



September 27, 2011

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

MEMORANDUM

TO: Executive Committee of the Academic Senate

FROM: Marilyn Wilson, Chair *Marilyn Wilson*
University Graduate Committee

DATE: **Certificate of Advanced Study in Homeland Security Program**

MSC: The UGC made a motion to waive second reading and approve the Certificate of Advanced Study in Homeland Security program with the first reading.

The program was presented by Keith Clements from the Department of Criminology. They are proposing a new Certificate of Advanced Study in Homeland Security. Dr. Clements, Chair Masters, and Dean Gonzalez talked about the history and justification of the Certificate of Homeland Security. They discussed the importance and the demands for such a Certificate. Information was provided on the curriculum and admission requirements. The University Graduate Committee made a suggestion to include a statement for admission criteria that applicants to the program should come from related fields or to have a background or appropriate experience.

MW:vb

attachment

CC: Keith Clement, Program Director
Ruth Masters, Chair of Criminology
Luz Gonzalez, Dean, Social Sciences
William Covino, Provost

Office of the
Academic Senate

5241 N. Maple Ave. MS TA43
Fresno, CA 93740-8027

559.278.2743
Fax 559.278.5745



THE CALIFORNIA STATE UNIVERSITY

DIVISION OF GRADUATE STUDIES
CHECKLIST FOR IMPLEMENTING NEW GRADUATE PROGRAM*

 Degree Option X Certificate
 Concentration
 Emphasis

Title of Proposal: CERTIFICATE OF ADVANCED STUDY: HOMELAND SECURITY PROGRAM

Informal discussion:

 Graduate Dean Provost & Vice President for Academic Affairs
9-5-10 Department Faculty 9/21/10 Department Chair College/School Dean
 Prepare proposal & submit to the Graduate Dean. Guidelines available from the
 Division of Graduate Studies

Graduate Committee's 1st Reading (approximately 10 instructional days from receipt of proposal)

Date 11/15/10 Action Approved by College Curriculum Committee

Department distributes final draft of proposal to the following:

- Graduate Dean (1 hard copy and electronic copy)
- University Graduate Committee (8 copies via Graduate Dean)
- Department Chairs
(Chairs' copies may be abstract; attach proposed catalog description and notation indicating that detailed program is available in College/School Dean's Office.
Comments on the program are to be directed to Graduate Dean within one week.)

Response received from:

 Department Chairs
 College/School Deans

University Graduate Committee's (UGC) 2nd reading: Date Action

Forwarded by UGC to Graduate Curriculum Subcommittee (GCS)

GCS approval to UGC

Forwarded by UGC as follows:

Univ. Budget Committee Executive Committee Academic Senate

President by Academic Senate Response from Univ. President received

Chancellor's Office by Provost/VPAA (6 copies) Response
(new degree programs only)

DGS forwards catalog copy to Catalog Office

DGS obtains Major Code for Graduate Admissions

*Based on portions of the Academic Policy Manual

PROPOSAL TO OFFER

CERTIFICATE OF ADVANCED STUDY: HOMELAND SECURITY PROGRAM

SUBMITTED BY:
THE DEPARTMENT OF CRIMINOLOGY
COLLEGE OF SOCIAL SCIENCES
CALIFORNIA STATE UNIVERSITY, FRESNO

Prepared by:
Keith E. Clement, Ph.D.
Associate Professor
Department of Criminology

Proposal for a Certificate of Advanced Study: Homeland Security Program

Program Identification:

California State University, Fresno
Certificate of Advanced Study: Homeland Security Program
Implementation Timeframe: Spring/Summer 2012
The Department Of Criminology, College of Social Sciences

Overview/Abstract

This proposal is designed to offer a Certificate of Advanced Study in Homeland Security. The Certificate is designed with four courses (12 units) to provide education in Homeland Security. The students will be professionals coming from government agencies, public health, engineering, military, and other fields. The Certificate will be offered through the Division of Continuing and Global Education. The Certificate will be offered in a hybridized mode to allow additional flexibility to the professional target audience. Admissions requirements to the Certificate include Graduate Standing at California State University, Fresno. All courses for the Certificate program have already been offered by the Department of Criminology and pilot tested as topics courses.

Homeland Security Program Justification- Geographical Need/ Analysis of Other Programs

There are a variety of important justifications for the creation and development for a Certificate of Advanced Study: Homeland Security Program within the College of Social Sciences and Department of Criminology. We live in a complicated and insecure geo-political situation. There are also natural hazards like earthquakes, hurricanes, floods and other meteorological and environmental contingencies that we must be secured and prepared for. This is an important policy area that we must be able to attract some of the best minds to improve the prospects of both freedom and security.

One way to help educate a skilled and technological Homeland Security workforce is to invest in university student and faculty development. This is a practical justification for Homeland Security programs; and particularly palatable if one would prefer universities to train security specialists and not rely on opaque government security training. Altzer et al (2006) said "universities can help fill a significant skill

deficit by enhancing their curricula with more homeland security classes and providing students with learning and technical skills.” (Homeland Security Institute).

Homeland Security is an extremely complicated policy area that draws from many diverse fields and specializations. The natural and social sciences, business, engineering, public health, nursing, and many other skills and knowledge areas are involved within the growing academic discipline of Homeland Security. It is important to develop these critical knowledge and skill areas to properly prepare students for additional career, promotion, and education opportunities within the recommended core course competencies, curriculum, and course sequences.

The Homeland Security/Defense Education Consortium (HSDEC) provides Graduate Certificate Program curriculum recommendations. Quality programs should require 12-18 semester hours with an institution’s mission, expertise, and pedagogical style important considerations in course and faculty selection (HSDEC). HSDEC identified four fundamental content areas in certificate programs. Our education plan and curriculum covers all four content areas and addresses many of these curriculum recommendations.

- #1. Legal and ethical considerations
- #2. Critical and analytical thinking
- #3. Balancing civil liberties/privacy rights with the need to protect society
- #4. Addressing interagency and community communication and cooperation

In terms of common courses typically found in Homeland Security programs, Rollins and Rowan found terrorism, international subjects, risk management, and

homeland security as frequent course offerings. In terms of "elective or unique required classes," few offerings in border security, immigration, and transportation (i.e. mass transit security) were found. An additional justification for the need of our program lies in the importance of border security and immigration reform issues in the Central California Valley. We rely on the institutional strengths of California State University, Fresno and geographical location of Fresno to focus on Border Security and Immigration Reform specialization.

Geographical Justifications for Program Changes/ Analysis of Other Programs

There is a geographical justification for the development of a Certificate of Advanced Study: Homeland Security Program. As a general and national trend, more universities offer homeland security courses and certificate programs (and other degree programs). However, this trend has not yet caught on within California; so there is a geographical need to provide this Homeland Security certificate program and related courses. As we discuss in the following paragraphs relating to current Homeland Security programs available, there is a dearth of these very marketable education programs available. Thus, there are many interested throughout the national, state, and local government and many other employment sectors that could utilize these educational opportunities in the area of Homeland Security.

However, there are no advanced certificate Homeland Security programs currently available within the CSU or UC Systems. The nearest Masters degree program in Homeland Security is located at the Naval Postgraduate School (NPS) in Monterey, California. The NPS program is a nationally esteemed degree program focusing on Executive Management. The NPS program is delivered partially in residence and

partially through the online learning environment- and attracts several thousand applications for 32 slots per annual cohort. Thus, there is a current lack of accessible programs in the area.

Other California campuses with Masters degree programs in this area are few and far between. There are several programs at San Diego State University (SDSU) including a traditional Homeland Security program, a related Public Health graduate program, and a cyber security program somewhere in the development stage. Cal State Long Beach has a new and fully online Disaster Management Services online program that started in Fall 2008. Cal Poly, San Luis Obispo has a variety of Homeland Security programs and just submitted a grant proposal to fund a new Masters Degree program. So these and other reasons serve as an important program justification for the development of a Certificate of Advanced Study: Homeland Security Program.

Catalog Program Description
Certificate of Advanced Study in Homeland Security Program (CHSP)

The primary objective of the CHSP program is the development of scientific and technical knowledge and research skills in this growing field of academic study. A secondary program objective is the preparation of graduate students for future professional careers and advanced education programs in Homeland Security and related Doctoral programs. The Department of Criminology seeks to prepare administrative, operational specialists, and policy analysts with a firm background in the role of government in protecting society; the strategy and assumptions driving Homeland Security policy, and related important principles of preventing, responding, mitigating and recovering from natural or human threats and hazards. In addition, the Department also seeks to answer the important questions of balancing Civil Liberties and the Protection of Constitutional rights within our Liberal Democracy and the needs of National Security and Homeland Defense.

The Certificate of Advanced Study in Homeland Security is an interdisciplinary program designed to give students an understanding of the depth and complexity of this very critical field. This 12 unit (4 course) graduate certificate program engages students who are seeking Homeland Security and Emergency Management positions throughout federal, state, and local governments. These courses will help balance the perspective of

first responders, middle level supervisors, and executive managers and policymakers on the many inherent challenges of societal protection from natural and human caused disasters. Courses are within the Departments of Criminology in the College of Social Sciences. Up to three units of related Homeland Security courses may count towards the completion of the certificate program based on individual evaluation by the Program Director.

Certificate of Advanced Study: Homeland Security Program

Certificate Courses:

- CRIM 216 Essentials of Homeland Security (3 units)
- CRIM 217 Radical Ideology (3 units)
- CRIM 218 Intelligence Theory (3 units)
- CRIM 219 Border and Homeland Security (3 units)

A student must complete the four course sequence including CRIM 216 (the core course), CRIM 217, CRIM 218, and CRIM 219 for a total of 12 units (4 courses) as offered in the Homeland Security program. Courses are scheduled to support a "cohort model" for timely program completion in two semesters.

Admission to the Program

Applicants must complete a CHSP Admission Packet to qualify for program admission.

Admission is open to students with a bachelor's degree from an accredited university.

Applicants must also apply for admission to the University through CSU Mentor. All students will need to submit a "Proposed Program for the Certificate of Advanced Study" first, then an "Application for the Award of the Certificate of Advanced Study" within the first two weeks of the semester they intend to complete all requirements in.

(Please see Appendix for sample promotional material and admission application.)

Catalog Courses Descriptions and Course Justifications for the Certificate of Advanced Study: Homeland Security Program

CRIM 216- ESSENTIALS OF HOMELAND SECURITY CATALOG COURSE DESCRIPTION

This course focuses on Homeland Security, terrorism, and theories of security, risk management, and national security strategy. An overview of key agencies and the legal and privacy issues inherent in balancing law and order with Constitutional rights and liberties.

JUSTIFICATION FOR COURSE

This course serves as a broad overview and survey course to the principles and fundamentals of Homeland Security. Students will be exposed to a variety of critical

subject areas like critical infrastructure protection, vulnerability and risk analysis, transportation/border and port security, cyber security, employment opportunities and other relevant topics of inquiry.

CRIM 217- RADICAL IDEOLOGY CATALOG COURSE DESCRIPTION

This course is intended for students to acquire an understanding of how otherwise ordinary individuals acquire extraordinary philosophies that disrupt governance, derail the status quo, and often erupt into violent conflict.

JUSTIFICATION FOR COURSE

This course is fundamental to the understanding of extremist ideology that manifests itself in violence and terrorist actions. Through a familiarity with this course material, students will gain insight into these types of belief systems and their effects on promoting violence and terrorist behavior.

CRIM 218- INTELLIGENCE THEORY CATALOG COURSE DESCRIPTION

Intelligence Theory is a course intended so that students can acquire an understanding of how the acquisition, analysis and dissemination of information to generate criminal intelligence can be facilitated in a free society.

JUSTIFICATION FOR COURSE

This new course allows us to include prevention tools into the response for Homeland Security. Intelligence is a fundamental tool for the understanding and prevention of threats and terrorism. This course involves the discussion and practice of intelligence theory and its application within a liberal and democratic form of government.

CRIM 219- Border and Homeland Security CATALOG COURSE DESCRIPTION

This course focuses on border and homeland security, terrorism, trans-national crimes, and their effects on national security and risk management. The course involves a comparative approach to key agencies, policies, and legal issues in securing international borders, critical infrastructure protection, and related economic analysis in security, transportation. Another critical topic is the interplay and dynamic between immigration and border security policies. In addition to studying U.S. Borders (Northern and Southern), we are also interested in analyzing how other countries utilize borders to coordinate efforts to combat terrorism and transnational crimes.

JUSTIFICATION FOR COURSE

One integral component of Homeland and National Security is the capability for sovereign states to control entry and exit within their nation. Borders and points of entry

thus are a critical component of security strategy and must be more carefully studied and understood. Relating closely to border security is the effects of immigration policy and demographic trends that are responsible for worldwide patterns of migration and labor. The purpose of this course is to investigate the relationship between border security and complex factors like immigration policy and human rights on the promulgation of sound border and Homeland Security practices.

Target Audience

It is the anticipation that the CHSP will draw from a variety of interested students that currently hold an undergraduate degree and seek careers in Homeland Security (and related areas). One component of the CHSP are military and veteran students who can best utilize this education program while serving on active duty or making the transition into civilian life. Many professionals in the field of Homeland Security have previous experience drawn from military service. In addition, due to the large number of career positions available in the area of Homeland Security (at the national, state, and local levels) this certificate program would benefit currently non-working adults who are interested in making a career change into a new and growing field. As the threats to security include emergency management concerns, another component of the target audience includes professional Emergency Managers and private sector employees who may have an interest in enhancing security and preparedness. There are many groups of potential students who may be interested in the opportunity to enroll and complete the CHSP.

The CHSP program will be offered utilizing a cohort approach with approximately 20 participants in the Spring or Summer, 2012.

Recruitment and Marketing

There are a variety of important marketing and recruiting strategies we will be utilizing to attract interested students into the CHSP. One group of target students include

military and veteran students. The newly revised Montgomery G.I. Bill has been significantly strengthened, increasing educational benefits and also allowing for the qualification of certificate programs. We will recruit military students through promotion of the CHSP through the CSU Troops to College Initiative, CSU campus "Veterans Universities" and veterans' advising centers as well as direct distribution of program materials to military bases throughout the Western United States. Also, marketing outreach will be conducted with the California National Guard.

In addition to military and veteran students, there are many additional individuals looking to utilize the CHSP program for work force preparation in the fields of Homeland Security. There are many traditional workforce development channels that we will utilize to recruit and market students into the CHSP program. The advanced certificate can be utilized for entry level opportunities as well as promotional opportunities, so we will market to government employees at the national, state, and local level. It is anticipated that members of the local Fresno law enforcement and emergency services community would be interested in pursuing these educational opportunities. In addition, we will develop marketing strategies that effectively target the local professional Emergency Manager audience.

WORKS CITED

- Altzer, Andy. And Nicole Bradshaw, Peter Courtney, Roby Hill, and Erum Jilani. (2006) "A Duty to Educate." The Weekly Homeland Security Newsletter. Homeland Security Institute. March 10, 2006. Accessed 6/26/07 at <http://homelandsecurity.osu.edu/features/adutytoeducate.html>.
- Rollins, John., and Joseph Rowan. (2007) Homeland Security Education Survey Project." Homeland Security and Defense Education Consortium. Accessed 6/26/07 at <http://www.hsdec.org/library.aspx>.

APPENDIX

CERTIFICATE OF ADVANCED STUDY: HOMELAND SECURITY PROGRAM

DON'T MISS OUT - APPLY NOW!

The California State University, Fresno **Certificate of Advanced Study: Homeland Security Program (CHSP)** is currently accepting applications for a cohort program beginning in Spring/Summer 2012.

This program:

- Seeks to increase Homeland Security education, research, and grant opportunities on campus.
- Builds partnerships between external stakeholders and the university, providing students with a wide breadth of academic experiences.
- Provides graduate students with financial support to participate in this innovative and new Homeland Security Certificate Program.

The **CHSP Program** involves a structured and rigorous curriculum that develops knowledge and skills critical for future scientific and technical leadership positions within Homeland Security and encompasses 12 units of Homeland Security core courses.

The certificate program is open to graduate students of all majors. Admissions requirements include an undergraduate degree from an accredited postsecondary educational institution. Courses are scheduled so that students can complete the **CHSP Program** courses within one academic year. Courses are offered in the online course class format and are offered by faculty in the Departments of Criminology and Political Science.

Is this Certificate of Advanced Study: Homeland Security Program right for you?

Quality Homeland Security Professionals, Administrators, Scientists, and Leaders are in great demand these days as we engage in the "War on Terror" on multiple global fronts and at home. To bolster national security, California State University, Fresno has designed and developed enhanced education programs to expose students to quality mentoring/advising experiences, experiential learning programs, and to bolster basic and applied scientific research. We encourage you to apply to this program to increase your knowledge, skills, and capacity to protect our security and the nation. In addition, through Socratic discourse, we seek to find the proper balance

between protecting and securing society within the limits of individual privacy, civil rights, and our Constitutional freedoms.

Individuals from all walks of life, personal backgrounds, and viewpoints are encouraged to apply. **We are looking for participants with experience in federal, state, and local law enforcement, in government agencies, public health, public administration, international relations, education, business or the media.**

For complete information about the 2012 **Certificate of Advanced Study: Homeland Security Program**, please see the attached Application and Program Requirements form. The CHSP priority application deadline is _____. Please submit the Application and all corresponding materials to:

Dr. Keith E. Clement Department of Criminology California State University, Fresno 2576 E. San Ramon Ave. M/S ST-104 Fresno, CA 93740-8039
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If you have any questions about the CHSP, please contact Advisors:

~~Dr. Keith E. Clement, kcllement@csufresno.edu (559) 278-1011.~~

Dr. Kenneth J. Ryan, kjryan@csufresno.edu (559) 278-2379.

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Criminology
College of Social Sciences
(559) 278-2305

CERTIFICATE OF ADVANCED STUDY Homeland Security Program

Admission Requirements:

Applicants must complete a CHSP Admission Packet to qualify for program admission.

Admission is open to students with a bachelor's degree from an accredited university.

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**Certificate of Advanced Study: Homeland Security Program
Certificate Courses:**

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Homeland Security Advisors:

Professor Keith Clement, Department of Criminology 278-1011 kclement@csufresno.edu

Professor Kenneth Ryan, Department of Criminology 278-2379 kjryan@csufresno.edu

Certificate of Advanced Study:

Homeland Security Program Application

California State University, Fresno, 2011-12 Application



Contact Information

Name	
Street Address	
City, State, Zip Code	
Contact Phone	
E-Mail Address	

Academic Information

Graduate Institution	
Department	
Degree Program	
Cumulative Graduate Grade Point Average (GPA)	
GRE Quant/ Qual. Scores	
# Graduate Units Completed	
Date Degree Expected	
Undergraduate Institution	
Major/Minor	
Date Degree Conferred	
Cumulative Undergraduate Grade Point Average (GPA)	
Undergraduate Institution	
Major/Minor	
Transfer GPA	

Statement of Personal Interest (Required for all Applicants)

Please describe your goals and objectives for pursuing a Graduate Certificate in Homeland Security. How will this certificate be useful in achieving your professional goals? (250-500 words)

[Empty dashed box for Statement of Personal Interest]

Statement of Homeland Security Interest (Required for all Applicants)

Please provide a statement of your Homeland Security areas of interest and study (250-500 words)

[Empty dashed box for Statement of Homeland Security Interest]

Research and Work Plan (Optional)

Please describe your proposed research and work plan. Please note what you expect to accomplish over the course of the fellowship term, paying particular attention to products you will complete (e.g. journal article, thesis or project, conference presentation, etc.) (250-500 words)

[Empty dashed box for Research and Work Plan]

Supplementary Materials

In addition to this form, please check that you have submitted the following materials with the application:

- Resume or Curriculum vitae; and
- Official Transcripts of all postsecondary coursework; and
- Two Letters of Reference
- Completed essays for Admissions, Interests, and Research Work Plan (as Applicable)

CURRICULUM VITAE

KEITH E. CLEMENT

California State University, Fresno
Department of Criminology
2576 East San Ramon Ave. M/S ST
Fresno, CA 93740-8039
Office Telephone (559) 278-1011
kclement@csufresno.edu

EDUCATIONAL BACKGROUND

Ph.D.	Political Science University of Tennessee, Knoxville Concentration in Judicial Politics, Public Administration, and Research Methodology	2001
<u>Dissertation:</u>	"Patterns of Sentencing Reform Adoption in American States."	
M.A.	Political Science San Diego State University City Planning/Urban Studies Minor	1997
<u>Thesis:</u>	"The Impact of California Three Strikes Law on Prison Populations."	
B.A.	Political Science San Diego State University Concentration in International Relations American Indian Studies Minor	1994

TEACHING APPOINTMENTS

<u>2006-Present</u>	California State University, Fresno <u>Assistant Professor</u> Department of Criminology	
2010-present	Assistant Chapter Advisor, Alpha Phi Sigma	
2008-present	Graduate Homeland Security Program, Director	
2007-present	Department Internship Coordinator	
2007-2008	Corrections Option Coordinator	

2006-present Chapter Advisor, American Criminal Justice Association, Phi Omega Alpha Chapter, Criminal Justice Fraternity

Courses Taught

CRIM 10 Crime, Criminology, and Justice
CRIM 100 Criminology
CRIM 109 Comparative Criminal Justice Systems
CRIM 112 Professionalism in Criminal Justice
CRIM 120 Juvenile Delinquency
CRIM 170 Research Methods in Criminal Justice
CRIM 180 Internship in Law Enforcement
CRIM 181 Internship in Corrections
CRIM 180H, 181H Honors Internships
CRIM 190 Independent Study
CRIM 203 Criminal Justice Systems
CRIM 270T Homeland and Border Security
CRIM 270T Crime Mapping and Analysis
CRIM 270T Introduction to Homeland Security
Independent Studies, Thesis/Project Graduate Students (18)

2003-2006 University of West Florida, Pensacola, FL
Assistant Professor
Division of Criminal Justice and Legal Studies

Courses Taught

Directed Study Students (10)
CCJ3014 Criminology (In-class and Blended Online Format)
CJL3510 Judicial Process (In-class & Blended Online Format)
CJL3510 Judicial Process (Fully Online)
~~CJC4010 Punishment in Society (In-class & Blended Online Format)~~
CJC3990 Comparative Criminal Justice
CCJ4993 Crime and Film (Fully Online)
CJC5496 Critical Analysis of Criminal Justice Administration
(Fully Online Graduate School Course)

2001-2002 Arkansas State University
Visiting Professor
Department of Criminology, Sociology, and Social Work

Courses Taught

CRIM 3223 Police and Society
CRIM 3193 Community Corrections
CRIM 4103 Criminal Justice Systems (Undergraduate course)
SOC 3383 Social Statistics
CRIM 3183 Institutional Corrections
CRIM 5103 Criminal Justice Systems (Graduate course)

2000-2001

University of Tennessee
Graduate Teaching Associate
Department of Political Science

Courses Taught

POLS101 Introduction to American Government

2000-2001

Pellissippi State Community College
Instructor
Department of Political Science

Courses Taught

POLS101 Introduction to American Government

PUBLICATIONS

Peer Reviewed Publications

Clement, Keith E. 2010. "Curriculum Design and Development at the Nexus of International Crisis and Information Systems." *The International Journal of Information Systems for Crisis Response and Management*. Fall.

Clement, Keith E., Kimberly M. Tatum, Julie C. Kunselman, and Matthew J. Kruse. 2009. "Models of Policing and Law Enforcement Management Style: Exploring the Florida Agency Response to Domestic Violence Through Standard Operating Procedures." *Policing: An International Journal of Policing Strategies and Management*. June.

Keith E. Clement and John W. Barbrey. 2008. "Criminal Laws on the Fringe: An Analysis of Legislated Punishments for Morality Crimes in the Fifty States." *Critical Criminology*. June.

Tatum, Kimberly M. and Keith E. Clement. 2007. "An Exploratory Analysis of Florida Law Enforcement Domestic Violence Policies." *American Journal of Criminal Justice*. Fall.

Clement, Keith E., Richard Hough, John Mathis (Chief of Police, Pensacola Police Department), Chip Simmons, Brian Jones. 2007. "Partnering In Purpose." *Police Chief*. November.

Service Related Publications

Keith E. Clement. 2010. *The California Emergency Management and Homeland Security Education and Training Strategic Initiative*. CSU Council for Emergency Management and Homeland Security (CEMHS). California State University System-wide Organization.

Keith E. Clement. 2009. *CSU Emergency Management and Homeland Security Summit Final Report and Proceedings*. CSU Council for Emergency Management and Homeland Security (CEMHS). California State University System-wide Organization.

Keith E. Clement. 2009. *The 2009-10 California Emergency Management and Homeland Security Education and Training Strategic Initiative*. CSU Council for Emergency Management and Homeland Security (CEMHS). California State University System-wide Organization.

Keith E. Clement. 2008. *CSU Emergency Management and Homeland Security Summit Final Report and Proceedings*. CSU Council for Emergency Management and Homeland Security (CEMHS).

Keith E. Clement. 2006. "Rights of Crime Victims." In Otis H. Stephens and John Scheb, Eds. *Encyclopedia of American Civil Liberties and Rights*. Westport, CT: Greenwood Publishing.

Keith E. Clement. 2006. "Three Strikes Laws." In Otis H. Stephens and John Scheb, Eds. *Encyclopedia of American Civil Liberties and Rights*. Westport, CT: Greenwood Publishing.

Keith E. Clement, Richard Hough, and Brian Jones. 2005. "The Usage of Socio-Demographic Variables and GIS for Feasibility of Patrol Beat Reorganization in the Pensacola Police Department." Technical Report.

J.W. Barbrey and Keith E. Clement. 2001. "An Investigation into the Hybridization Of State Sentencing Schemes." *American Jails*. Vol. 15, No. 3. July.

Manuscripts Under Review/ Works in Progress

Keith E. Clement. "Developing State-level Emergency Management and Homeland Security Education Programs within the Higher Education System." Manuscript in preparation for submission to *Homeland Security Affairs*.

Keith E. Clement. "Transnational Crime at the U.S.-Mexico Border: The Development of the Professional Smuggler." Manuscript in preparation for submission to *International Security*.

Keith E. Clement. "How to Develop State-level Emergency Management and Homeland Security Education Programs and Courses." Manuscript in preparation for submission to *The Journal of Criminal Justice Education*.

Kenneth Ryan and Keith Clement. "California Law Enforcement Agency Utilization of GIS Crime Mapping and Analysis Technology." Manuscript in preparation for submission to *Policing: A Journal of Policy and Practice*.

GRANTS AWARDED

- 2009 California Emergency Management Agency
California State Homeland Security Grant Program
"The California Emergency Management and Homeland Security
Education and Training Strategic Initiative." \$60,000
- 2007 United States Department of Homeland Security
Scientific Leadership Award Grant for Minority Serving Institutions
"DHS Graduate Certificate: Research Emphasis on Border Security
and Immigration Studies." \$299,919
- 2007 California State University, Fresno
Center for Education, Teaching and Learning
"Mentoring Incarcerated Youth: A Topics Course Across
Disciplines." Grant co-author Mitzi Lowe, \$5,000
- 2007 California State University, Fresno
Center for Education, Teaching and Learning
"The Integration of E-Communication to Facilitate International
Understanding of a Comparative Criminal Justice Course."
Grant co-author: Kenneth J. Ryan, \$5,000
- 2006 California State University, Fresno
Center for Crime and Victimization
"Central California Crime Mapping Initiative."
Grant co-author: Kenneth J. Ryan \$16,700

PROFESSIONAL DEVELOPMENT

- 2010 CSU Council for Emergency Management and Homeland Security
(CEMHS) Planning Director and Summit Organizer
2009 CSU Emergency Management Homeland Security Summit
October 2010. Long Beach, CA.
- 2010 California Emergency Management Agency
Provide Briefing on California Emergency Management and
Homeland Security Education and Training Programs to
Agency Secretary and Executive Staff
September. (teleconference)
- 2010 Fresno Police Department
Citizens on Patrol (FPD Volunteer Programs
Hosted Community Volunteer Meeting
September. California State University, Fresno

- 2010 California State University
Chancellor's Office Affinity Group Leadership Meeting
California State University, Fresno
- 2009 U.S. Department of Homeland Security Center for Risk and
Economic Analysis of Terrorism Events.
University of Southern California.
"Homeland Security Focus Group." Meeting Facilitator.
October. Los Angeles, CA.
- 2009 Center for Homeland Defense and Security
U.S. Department of Homeland Security
Naval Postgraduate School
"Undergraduate Model Curriculum Conference." Invited Participant.
June. Monterey, CA
- 2009 CSU Council for Emergency Management and Homeland Security
(CEMHS) Planning Director and Summit Organizer
2009 CSU Emergency Management Homeland Security Summit
June 2009. Long Beach, CA.
- 2009 Chicano and Latin American Studies Conference: Independencia
en las Americas: History, Impact, and Consequences. "The Status
of Immigrants in the California Central Valley." March 27, 2009.
California State University Fresno.
- 2009 United States Department of Homeland Security
Science and Technology Directorate
Center of Excellence Education Representatives Workshop
Presentation "About The CSU Council for Emergency Management
and Homeland Security." Washington D.C. March 16, 2009.
- 2009 United States Department of Homeland Security
Science and Technology Directorate
DHS Scholarship and Fellowship Program Reviewer
Washington D.C., February 27-March 1, 2009
- 2009 CSU Council for Emergency Management and Homeland Security
Emergency Notification Systems Seminar
Panel Chair and Moderator
Los Angeles City College, February 18, 2009

- 2009 Department of Criminology, Women's Studies Program
Helen Jones, Manchester Metropolitan University, "Violence
Against Women in the U.K." Joint Collaborative Guest Lecture
Colloquium Organizer and Panel Chair
California State University, Fresno, February 3, 2009
- 2009 "International Collaboration: Comparative Criminology in Cyber
Space" Presented at the Western Society of Criminology
Conference in San Diego, CA. February 6, 2009.
- 2008 "Citizenship, Illegal Immigration, and Border Security"
CSU Fresno Political Science Association
Constitution Day Panel Speaker and Discussant.
November 14, 2008. California State University, Fresno.
- 2008 CSU Council for Emergency Management and Homeland Security
(CEMHS) Summit Organizer and Facilitator
2008 CSU Emergency Management Homeland Security Summit
June 9, 2008. Long Beach, CA.
- 2008 CSU Council on Emergency Management and Homeland Security
(CEMHS), CSU Chancellor's Office Multi-Campus Initiative
CEMHS Planning Director, Chancellor's Office. May 2008.
- 2008 California State University Chancellor's Office
Homeland Security Program Pre-Planning Meeting
March 19, 2008. Long Beach, CA.
- 2008 United States Department of Homeland Security
~~Science and Technology Directorate~~
DHS Scholarship and Fellowship Program Reviewer
Washington D.C., March 7-9, 2008
- 2008 United States Department of Homeland Security
Science and Technology Directorate
MSI Scientific Leadership Orientation
Washington D.C., January 30-31, 2008
- 2008 California State University, Fresno
College of Social Sciences
Faculty Strategic Planning Retreat
- 2007 California State University, Fresno
College of Social Sciences
New Faculty Writing/Publication Group

2006-2008 California State University, Fresno
College of Social Sciences
New Faculty Grant Writing Program

2006-2008 Department of Homeland Security (DHS) Federal Emergency
Management Agency (FEMA) Disaster Preparedness Directorate
Commercial Equipment Direct Assistance Program (CEDAP)
Subject Matter Expert (SME)

RESEARCH/ CONFERENCE PRESENTATIONS

- 2010 International Association of Emergency Managers
58th Annual Conference & EMEX Exhibit
"Designing and Building State Level Emergency Management and
Homeland Security Education and Training Programs." October.
San Antonio, TX.
- 2010 "The California Emergency Management and Homeland Security
Education and Training Summit." The California Emergency
Management and Homeland Security Education and Training
Summit. The California State University. October 25, 2010. Long
Beach, Ca.
- 2010 National Association of Schools of Public Affairs and Administration
NASPAA 2010 Conference
"Teaching Homeland Security and Emergency Management: How
to Effectively Develop and Integrate Courses into Post-Secondary
Curriculum on Homeland Security and Emergency Management."
September. Las Vegas, NV.
- 2010 Federal Emergency Management Agency-DHS
Emergency Management Institute
13th Annual Emergency Management Higher Education Conference
"The Background and Purpose of the CSU Council for Emergency
Management and Homeland Security (CEMHS) Organization and
the California EM-HS Education and Training Strategic Initiative:
And National Implications." June 2010. National Emergency
Training Center. Emmitsburg, MD
- 2010 U.S. Department of Homeland Security
Fourth Annual DHS University Network Summit
"Post-secondary Homeland Security Curriculum Development for
Economic, Community, and Individual Resilience." March.
Washington D.C.

- 2009 California State University Fresno.
Chicano and Latin American Studies Conference: Independencia en las Americas: History, Impact, and Consequences. "The Status of Immigrants in the California Central Valley." March 27, 2009.
- 2009 "International Collaboration: Comparative Criminology in Cyber Space" Presented at the Western Society of Criminology Conference in San Diego, CA. February 6, 2009.
- 2009 United States Department of Homeland Security
Science and Technology Directorate
Center of Excellence Education Representatives Workshop
Presenter, "The CSU Council for Emergency Management and Homeland Security." Washington D.C. March 16, 2009.
- 2009 California Community Colleges Systems Office
Emergency Notifications Systems Seminar
Los Angeles City College
Seminar and Meeting Facilitator.
February. Los Angeles, CA
- 2008 California State University Chancellor's Office
2008 CSU Emergency Management and Homeland Security Summit
Presenter and Facilitator
June, 2008
- 2007 "Homeland Security Education, Programs, and Courses at Fresno State University." U.S. Department of Homeland Security University Agency Partnership Initiative (UAPI). Naval Postgraduate School. August 27-29, 2007, Monterey, CA.
- 2007 "Integrating Technology, Engaging Students, and Improving Global Dialogue: Fact or Fiction?" Presented at the Regional Conference on Excellence in Teaching & Learning, Center for the Enhancement of Teaching and Learning. Fresno State University, April 13, 2007.
- 2007 "Analyzing Florida Domestic Violence Law Enforcement Policies in Light of Florida Model Domestic Violence Legislation." Presented at the Academy of Criminal Justice Science meeting, March 7-10, 2007, Seattle, WA (with Kimberly Tatum).

- 2007 "Principles Guiding American Treatment of Captured International Political Leaders and Heads of State." Presented at the American Association of Behavioral and Social Scientists meeting, February 7-10, 2007, Las Vegas, NV.
- 2007 "Crime and Rehabilitation"-Panel Chair. American Association of Behavioral and Social Scientists meeting, February 7-10, 2007, Las Vegas, NV.
- 2006 "Criminal Laws on the Fringe." Presented at the Academy of Criminal Justice Science meeting, March 1-4, 2006, Baltimore, MD.
- 2005 Research Presentation with Chief of Pensacola Police Department John Mathis and Senior Police Administration. "The Usage of Socio-Demographic Variables and GIS for Feasibility of Patrol Beat Reorganization in the Pensacola Police Department."
- 2005 Discussant- Panel on Comparative Judicial Politics. Southern Political Science Association meeting, January 5-8, 2005, New Orleans, LA.
- 2004 "The Rehnquist Court: Balancing Proportionality and Deterrence: Fitting Habitual Offender Laws Within the Eight Amendment's Cruel and Unusual Punishment Clause." Presented at the Southern Criminal Justice Association meeting, September 20-23, 2004, Raleigh, NC.
- 2004 "Constructing Models of Causation for State Adoption of Criminal Sentencing Reforms." Presented at the Southern Criminal Justice Association meeting, September 20-23, 2004, Raleigh, NC.
-
- 2003 "The Diffusion of Crime in Knoxville's Public Housing." Presented at the Southern Criminal Justice Conference, September 23-27, 2003 Nashville, TN.
- 2001 "An Investigation into the Hybridization of State Sentencing Schemes." Presented at the Academy of Criminal Justice Sciences meeting, April 3-7, 2001, Washington D.C. (With John W. Barbrey).
- 2001 "Towards A Political Explanation of State Sentencing Reform Adoption." Presented at the Midwest Political Science Association, April 19-21, 2001, Chicago, IL. (With John W. Barbrey).

- 1999 "The Effects of Criminal Justice Reforms on State Prison Populations and Crime Rates." Presented at the Tennessee Political Science Association meeting, April 14-15, 2000, Paris Landing, TN.
- 1998 "The Effects of Three Strikes Law on State Prison Populations." Presented at the Western Political Science Association, March 19-21, 1998, Los Angeles, CA.
- 1996 "The Impact of California Three Strikes Laws on Prison Populations." Presented at the Western Political Science Conference, March 13-15, 1997, Tucson, AZ.

PROFESSIONAL EXPERIENCE

- 2010 Course and Curriculum Change Procedures Workshop
"Undergraduate Changes and New Courses Presentation"
February. California State University, Fresno.
- 2010 InRelief.org
Exercise 24 Discussion Group
October. San Diego State University
- 2009 Homeland Security Education and Training Opportunity,
"Homeland Security, Border Security, Immigration Policy."
Law Enforcement Training
Fresno Police Department, October.
- 2009 Emergency Management and Homeland Security Education and
Training Program and Curriculum Design and Development
~~Focus Group, Facilitator, University of Southern California.~~
- 2009 Community Partners Forum
Center for Community Engagement and Service Learning
California State University, Fresno.
- 2009 CEMHS Academic Focus Group Meeting
Center for Collaborative Policy
California State University, Sacramento.
- 2009 Infragard Chapter Set-Up Meeting
U.S. Federal Bureau of Investigation
PELCO, Corporation
- 2009 Homeland Security Model Curriculum Conference
Invited Participant, Naval Postgraduate School.

- 2008 Mentoring with Incarcerated Youth in the Fresno Juvenile Justice Campus Program (with Mitzi Lowe, Social Work)
- 2008 Fresno Interoperability Focus Group: Improving Inter-agency Communication and Collaboration, Organizer and Facilitator, California State University, Fresno.
- 2008 Center for Education, Teaching, and Learning Curriculum Change Workshop.
- 2008 CSU Council for Emergency Management and Homeland Security Planning Director
- 2007 California State University, Fresno
Office of Civic Engagement and Service Learning
Community-Based Action Research Faculty Workshop
- 2007 California State University, Fresno
Digital University
Online Course Development- CRIM 109 Comparative Criminal Justice Systems
- 2006 NIIT, Ltd.
Subject Matter Expert, Instructional Design,
On-line Course Content Development
Introduction to American Courts
Criminal Justice Foundations (Graduate course)
- 2006 University of West Florida
~~The Center for University Teaching, Learning, and Assessment~~
Assessment Planning for Academic Foundations Seminar
presented by Barbara Walvoord
- 2005 University of West Florida
Academic Training Center
On-line Course Instructor Certification
- 2004 University of West Florida
Academic Training Center
Designing and Teaching an Online Course
- 2004 University of West Florida
Academic Training Center
Building Your Course in D2L

- 2001-2002 Arkansas State University
Sawtooth-WIN CATI Survey Research Computer Software Training
- 2000 University of Tennessee, Department Teacher Training
- 1999-2000 University of Tennessee
College of Arts and Sciences Dean's Office
Graduate Research Assistant
- 1999-2000 University of Tennessee
Graduate Assistant for Administrative Law and Constitutional
Law taught by Associate Dean Otis H. Stephens. Assisted in
Supreme Court case research, Education, Death Penalty,
and Victims Rights Issues.
- 1998-1999 University of Tennessee
UTK Department of Athletics
Academic Tutor/ Special Needs Program
- 1995-1997 San Diego State University
Department of Political Science
Graduate Research Assistant
- 1991-1995 Superior Court of San Diego County, (CA)
Records Division/ Administrative-Judicial Services

HONORS AND AWARDS

- 2010 Who's Who in America
- 2007-2010 U.S. Department of Homeland Security. Early Career Scientific
Leadership Award for MSI, California State University, Fresno.
- 2007 Advisor Recognition, American Criminal Justice Association,
Lambda Alpha Epsilon
- 2006 COPS Travel Fund Match Program Award, UWF
- 2005 University Distinguished Teaching Award, Finalist, UWF
- 2005 Who's Who Among America's Teachers
- 2004 College of Professional Studies Travel Match Award, UWF
- 2003 College of Professional Studies Travel Match Award, UWF
- 2001 Office of Dean of Students Travel Award, University of Tennessee.

- 1996 Associated Student Travel Award, San Diego State University.
- 1995 Graduate Research Opportunity, Award Recipient, Offered by the Dean of Arts and Sciences, San Diego State University.

UNIVERSITY AND COMMUNITY SERVICE

Department Committees/Service

- 2008 Department Representative, Welcome Week, Academic Success Day (8/26/08)
- 2008 Department of Criminology, Graduate Homeland Security Certificate Program Coordinator
- 2007 Criminology Department Standards Committee
- 2007 Criminology Department Internship Coordinator
- 2007 Corrections Program Coordinator
- 2007 Graduate Faculty Group
- 2007 EOP Counseling Team Meeting Presentation on Criminology Department Advising Changes (11/16/2007)
- 2007 Joint Doctorate Program Committee
- 2006 Criminology Department Curriculum Committee
- 2006 Phi Alpha Omega, Criminal Justice Fraternity Chapter Advisor

College Committees/Service

- 2008 College of Social Sciences
Dean's Leadership Circle
"Homeland Security Programs and Initiatives Presentation"
- 2008 "Citizenship, Illegal Immigration, and Border Security" CSU Political Science Association Constitution Day- Illegal Immigration Panel Speaker and Discussant
- 2008 New Faculty Writing/ Publication Group Mentor/Presenter.
- 2008 Center for Crime and Victimization Presentation, COSS Academic Assembly (8/22/2008)
- 2007 New Faculty Writing/ Publication Group Mentor/Presenter.

- 2007 New Faculty Writing/ Publication Group Member
- 2006-2009 COSS Curriculum Committee
- 2006 Faculty Grant Writing Program
- University Committees/ Service**
- 2009-10 University Undergraduate Curriculum Committee
Chair
- 2008 University Undergraduate Curriculum Committee
Member
- 2008 Curriculum Change Workshop
- 2007 Writing Competency Committee
- Professional Service**
- 2008 3rd Annual United States Department of Agriculture Agency
Showcase and Regional Networking Session, (9/9/08)
- 2008 U.S. Department of Homeland Security, DHS Scholarship and
Fellowship Reviewer, Washington D.C.
- 2008 U.S. Department of Homeland Security, MSI Scientific
Leadership Orientation, Washington D.C.
- 2007 Gerson Lehrman Group Security Experts Council.
-
- 2007 Southwest Journal of Criminal Justice, Manuscript Reviewer.
- 2007 Book Reviewer, "Juvenile Delinquency" by Frank Schmallenger
and JOHN Bortellas.
- 2006 American Criminal Justice Association- Lambda Alpha Epsilon
2006 Region 1 Conference; San Jose, CA.
- 2006-2008 Department of Homeland Security, CEDAP, Subject Matter Expert
- 2005 Sage Publications, Text Reviewer.
- 2005 *Journal of Criminal Justice Education*, Manuscript Reviewer.
- 2005 Book Reviewer, "Pressured Into Crime: An Overview of General
Strain Theory" by Robert Agnew.

- 2005 Book Reviewer, "From Law to Order: The Theory and Practice of Law and Justice." By Anthony Walsh and Craig Hemmens.
- 2005 Book Reviewer, "Nature and Crime." By Marcus Felson.
- 2005 Book Reviewer, "Criminology: An Interdisciplinary Approach."
- 2004 Roxbury Publications, Text Reviewer.
- 2001 Book Reviewer, "Researching Constitutional Law." By Albert P. Melone.
- Community Service**
- 2010 Fresno Police Department
Scientific Specialization, Internship, Volunteer Meeting
- 2010 Fresno Public Library
Book Discussant
Steve Coll, "Ghost Wars."
- 2007 Fresno Justice Council
"Analysis of Jail Release Policies and Population Reduction Study"
- 2007 California State University, Fresno
Office of Civic Engagement and Service Learning
Juvenile Justice Roundtable
- ~~2007 Goodwill Industries
Back on Track First Time Offender Reintegration Program~~
- 2006 Kingsburg High School Public Safety Career Day Speaker,
Kingsburg, CA
- 2005-2006 Boy Scouts of America, Pack 32 Committee Chairman.
- 2004 West Florida Polytechnic High School, Junior Achievement
Employment Interviews.
- 2003-2006 St Michael School Parent Teacher Association- Member
- 2001 Carraway Middle School International Fair- Speaker, Carraway, AR
- PREVIOUS UNIVERSITY, COLLEGE, DIVISION, INSTITUTIONAL SERVICE**
- 2005-2006 University Athletic Fee Committee- Faculty Rep. (UWF)

2005-2006	College of Professional Studies Program Review Committee- Faculty Representative (UWF)
2005-2006	University Combined Fee Committee- Faculty Representative (UWF)
2005-2006	Division of Criminal Justice and Legal Studies Alumni/ Student Newsletter Editor (UWF)
2005-2006	Chapter Advisor, Alpha Tau Omega Fraternity (UWF)
2004-2006	College of Professional Studies, Mock Court Trial Classroom Committee- Member (UWF)
2004-2006	Graduate Scholarship Committee- Criminal Justice (UWF)
2004-2005	Criminal Justice Faculty Search Committee (UWF)
2004-2005	Criminal Justice Faculty Search Committee (FWB Campus)
2004-2005	Criminal Justice and Legal Studies Chair Search Committee
2004-2006	University Public Safety Committee- Faculty Rep. (UWF)
2004-2006	University Parking and Transportation Committee- Member
2003-2005	Criminal Justice Book Representative- Pace Library (UWF)
2003-2006	Alpha Phi Sigma National Criminal Justice Honor Society- Faculty Advisor, Kappa Lambda Chapter. (UWF)
2003-2006	Pre-Law Advisory Committee- Member (UWF)
2001-2002	University Building Safety Committee- Member Arkansas State University.
2001	Conference Organizer, Political Science Graduate Student Research Presentations, University of Tennessee, Knoxville.
2000-2001	Student Member, Graduate Studies Committee, Department of Political Science- UTK.

- 1998-1999 President, University of Tennessee Political Science Graduate Student Organization.
- 1995-1996 President, SDSU Graduate Student Political Science Association.
- 1995 San Diego State University Institute of World Affairs.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- American Criminal Justice Association, 2006-present
Academy of Criminal Justice Sciences, 2006-present
American Association of Behavioral and Social Science, 2007-present
Center for Homeland Defense and Security, University-Agency Partnership Initiative, 2007-present
Disaster Resistant California Community College Task Force, 2009- present
CSU Council for Emergency Management and Homeland Security, (CEMHS) 2008- present
InRelief.org, 2010-present
National Defense Industrial Association, 2008- present
Western Society of Criminology, 2008- present
Western Society of Criminology, Critical Criminology Division
U.S. Department of Homeland Security, Center of Excellence Education Representatives Group, 2009-present
U.S. Department of Homeland Security, Science and Technology Directorate, University Programs Group 2007- present

Kenneth James Ryan, Ph.D.

Education

Philosophiae Doctoris, Interdisciplinary Studies in Political Science, Washington University in St. Louis, 2006

- Dissertation: Criminal Intelligence in the European Union: Examining the Process Efficiencies of Cooperation and Coordination
- Full scholarship for academic excellence, AY 2004 – 2005
- University nationally ranked #1 in Political Science (Chronicle of Higher Ed.), #4 in Doctoral Programs, #9 in National Research Universities (USN&WR)
- Statistician and Model Designer, UN Security Council Subcommittee on Francophone Africa
- Principal Investigator, Theorist, and Researcher: The Iraqi Governance Project

Artium Magistri, International Affairs, Washington University in St. Louis, 2000

- Thesis: The Impact of Intelligence on the Formulation of Foreign Policy in Cold War Germany: 1945-1989
- J. William Fulbright Fellowship Research Award, nominated by the United States Department of State, Committee for the International Exchange of Scholars, 1999 & 2000

Master of Arts (dual), Criminology and Criminal Justice, University of Missouri, St. Louis, MO, 1998

Bachelor of Science, Criminal Justice Management, Tarkio College, Tarkio, MO, 1981

Teaching Experience

- | | |
|----------------|---|
| 2006 – Present | Assistant Professor, California State University, Fresno, Department of Criminology |
| 2006 – Present | Affiliated Faculty, California State University, Fresno, Peace and Conflict Studies Program |
| 2002 | Lecturer, Washington University in St. Louis, Department of Political Science |

2000 – 2002

Senior Lecturer, University of Missouri - St. Louis, Department of
Criminology and Criminal Justice

Courses Taught.

California State University

- Crim 2: Administration of Justice
- Crim 2S: Administration of Justice, Service Learning
- Crim 10: Crime, Criminology & Justice
- Crim 100: Criminology
- Crim 101: Violence in America
- Crim 102: Criminal Justice Organization & Management
- Crim 120: Juvenile Delinquency
- Crim 180: Internship in Law Enforcement
- Crim 190: Independent Study in Criminology
- PAX 160T: Political Violence: War, Warfare and Terrorism
- Crim 270T: Radical Ideologies
- Crim 270T: Criminal Intelligence Theory

Washington University in St. Louis

- U85 4192: Terrorism & Guerrilla Warfare

University of Missouri – St. Louis

- CCJ 485: Organized Crime and Terrorism
- CCJ 300: Communities and Crime

Course Developed

California State University, Peace and Conflict Studies (tentatively scheduled Spring 2008)

- PAX 160T: Political Violence: War, Warfare and Terrorism
- Crim 270T: Radical Ideologies
- Crim 270T: Criminal Intelligence In a Liberal democracy

University of Missouri – St. Louis

- CCJ 485: Organized Crime and Terrorism

Assigned Time

6 Credits Release, California State University, Fresno, Spring 2008

- Joint Doctorate in Forensic and Behavioral Sciences Program Facilitator
 - Work with College of Social Sciences to stand up new Joint Doctorate
 - Assist Graduate School Coordinator and Associate Dean of COSS

3 Credits Release, California State University, Fresno, Fall 2007

- Department Coordinator of International Programs & Course Development
 - Crim 109-I: Comparative Criminal Justice Systems [with Brunel University & London Metropolitan University, England]
 - International Criminal Justice Executive Program
 - Criminology Semester Abroad Program

Professional / Administrative Experience

2000 – 2006	President, Chief Executive Officer STS International, LLC, St. Louis, MO
1996-2000	Special Agent in Charge Criminal Investigation Bureau, Missouri Department of Revenue, St. Louis, MO
1995-1996	Investigator Office of Missouri Secretary of State, Securities Division, Jefferson City, MO,
1993-1995	Generalist Instructor/Training Coordinator/Academy Coordinator St. Charles County Police Academy, St. Charles, MO
1979-1993	Senior Officer/Watch Commander Creve Coeur Police Department, St. Louis Co., MO

Professional and Scholarly/Creative Activities

Publications: Refereed

Ryan, Kenneth J., "Informing the Enemy: Feeding the Counter-Intelligence Needs of our Adversaries," John Marshall Journal of Computer & Information Law (Chicago: John Marshall Law School, 2008)

Ryan, Kenneth J., "Federalism, Intergovernmentalism and Intelligence: The Future of Cooperation in the European Union," The Oxford Forum on Public Policy: Criminal Law and Justice, Oxford University Press, 2008

Publications: Non-Refereed

2007

Website, Joint Doctorate in Forensic and Behavioral Sciences, California State University, Fresno, Department of Criminology; author & editor of all written Internet deliverables for inauguration of public relations, marketing and enrollment initiatives in the university's first Ph.D. program; first published 17 October 2007.
http://www.csufresno.edu/criminology/degrees_programs/joint_doctorate/index.shtml

Works In Progress

Clement, Keith and Ryan, Kenneth, eds., *First Response, Second Response: Readings Crucial to the National Security* (New York: Prentiss-Hall, Pearson Educational, in negotiation), including

- "Introduction"
- "European Criminal Intelligence: Lessons for America in Counter-Terrorism"

Ryan, Kenneth J., Criminal Intelligence in the European Union (Verlag Dr. Muller, GER: manuscript competed, in negotiation)

Ryan, Kenneth J., "Selection of Non-Military Targets in Unconventional Civil Warfare," journal article in revision

Ryan, Kenneth J., Criminal Intelligence in Theory and Practice (manuscript in progress)

Scholarly Works Reviewed

Criminal Justice and Behavior: An International Journal, Editorial Review Board

- ~~Homeland Security and Policing~~ edition peer reviewer for international publication of crime, justice and homeland security issues

Scientific Journals International, Editorial Review Board

- Political Science, Law, Ethics and Government peer reviewer for international publication
 - "The Israeli Model for Policing Terrorism: Goals, Strategies, and Open Questions"
 - "Another Shot at the Democratic Peace: Are Democracies More Aggressive than Non-Democracies in Militarized Interstate Disputes?"
 - "Commentary on the Israeli Model for Policing Terrorism"

Ohlinger Publishing Services, Columbus, Ohio

- Peer reviewer of textbook: Frank Schmallegger and Clemens Bartollas, Juvenile Delinquency (Boston: Pearson Education, 2008)

McGraw-Hill Publishing Company, Austin, Texas

- Consultant to industry-leading publishing house in development of new textbook in Criminal Justice

Presentations

California State University, Chancellor's Office, Keynote Speaker (1 of 3), 2008 CSU Emergency Management Homeland Security (CEMHS) Summit, June 9, 2008. Long Beach, CA

California State University, Office of the Chancellor, Homeland Security Education and Campus Interoperability, co-presenter with Keith Clement, March 19, 2008

California Chiefs of Police Association, Annual Conference, Invited Representative of California State University, Fresno, Department of Criminology, March 4-6, 2008

"Enriching the Enemy's Counter-Intelligence Needs through Media Sources," American Academy of Behavioral and Social Scientists, Panel Chair, Las Vegas, NV, February 7, 2008

Information Convergence: At The Boundaries of Access, Informing the Enemy: Feeding the Counter-Intelligence Needs of our Adversaries," 25th Anniversary of the John Marshall School of Law Information Technology and Privacy Center, Chicago, IL, November 9, 2007

Contemporary Issues in Counter-Terror Intelligence, Panel Chair, International Security National Resilience: The World Terror Conference, London, England, December 2007

- "Secrecy versus Transparency: the Perpetual Dichotomy of Intelligence"

University-Agency Partnership Initiative (UAPI), Invited Representative (as intelligence specialist) of California State University, Fresno to the US Department of Homeland Security, The United States Naval Postgraduate School, August 2007

The Oxford Round Table, Invited Speaker, Oxford University, England, April 2007

- "Federalism, Intergovernmentalism and Intelligence: The Future of Cooperation in the European Union"

"International Cooperation in Pursuing Terror Suspects Abroad," Panel on Terrorists and Terrorism, Department of Political Science, California State University, Fresno, March 2007

"Alvarez v. Sosa and the Evolution of Foreign Policy Regarding International Fugitives," American Academy of Behavioral and Social Scientists, Las Vegas, NV, February 2007

"Crime, Justice, and Education," American Academy of Behavioral and Social Scientists, Panel Chair, Las Vegas, NV, February 2007

"Is Extraordinary Rendition a Danger to the US Constitution?" Constitution Day Panel, Department of Political Science, California State University, Fresno, September 2006

Grants Funded

2008

- Forensic & Behavioral Sciences in Homeland Security, Funding Opportunity number DHS-07-ST-062-001: DHS Scientific Leadership Awards for Minority Serving Institutions (MSI), as coursework designer/contractor in intelligence and radical ideology, \$299,919.

2007

- "Service Learning Grant," \$7000
California State University, Fresno, College of Social Sciences
Purpose: To develop a service-learning (student volunteer) component within the framework of a General Education course related to criminal justice

2006

- "Geospatial Imaging Systems Needs Assessment Survey," \$16,700
California State University, Fresno, College of Social Sciences
Purpose: To survey the needs of criminal justice agencies in the Central Valley of California in establishing a GIS network and develop policy support intelligence capabilities
- "Electronic Learning Initiative Grant," \$2,500
California State University, Fresno, College of Social Sciences
Purpose: To develop a course with electronic learning properties, whether by Internet related e-learning or multi-institutional e-discussion/exchange

2005

- "Intelligence and Interagency Cooperation in the European Union," \$3000
Washington University in St. Louis, College of Arts and Sciences
Purpose: Interview EU member-state and other intelligence executives to determine level and nature of interagency cooperation

2004

- "The Iraqi Governance Project," \$3000
Washington University in St. Louis, College of Arts and Sciences
Purpose: To project election outcomes in varied, hypothesized Iraqi governance structural scenarios for the Coalition Provisional Authority in Baghdad

Grant Applications Outstanding

2008

Major Crimes: A GIS Analysis of the U.S – Mexico Border Region, NIJ RFP: "Social Science Research on Terrorism," Grants.gov Funding Opportunity 2007-NIJ-1413, SL# 000771, \$480,000/year x 3 years, at NIJ request for R&R, FY 08-09

Scholarship of Application/Program Development

2008

Program Development: The California State University Chancellor's Office Affinity Group on Emergency Management and Homeland Security (CEMHS)

- Organizer and Planning Co-Director, CEMHS Affinity Faculty Education Group
- Establish as co-author, core consortium of 9 CSU faculties to initiate 600 member Town Hall assembly to establish Homeland Security as a nascent academic discipline in California

Program Development: The California State University, Criminology Department (Interdisciplinary) Graduate Certificate in Homeland Security

- Organize and plan interdisciplinary curriculum with project director Keith Clement in new Homeland Security project

Program Development: The California State University - Intelligence Community Center of Academic Excellence

- ~~Establish CSUF as eighth federal Center of Excellence~~ CSU member by developing Graduate Certificate Program in Intelligence Studies, interdisciplinary program with Political Science Department
- Develop international student exchange program at Graduate degree level in Intelligence Studies

2006 – Present

Program Development: Crim 203: Graduate Studies in Criminal Justice Management

- Revise present course and material to instruct law enforcement, courts and corrections management systems at the Graduate School level

Department Coordinator of International Programs & Course Development

- Crim 109-I: Comparative Criminal Justice Systems Abroad

- Develop and coordinate efforts among California State University, Fresno, Brunel University & London Metropolitan University to develop multi-institutional and international comparative CJ course in England (year 1) and elsewhere (year 2 and +)
- International Criminal Justice Executive Program
 - Develop and coordinate program for criminal justice executives of California with criminal justice agencies abroad, such as Interpol, Europol, New Scotland Yard, Bundeskriminalamt (et al), in an international briefing for executive-level justice officials
- Criminology Semester Abroad Program
 - Develop and coordinate programs among California State University, Fresno and universities abroad to develop multi-institutional, international undergraduate course-sharing program with London Metropolitan University and others
 - Develop graduate-level Intelligence Studies Exchange Program with Brunel University, Center for Intelligence and Security Studies, London

Professional Consulting

2008 – Present

TranSec, a UK corporation

- Consultant in Counter-Terrorism, Anti-Terrorism and International Intelligence/Counter-Intelligence
- Scheduled speaker at 2009 Counter-Terror Expo (London)
- Invited as VIP Guest to 2008 Transportation Security Expo (Amsterdam)

2006 – Present

Commercial Equipment Direct Assistance Program (CEDAP), The United States Department of Homeland Security

- Consultant to contractor CSR, Inc. in fiscal decisionmaking regarding procurement awards for state, regional and municipal governments

2000 – 2006

STS International, LLC

- Consultant to state governments in Joint Intelligence, Joint Intelligence Centers, Intelligence Structural (organizational) Design, Intelligence Systems (operational) Design, and Secure Information-Sharing Systems
- Consultant to 2 of the "Big 5" defense contractors

- Consultant to local, regional and state police agencies and training academies in civil preparedness, counter-terror, and intelligence

Professional Offices

2006 – Present

- US Delegate, European Ideas Network (EU)
- Member, Oxford Intelligence Group (UK)
- Member, George's House Debating Society of Windsor Castle (UK)
- Member, Security and Intelligence Studies Group (UK)

Professional Affiliations

2006 – Present

- Federation of American Scientists (US)
- American Criminal Justice Society (US)
- American Political Science Association (US)
- Association Internationale de Science Politique (CAN)
- University of Oxford Round Table (UK)

University and Community Service

- California State University, Office of the Chancellor, CSU Emergency Management and Homeland Security (CEMHS) Affinity Group (plank holder)
- California State University, Fresno, Criminology Department, Graduate Certificate in Homeland Security Program, Chief Curriculum Designer
- California State University, Fresno, Criminology Department, Graduate Certificate in Homeland Security Program, Scholarship Committee
- California State University, Fresno, Information Security Committee
- California State University, Fresno, Alcohol Safety Council

- California State University, Fresno, Faculty Hearing Panel
- California State University, Fresno, College of Social Sciences, International Social Sciences Education Committee
- California State University, Fresno, Joint Doctorate in Forensic and Behavioral Sciences, Program Facilitator
- California State University, Fresno, Joint Doctorate in Forensic and Behavioral Sciences, Department Steering Committee
- California State University, Fresno, Joint Doctorate in Forensic and Behavioral Sciences, Educational Standards Committee
- California State University, Fresno, Criminology Department Graduate Faculty Group
- California State University, Fresno, Criminology Department Honors Committee
- California State University, Fresno, Criminology Department Undergraduate Curriculum Committee
- California State University Police Department, Personnel Selection Board, October 2006
- California State University, Fresno, Faculty Research Group, Participant, 2006-07
- California State University, Fresno, Criminology Department media spokesperson on terrorism, intelligence, organized crime, violent crime, serial/series crime, criminal justice management and special operations
 - Interviewed by Campus newspaper re: identity theft, Fall 2007
 - Interviewed by Merced Sun newspaper re: reorganization of Merced PD, Fall 2007
 - Interviewed by KSEE Channel 24 television re: Fresno crime rate, Spring 2007
 - Interviewed by KSEE Channel 24 television re: crime and the economy, Spring 2008
- Lecturer, California State University Elderhostel Program, Wonder Valley, CA, "Terrorism and Homeland Security: What Happens Next?" March 2007
- Lecturer, California State University Extended Education Program, Fresno Police Department

NEW GRADUATE COURSE REQUEST

GRADNEW.ITP (on Informed Filler)

Return original and 10 copies to:

Division of Graduate Studies
Thomas Administration Building, Room 132
Mail Stop TA 51

Graduate Program: Criminology
Department: Criminology
Contact Person: Keith Clement
Phone: 278-1011
E-mail: kcllement@csufresno.edu
Catalog pg. # 455

Use this form if your course is: (please select the box below that best describes your course)

- (a) new (never has been taught before)
 (b) conversion (break-out of a "topics" course as a new course)
 (c) significant change to an existing course
 (d) other _____

NOTE: If the changes you make on this form are different from what you submitted on your mock-ups to catalog, then you **must** revise your mock-ups and resubmit them to the catalog office.

If you wish to delete or make minor revisions to an existing graduate course, use the "Graduate Course Change or Deletion" form (GRADCHG.ITP on Informed Filler).

1. NEW COURSE:

Prefix/ Catalog Long Course Units Max/Total
Subject CRIM Number 216 Title Essentials of Homeland Security 3.0
Intro to HS Letter
Short Title (16 spaces maximum) for Printing Grading Basis (Letter, CR/NC, SP, Mixed)
Course Classification (C/S#) 05

Note: If the proposed course has been offered previously as a topics course or is the expansion of an existing course, complete the following for the previous course:

Prefix/ Catalog Long Course Units Max/Total
Subject CRIM Number 270T Title Introduction to Homeland Security 3.0

Catalog Description of New Course: (40 words only, excluding prerequisite, lecture-lab hours)

This course focuses on Homeland Security, terrorism, and theories of security, risk management, and national security strategy. An overview of key agencies and the legal and privacy issues inherent in balancing law and order with Constitutional rights and liberties.

2. NEW COURSE QUESTIONS:

(Each item **must** be addressed; attach additional sheet(s) as needed.)

A. How frequently is the new course expected to be offered? Annually

B. What is the expected enrollment? 15-20

C. What is/are the mode(s) of course delivery (e.g., lecture, seminar, supervision, distance learning)? Please see the attached "Definitions of Graduate Level Instruction in the CSU."

Seminar

D. Identify all new resources (special facilities, library resources, technical assistance, etc.) needed to institute the course.

None.

E. Is this course required or elective? elective

F. Is there another course(s) covering similar subject matter:

• within your department? No Yes (if yes, complete section 4)

• at California State University, Fresno? No Yes (if yes, complete section 4)

G. Has this course been previously offered as a topics course? Yes No

If yes, how many times? 1

H. Justification for New Course: (Please attach an explanation detailing the need for this new course.)

3. Please attach a course outline/syllabus that:

• Follows the guidelines stated in the "Policy on Course Syllabi and Grading" (June 1997) as published in the Academic Policy Manual (pg. 241-1, 241-2, 241-3).

• Illustrates how the course meets the criteria described in "Definitions of Graduate Level Instruction in the CSU" (see attached).

NOTE: Proposed Topics (T) courses should include a sample course outline/syllabus that follows the above guidelines and includes criteria by which the department will select future topics courses.

4. CONSULTING SIGNATURES (if required)

In an effort to avoid course duplication and misunderstandings, signatures must be obtained from those departments potentially affected by proposed changes.

I have read the new graduate course proposal and support the offering of this course.

Yes No

If no, please explain your concern(s):

Department Chair (of department being consulted)

Department	_____	Department	_____
Department Chair (typed name)	_____	Department Chair (typed name)	_____
Department Chair Signature	_____	Department Chair Signature	_____
Date	_____	Date	_____

5. REQUIRED SCHOOL SIGNATURES (verifies proposal has been approved)

Graduate Program Coordinator

BA OWEN BA Owen 4/22/2010
Typed Name Signature Date

Department Chair

RUTH MASTERS R. Masters 4/22/10
Typed Name Signature Date

School Curriculum (or Credential) Committee Chair (if applicable)

Melissa Jordine Melissa Jordine 5/10/2010
Typed Name Signature Date

School Dean

Luz Gonzalez Luz Gonzalez 10-20-10
Typed Name Signature Date

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM SUBCOMMITTEE
REVIEW RECOMMENDATION:**

- Request Approved
 Request Denied
 Request Deferred

10/4/11
Date of Action

Explanation:

MSC to approve

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

Sharon Brown-Welty
Typed Name

Sharon Brown-Welty
Signature

10/9/2011
Date

Provost/Vice President for Academic Affairs/or designee

William A. Covino
Typed Name

William A. Covino
Signature

10/11/11
Date

Attachment

Rev. 6/25/03

DEFINITIONS OF GRADUATE LEVEL INSTRUCTION IN THE CSU

A. The Graduate Course

1. It is assumed that students who enroll in graduate courses possess:
 - a. Maturity, responsibility, and scholarly integrity appropriate to study beyond the baccalaureate level.
 - b. A broad base of knowledge, usually represented by the possession of the bachelor's degree.
 - c. Competence in the specified field, usually represented by a substantial body of upper-division study in the field or in a closely related field.
 - d. A command of basic techniques and skills essential for independent, self-directed study in the field.
2. The graduate course deals with more complex ideas, materials, techniques or problems than the undergraduate course, and demands searching and exhaustive analysis.
3. The graduate course requires:
 - a. The identification and investigation of theory or principle.
 - b. The application of theory to new ideas, problems, and materials.
 - c. Extensive use of bibliographic and other resource materials with emphasis on primary sources of data.
 - d. Demonstration of competence in the scholarly presentation of the results of independent study.
4. Satisfactory completion of a graduate course requires more creative thinking than an upper-division course.
5. Performance expectations for graduate student enrolled in undergraduate-level courses normally are such that students complete at least one additional assignment. The quality of their written and oral performance in the course normally would be at least one grade point higher than that of an undergraduate. Performance expectations for undergraduate students enrolled in graduate-level courses are such that where campus policy permits undergraduate enrollment in a graduate course, the quality of the written and oral performance of undergraduates in the course normally would be at least half a grade point higher than that of an undergraduate enrolled in an undergraduate course.

B. Lecture-Discussion

The lecture-discussion course conforms to the criteria for graduate courses in general, and

1. Is an organized course with regularized content.
2. Is a combination of lectures and group discussion, based on specialized studies and research.
3. Involves consideration of a series of vital problems, reviews trends, examines different points of view, and interprets issues.
4. Involves problem analysis, research, and high level participation in discussion.
5. Involves the use of a wide variety of material and resources which provide a range and depth beyond that obtainable through a single textbook, although the use of a basic textbook may be appropriate in some lecture-discussion courses.
6. Provides an opportunity for synthesis and analysis through scholarly writing and through course examination that go beyond simple recall of fact.

C. Seminar

The seminar conforms to the criteria for graduate courses in general, and

1. Is organized around a series of related problems significant to the discipline.
2. May have a focus which varies from semester to semester within the framework of the general objectives.
3. Limits the lecture, when it does occur, to setting the stage and clarifying issues.
4. Requires that students assume primary responsibility for an investigation that will contribute to the objectives of the seminar and that they report, interpret, and defend their findings orally as well as in writing.
5. Within the framework of general goals, may allow student participation in course planning and in course evaluation.
6. Has class meetings primarily to develop, share, and critically examine independent investigations by members of the group. Time devoted to individual or small-group conferences under the direction of the professor may on occasion replace general class meetings.

D. Laboratory

Laboratory coursework conforms to the criteria for graduate courses in general and focuses on data gathering and analysis, with an emphasis on research and investigation rather than on laboratory techniques. Its chief distinguishing characteristic is the use of specialized facilities and relatively independent investigation.

E. Field Work and Clinical Practice

Field work and clinical practice require that

1. The students have a high level of theoretical competence and a mastery of the basic skills necessary to perform professional duties with a minimum of direction.
2. The selection of experiences provides opportunity for the student to
 - a. Bring to bear and apply a high level of theoretical knowledge.
 - b. Exercise judgment of a high order.
 - c. Assume responsibility for determining procedures as well as for implementing them.
 - d. Report the experience to a supervising instructor in such a way as to point out its significance, to explain the rationale behind his/her major decisions, and to evaluate their adequacy.

F. Graduate Independent Study

At the graduate level independent study is based upon the assumptions set forth in part in the section above entitled, "The Graduate Course." Furthermore, such independent study

1. Has a specific objective related to the student's educational goals and to a graduate program.
2. Is precisely defined as a result of joint planning by the professor and the student.
3. Required periodic and final demonstration of competence in scholarly presentation of the result of the independent study.

Source: Office of the Chancellor, California State University

CRIM 216- ESSENTIALS OF HOMELAND SECURITY
CATALOG COURSE DESCRIPTION

This course focuses on Homeland Security, terrorism, and theories of security, risk management, and national security strategy. An overview of key agencies and the legal and privacy issues inherent in balancing law and order with Constitutional rights and liberties.

JUSTIFICATION FOR COURSE

This course serves as a broad overview and survey course to the principles and fundamentals of Homeland Security. Students will be exposed to a variety of critical subject areas like critical infrastructure protection, vulnerability and risk analysis, transportation/border and port security, cyber security, employment opportunities and other relevant topics of inquiry.

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Criminology
Essentials of Homeland Security
FALL 2011

COURSE INFORMATION:

CRIM 216 ESSENTIALS OF HOMELAND SECURITY (3 units)

Class # 76744 TH 18:00-21:00

Location: Science II, Room 110

Grading: Letter (A,B,C,D,F)

INSTRUCTOR INFORMATION:

Instructor:

Office Number: Science II, Room 145

Office Hours: TH 1:00-6:00

Telephone Number: 278-1011

e-mail:

COURSE DESCRIPTION:

In the years since the 9/11 attacks, our society has witnessed a tremendous transformation and reorganization in terms of how we protect and secure our nation from the threat and hazard of man-made and natural catastrophes. We have seen rise of the largest federal agency, the Department of Homeland Security (DHS) from many different and key national agencies to increase and develop critical skills and scientific knowledge and build a societal "culture of preparedness." Educating a new generation of Homeland Security professional poses a modern challenge to our nation's higher education system. After all, our society entrusts our national security interests to a cadre of specially trained and highly educated professionals from such a newly formed academic discipline.

Our course serves as a general introductory overview and survey in support of a very scientific and technical field. This course also helps students orient themselves to new and innovative skills and knowledge necessary in pursuit of security and "peace of mind." Our primary focus is on terrorism and counterterrorism strategies. However, as the DHS has moved to embrace an "all-hazards approach," these emergency management topics are discussed as well. Our ultimate course objective is to develop and examine effective policy responses to natural and intentional disasters and how to enhance a culture of preparedness and awareness within civil society.

CATALOG DESCRIPTION:

This course involves an introduction to Homeland Security and terrorism/counterterrorism strategies. Includes a discussion of theories of security, terrorism, risk management, and national and homeland security strategy. An overview of the complex mission behind securing the homeland, the various agencies involved, and the legal and privacy issues inherent in balancing law and order with civil rights and liberties. Students will be exposed to a variety of subject areas in Homeland Security including critical infrastructure protection, vulnerability and risk analysis, transportation/border and port security, cyber security, employment opportunities and other relevant areas of inquiry.

LEARNING OBJECTIVES:

By the end of the semester, students should have mastered the following course learning skills and objectives:

- Analyze and critically evaluate Salafist global jihad and al-Qaida ideology.
- Explain and synthesize the history, development, and modern features of terror and counterterror.
- Analyze and critically evaluate the role of government in terror response and homeland defense.
- Analyze and apply theories of counter-terrorism intelligence analysis and information sharing.
- Synthesize the principles of risk management, perception and media communication into sustainable Homeland Security policy.
- Analyze and evaluate the importance of securing critical infrastructure, cyberspace, borders, and transportation networks in Homeland Security.
- Analyze and evaluate emergency management, public health, and medical preparedness.
- Evaluate the role of the private sector in Homeland Security.
- Identify and evaluate the role of academe, science, and technology in Homeland Security.
- Analyze and evaluate the balancing act between domestic security and civil liberties.
- Evaluate the link between politics, accountability, and privacy in Homeland Security policy.

REQUIRED COURSE TEXT:

Damien G. Kamien. The McGraw Hill Homeland Security Handbook. New York: McGraw Hill, Inc. 2006. ISBN 0-07-144665-6.

CONDUCT OF THE COURSE:

The course will consist extensively of online lectures, discussion, critical evaluation, and research.

COURSE REQUIREMENTS

Grades will be calculated as follows:

Two Exams (100 points each)	200
Research Paper	<u>100</u>
Total Points Possible	300

Grade Scale

A=90%+; B=80%+; C=70%; D=60%+; F=59% or less

Material for the exams will be found in the readings, online lectures/content, and from interactions with other graduate students. Both exams consist of a variety of short answer and analysis based essay questions. Additional details (on the content and test format) will be provided over the course of the semester.

Make up Policy: Students with verifiable and documented emergencies (medical, national guard commitment, university sanctioned event, funerals, etc.) will be granted a make-up exam or allowed to turn written assignments within one-week of the initial due-date. It is a student's responsibility to notify the instructor in a timely fashion of situations that prevent completion of an exam. Failure to take an exam; or provide documentation and make up an exam will result in an "F" for that exam.

Research Paper Requirement

Students will prepare a 15-20 page research paper on a Homeland Security topic of interest. Small paper sections will be due over the course of the semester (i.e. working bibliography, topic outline, rough draft, etc.). Additional details pertaining to the research paper will be distributed in class.

INSTRUCTOR COURSE POLICIES:

CONTACTING THE INSTRUCTOR:

It is very important that students contact the instructor if they are experiencing difficulties with the material, the course, or other problems that may impact their academic achievements. The best time to contact the instructor is before these issues grow into more serious or intractable problems. The best way to contact the instructor is during office hours or via e-mail. Students can generally expect a response to their e-mail within 24 hours; except in the following situations: weekends, holidays, or when the instructor is out of town for conferences or professional development. Students will be notified in advance of these travel situations.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. Reasonable accommodation will be made to provide suitable alternatives for non-ADA compliant material posted online. PDF documents and documents that rely on images to convey ideas cannot be read by adaptive technology systems and a text description of the image or text-version of the document will be available for students on an as needed basis. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Copyright: All CSU Fresno copyright guidelines apply to electronic pages. Please refer to the CSU Fresno Faculty Handbook for details.

UNIVERSITY POLICIES

STUDENTS WITH DISABILITIES:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more info, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

CHEATING AND PLAGIARISM:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies).

COMPUTERS:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

DISRUPTIVE VIRTUAL CLASSROOM BEHAVIOR:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

ADVISORY:

Students must be aware as criminal justice professionals that we will discuss a variety of sensitive, frank, and vivid topics. Students may be exposed to graphic language, violent images, and discussion of sensitive subjects that some students may find personally objectionable (racism, death penalty, terrorism, etc.) Students must be aware of this consideration, and while there is no intent to offend anyone, must handle these situations with maturity. The instructor expects professional and courteous behavior in class, particularly when dealing with the opinions of others' regarding these sensitive issues.

COPYRIGHT POLICY:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.

TILT course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

NOTE: Upon due notice and at the discretion of the instructor, the schedule and procedures of this course are subject to change. If any changes become necessary, it will not involve an increase in course requirements.

TENTATIVE COURSE SCHEDULE

Week 1: 8/27/2009

Introduction! Welcome to Class!

What is Terrorism? What is Homeland Security?

Week 2: 9/03/2009

Al-Qaida and Salafist Global Jihad

READINGS:

Kamien, Chapters 1-4 (pp.1-72)

Week 3: 9/10/2009

Al-Qaida, part II

Terrorism Beyond Al-Qaida

READINGS:

Kamien, Chapters 5-10 (pp.73-156)

Week 4: 9/17/2009

Terrorism Beyond Al-Qaida

The Role of Government

READINGS:

Kamien, Chapters 11-15 (pp.157-224)

Week 5: 9/24/2009

The Role of Government

READINGS:

Kamien, Chapters 16-19 (pp.225-310)

Week 6: 10/01/2009

The Role of Government

Counterterrorism Intelligence and Analysis

READINGS:

Kamien, Chapters 20-25 (pp.311-390)

Week 7: 10/08/2009

Counterterrorism Intelligence and Analysis

Integrating Risk Management with Resource Allocation

READINGS:

Kamien, Chapters 26-29 (pp.391-461)

Week 8: 10/15/2009

Securing Critical Infrastructure and Cyberspace

READINGS:

Kamien, Chapters 30-35 (pp.463-546)

Week 9: 10/22/2009

MIDTERM EXAMINATION

Week 10: 10/29/2009

Securing Critical Infrastructure and Cyberspace
Border and Transportation Security

READINGS:

Kamien, Chapters 35 (pp.547-582)
Chapter 59 (933-956)
Chapter 36, 37 (pp. 583-612)

Week 11: 11/05/2009

Border and Transportation Security
Emergency Management, Public Health, and Medical Preparedness

READINGS:

Kamien, Chapters 38-42 (pp.613-676)
Chapter 60 (pp. 957-968)

Week 12: 11/12/2009

Emergency Management, Public Health, and Medical Preparedness
Role of the Private Sector
Academe

READINGS:

Kamien, Chapters 43-44 (pp.677-702)
Kamien, Chapters 47-50 (pp.741-820)
Kamien, Chapters 55 (pp. 865-898)

Week 13: 11/19/2009

Domestic Security and Civil Liberties

READINGS:

Kamien, Chapters 64-68 (pp.1009-1088)

Week 14: 11/26/2009

Happy Turkey Day!! No Module

Week 15: 12/03/2009

Politics, Accountability, Privacy in Homeland Security Policy
Final Exam Review

READINGS:

Kamien, Chapters 69-72 (pp.1089-1131)

Week 16: 12/10/2009

12/08 (Last Day of Instruction)

Note: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements while you were away from class.

NEW GRADUATE COURSE REQUEST

GRADNEW.ITP (on Informed Filler)

Return original and 10 copies to:

Division of Graduate Studies
Thomas Administration Building, Room 132
Mail Stop TA 51

Graduate Program: Criminology
Department: Criminology
Contact Person: Keith Clement
Phone: 278-1011
E-mail: kcllement@csufresno.edu
Catalog pg. # 455

Use this form if your course is: (please select the box below that best describes your course)

- (a) new (never has been taught before)
 (b) conversion (break-out of a "topics" course as a new course)
 (c) significant change to an existing course
 (d) other _____

NOTE: If the changes you make on this form are different from what you submitted on your mock-ups to catalog, then you must revise your mock-ups and resubmit them to the catalog office.

If you wish to delete or make minor revisions to an existing graduate course, use the "Graduate Course Change or Deletion" form (GRADCHG.ITP on Informed Filler).

1. NEW COURSE:

Prefix/ Catalog Long Course
Subject Crim Number 217 Title Radical Ideologies Units Max/Total 3.0
Rad Ideology Letter
Short Title (16 spaces maximum) for Printing Grading Basis (Letter, CR/NC, SP, Mixed)
Course Classification (C/S#) 05

Note: If the proposed course has been offered previously as a topics course or is the expansion of an existing course, complete the following for the previous course:

Prefix/ Catalog Long Course
Subject Crim Number 260T Title Radical Ideologies Units Max/Total 3.0

Catalog Description of New Course: (40 words only, excluding prerequisite; lecture-lab hours)

Students will acquire an understanding of how ordinary individuals can acquire extraordinary philosophies that disrupt governance, derail the status quo, and often erupt into violent conflict.

2. **NEW COURSE QUESTIONS:**

(Each item must be addressed; attach additional sheet(s) as needed.)

A. How frequently is the new course expected to be offered? Annually

B. What is the expected enrollment? 15-20

C. What is/are the mode(s) of course delivery (e.g., lecture, seminar, supervision, distance learning)? Please see the attached "Definitions of Graduate Level Instruction in the CSU."

Seminar

D. Identify all new resources (special facilities, library resources, technical assistance, etc.) needed to institute the course.

None.

E. Is this course required or elective? elective

F. Is there another course(s) covering similar subject matter:

• within your department? No Yes (if yes, complete section 4)

• at California State University, Fresno? No Yes (if yes, complete section 4)

G. Has this course been previously offered as a topics course? Yes No
If yes, how many times? 1

H. Justification for New Course: (Please attach an explanation detailing the need for this new course.)

3. **Please attach a course outline/syllabus that:**

- Follows the guidelines stated in the "Policy on Course Syllabi and Grading" (June 1997) as published in the Academic Policy Manual (pg. 241-1, 241-2, 241-3).
- Illustrates how the course meets the criteria described in "Definitions of Graduate Level Instruction in the CSU" (see attached).

NOTE: Proposed Topics (T) courses should include a sample course outline/syllabus that follows the above guidelines and includes criteria by which the department will select future topics courses.

4. CONSULTING SIGNATURES (if required)

In an effort to avoid course duplication and misunderstandings, signatures must be obtained from those departments potentially affected by proposed changes.

I have read the new graduate course proposal and support the offering of this course.

Yes No

If no, please explain your concern(s):

Department Chair (of department being consulted)

Department

Department

Department Chair (typed name)

Department Chair (typed name)

Department Chair Signature

Department Chair Signature

Date

Date

5. REQUIRED SCHOOL SIGNATURES (verifies proposal has been approved)

Graduate Program Coordinator

BA OWEN

BA Owen

4/22/2010

Typed Name

Signature

Date

Department Chair

RUTH MASTERS

R. Masters

4/22/10

Typed Name

Signature

Date

School Curriculum (or Credential) Committee Chair (if applicable)

Melissa Jordine

Melissa Jordine

5/10/2010

Typed Name

Signature

Date

School Dean

Luz Gonzalez

Luz Gonzalez

10-20-10

Typed Name

Signature

Date

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM SUBCOMMITTEE
REVIEW RECOMMENDATION:**

- Request Approved
- Request Denied
- Request Deferred

Date of Action

Explanation:

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

_____	_____	_____
Typed Name	Signature	Date

Provost/Vice President for Academic Affairs/or designee

_____	_____	_____
Typed Name	Signature	Date

DEFINITIONS OF GRADUATE LEVEL INSTRUCTION IN THE CSU

A. The Graduate Course

1. It is assumed that students who enroll in graduate courses possess:
 - a. Maturity, responsibility, and scholarly integrity appropriate to study beyond the baccalaureate level.
 - b. A broad base of knowledge, usually represented by the possession of the bachelor's degree.
 - c. Competence in the specified field, usually represented by a substantial body of upper-division study in the field or in a closely related field.
 - d. A command of basic techniques and skills essential for independent, self-directed study in the field.
2. The graduate course deals with more complex ideas, materials, techniques or problems than the undergraduate course, and demands searching and exhaustive analysis.
3. The graduate course requires:
 - a. The identification and investigation of theory or principle.
 - b. The application of theory to new ideas, problems, and materials.
 - c. Extensive use of bibliographic and other resource materials with emphasis on primary sources of data.
 - d. Demonstration of competence in the scholarly presentation of the results of independent study.
4. Satisfactory completion of a graduate course requires more creative thinking than an upper-division course.
5. Performance expectations for graduate student enrolled in undergraduate-level courses normally are such that students complete at least one additional assignment. The quality of their written and oral performance in the course normally would be at least one grade point higher than that of an undergraduate. Performance expectations for undergraduate students enrolled in graduate-level courses are such that where campus policy permits undergraduate enrollment in a graduate course, the quality of the written and oral performance of undergraduates in the course normally would be at least half a grade point higher than that of an undergraduate enrolled in an undergraduate course.

B. Lecture-Discussion

The lecture-discussion course conforms to the criteria for graduate courses in general, and

1. Is an organized course with regularized content.
2. Is a combination of lectures and group discussion, based on specialized studies and research.
3. Involves consideration of a series of vital problems, reviews trends, examines different points of view, and interprets issues.
4. Involves problem analysis, research, and high level participation in discussion.
5. Involves the use of a wide variety of material and resources which provide a range and depth beyond that obtainable through a single textbook, although the use of a basic textbook may be appropriate in some lecture-discussion courses.
6. Provides an opportunity for synthesis and analysis through scholarly writing and through course examination that go beyond simple recall of fact.

C. Seminar

The seminar conforms to the criteria for graduate courses in general, and

1. Is organized around a series of related problems significant to the discipline.
2. May have a focus which varies from semester to semester within the framework of the general objectives.
3. Limits the lecture, when it does occur, to setting the stage and clarifying issues.
4. Requires that students assume primary responsibility for an investigation that will contribute to the objectives of the seminar and that they report, interpret, and defend their findings orally as well as in writing.
5. Within the framework of general goals, may allow student participation in course planning and in course evaluation.
6. Has class meetings primarily to develop, share, and critically examine independent investigations by members of the group. Time devoted to individual or small-group conferences under the direction of the professor may on occasion replace general class meetings.

D. Laboratory

Laboratory coursework conforms to the criteria for graduate courses in general and focuses on data gathering and analysis, with an emphasis on research and investigation rather than on laboratory techniques. Its chief distinguishing characteristic is the use of specialized facilities and relatively independent investigation.

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Field work and clinical practice require that

1. The students have a high level of theoretical competence and a mastery of the basic skills necessary to perform professional duties with a minimum of direction.
2. The selection of experiences provides opportunity for the student to
 - a. Bring to bear and apply a high level of theoretical knowledge.
 - b. Exercise judgment of a high order.
 - c. Assume responsibility for determining procedures as well as for implementing them.
 - d. Report the experience to a supervising instructor in such a way as to point out its significance, to explain the rationale behind his/her major decisions, and to evaluate their adequacy.

F. Graduate Independent Study

At the graduate level independent study is based upon the assumptions set forth in part in the section above entitled, "The Graduate Course." Furthermore, such independent study

1. Has a specific objective related to the student's educational goals and to a graduate program.
2. Is precisely defined as a result of joint planning by the professor and the student.
3. Required periodic and final demonstration of competence in scholarly presentation of the result of the independent study.

Source: Office of the Chancellor, California State University

CRIM 217- RADICAL IDEOLOGY
CATALOG COURSE DESCRIPTION

This course is intended for students to acquire an understanding of how otherwise ordinary individuals acquire extraordinary philosophies that disrupt governance, derail the status quo, and often erupt into violent conflict.

JUSTIFICATION FOR COURSE

This course is fundamental to the understanding of extremist ideology that manifests itself in violence and terrorist actions. Through a familiarity with this course material, students will gain insight into these types of belief systems and their effects on promoting violence and terrorist behavior.

CRIM 217: RADICAL IDEOLOGIES

Department of Criminology
Fall 2011

INSTRUCTOR INFORMATION:

Instructor:
Office Number: Science II, Room 145
Office Hours: TH 1:00-6:00
Telephone Number: 278-1011
e-mail:

COURSE INFORMATION:

CRIM 217 Radical Ideologies (3 units)
Class # 76744 TH 18:00-21:00
Location: Science II, Room 110
Grading: Letter (A,B,C,D,F)

CATALOG DESCRIPTION:

Students will acquire an understanding of how ordinary individuals can acquire extraordinary philosophies that disrupt governance, derail the status quo, and often erupt into violent conflict.

PREREQUISITES:

None.

REQUIRED COURSE TEXT

Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper-Collins: 1993)
and others to be determined.

INTRODUCTION:

What is a radical ideology? Is it merely the religious or political philosophies of those whose values are outside the norm? Moreover, if this is indeed so, then is a radical ideology necessarily such a bad thing? The concept of racial equality was once a radical ideology as, in fact, once was Christianity. Racial purity was a radical ideology embraced by nations that catapulted the world into war. Tribal purity led to a conflict in which more than a million perished in a withering civil war, while in the same hemisphere Christians were murdering Muslims and Muslims were murdering Christians, all in the name of God. Issues such as these will be examined from a variety of perspectives, including radical ideologies found in revolutionary, conquest, zero sum, religious, extermination (genocidal), and evolutionary ideologies. The role of violence in standing up or putting down a radical ideology will be discussed at both the government and revolutionary (radical) actor levels.

ADVISORY:

Students must be aware that *Crim 217: Radical Ideology* discusses contemporary issues in frank and occasionally vivid terms, including issues such as: political and global violence; war crimes including assassination, torture and murder; and state and non-state capital punishment, among

other matters the student may find personally objectionable. Students must be aware these issues will surface in context with course material.

COURSE REQUIREMENTS:

Student evaluation will be based on the ability to understand and relate course material. Course grading will be based on attendance and participation, 10 small writing assignments of 1-2 pages, 1 presentation and a final paper (~10-15 pages). Students are cordially encouraged to remember that grades are earned, not given, and that the grading process herein is not relative, but absolute; i.e., students are not competing against each other for grades, but against a standard (see below).

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	≤ 59.9

STUDENT LEARNING OBJECTIVES:

By the end of this course the student will be able to:

1. Apply the essential qualities of a radical ideology
2. Synthesize the concepts of evolutionary versus revolutionary ideologies and what effect this may have on the likelihood of violence
3. Evaluate the key differences in political versus religious radical ideologies in regard to the dimensions of violence
4. Analyze the processes regarding how a ideological conflict in which a radical ideology opposes the norm can escalate to political violence
5. Analyze how ordinary individuals can develop extraordinary ideologies.

EXPECTATIONS

I. Attendance and Participation

Students are expected to attend class on time and only enrolled students may attend, as class size is limited. A significant portion of the course grade will come from class participation, based on preparedness and willingness to contribute to class discussion. Students are provided with a list of readings for each class. It is expected that assigned readings will be completed by the dates listed. The class involves Socratic interaction with supplemental multi-media presentations and handout material will be provided; therefore, attendance represented by passive recording device is prohibited.

II. Examinations and Quizzes

There are no examinations or quizzes. The final paper is required as the final examination. Weekly written problems will be submitted in the place of periodic examinations.

III. Assignments

Students will be provided with ideological conflicts of varying origins every week. It is expected that to participate in class, the student will have examined the problem and formed a response to the resulting conflict in the form of a written a 1-2 page paper on how s/he would deal with the

issue at hand. The "response" will contain rational and convincing arguments on how/why the student would act/respond to diffuse potential violence, resolve an issue, or mitigate anticipated damage. Written problem solutions are required in this class every week and a paper not turned in on time will receive a 0. In addition, as in the real world, there are no make-up problems or extra-credit assignments. Students unable to participate lose both participation points and a failure to turn in a weekly reflection paper.

Each student will give 1 presentation, assigned (i.e., volunteered by date) in class. The presentation will be of how s/he would deal with one of the problems assigned for that week. The final paper will regard an in-depth problem and how the student would contend with issues presented therein.

IV. Electronic Devices Prohibited

The use of electronic devices in class is prohibited, to include cellular telephones, PDAs, computers, and/or any electronic video or audio recording device, without the expressed permission of the instructor. Devices excepted are those which serve the impaired to enhance (but not to record) classroom presentation. Violators will be dismissed from class and subject to disciplinary policies of the university.

V. Important Weights**

Event	Weight
Presentation	20%
Participation	40%
Final	40%

VI. Missed Events

Problems & Presentations cannot be made-up (i.e., turned in at a date later than scheduled). Classes cannot be made-up; however, students are responsible for material they may have missed by their absence. At semester's end, no excuses will be entertained for filing to submit the required paper on time.

Course Policies

STUDENTS WITH DISABILITIES*

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

HONOR CODE*

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

CHEATING AND PLAGIARISM*

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

COMPUTERS*

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. *In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.*

DISRUPTIVE CLASSROOM BEHAVIOR*

~~The classroom is a special environment~~ in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

COPYRIGHT POLICY*

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page, www.lib.csufresno.edu/extra/copyright/.

TILT course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

*Quoted with permission from university policy.

Day	Assignment
Section 1	Introduction to Course, Introduction to Radical Ideology
Section 2	Irish Republican Army
Section 3	Israel and the the Intifada
Section 4	The French Revolution
Section 5	Anarchism and Anarchists
Section 6	Mao and the Cultural Revolution
Section 7	The Red Brigade and the "Extreme Left" of the 60s & 70s
Section 8	Environmental Activism
Section 9	Extremist Christian Factions
Section 10	White Supremacy
Section 11	Apartheid
Section 12	Castro's Communism
Section 13	Wahabism and Islamic Fundamentalism
Section 14	Animal Rights Activism
Section 15	<i>Ordinary Men</i> , Nazis and the Third Reich

NEW GRADUATE COURSE REQUEST

GRADNEW.ITP (on Informed Filler)

Return original and 10 copies to:

Division of Graduate Studies
Thomas Administration Building, Room 132
Mail Stop TA 51

Graduate Program: Criminology
Department: Criminology
Contact Person: Keith Clement
Phone: 278-1011
E-mail: kclément@csufresno.edu
Catalog pg. # 455

Use this form if your course is: (please select the box below that best describes your course)

- (a) new (never has been taught before)
 (b) conversion (break-out of a "topics" course as a new course)
 (c) significant change to an existing course
 (d) other _____

NOTE: If the changes you make on this form are different from what you submitted on your mock-ups to catalog, then you must revise your mock-ups and resubmit them to the catalog office.

If you wish to delete or make minor revisions to an existing graduate course, use the "Graduate Course Change or Deletion" form (GRADCHG.ITP on Informed Filler).

1. NEW COURSE:

Prefix/ Catalog Long Course
Subject Crim Number 218 Title Intelligence Theory Units Max/Total 3.0
Domestic Inte Letter
Short Title (16 spaces maximum) for Printing Grading Basis (Letter, CR/NC, SP, Mixed)
Course Classification (C/S#) 05

Note: If the proposed course has been offered previously as a topics course or is the expansion of an existing course, complete the following for the previous course:

Prefix/ Catalog Long Course
Subject Crim Number 270T Title Domestic Intelligence in a Liberal Units Max/Total 3.0

Catalog Description of New Course: (40 words only, excluding prerequisite, lecture-lab hours)

Domestic Intelligence in a Liberal Democracy is a course intended so that students can acquire an understanding of how the acquisition, analysis and dissemination of information to generate criminal intelligence can be facilitated in a free society.

2. NEW COURSE QUESTIONS:

(Each item must be addressed; attach additional sheet(s) as needed.)

A. How frequently is the new course expected to be offered? Annually

B. What is the expected enrollment? 15-20

C. What is/are the mode(s) of course delivery (e.g., lecture, seminar, supervision, distance learning)? **Please see the attached "Definitions of Graduate Level Instruction in the CSU."**

Seminar

D. Identify all new resources (special facilities, library resources, technical assistance, etc.) needed to institute the course.

None.

E. Is this course required or elective? elective

F. Is there another course(s) covering similar subject matter:

• within your department? No Yes (if yes, complete section 4)

• at California State University, Fresno? No Yes (if yes, complete section 4)

G. Has this course been previously offered as a topics course? Yes No
If yes, how many times? 1

H. Justification for New Course: (Please attach an explanation detailing the need for this new course.)

3. Please attach a course outline/syllabus that:

• Follows the guidelines stated in the "Policy on Course Syllabi and Grading" (June 1997) as published in the Academic Policy Manual (pg. 241-1, 241-2, 241-3).

• Illustrates how the course meets the criteria described in "Definitions of Graduate Level Instruction in the CSU" (see attached).

NOTE: Proposed Topics (T) courses should include a sample course outline/syllabus that follows the above guidelines and includes criteria by which the department will select future topics courses.

4. CONSULTING SIGNATURES (if required)

In an effort to avoid course duplication and misunderstandings, signatures must be obtained from those departments potentially affected by proposed changes.

I have read the new graduate course proposal and support the offering of this course.

Yes No

If no, please explain your concern(s):

Department Chair (of department being consulted)

Department

Department

Department Chair (typed name)

Department Chair (typed name)

Department Chair Signature

Department Chair Signature

Date

Date

5. REQUIRED SCHOOL SIGNATURES (verifies proposal has been approved)

Graduate Program Coordinator

BA OWEN

BA Owen

4/22/2010

Typed Name

Signature

Date

Department Chair

RUTH MASTERS

R. Masters

4/22/10

Typed Name

Signature

Date

School Curriculum (or Credential) Committee Chair (if applicable)

Melissa Jordine

Melissa Jordine

5/12/2010

Typed Name

Signature

Date

School Dean

Luz Gonzalez

Luz Gonzalez

10-20-10

Typed Name

Signature

Date

DEFINITIONS OF GRADUATE LEVEL INSTRUCTION IN THE CSU

A. The Graduate Course

1. It is assumed that students who enroll in graduate courses possess:
 - a. Maturity, responsibility, and scholarly integrity appropriate to study beyond the baccalaureate level.
 - b. A broad base of knowledge, usually represented by the possession of the bachelor's degree.
 - c. Competence in the specified field, usually represented by a substantial body of upper-division study in the field or in a closely related field.
 - d. A command of basic techniques and skills essential for independent, self-directed study in the field.
2. The graduate course deals with more complex ideas, materials, techniques or problems than the undergraduate course, and demands searching and exhaustive analysis.
3. The graduate course requires:
 - a. The identification and investigation of theory or principle.
 - b. The application of theory to new ideas, problems, and materials.
 - c. Extensive use of bibliographic and other resource materials with emphasis on primary sources of data.
 - d. Demonstration of competence in the scholarly presentation of the results of independent study.
4. Satisfactory completion of a graduate course requires more creative thinking than an upper-division course.
5. Performance expectations for graduate student enrolled in undergraduate-level courses normally are such that students complete at least one additional assignment. The quality of their written and oral performance in the course normally would be at least one grade point higher than that of an undergraduate. Performance expectations for undergraduate students enrolled in graduate-level courses are such that where campus policy permits undergraduate enrollment in a graduate course, the quality of the written and oral performance of undergraduates in the course normally would be at least half a grade point higher than that of an undergraduate enrolled in an undergraduate course.

B. Lecture-Discussion

The lecture-discussion course conforms to the criteria for graduate courses in general, and

1. Is an organized course with regularized content.
2. Is a combination of lectures and group discussion, based on specialized studies and research.
3. Involves consideration of a series of vital problems, reviews trends, examines different points of view, and interprets issues.
4. Involves problem analysis, research, and high level participation in discussion.
5. Involves the use of a wide variety of material and resources which provide a range and depth beyond that obtainable through a single textbook, although the use of a basic textbook may be appropriate in some lecture-discussion courses.
6. Provides an opportunity for synthesis and analysis through scholarly writing and through course examination that go beyond simple recall of fact.

C. Seminar

The seminar conforms to the criteria for graduate courses in general, and

1. Is organized around a series of related problems significant to the discipline.
2. May have a focus which varies from semester to semester within the framework of the general objectives.
3. Limits the lecture, when it does occur, to setting the stage and clarifying issues.
4. Requires that students assume primary responsibility for an investigation that will contribute to the objectives of the seminar and that they report, interpret, and defend their findings orally as well as in writing.
5. Within the framework of general goals, may allow student participation in course planning and in course evaluation.
6. Has class meetings primarily to develop, share, and critically examine independent investigations by members of the group. Time devoted to individual or small-group conferences under the direction of the professor may on occasion replace general class meetings.

D. Laboratory

Laboratory coursework conforms to the criteria for graduate courses in general and focuses on data gathering and analysis, with an emphasis on research and investigation rather than on laboratory techniques. Its chief distinguishing characteristic is the use of specialized facilities and relatively independent investigation.

E. Field Work and Clinical Practice

Field work and clinical practice require that

1. The students have a high level of theoretical competence and a mastery of the basic skills necessary to perform professional duties with a minimum of direction.
2. The selection of experiences provides opportunity for the student to
 - a. Bring to bear and apply a high level of theoretical knowledge.
 - b. Exercise judgment of a high order.
 - c. Assume responsibility for determining procedures as well as for implementing them.
 - d. Report the experience to a supervising instructor in such a way as to point out its significance, to explain the rationale behind his/her major decisions, and to evaluate their adequacy.

F. Graduate Independent Study

At the graduate level independent study is based upon the assumptions set forth in part in the section above entitled, "The Graduate Course." Furthermore, such independent study

1. Has a specific objective related to the student's educational goals and to a graduate program.
2. Is precisely defined as a result of joint planning by the professor and the student.
3. Required periodic and final demonstration of competence in scholarly presentation of the result of the independent study.

Source: Office of the Chancellor, California State University

CRIM 218- INTELLIGENCE THEORY
CATALOG COURSE DESCRIPTION

Domestic Intelligence in a Liberal Democracy is a course intended so that students can acquire an understanding of how the acquisition, analysis and dissemination of information to generate criminal intelligence can be facilitated in a free society.

JUSTIFICATION FOR COURSE

This new course allows us to include prevention tools into the response for Homeland Security. Intelligence is a fundamental tool for the understanding and prevention of threats and terrorism. This course involves the discussion and practice of intelligence theory and its application within a liberal and democratic form of government.

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Criminology
Intelligence Theory
FALL 2011

COURSE INFORMATION:

CRIM 218 INTELLIGENCE THEORY (3 units)

Class # 76429

Location: SS 2, Room 205

Grading: Letter (A,B,C,D,F)

Prerequisites: None.

INSTRUCTOR INFORMATION:

Instructor: K. James Ryan, Ph.D.

Office Number: Science II, Room 137

Office Hours: TH 1:00-6:00 And by Appointment.

Telephone Number: 559-278-2379

Department of Criminology Office Number: 278-2305

e-mail: kiryan@csufresno.edu E-mail will be answered within 24 hours, usually sooner, during normal business hours.

Website: To access course content, log in Blackboard at <http://blackboard.csufresno.edu> using your Fresno State username and password. For help with Blackboard contact Technology Innovations for Learning and Teaching at 278-7373 or send an email to dcfeedback@csufresno.edu.

INTRODUCTION:

The very nature of intelligence collection suggests an intrusion on individual privacy; however, in practice this is rarely the case. Nevertheless, serious issues raised in history make those who govern in a free democracy cautious when the government involves itself in acquiring information on its citizens to speculate if/when/how a future criminal act may occur. Collecting information for predictive intelligence is at the core of much law that prohibits information access without court approval. The function of criminal intelligence will be examined in the light of contemporary law and practice, such as 28 CFR Part 23 and supporting case law, including procedures to ensure the viability of information in a legal and practical sense.

CATALOG DESCRIPTION:

Student acquire an understanding how the acquisition, analysis and dissemination of information to generate criminal intelligence can be facilitated in a free society.

LEARNING OBJECTIVES:

By the end of the course, the student will be able to:

1. Identify and analyze the essential elements of the intelligence process
2. Synthesize and evaluate the varieties of intelligence and where Criminal Intelligence fits in among the rest
3. Identify and evaluate domestic intelligence agencies by name and function, differentiating between those performing government and non-government functions;
4. Describe and assess business intelligence processes, benefactors, and consumers
5. Explain how federal law protects information in regard to how it is collected and disseminated
6. Explain how the intelligence process is affected by broadening the collection pool; improving the analysis equation; focusing/broadening the dissemination reports
7. Evaluate competing theories of intelligence as they relate to political subdivisions (locally, regionally, nationally and internationally), and how ground-up versus top-down collection, analysis and dissemination vary

REQUIRED COURSE TEXTS:

Mark M. Lowenthal, *Intelligence: From Secrets to Policy* (Washington, DC: CQ Press, 2000)

Abram N. Shulsky and G. Schmitt, *Silent Warfare: Understanding the World of Intelligence* (McLean, VA: Pergamon-Brassy's, 2002)

JACKSON, BRIAN, *THE CHALLENGE OF DOMESTIC INTELLIGENCE IN A FREE SOCIETY* (SANTA MONICA: RAND, 2009)

Ryan, Kenneth J., *Criminal Intelligence in the European Union* (St. Louis, Washington University, 2006)

E-MAIL:

This course requires the use of your university email account (The University provides free e-mail accounts to all students). Students may sign up for email online at Fresno State E-mail (<https://zimmer.csufresno.edu/csuf/index.html>). Internet accounts are available for a modest fee at through CVIP (<http://www.fresno.com/cvonline/cvip.html>.)

ADVISORY:

Students must be aware that *Crim 218: Intelligence Theory* discusses contemporary issues in frank and occasionally vivid terms, including issues such as: political and global violence; war crimes including assassination, torture and murder; and state and non-state capital punishment, among other matters the student may find personally objectionable. Students must be aware these issues will surface in context with course material.

CONDUCT OF THE COURSE:

The course consists extensively of lectures, readings, group discussions, critical evaluation assignments, and current research in the field.

COURSE REQUIREMENTS

Student evaluation will be based on the ability to understand and relate course material. Course grading will be based on 10 small writing assignments of 1-2 pages, Two Exams (Midterm and Final) and a final paper (~10-15 pages). Students are cordially encouraged to remember that grades are earned, not given, and that the grading process herein is not relative, but absolute; i.e., students are not competing against each other for grades, but against a standard (see below).

Grades will be calculated as follows:

Assignments	Points
Two Exams (100 points each)	200
Final Paper	100
10 Small Writing Assignments (1-2 pages and 10 points each)	100
<i>Total Points Possible</i>	<i>400</i>

Grade Scale

A=90%+; B=80%+; C=70%+; D=60%+; F≤59.9%

Examination and Quizzes:

Material for the exams will be found in the readings, lectures/content, and from interactions with other graduate students. The Midterm and Final exams are both online and consist of a variety of short answer and analysis based essay questions covering course readings and video lectures.

Final Paper Requirement:

Students will prepare a 10-15 page Final Paper. The final paper will regard an in-depth problem and how the student would contend with issues presented therein.

Assignments:

Students will be provided with ideological conflicts of varying origins every week. It is expected that to participate in class, the student will have examined the problem and formed a response to the resulting conflict in the form of a written a 1-2 page paper on how s/he would deal with the issue at hand. The "response" will contain rational and convincing arguments on how/why the student would act/respond to a problem in criminal intelligence, whether it related to the political, policy or internal functions of the intelligence process. Written problem solutions are required in this class every week and a paper not turned in on time will receive a 0. In addition, as in the real world, there are no make-up problems or extra-credit assignments. Students unable to participate lose both participation points and a failure to turn in a weekly reflection paper. The weekly reflection paper is due over the weekend (Sunday by 5 P.M.) for each module.

When quoting from the readings (or other sources), cite all sources in APA format (for APA rules, please check out "APA Links/Guides" on the course Blackboard menu.) I recommend that you write the reflection posts and response posts in Word and then copy the document into the discussion forum. I also recommend that students e-mail themselves a copy of all posts using your Fresno State e-mail account as evidence that you posted by the due date (so that you have written evidence that you submitted your work on time in the event of technical or other issues). Students that do not participate in class reduce their learning opportunities; and those who do not post do not pass. It is

expected that assigned readings will be completed by the dates listed in order to properly prepare all reflection posts.

Make up Policy:

Problems & Presentations cannot be made-up (i.e., turned in at a date later than scheduled). Classes cannot be made-up; however, students are responsible for material they may have missed by their absence. At semester's end, no excuses will be entertained for filing to submit the required paper on time.

Study Expectations:

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3.0 unit class, you should expect to study an average of 6 hours outside of class each week. Some students may need more outside study time and some less.

INSTRUCTOR COURSE POLICIES:

CONTACTING THE INSTRUCTOR:

It is very important that students contact the instructor if they are experiencing difficulties with the material, the course, or other problems that may impact their academic achievements. The best time to contact the instructor is before these issues grow into more serious or intractable problems. The best way to contact the instructor is during virtual office hours or via e-mail. Students can generally expect a response to their e-mail within 24 hours; except in the following situations: weekends, holidays, or when the instructor is out of town for conferences or professional development. Students will be notified in advance of these travel situations.

Student Password Problems:

Contact the ITS Help Desk at (559) 278-1111 ext. 2 or email: help@csufresno.edu to have your Blackboard password reset. Technical support is available from 7:00am to 9:00 pm (M-F) and Saturday.

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. Reasonable accommodation will be made to provide suitable alternatives for non-ADA compliant material posted online: PDF documents and documents that rely on images to convey ideas cannot be read by adaptive technology systems and a text description of the image or text-version of the document will be available for students on an as needed basis. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

UNIVERSITY POLICIES

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COPYRIGHT POLICY:

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You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

NOTE: Upon due notice and at the discretion of the instructor, the schedule and procedures of this course are subject to change. If any changes become necessary, it will not involve an increase in course requirements.

COURSE SCHEDULE:

Day	Date	Assignment
Monday	26 Jan 2011	Introduction to Course, Introduction to Domestic Intelligence and Theory
Tuesday	2 Feb 2011	Cooperation, Coordination, & Intelligence Policy <i>Criminal Intelligence in the European Union</i> , Ch 1 (Ryan)
Tuesday	9 February 2011	Defining Government Intelligence Schulsky & Schmitt, Ch 1; Lowenthal Ch. 1
Tuesday	16 February 2011	Domestic Intelligence Institutions Lowenthal, Ch 2& 3; Shulsky & Schmitt, Ch 2

Tuesday	23 February 2011	Intelligence or Covert Action? S&S, Ch. 4; Ryan, Chapter 3
Tuesday	2 March 2011	Counterintelligence (COIN) Ops S&S, Chapter 5; Lowenthal, Ch. 7; <i>Department of Homeland Security, Interaction with State and Local Governments: Concept of Operations</i>
Tuesday	9 March 2011	Managing Intelligence Ryan, Ch 4; S&S; Ch.6; Rand, Ch. 2
Tuesday	16 March 2011	Domestic Intelligence, Ethics and the Law Rand, Ch 7; 28 CFR 23, Lowenthal, Ch. 13
Tuesday	23 March 2011	Domestic Intel in the US Rand, Ch. 3; Lowenthal Ch. 11, S&S, Ch. 7
Tuesday	30 March 2011	Public Acceptance of Domestic Intelligence Rand, Ch.4; Lowenthal, Ch 10
Tuesday	6 April 2011	Creating a New Domestic Intelligence Agency? Rand, Ch.5 + handouts
Tuesday	13 April 2011	Counter-Terror & Intelligence Rand, Ch 6 + handouts
Tuesday	20 April 2011	A CBA Examination of Domestic Intel: Is it worth it? Rand, Ch. 9
Tuesday	27 April 2011	Meta-analysis: Does the US Need a Domestic Intelligence <i>Agency</i> or a Domestic Intelligence <i>Network</i> ?
Tuesday	4 May 2011	Meta-analysis: Who is best to handle domestic intelligence: CIA or DHS?
Tuesday	11/12 May 2011	Consultation Days
Tuesday	18 May 2011	Final Paper Due

NEW GRADUATE COURSE REQUEST

GRADNEW.ITP (on Informed Filler)

Return original and 10 copies to:

Division of Graduate Studies
Thomas Administration Building, Room 132
Mail Stop TA 51

Graduate Program: Criminology
Department: Criminology
Contact Person: Keith Clement
Phone: 278-1011
E-mail: kclement@csufresno.edu
Catalog pg. # 455

Use this form if your course is: (please select the box below that best describes your course)

- (a) new (never has been taught before)
 (b) conversion (break-out of a "topics" course as a new course)
 (c) significant change to an existing course
 (d) other _____

NOTE: If the changes you make on this form are different from what you submitted on your mock-ups to catalog, then you **must** revise your mock-ups and resubmit them to the catalog office.

If you wish to delete or make minor revisions to an existing graduate course, use the "Graduate Course Change or Deletion" form (GRADCHG.ITP on Informed Filler).

1. NEW COURSE:

Prefix/ Catalog Long Course
Subject Crim Number 219 Title Border and Homeland Security Units Max/Total 3.0
Border Home Sec Letter
Short Title (16 spaces maximum) for Printing Grading Basis (Letter, CR/NC, SP, Mixed)
Course Classification (C/S#) 05

Note: If the proposed course has been offered previously as a topics course or is the expansion of an existing course, complete the following for the previous course:

Prefix/ Catalog Long Course
Subject Crim Number 260T Title Border and Homeland Security Units Max/Total 3.0

Catalog Description of New Course: (40 words only, excluding prerequisite, lecture-lab hours)

This course focuses on border and homeland security, terrorism, risk management, and national security strategy.

Comparative approach of key agencies, policies, and legal issues in securing international borders, critical infrastructure protection, and economic analysis in security, transportation, and immigration policy.

2. NEW COURSE QUESTIONS:

(Each item must be addressed; attach additional sheet(s) as needed.)

A. How frequently is the new course expected to be offered? Annually

B. What is the expected enrollment? 15-20

C. What is/are the mode(s) of course delivery (e.g., lecture, seminar, supervision, distance learning)? Please see the attached "Definitions of Graduate Level Instruction in the CSU."

Seminar

D. Identify all new resources (special facilities, library resources, technical assistance, etc.) needed to institute the course.

None.

E. Is this course required or elective? elective

F. Is there another course(s) covering similar subject matter:

• within your department? No Yes (if yes, complete section 4)

• at California State University, Fresno? No Yes (if yes, complete section 4)

G. Has this course been previously offered as a topics course? Yes No
If yes, how many times? 1

H. Justification for New Course: (Please attach an explanation detailing the need for this new course.)

3. Please attach a course outline/syllabus that:

- Follows the guidelines stated in the "Policy on Course Syllabi and Grading" (June 1997) as published in the Academic Policy Manual (pg. 241-1, 241-2, 241-3).
- Illustrates how the course meets the criteria described in "Definitions of Graduate Level Instruction in the CSU" (see attached).

NOTE: Proposed Topics (T) courses should include a sample course outline/syllabus that follows the above guidelines and includes criteria by which the department will select future topics courses.

4. CONSULTING SIGNATURES (if required)

In effort to avoid course duplication and misunderstandings, signatures must obtained from those departments potentially affected by proposed changes.

I have read the new graduate course proposal and support the offering of this course.

Yes No

If no, please explain your concern(s):

Department Chair (of department being consulted)

Department	Department
Department Chair (typed name)	Department Chair (typed name)
Department Chair Signature	Department Chair Signature
Date	Date

5. REQUIRED SCHOOL SIGNATURES (verifies proposal has been approved)

Graduate Program Coordinator

Barbara Owen BA m 4/26/2010
Typed Name Signature Date

Department Chair

RUTH MASTERS Ruth Masters 4/27/10
Typed Name Signature Date

School Curriculum (or Credential) Committee Chair (if applicable)

Melissa Jardine Melissa Jardine 5/10/10
Typed Name Signature Date

School Dean

L. Gonzalez L. Gonzalez 10-20-10
Typed Name Signature Date

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM SUBCOMMITTEE
REVIEW RECOMMENDATION:**

Request Approved

Request Denied

Request Deferred

_____ Date of Action

Explanation:

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

Typed Name

Signature

Date

Provost/Vice President for Academic Affairs/or designee

Typed Name

Signature

Date

Attachment
Rev. 6/25/03

DEFINITIONS OF GRADUATE LEVEL INSTRUCTION IN THE CSU

A. The Graduate Course

1. It is assumed that students who enroll in graduate courses possess:
 - a. Maturity, responsibility, and scholarly integrity appropriate to study beyond the baccalaureate level.
 - b. A broad base of knowledge, usually represented by the possession of the bachelor's degree.
 - c. Competence in the specified field, usually represented by a substantial body of upper-division study in the field or in a closely related field.
 - d. A command of basic techniques and skills essential for independent, self-directed study in the field.
2. The graduate course deals with more complex ideas, materials, techniques or problems than the undergraduate course, and demands searching and exhaustive analysis.
3. The graduate course requires:
 - a. The identification and investigation of theory or principle.
 - b. The application of theory to new ideas, problems, and materials.
 - c. Extensive use of bibliographic and other resource materials with emphasis on primary sources of data.
 - d. Demonstration of competence in the scholarly presentation of the results of independent study.
4. Satisfactory completion of a graduate course requires more creative thinking than an upper-division course.
5. Performance expectations for graduate student enrolled in undergraduate-level courses normally are such that students complete at least one additional assignment. The quality of their written and oral performance in the course normally would be at least one grade point higher than that of an undergraduate. Performance expectations for undergraduate students enrolled in graduate-level courses are such that where campus policy permits undergraduate enrollment in a graduate course, the quality of the written and oral performance of undergraduates in the course normally would be at least half a grade point higher than that of an undergraduate enrolled in an undergraduate course.

B. Lecture-Discussion

The lecture-discussion course conforms to the criteria for graduate courses in general, and

1. Is an organized course with regularized content.
2. Is a combination of lectures and group discussion, based on specialized studies and research.
3. Involves consideration of a series of vital problems, reviews trends, examines different points of view, and interprets issues.
4. Involves problem analysis, research, and high level participation in discussion.
5. Involves the use of a wide variety of material and resources which provide a range and depth beyond that obtainable through a single textbook, although the use of a basic textbook may be appropriate in some lecture-discussion courses.
6. Provides an opportunity for synthesis and analysis through scholarly writing and through course examination that go beyond simple recall of fact.

C. Seminar

The seminar conforms to the criteria for graduate courses in general, and

1. Is organized around a series of related problems significant to the discipline.
2. May have a focus which varies from semester to semester within the framework of the general objectives.
3. Limits the lecture, when it does occur, to setting the stage and clarifying issues.
4. Requires that students assume primary responsibility for an investigation that will contribute to the objectives of the seminar and that they report, interpret, and defend their findings orally as well as in writing.
5. Within the framework of general goals, may allow student participation in course planning and in course evaluation.
6. Has class meetings primarily to develop, share, and critically examine independent investigations by members of the group. Time devoted to individual or small-group conferences under the direction of the professor may on occasion replace general class meetings.

D. Laboratory

Laboratory coursework conforms to the criteria for graduate courses in general and focuses on data gathering and analysis, with an emphasis on research and investigation rather than on laboratory techniques. Its chief distinguishing characteristic is the use of specialized facilities and relatively independent investigation.

E. Field Work and Clinical Practice

Field work and clinical practice require that

1. The students have a high level of theoretical competence and a mastery of the basic skills necessary to perform professional duties with a minimum of direction.
2. The selection of experiences provides opportunity for the student to
 - a. Bring to bear and apply a high level of theoretical knowledge.
 - b. Exercise judgment of a high order.
 - c. Assume responsibility for determining procedures as well as for implementing them.
 - d. Report the experience to a supervising instructor in such a way as to point out its significance, to explain the rationale behind his/her major decisions, and to evaluate their adequacy.

F. Graduate Independent Study

At the graduate level independent study is based upon the assumptions set forth in part in the section above entitled, "The Graduate Course." Furthermore, such independent study

1. Has a specific objective related to the student's educational goals and to a graduate program.
2. Is precisely defined as a result of joint planning by the professor and the student.
3. Required periodic and final demonstration of competence in scholarly presentation of the result of the independent study.

Source: Office of the Chancellor, California State University

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Criminology
Border and Homeland Security
FALL 2010

COURSE INFORMATION:

CRIM 219 BORDER and HOMELAND SECURITY (3 units)

Class # 77378 F 18:00-22:00, SA 08:00-16:00

Location: TBA

Grading: Letter (A,B,C,D,F)

INSTRUCTOR INFORMATION:

Instructor: Keith E. Clement, Ph.D.

Office Number: Science II, Room 145

Office Hours: TH 11:00-13:00

Telephone Number: 278-1011

e-mail: kclement@csufresno.edu

CATALOG DESCRIPTION:

This course focuses on border and homeland security, terrorism, risk management, and national security strategy. Comparative approach of key agencies, policies, and legal issues in securing international borders, critical infrastructure protection, and economic analysis in security, transportation, and immigration policy.

COURSE DESCRIPTION:

In the years since the 9/11 attacks, the perceived vulnerability of our national borders and maritime domain has become a very controversial political, economic, social issue within the U.S and internationally. This is due in part to the tremendous societal transformation and reorganization in homeland security and national strategy. However, border security is a complicated task given the nature of "globalization."

The purpose of this course is to describe a variety of principles related to the political geography, social psychology, legal, policy, and security implications of border security and its relationship with immigration policy. We include a comparative approach to study a variety of national approaches to border and homeland security; including the institutions and agencies involved in this often difficult task and develop policy recommendations for enhanced border control, reduced transnational crimes, and sound immigration policies.

Our ultimate course objective is to develop and examine effective policy responses to international borders and immigration policy. How can we design borders that enhance security and control, reduce crime and terrorism, and also maximize the efficient transportation of people, goods, and capital internationally?

STUDENT LEARNING OUTCOMES:

By the end of the semester, students should have mastered the following course learning skills and objectives:

- Describe and evaluate Salafist global jihad and al-Qaida ideology.
- Synthesize the history, development, and modern features of terror and counterterror.
- Evaluate and analyze the role of government in terror response and homeland defense.
- Evaluate and assess risk management, psychology and perception, and media communications for improved international border security, migration and enhanced agency performance.
- Describe and analyze the importance of securing critical infrastructure, borders, transportation networks, and maritime domain in the international, national, and homeland security contexts.
- Evaluate and compare international border security and immigration reform strategies from countries around the world.
- Synthesize the relationship between border control and immigration reform policies.
- Describe and critically analyze the link between politics, accountability, and privacy in Border and Homeland Security policy.

REQUIRED COURSE TEXTS:

David G. Kamien. The McGraw Hill Homeland Security Handbook. New York: McGraw Hill, Inc. 2006. ISBN 0-07-144665-6.

John A. Winterdyk, and Kelly W. Sundberg. Border Security in the Al-Qaeda Era. CRC Press. 2010. ISBN 978-1-4200-8544-0

CONDUCT OF THE COURSE:

The course will consist extensively of lecture, discussion, presentations, and research.

COURSE REQUIREMENTS

Grades will be calculated as follows:

Two Exams (100 points each)	200
Research Papers (100 points)	<u>100</u>
Total Points Possible	300

Grade Scale

A=90%+; B=80%+; C=70%; D=60%+; F=59% or less

Material for the exams will be found in the readings, lectures, and group discussions. Both exams are essay format drawn from course readings, lectures, and discussion.

Research Paper Requirement

Students will prepare a 20 page research paper on a Border, Homeland Security, or International Immigration Policy/Topic of interest. Small paper sections will be due

over the course of the semester (i.e. working bibliography, topic outline, rough draft, etc.). Additional details pertaining to the research paper will be distributed in class.

Attendance in class is optional. However, the best indicator of student performance on grades is attending class and students not present reduce their learning opportunities.

Important Note: If you are absent from class, it is your responsibility to check on announcements made while you were away.

Make up Policy: Students with verifiable and documented **emergencies** (medical, national guard commitment, university sanctioned event, funerals, etc.) **will** be granted a make-up exam or allowed to turn written assignments within one-week of the initial due-date. It is a student's responsibility to notify the instructor in a timely fashion of situations that prevent attendance of an exam. Failure to take an exam; or provide documentation and make up an exam will result in an "F" for that exam.

COURSE POLICIES:

Students are prohibited from reading newspapers or other material not provided by the professor during class because this is very disrespectful. Use of cell phones is also prohibited during class time. To prevent disruption to other students, please put your cell phones on silent or vibrate while in class. If ringing cell phones are a problem, offending students will be told to leave. Lectures may be tape recorded with permission from the instructor. Students may bring guests and non-enrolled visitors to class assuming that seating is available.

CONTACTING THE INSTRUCTOR:

It is very important that students contact the instructor if they are experiencing difficulties with the material, the course, or other problems that may impact their academic achievements. The best time to contact the instructor is before these issues grow into more serious or intractable problems. The best way to contact the instructor is during office hours or via e-mail. Students can generally expect a response to their e-mail within 24 hours; except in the following situations: weekends, holidays, or when the instructor is out of town for conferences or professional development. Students will be notified in advance of these travel situations.

STUDENTS WITH DISABILITIES:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more info, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

CHEATING AND PLAGIARISM:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to

examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies).

COMPUTERS:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

DISRUPTIVE CLASSROOM BEHAVIOR:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

ADVISORY:

Students must be aware as criminal justice professionals that we will discuss a variety of sensitive, frank, and vivid topics. Students may be exposed to graphic language, violent images, and discussion of sensitive subjects that some students may find personally objectionable (racism, death penalty, terrorism, etc.) Students must be aware of this consideration, and while there is no intent to offend anyone, must handle these situations with maturity. The instructor expects professional and courteous behavior in class, particularly when dealing with the opinions of others' regarding these sensitive issues.

COPYRIGHT POLICY:

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Digital Campus course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

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- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

TENTATIVE COURSE SCHEDULE

(Important NOTE: Upon due notice and at the discretion of the instructor, the schedule and procedures of this course are subject to change. If any changes become necessary, it will not involve an increase in course requirements.)

Module 1- Welcome and Introductions to Class! (8/23)

How do we keep out "Dangerous People and Goods," yet allow unfettered access to our country for legitimate travel, business and commerce?

Human smuggling and the sex trade, illegal immigration, drugs and narco-trafficking, arms and weapons trafficking, WMDs, etc.

Reading Assignments: Course Syllabus and Policies

Module 2- Terrorism and Homeland Security (8/30)

The History of Terrorism and Homeland Security
Al Qaida and Salafist Global Jihad

Reading Assignments: Kamien, pp. 1-90

Module 3- Terrorism Beyond Al-Qaida (9/6, 9/13)

The New Face of Terrorism and Terror Groups, Hizbollah
The Psychology and Message of Terrorism

Reading Assignments: Kamien, pp. 91-143, 195-206

“What is the role and objectives of Al-Qaida? How do they relate to the history and objectives of terrorism? Based on your understanding of terrorism, what are some of the counter-terror strategies we can employ to constrain and limit terrorism vulnerability?”

Module 4- Principles of Borders (9/20, 9/27)

The Political Geography and International Relations of Borders
Key fundamentals of Economics, Labor Markets, and Migrations
Security and Risk Management

Reading Assignments: TBA

Module 5- Principles of Migration, Emigration, and Immigration (10/4, 10/11)

Differences Between Terms
Demographics of Migration
International Trends in Migration

Reading Assignments: TBA

Module 6- The Role of Government and International Law in Border, Homeland Security, and Migration (10/18, 10/25)

International Legal History and Policy of Borders and Immigration
The Role of Government in Borders and Immigration
The Importance of Border Security in Homeland Security

Reading Assignments:

Kamien, pp. 223-282
Kamien, pp. 297-346
Kamien, pp. 154-197

Assignment: Midterm Examination (Modules 1-6)

Module 7- Homeland, Transportation, and Border Security (11/1, 11/08)

Border as Critical Infrastructure

Border Control and Immigration Policy Reform

Lessons from the Border on Transportation Screening and Improving
Checkpoints

Reading Assignments:

Kamien, pp. 523-46

Kamien, pp. 583-660

Kamien, pp. 957-968

“Why are borders and transportation nodes and modes key critical infrastructure? What is the importance of maintaining controlled borders in current American Homeland Security strategy and policy? What role does immigration policy have on border control (and vice versa)? True or false: a nation can never be truly secure if they are unable to control their international borders.”

Module 8- Comparative Border Security and Policies in North America (11/15)

The North American Free Trade Agreement

U.S., Mexico, and Canada Border Security

Promoting Trade and Enhancing Security

Reading Assignment: Winterdyk and Sundberg, pp. 1-125

Module 9- Comparative Border Security and Policies in Europe (11/22)

The European Union Approach

Borders and the Global Society

Borders in Austria, France, Germany, Italy, and the U.K.

Reading Assignment: Winterdyk and Sundberg, pp. 126-274

Module 10- Comparative Border Security and the Future of Borders (11/29)

The Future of Borders

The Future of North American Borders

Reading Assignments: Winterdyk and Sundberg, pp. 275-365

Module 11- Border and Homeland Security Politics and Accountability (12/6)

Reading Assignments: Kamien, pp. 1063-1131

Assignment:

Research Paper Due

Distribute Final Exam

Note: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements while you were absent.

CRIM 219- Border and Homeland Security
CATALOG COURSE DESCRIPTION

This course focuses on border and homeland security, terrorism, trans-national crimes, and their effects on national security and risk management. The course involves a comparative approach to key agencies, policies, and legal issues in securing international borders, critical infrastructure protection, and related economic analysis in security, transportation. Another critical topic is the interplay and dynamic between immigration and border security policies. In addition to studying U.S. Borders (Northern and Southern), we are also interested in analyzing how other countries utilize borders to coordinate efforts to combat terrorism and transnational crimes.

JUSTIFICATION FOR COURSE

One integral component of Homeland and National Security is the capability for sovereign states to control entry and exit within their nation. Borders and points of entry thus are a critical component of security strategy and must be more carefully studied and understood. Relating closely to border security is the effects of immigration policy and demographic trends that are responsible for worldwide patterns of migration and labor. The purpose of this course is to investigate the relationship between border security and complex factors like immigration policy and human rights on the promulgation of sound border and Homeland Security practices.

