorist Attacks upon the United States.  
**URL:** <https://www.9-11commission.gov/report/911Report.pdf>

- Roberts, Patrick S. 2007. "Dispersed Federalism as a New Regional Governance for Homeland Security." *Publius: The Journal of Federalism* 38(3):416–443.
- Scavo, Carmine, Richard C. Kearney and Richard J. Kilroy Jr. 2007. "Challenges to Federalism: Homeland Security and Disaster Response." *Publius: The Journal of Federalism* 38(1):81–110.
- United States House Select Bipartisan Committee to Investigate the Preparation for and Response to Hurricane Katrina. 2006. *A Failure of Initiative: The Final Report of the Select Bipartisan Committee to Investigate the Preparation for and Response to Hurricane Katrina*. Washington, DC: United States House Select Bipartisan Committee to Investigate the Preparation for and Response to Hurricane Katrina.  
**URL:** <https://www.gpo.gov/fdsys/pkg/CRPT-109hrpt377/pdf/CRPT-109hrpt377.pdf>
- Van Wart, Montgomery and Naim Kapucu. 2011. "Crisis management competencies: The case of emergency managers in the USA." *Public Management Review* 13(4):489–511.
- Waugh, Jr., William L. and G. Streib. 2006. "Collaboration and leadership for effective emergency management." *Public Administration Review* 66:131–140.

## Course Objectives:

At the completion of this course, students will be able to:

1. To understand the development of homeland security policy in the United States.
2. To identify the different roles of local, county, state and federal governments in homeland security policy.
3. To understand how homeland security is part of their own organization, and be able to access homeland security resources in other organizations.
4. To become more effective writers for a policy audience.

## Course Policies:

- **Evaluations**

- Students will be evaluated based on regular attendance and reading, timely submission of thoughtful writing projects, and active engagement with their classmates.
- A written self-evaluation and faculty evaluation are required each quarter for credit. All final evaluations are to be submitted via [my.evergreen.edu](http://my.evergreen.edu). Evaluation conferences may occur in-person or over the phone.

- **Assignments**

- **No late assignments will be accepted except under extraordinary circumstances. Please contact me as soon as possible if this occurs.**

- **Attendance and Absences**

- Regular attendance is expected. You are allowed to miss **1** class during the semester without penalty.
- Students are responsible for all missed work, regardless of the reason for absence. It is also the absentee's responsibility to get all missing notes or materials.

## Academic Honesty Policy Summary:

### Introduction

From the TESC Statement on Academic Honesty: “Academic honesty is essential in a learning community. It makes coherent discourse possible and is a necessary condition for all sharing, dialogue and evaluation. All forms of academic dishonesty, including cheating, fabricating, facilitating academic dishonesty and plagiarism, are violations of the Social Contract. Cheating is defined as using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication is defined as faking data, footnotes or other evidence. Plagiarism is defined as representing the works or ideas of another as one's own in any academic exercise. It includes, but is not limited to, copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments.”

TESC Statement on Academic Honesty

<http://www.evergreen.edu/advising/academic-honesty>

TESC The social contract – College philosophy

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-121-010>

TESC Student Conduct Code

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

### **Authorship**

The student must clearly establish authorship of a work. Referenced work must be clearly documented, cited, and attributed, regardless of media or distribution. Even in the case of work licensed as public domain or Copyleft, (See: <http://creativecommons.org/>) the student must provide attribution of that work in order to uphold the standards of intent and authorship.

## **Written Assignments (See Course Schedule for Due Dates)**

All writing assignments should strictly follow the page limit guidelines, and be submitted in 1.5 spaced, 12 point font. No matter what the format, students should consistently work to become better writers. Readers both academic and professional will always appreciate a clear, straightforward writing with short paragraphs that avoids the use of jargon. I recommend having on hand *The Elements of Style* by William Strunk Jr. and E. B. White, which is small, inexpensive, and available in many editions.

### **Assignment 1**

#### **2 pages**

Select one of the recommendations from Chapter 13 of the 9/11 Report. Based on the prior text, do you agree with this recommendation or not? In 2017, do you think the government has achieved this goal? What additional steps need to be taken to strengthen the goal? Which agencies need to be involved in order to achieve the goal?

### **Assignment 2: Final Project Proposal**

#### **1 page**

Your final project will be a paper or policy memo of approximately 10 pages exploring a particular homeland security topic in depth. This may be a topic of personal interest or one that addresses a real-world issue that your organization is working with. There are many more topics in homeland security that can be covered in one class. Some examples include:

- Historical Homeland Security and Civil Defense
- Terrorism and Bioterrorism
- Emergency Management
- Public Health
- Environmental Safety
- Civil Liberties
- International Cooperation
- Immigration and Border Security

- Cybersecurity
- and much, much more

The topic is up to you, and I am happy to work with you to find something that is motivating, so feel free to reach out to me any any time before the class starts for ideas and feedback. Your proposal should ask an interesting question, provide the rationale for that question, and discuss the resources you expect to use to answer the question.

### **Assignment 3: Policy Memo**

**2 pages total, including a maximum 1/2 page executive summary**

In a policy memo format, identify the homeland security responsibilities of your organization. If applicable, identify the legal authority for these responsibilities. Identify other organizations, either public or private, that you are mandated to work with, are likely to work with, or have worked with in the past. In the event of a large-scale emergency, what would be the expected actions of you individually and your organization generally? Come prepared to discuss with the class.

### **Assignment 4: Presentation of Final Project Proposal**

**Powerpoint or Similar Presentation of 5 slides maximum**

This is your chance to present your idea to the class, and get feedback. Provide a brief presentation of your idea, motivation, expected output, and plans to carry out the necessary research. Be prepared to answer questions.

### **Assignment 5: TTX Feedback and Review**

Complete TTX Participant Feedback Form in class.

### **Assignment 6**

**2 pages**

On p. 359 of the Katrina Report, the Committee emphasizes that they were not tasked to provide recommendations for improvement to disaster response such as Katrina. However, this is clearly something that is needed. Based on what you have read so far, what do you believe the critical points of failure were in the preparation, mitigation, or response to Hurricane Katrina? Which levels of government (local, parish, state, federal) failed at which points, and how could they have done better? Develop one well-considered recommendation that could be acted on at the *state* level and demonstrate how this could have ameliorated one of the effects of this disaster.

### **Assignment 7: Op-Ed**

**750 words**

Write an op-ed piece for submission to *The Olympian*, *The Seattle Times*, or a local or national newspaper of your choosing. The topic should be on a local homeland security issue, and can overlap with your final project *if* you also submit it to said newspaper (otherwise, there can be no overlap in the writing projects.) You can select any topic you wish, but be sure to follow the guidelines for how to write an effective op-ed, for example this: [https://www.umass.edu/pep/sites/default/files/how\\_to\\_write\\_an\\_oped-duke\\_2.pdf](https://www.umass.edu/pep/sites/default/files/how_to_write_an_oped-duke_2.pdf)

## **Final Assignment Highlights and Class Presentation**

**1 page outline, with 5 bullet point executive summary; 5 slide Power Point presentation**

While your final research project will not be complete at this point, you should have a draft and outline of your findings. Prepare a brief overview of your research on the topic to date, and sketch out the outline of your final paper. Provide a very brief 5 point executive summary highlighting your question, its importance, and your most important findings to date. Be prepared to present this to the class on the last day, demonstrating the differences between your project at this stage compared to your first class presentation.

### Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

Session	Content
October 6, <i>evening</i>	<p><b>Introductions, Course overview, History of homeland security</b> <i>Readings:</i></p> <ul style="list-style-type: none"><li>• 9/11 Report (National Commission on Terrorist Attacks upon the United States, 2004): <b>Required:</b> Preface, Chapter 1, Chapter 3, Chapter 8 – 13. <b>Recommended:</b> All</li><li>• National Strategy for Homeland Security (Homeland Security Council, 2007)</li></ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"><li>• Assignment 1</li></ul>
October 7, <i>morning</i>	<p><b>Federal Structures and Challenges</b> <i>Readings:</i></p> <ul style="list-style-type: none"><li>• Scavo, Kearney and Kilroy Jr. (2007), Roberts (2007)</li></ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"><li>• Assignment 2</li></ul>
October 7, <i>evening</i>	<p><b>Local Structures and Challenges</b> <i>Readings:</i></p> <ul style="list-style-type: none"><li>• Eisinger (2006), Clarke and Chenoweth (2006)</li></ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"><li>• Assignment 3</li></ul>
October 8, <i>morning</i>	<p><b>Homeland Security is Local I: Emergency Management</b> <i>Readings:</i></p> <ul style="list-style-type: none"><li>• Waugh, Jr. and Streib (2006), Van Wart and Kapucu (2011), International Association of Emergency Managers (2007)</li></ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"><li>• <i>None</i></li></ul>

<p>October 8, <i>evening</i></p>	<p><b>Homeland Security is Local II: Public Health, Final project discussion and planning</b>  <i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Butler et al. (2002), Carter and Rip (2012), Linnemayr et al. (2016)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• Assignment 4</li> </ul>
<p>November 3, <i>evening</i></p>	<p><b>TTX: DHS Cyber Tabletop Exercise for the Healthcare Industry</b>  <i>All-Class Activity:</i></p> <ul style="list-style-type: none"> <li>• TTX stands for Table Top Exercise. TTX are important exercise materials used by professionals in homeland security and related fields to practice their responses to extreme situations. As would be consistent with the execution of a TTX in the real world, everything, including role-playing materials, will be provided to you a few weeks before the exercise, as well as during the exercise at the situation unfolds. Come to class having fully prepared for your role and to actively engage in this actual DHS TTX exercise.</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• Assignment 5 will be completed in-class as part of the TTX</li> </ul>
<p>November 4, <i>morning</i></p>	<p><b>Local Homeland Security in Practice: Focus on Hurricane Katrina</b>  <i>Readings:</i></p> <ul style="list-style-type: none"> <li>• United States House Select Bipartisan Committee to Investigate the Preparation for and Response to Hurricane Katrina (2006, pp. 1–6, 29–51, 59–74, 87–97, 103–123, 359–362)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• Assignment 6</li> </ul>
<p>November 4, <i>evening</i></p>	<p><b>Hurricane Katrina: Inter-organizational Cooperation (or lack thereof)</b>  <i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Daniels, Kettl and Kunreuther (2006, pp. 1–58, pp. 243–262), Birkland and Waterman (2008)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• Assignment 7</li> </ul>

<p>November 5, <i>morning</i></p>	<p><b>The Politics of Homeland Security</b>  <i>Readings:</i></p> <ul style="list-style-type: none"> <li>• Friedman (2011), Mueller and Stewart (2011)</li> </ul> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• <i>None</i></li> </ul>
<p>November 5, <i>evening</i></p>	<p><b>Homeland Security is Local: Wrap-Up and Class Presentations</b>  <i>Assignments Due:</i></p> <ul style="list-style-type: none"> <li>• Final Assignment Outline and Class Presentation</li> </ul>