

CEHC 343: Homeland Security

Keith A. Preble

Fall 2020

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Pre-requisites/Co-requisites:

Class Hours: T-Th: 10:30 AM - 11:50 AM

Office: Zoom

None. CEHC 101 Recommended.

Office Hours: W, 3PM-5PM on Zoom

Class Room: Synchronous, Online¹

Course Description

This course² introduces students to the subject of homeland security and the re-conceptualization of homeland security in the American context with the formation of a Department of Homeland Security (DHS) after the attacks of September 11, 2001. Topics examined include terrorism, immigration & border security, countering violent extremism, election security (the 2020 election concludes in November 2020), and cybersecurity. Although the course is primarily focused on US federal government activities, it will also examine state and local dimensions of homeland security as well as U.S. government interactions with other countries in the homeland security domain. We will study the operational side of the issues as well as looking at other empirical aspects of these issue areas, challenges to homeland security, examining solutions, and evaluating current policy.

Course Objectives

At the completion of this course, students should:

1. Critically assess homeland security policies and programs.
2. Understand the historical evolution of homeland security, particularly in the American context after 9/11.
3. Compare and contrast American homeland security structures and policies with those found in other countries.

²Special thanks to Dr. David Rousseau for sharing his syllabus and providing feedback on the readings and organization of the course.

4. Understand and evaluate key concepts and policies within the field of homeland security, including terrorism, border security, immigration, countering violent extremism, and civil liberties.
5. Demonstrate understanding of ethical principles in general and the ability to recognize, articulate, and apply ethical principles in concrete situations related to homeland security.

COVID-19 and Public Health

Even though we will not be meeting in person, please respect and honor University rules and regulations involving COVID-19. If you become ill and are unable to complete your coursework or need extra time, please alert me to your situation. You may be required to provide documentation or requested an accommodation from the Dean's Office, but we will do our best to handle such situations together through extensions to deadlines.

Course Environment

Academic Style Manuals and Guidelines

Written assignments and papers should be word-processed and double-spaced in Microsoft Word with 12-point font in Times New Roman. Students are required to cite sources according to the American Psychological Association (APA):

American Psychological Association. 2001. *Publication manual of the American Psychological Association*. 5th Edition. Washington, DC: American Psychological Association.

Style manuals are available in the reference sections of many mainstream bookstores and reserve sections of University Libraries, including the Dewey Library.

Attendance Policy

Attendance is a critical component to the course. Thus, it is very important that you attend class. **Students are permitted three (3) unexcused absence each semester.**

If you have more than 3 unexcused absence, you will lose **3-points** on your final grade for each unexcused absence beyond the first. If you miss 5 classes, for example, you could potentially lose 15-points on your final grade.

Penalties are waived, obviously, for situations where students have documentation, extenuating circumstances, and religious holidays. If you have attendance issues, please come talk to me during office hours or email.

Blackboard

All assessment should be submitted on Blackboard, no exceptions. If you can't access Blackboard, contact ITS right away. Assignments should never be emailed unless you receive prior permission

from me. Emailed assignments will not be graded.

Cell Phones/Tablets/Computers

You should not be using your cell phone/smart phone in class. Tablets and computers are permitted for taking notes. Students who use class time to watch movies, catch up on sports games, and other non-class activities will be penalized.

Courtesy

During class discussions, the instructor and students are expected to demonstrate professional behavior. This means cooperating and interacting in a courteous, supportive, and tactful manner based on mutual respect for each other's ideas.

Students and professor should be professional at all time. Faculty should be addressed as **Prof. XXX** or **Dr. XXX**. Emails should be addressed "Dear. . ." and end with a "Thank you." **Disrespect in any form in any CEHC class will not be tolerated.**

Email Etiquette

Email is a formal means of communication. Use proper grammar, salutations, and closings. Do not type your email/message in the subject line. My email address is <mailto:kpreble@albany.edu>. I usually respond within a day; do not expect responses after midnight (although if I am up late working and see your message, I *may* respond).

Extensions

If you need more time, please contact me. I cannot promise I can grant an extension in each and every case, but it is important to ask, especially if the reason for your extension is that you are lost or stuck.

Grade Appeals

Grade appeals are permitted within 1 week of receipt of the grade and must be in writing over email that explains your reasoning. "Effort" is not a reason for a grade change. *Please note that if I reevaluate your work for a grade change, your grade may go up or down.*

Students can revise and resubmit one assignment for a better grade. Choose the assignment you want to revise wisely and be sure to address the comments left on your assignment. This option is not available for the first draft (which you will revise anyway), the peer review, or the final draft submitted at the end of the course.

Incompletes

No graduation credit. A temporary grade requested by the student and assigned by the instructor **ONLY** when the student has nearly completed the course requirements but because of circumstances beyond the student's control, the work is not completed. The incomplete should only

be assigned on the basis of an agreement between the instructor and the student specifying the work to be completed and establishing a general timeline in which the work will be completed. An incomplete may NOT be resolved by auditing or registering again for a subsequent offering of the course. The date for the completion of the work may not be longer than one month before the end of the semester following that in which the incomplete is received. Once the work is completed, the instructor assigns the appropriate academic grade.

The instructor may extend an incomplete for a maximum of one semester beyond the original deadline providing that the student has made contact with the instructor to request the extension. Additional extensions are NOT permitted. Any grade of I existing after the stated deadline shall be automatically changed to E or U according to whether or not the student is enrolled for A-E or S/U grading. Except for extenuating circumstances approved by the Office of the Vice Provost for Undergraduate Education, these converted grades may not be later changed.

Important: An incomplete will not be given to students *who have not fulfilled their classwork obligations*, and who, at the end of the semester, are looking to avoid failing the course. This is asking for special treatment.

Late Penalties

7-points are deducted for each day an assignment is late. Late penalties begin 15 minutes after the due date and time. After the end of the third day, you will receive a zero, and the assignment will no longer be accepted.

Office Hours

I will have Office Hours on Zoom on Wednesdays between 3:00 PM and 5:00 PM. You can also make an appointment with me via email if you cannot make Wednesday's time.

Religious Holidays

As you know, UAlbany changed the way it puts together its academic calendar, and UAlbany no longer closes for religious holidays as it did in previous academic years. New York State Education Law (Section 224-a) states that all campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences.

According to UAlbany, "It shall be the student's responsibility to provide sufficient documentation to support any request (In this context, it should be noted that fraudulent excuses are considered violations of academic integrity and are grounds for academic or disciplinary penalties)."

Please note that students are still required to complete all readings and assignments in the syllabus. If a quiz or exam takes place during a religious holiday to which you have an exemption, please let me know in advance so we can work out alternative arrangements to make-up the missed assessment. No student will be penalized for absences due to religious holidays.

Required Reading and Textbooks

- Singer, Peter W. and Allen Friedman. 2014. *Cybersecurity and Cyberwar: What Everyone Needs to Know*. Oxford: Oxford University Press.

Most of the readings for the course can be found online in our Dropbox folder or are listed as URLs in the syllabus and/or Blackboard:

https://www.dropbox.com/sh/gjn0ka9nh6wgrp8/AADrzX1q2xHjmIseKax9v_Jka?dl=0

Syllabus Changes

I reserve the right to make changes to the syllabus. Changes will be communicated to students as soon as they are made.

Withdrawal from the Course

The drop date for the Fall 2020 semester is October 28, 2020, which would give you a "W" on your transcript. It is your responsibility to take action by this date if you wish to drop the course. In particular, grades of "incomplete" will not be awarded to students because they missed the drop deadline.

Course Delivery Structure, Schedule, & Grading

The following activities will be used to evaluate you and determine your final grade in the course:

Online Quizzes: 15%

Students must complete 8 out of 14 quizzes. There will be an online quiz posted to Blackboard each week. Students, if they choose to do the quiz in that week, will have a week to complete the quiz. The quiz tests your knowledge of the readings assigned in that week. *If you take more than 8 quizzes, additional quizzes will be added to the extra credit pool student can build up over the course of the semester. Also, if you take more than 8, I will count the 8 highest grades toward your quiz average.*

Synchronous Slack Sessions: 25%

Students will be required to join our Slack Workspace in the first week of the course, and we will use Slack to engage in **policy debates** around immigration, terrorism/CVE, cybersecurity, election security, and other issues that DHS faces in its mandate. We will have several discussions during each module; these meetings are required, will last 55 minutes (take place on Tuesday or Thursday from 10:55 AM to 11:50 AM).

Op-Eds: 40% (10% each)

Students will construct **four op-eds** on each of the four modules we will cover over the course of the semester. Op-Eds will help you to develop opinions and arguments based on the four key issue areas we will cover over the course of the semester. Each Op-Ed is worth 100 points, 80 points on the op-ed itself and 20 points for the "pitch" you will email the instructor in the dates indicated in the prompts. You can find the assignment prompts on Blackboard and Dropbox.

The op-eds are due:

Op-Ed 1: Elections and Election Security (due Sunday, September 20)

Op-Ed 2: Terrorism, Counterterrorism, and CVE (due Sunday, October 18)

Op-Ed 3: Cybersecurity (due Sunday, November 8)

Op-Ed 4: Immigration and Enforcement, Border Security (due Sunday, November 29)

Final Exam: 20%

There will be a take-home final exam that will engage students in a policy exercise. Final Exam will be due on **Sunday, December 6 by 11:59 PM** on Blackboard.

Grading Policy

The course will be assessed on the University's A-E scale: A (93-100), A- (92-90), B+ (89-87), B (86-83), B- (82-80), C+ (79-77), C (76-73), C- (72-70), D+ (69-67), D (66-63), D- (62-60), E (less than 60).

Course Schedule

Throughout the 14 weeks, we will cover five modules, each covering a distinct **policy area** under the aegis of the Department of Homeland Security: *immigration (and enforcement) and border security; terrorism, counterterrorism, and countering violent extremism; cybersecurity, and elections and election security.*

In each module, students will a) *participate in a synchronous discussion session on Slack to help students prepare for writing their policy memo, write a policy memo, and do a modest level of reading.*

Module 1: Election Integrity

Week 1: August 24-August 29

Tasks for Week 1: Operation Aspect of Election Integrity - What is our government (not) doing?

1. Sign up for our Slack Workspace.
2. Take the poll so we can figure out what day we will do our Slack Sessions.
3. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
4. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
5. **Read** Jane A. Bullock et al. *Introduction to Homeland Security*, Chapter 4, pp. 113-126.
6. **Review:** CISA infographic on **Foreign Interference Taxonomy**. (1 page)
7. **Review:** CISA infographic on **Understanding Foreign Interference in 5 Steps**. (1 page)
8. **Read:** Center for American Progress: Election Security in All 50 States, pp. 1-11. (12 pages)

9. **Read:** Election Security 2020 - Congressional Member Talking Points. (2 pages)
10. **Read:** Joint Statement from DOJ, DOD, DHS, DNI, FBI, NSA, and CISA on Ensuring Security of 2020 Elections. (2 pages)
11. **Read:** Congressional Task Force on Election Security, p. 1-10. (11 pages)
12. **Read:** Brennan Center for Justice, *An Election for Candidates, Activists...*, pp. 14-18. (5 pages)

Week 2: August 30-September 5

Tasks for Week 2: Foreign Interference and Election Integrity

1. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
2. Attend **Synchronous Slack Session**.
3. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
4. **Read:** Jane A. Bullock et al. *Introduction to Homeland Security*, Chapter 4, pp. 127-140.
5. **Read:** Jonathan Masters (2016), "Backgrounder: Russia, Trump, and the 2016 U.S. Election." *Council on Foreign Relations*: <https://www.cfr.org/backgrounder/russia-trump-and-2016-us-election>
6. **Read:** Elaine Kamarck (2019), "Cybersecurity and Election Interference." *Brookings Institution*. (5 pages)
7. **Read:** Shannon Vavra (2020), "List of 2020 election meddlers includes Cuba, Saudi Arabia and North Korea, US intelligence official says," *Cyberscoop*. <https://www.cyberscoop.com/2020-election-interference-cuba-saudia-arabia-north-korea/>
8. **Read:** Kim Zetter (2018), "The Crisis of Election Security," *New York Times*. (9 pages)
9. **Read:** Beinart's **The U.S. Needs To Face Up To Its Long History of Election Meddling**, *The Atlantic*. (5 pages)
10. **Read:** National Counterintelligence and Security Center's **Foreign Threats to U.S. Elections**. (5 pages)
11. **Read:** David Sanger and Catie Edmonson (2019), "Russia Targeted Election Systems in All 50 States, Report Finds," *New York Times*. (3 pages)

Week 3: September 6-September 12

Tasks for Week 3: Election Fraud Myth and Democracy

1. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
2. Attend **Synchronous Slack Session**.

3. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
4. **Read:** Jane A. Bullock et al. *Introduction to Homeland Security*, Chapter 4, pp. 140-153.
5. **Read:** Lorraine Minnite (2012): *The Myth of Voter Fraud*, Chapter 1. (17 pages)
6. **Read:** N.J. Election Fraud Case Draws a Trump Tweet... on National Public Radio (2020). (4 pages)
7. **Read:** Election Integrity: A Pro-Voter Agend, pp. 1-17. (16 pages)
8. **Read:** Eli Portillo's Profile of the Cast of Characters in the 9th District's Fraud Case. (5 pages)
9. **Read:** Jay Willis' GQ article on the 9th District Fraud Case. <https://www.gq.com/story/north-carolina-ninth-district-fraud> (4 pages) (Article is in Dropbox, but there is video online if you want to view it)
10. **Read:** Joel Anderson (2017), "A Georgia Grandmother Faced Charges After She Helped a Black Voter," *Buzzfeed News*, <https://www.buzzfeednews.com/article/joelanderson/this-is-what-happened-when-a-georgia-grandmother-went-on>

Week 4: September 13-September 19

Tasks for Week 4: In Defense of Election Integrity and Foreign Interference

1. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
2. Attend **Synchronous Slack Session**.
3. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
4. **Read:** Jane A. Bullock et al. *Introduction to Homeland Security*, Chapter 4, pp. 154-161.
5. **Read:** Campaign and Election Security Policy, *Congressional Research Service*.
6. **Read:** Defending America's Election Infrastructure, *Brennan Center for Justice*.

*** — Op-Ed 1 Due by Sunday, September 20 by 11:59 PM — ***

Module 2: Terrorism, Counterterrorism, and Countering Violent Extremism

Week 5: September 20-September 26

Tasks for Week 5: Operational Aspect of Terrorism - Meaning, Causes, and Fuzziness

1. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
2. Attend **Synchronous Slack Session**.

3. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
4. **Read:** FBI.gov, Definitions of Terrorism, <https://www.fbi.gov/investigate/terrorism>
5. **Read:** Rick Gladstone (2018), "Attacks in Canada and Belgium Reflect Fuzzy Definition of Terrorism," *New York Times*.
6. **Read:** Brigitte L. Nacos (2019), Ch. 2: What is terrorism? (28 pages)
7. **Read:** Brigitte L. Nacos (2019), Ch. 6: Making of Terrorists: Causes, Conditions, Influences (20 pages)
8. **Read:** Andrew Gumbel (2015), "The Domestic Terrorism Threat in the United States: A Primer," *GW Program on Extremism*, pp. 1-12 (13 pages)

Week 6: September 27-October 3

Tasks for Week 6: Variations on a Theme: Understanding the the Tactics and Organization of Terrorism

1. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
2. Attend **Synchronous Slack Session**
3. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
4. **Read:** Brigitte L. Nacos (2019), Chapter 8: Common Threads: Goals, Targets, and Tactics (19 pages)
5. **Read:** Victor Asal and Karl Rethemeyer (2008), "The Nature of the Beast: Organizational Structures and the Lethality of Terrorist Attacks," *The Journal of Politics*, pp. 437-449. (12 pages)
6. **Read:** Nakissa Jahanbani and Charmaine Willis (2019), "The ballot or the bomb belt: the roots of female suicide terrorism before and after 9/11," *Small Wars and Insurgencies*, pp. 1117-1150. (37 pages)

Week 7: October 4-October 10

Tasks for Week 7: Counterterrorism

1. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
2. Attend **Synchronous Slack Session**.
3. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
4. **Review:** DHS.gov web site: Targeted Violence: <https://www.dhs.gov/tvtp>

5. **Skim:** DHS (2019), "Strategic Framework for Countering Terrorism and Targeted Violence," pp. 1-34. (34 pages; it's significantly less than 34 pages - full of pictures and diagrams)
6. **Read:** Nacos, Ch. 10: "Terrorism and America's Post-9/11 National Security Strategy." (17 pages)
7. **Read:** Nacos, Ch. 12: "Balancing Security, Liberty, and Human Rights." (27 pages)

Week 8: October 11-October 17

Tasks for Week 8: (Countering Violent Extremism)

1. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
2. Attend **Synchronous Slack Session**.
3. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
4. **Review:** DHS.gov web site: What is CVE: <https://www.dhs.gov/cve/what-is-cve>
5. **Read:** Jessica Stern (2016, "Radicalization to Extremism and Mobilization to Violence: What Have We Learned and What Can We Do About It?"), *Annals of the American Academy of Political and Social Science*, 668(1): 102-117. (15 pages)
6. **Read:** Adam Hoffman and Marta Furlan (2020), "Challenges Posed By Returning Foreign Fighters," GW Program on Extremism, pp 1-28. (28 pages)

*** — Op-Ed 2 Due by Sunday, October 18 by 11:59 PM — ***

Module 3: Cybersecurity, Cyberterrorism, and Cyber warfare

Week 9: October 18-October 24

Tasks for Week 9: Operational Side of Cyber- – What is cyber-?

1. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
2. Attend **Synchronous Slack Session**.
3. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
4. **Review:** DHS CyberSecurity Pages (web site), <https://www.dhs.gov/topic/cybersecurity>
5. **Review:** CISA, "Combating Cyber Crime," <https://www.cisa.gov/combating-cyber-crime>
6. **Review:** CISA, "Protecting Critical Infrastructure," <https://www.cisa.gov/protecting-critical-infrastructure>
7. **Review:** CISA, "Securing Federal Networks," <https://www.cisa.gov/securing-federal-networks>

8. **Review:** CISA, "Detection and Prevention," <https://www.cisa.gov/detection-and-prevention>
9. **Read:** Singer and Friedman (2014), *Cybersecurity and Cyberwar: What Everyone Needs To Know*, Oxford University Press. **Please read only the following chapters:**
 - *The World Wide What? Defining Cyberspace*, pp. 12-16 (4)
 - *Who Runs It? Understanding Internet Governance*, pp. 26-31 (5)
 - *What Are The Threats?*, pp. 36-39 (3)
 - *One Phish, Two Phish, Red Phish, Cyber Phish: What Are Vulnerabilities?*, pp. 45-51. (6)
 - *Focus: What Happened in WikiLeaks?*, pp. 51-55 (4)
 - *What Is An Advanced Persistent Threat (APT)?*, pp. 55-60 (5)
 - *How Do We Keep the Bad Guys Out? The Basics of Computer Defense*, pp. 60-64 (4)
 - *What is the Meaning of Cyberattack? The Importance of Terms and Frameworks*, p. 67-72 (5)
 - *Whodunit? The Problem of Attribution*, p. 72-77 (5)
 - *How Afraid Should We Be of Cyberterrorism?*, p. 103-106 (3)
 - *"Cyberwar, Ugh, What are Zeroes and Ones Good For?": Defining Cyberwar*, pp. 120-22 (2)

Week 10: October 25-October 31

Tasks for Week 10: Cyberterrorism? What are we afraid of and how do we deal with it?

1. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
2. Attend **Synchronous Slack Session**.
3. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
4. **Read:** Gabriel Weimann (2005), "Cyberterrorism: The Sum of All Fears?" *Studies in Conflict and Terrorism*, 129-149. (20 pages)
5. **Read:** Michael L. Gross, Daphna Canetti, and Dana R. Vashdi (2017): "Cyberterrorism: its effects on psychological well-being, public confidence and political attitudes," *Journal of Cybersecurity*, pp. 49-58. (9 pages)
6. **Read:** Singer and Friedman (2014), *Cybersecurity and Cyberwar: What Everyone Needs To Know*, Oxford University Press. **Please read only the following chapters:**
 - *Why is Threat Assessment so Hard in Cyberspace?*, pp. 146-150 (4 pages)
 - *Does the Cybersecurity World Favor the Weak or the Strong?*, pp. 150-153 (3 pages)
 - *Who has the Advantage, the Offense or the Defense?*, pp. 153-156 (3 pages)

Week 11: November 1-November 7

Tasks for Week 11: Cybercrime and Cyberthreats

1. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
2. Attend **Synchronous Slack Session**.
3. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
4. **Read:** Hyeong-wook Boo (2017), "An Assessment of North Korean Cyber Threats," *Journal of East Asian Affairs*, pp. 97-117. (10 pages)
5. **Read:** Martin Rudner (2013), "Cyber-Threats to Critical National Infrastructure: An Intelligence Challenge," *International Journal of Intelligence and CounterIntelligence*, pp. 453-81. (29 pages)

*** — Op-Ed 3 Due by Sunday, November 8 by 11:59 PM — ***

Module 4: Immigration and Enforcement, Border Security, Migration

Week 12: November 8-November 14

Tasks for Week 12: Operational Issues: Border Security, Immigration Policy, Challenges

1. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
2. Attend **Synchronous Slack Session**.
3. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
4. **Review:** "Citizenship and Immigration Services," <https://www.dhs.gov/topic/citizenship-and-immigration-services>
5. **Review:** "Border Security," <https://www.dhs.gov/topic/border-security>
6. **Read:** Ariane Chebel d'Appollonia (2012), "Frontiers of Fear," Chapter 3 (Securitization after 9/11), pp. 77-81; 93-99 (12 pages). (This section provides a nice summary of US efforts post-9/11; **only read the pages indicated!**)
7. **Read:** Marc R. Rosenblum, Jerome P. Bjelopera, and Kristin M. Finklea (2013), "Border Security: Understanding Threats at U.S. Borders," *Congressional Research Service*, pp. 1-12 (13 pages)
8. **Read:** Khalid Khoser (2016), *International Migration: A Very Short Introduction*, "Who is a migrant?" pp. 14-24 (10 pages)

Week 13: November 15-November 21

Tasks for Week 13: What drives immigration and migration?

1. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
2. Attend **Synchronous Slack Session**; this is our last session! Wrap-Up and Happy Holidays!
3. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
4. **Read:** Khalid Khoser (2016), *International Migration: A Very Short Introduction*, "Irregular Migration?" pp. 48-63 (15 pages)
5. **Read:** Khalid Khoser (2016), *International Migration: A Very Short Introduction*, "Refugees and Asylum Seekers" pp. 63-80 (17 pages)
6. **Additional readings to be announced.**

Week 14: November 22-November 25

Tasks for Week 14: The Human Side of Immigration, Migration and Border Control

1. Watch or listen to any online lectures or podcasts posted to Dropbox/YouTube.
2. Complete the online quiz; you must complete 8 out of the 14 quizzes over the course of the semester.
3. **Read:** Heather Silber Mohamed and Emily M. Farris (2019), "'Bad Hombres?' An examination of identifies in U.S. media coverage of immigration," *Journal of ethnic and migration studies*, pp. 1-19. (19 pages)
4. **Read:** Khalid Khoser (2016), *International Migration: A Very Short Introduction*, "Migrants in Society," pp. 80-96 (16 pages).

***** — Op-Ed 4 Due by Sunday, November 29 by 11:59 PM — *****

Final Exam Period: November 26-December 9

The take-home final exam is due **Sunday, December 6 by 11:59 PM** on Blackboard.

Additional Information

Academic Accommodation

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please go here:

<http://www.albany.edu/disability/current.shtml>

You can arrange for an academic accommodation letter to be sent to me. If you wish to discuss academic accommodations for this course, please also inform me as soon as possible.

Academic Integrity and Honesty

No cheating or plagiarism will be tolerated in this course. Cheating and plagiarism can take a variety of forms so please be sure you familiarize yourself with the potential dangers. In the past, students have relied on Google and Wikipedia to complete assignments. The use of either of these sources is considered cheating; you should be using the resources on the syllabus to answer questions. If in doubt, ask the instructor!

If you are struggling with the course, please email me or come see me so I can help you. Please note that all assignments submitted through Blackboard (take-home quizzes, final paper, and take-home midterm) will go through the SafeAssign Plagiarism check.

For a good survey of potential dangers, see: http://www.albany.edu/etl/academic_integrity.php. All violations are reported to the Office of Community Standards regardless of the penalty imposed.

Students caught engaging in cheating or plagiarism may have to redo an assignment, fail the assignment, or fail the course, depending on the egregiousness of the infraction. Students will also be reported to the Office of Community Standards for possible disciplinary action.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.³

Time Management

For every credit hour that a course meets, students should expect to work 6 additional hours outside of class every week (2 hours/credit x 3 credits = 6). For a three-credit course you should

³<https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>

expect to work 6 hours outside of class every week. Manage your time effectively to complete readings, assignments, and projects. *If you are spending more than six hours a week on this course, come talk to me so we can figure out ways to make more effective use of your time.*

Title IX

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities.

The SUNY-wide Sexual Violence Prevention and Response Policies prohibit offenses defined as sexual harassment, sexual assault, intimate partner violence (dating or domestic violence), sexual exploitation, and stalking. The SUNY-wide Sexual Violence Prevention and Response Policies apply to the entire University at Albany community, including students, faculty, and staff of all gender identities. The University at Albany provides a variety of resources for support and advocacy to assist individuals who have experienced sexual offenses.

Confidential support and guidance can be found through the following:

Counseling Center (518-442-5800, https://www.albany.edu/counseling_center/)

University Health Center (518-442-5454, https://www.albany.edu/health_center/)

Interfaith Center (518-489-8573, <https://www.albany.edu/spirituality/onCampus.shtml>)

Individuals at these locations will not report crimes to law enforcement or university officials without permission, except for in extreme circumstances, such as a health and/or safety emergency. Additionally, the Advocates at the University at Albany's Advocacy Center for Sexual Violence are available to assist students without sharing information that could identify them (518-442-CARE, <https://www.albany.edu/advocacycenter/>).

Sexual offenses can be reported non-confidentially to:

Title IX Coordinator within The Office for Equity and Compliance

(518-442-3800, <https://www.albany.edu/equity-compliance/>, Building 25, Room 117)

and/or

University Police Department

(518-442-3131, <http://police.albany.edu/>).

Please note that faculty members are considered "responsible employees" at the University at Albany, meaning that they are required to report all known relevant details about a complaint of sexual violence to the University's Title IX Coordinator, including names of anyone involved or present, date, time, and location.

In case of an emergency, please call 911.

CEHC Grievance Policy & Procedure

According to the CEHC Grievance Policy:

1. ... a "grievance" shall include any complaint alleging wrongdoing made by students, faculty, staff, or administrators in the College of Emergency Preparedness, Homeland Security and Cybersecurity (CEHC) against other students, faculty, staff or administrators. "Faculty" shall include any individuals with appointments enabling them to be designated instructors of record, and "students" shall include any enrolled students.

A "grievance" shall include, but not be limited to, any challenge to the resolution of a dispute over matters of academic honesty (such as plagiarism and cheating) and professional ethics or grades assigned for courses. It shall also include any allegation of improper treatment, including improper treatment on the grounds of age, color, creed, disability, marital status, military status, national origin, race, sex, gender identity, or sexual orientation. In grievances concerning grades, grievances may be filed only as to any final grade or other final disposition for a course. Dropping of a course shall constitute a final disposition for a course so as to allow grievances over grades or other matters occurring prior to the "drop."

All grievances concerning grades must be adjudicated by the CEHC grievance committee and process. All other grievances may be referred to the University-level community standards process (or other appropriate process). Nothing in this policy prohibits the aggrieved party from pursuing University-level adjudication at any time.

2. Any grievance must be filed within five months of the time the complainant was informed of the matter which is the subject of the grievance. "File" shall mean the submission of a statement from the complainant to either the Dean of the CEHC or the Chair of the CEHC Grievance Committee. The statement shall 1) detail the event or events to which the complainant is objecting, 2) identify the person or persons the complainant alleges is responsible, and 3) identify the remedy or remedies sought to address the complaint.

For the full CEHC Grievance Policy, please contact cehc@albany.edu.

Responsible Use of Information Technology: <https://wiki.albany.edu/display/public/askit/Responsible+Use+of+Information+Technology+Policy>