

MANAGING INCIDENTS SYLLABUS CRJ 3430 (Spring Session)

Course Identifiers: 3430-06 Start Jan 18 thru May 06, 2022

Course Overview

CRJ Major in Processes/Institutions Cluster (3 semester hours)

Instructor: Dr. Thomas O'Connor, Associate Professor

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Course Details

This course is a basic management course that could apply to all aspects of local and state governments, but concentrates on the law enforcement aspect. Topics include overall management techniques; coordination of resource efforts; the National Incident Management System, and the Unified Command System. Related topics include mutual aid pacts, cooperative efforts with local industry, and manpower and resource management.

Course Objectives

1. To understand the management problems in dealing with terrorism and disastrous incidents with complex, dynamic characteristics; i.e., wicked problems that are difficult or impossible to solve but can only be “tamed” or managed
2. To understand how incident handling or management is conceptualized and materialized in multi-stakeholder environments; i.e., where cooperation, self-regulation, or no regulation, etc., combine with profit- or commerce-driven motives and political economy
3. To examine the evolution and convergence of emergency management, homeland security, criminal justice, and the contributions of other fields as interdisciplinary efforts
4. To identify early, contemporary, and future homeland security protocols and practices that promote the values of human life, dignity, and freedom; e.g., ethics, law, social justice
5. To articulate, attribute, plot, assess, and analyze threats and vulnerabilities to critical infrastructure, social cohesion, and ways of life; e.g., risk, fear, worry, marginalization
6. To acquire familiarization with ideas in advanced management skills and techniques that improve planning, estimation, prediction, prevention, and control; i.e., administration
7. To appreciate different opinions about contentious and critical issues in homeland security; i.e., communication and teamwork
8. To motivate toward the further study of scholarly work in this field as a career interest or part of an educational goal

Attendance Policy

On-ground course interaction takes place 100% in the assigned classroom at scheduled times. Penalties for absenteeism and/ chronic lateness/leaving consist of point drops in assignment scoring, and separate point drops in overall course average if the problem exceeds 25% of total allocated class time. In addition, there is a gradebook item called DiscRate which is continually updated based partially on attendance. Online course interaction (instructor-to-student, student-to-student) is delivered 100% online via a learning management system called DesireToLearn (D2L) in OneStop.apsu.edu, and student attendance is defined as active participation in their shell of the course. Monitoring of attendance is also done via a statistics tracker which records logins and time spent in various areas. At least two or three logins per week are expected and time spent should be appropriate to learning purposes and support working toward assignments. Failure to comply with these guidelines and their enforcement will likely produce a full letter drop or more in the final grade. [APSU Policy 2:041 University Excused Absences for Students](#) governs the consequences of violating attendance policies as well as what differentiates an excused from unexcused absence.

Reading Requirements

The main textbook for the course is Gaines, L. and Kappeler, V. 2019 or 2020 is the year I believe for the second edition - *Homeland Security & Terrorism*, 2e. NY: Pearson. It has an ISBN of 9780135204931 in loose-leaf format and may be cheaper in other formats or from different sources. It is a short and easy read. I will provide you the PowerPoints for it and I will be utilizing but modifying its test bank for exam construction. Another exam will be over the instructor-provided readings called “OConnorNotes” and quizzes will come from suggested-provided readings like Britz, *The Technological Terrorist*, Cavelti, *Critical Infrastructure Protection*, and Mandel, *Disaster Security*. Additional readings may be forthcoming. Some quiz performance may count toward exam grades, and a pop quiz can be over anything.

Basic requirements for succeeding in this course include having a computer, Microsoft Word or word processor, a good pdf reader, an Internet Browser, a good Internet connection, and mastery of the APSU OneStop and D2L platforms. This course has no Bandwidth-intensive features like videos, chats, or Zoom meetings. Exams are NOT proctored because questions are mostly based on connections between ideas rather than simple page-lookup factoids. There are small bonuses associated with turning work in ahead of time and minor penalties for turning work in late.

Structure of Reading Schedule and Approximate Due Dates for Exams & Assignments

- Week 1 – Gaines book chs. 1-4 Foundations, Apparatus, Planning, and Law
- Week 2 – Continue reading Gaines and start reading OConnorNotes
- Week 3 – Continue Gaines and OConnor
- Week 4 – Read Gaines 5-14 and OConnor, Assemble Teams for Scenario

Week 5 – Continue Gaines and OConnor, Suggested Readings
Week 6 – Continue reading, Teamwork
Week 7 – Continue reading, First Essay due, Teamwork
Week 8 – Exam over Gaines or OconnorNotes, Teamwork
Week 9 – Exam over Gaines or OConnor, Teamwork Progress Report due
Week 10 – Suggested Readings, Teamwork and/or Scenario Refinement
Week 11 – Instructor-led and Student-led Discussions, Teamwork
Week 12 – Pop Quiz around here, Second Essay due, Teamwork
Week 13 – Guest Speaker or Discussions, Teamwork
Week 14 – FEMA Report, CritPpr due and Final Teamwork Report due
Week 15 – *Wrap-up* week (no further readings will all Exams, Quizzes, or other assignments that may have been put off)

Basis and Methods for Grading

The overall grade scale used in this course is a 10-point scale, although the instructor reserves the right to raise or lower the scale as circumstances demand. Borderline scale scores are often rounded up, and I sometimes give a "bump" in scores on previously graded assignments based on improved later assignments. Please do NOT turn things in too early just to get them over with. Edit your work before submittal. Your first posted grade (and an ongoing one) will most likely be the discussion/participation gradebook item called DiscRate which may go up and down during the term (down if reflecting penalties), but should safely "max out" for most of you based on regular participation. I keep the gradebook updated regularly, often as much as two or three times a week. Here is a weighted percentage listing of the assignments.

15% (pts) – Multiple Choice exam – over main textbook, due as noted in schedule, call it MT
15% (pts) – Multiple Choice exam – over instructor's notes, due as noted, call it the FE
5% (pts) – Multiple Choice pop quiz – can be over anything at any time
10% (pts) – FEMACert – your book report/review of FEMA docs at EMI read online
10% (pts) – CritPaper – your choice of a BIOSEC, WMDSEC, CYBER, or CIP event cycle topic
10% (pts) – Essay Paper #1 – your choice from Area A of the ideas posed in what's given
10% (pts) – Essay Paper #2 – your choice from Area B etc.
10% (pts) – DiscRate – attendance/participation (online & otherwise), subjectively assessed
15% (pts) – Team Leadership Scenario (*choose which team you want to be on now*). This assignment will run for weeks throughout the term, and it is evaluated progressively via a Progress (5pt) and Final (10pt) Report. In all scenarios, expect the impossible (worst) to happen, in lieu of any modifications or refinements that your team want AND the instructor agrees upon. You will analyze and outline the management problems and come up with a prioritized action plan. Pay attention to coordination, cooperation, and command issues, and rely on readings as appropriate.

Scenario Team#1 – While in the midst of a global pandemic (like the one now), a perfect EMP attack has occurred, producing a year or more of total North American blackout and while systems try to restore, a WWII-style cyberwar breaks out but you have limited attribution and counterattack capabilities, along with computer experts and Big Tech who aren't on your side and meddling cyber-vigilantes who are. This is combined with skyrocketing domestic disorder; e.g., stock & currency collapse, looting, rioting, supply chain issues, energy shortages, food shortages, bad weather, and bad health (assuming anything). The whole mess seems to have started with state-sponsored terrorists (take your pick) who simply wanted to bring America down a peg, but the situation has deteriorated beyond that, with America's enemies (like Russia & China) carrying out very effective informatsionnaya. [This is the default group you belong to, unless you choose otherwise]

Scenario Team#2 – A “derelict” U.S. President declares a debt jubilee that benefits his corporate cronies (but it cannot be proven among other things like why he declared all illicit drugs legal), and a skyrocketing white collar crime wave occurs. Cheating, swindling, fraud, and corruption are seemingly everywhere, and the gap between rich and poor widens. Domestic insurrection is in the air, and the final straw is when the President announces a sell-off of America's national park system (to the Chinese, Arabs, or whomever you like). A MacArthur scenario develops, and an unprecedented military coup d'etat takes place in America. You will examine the coup, its cycle, and how to deal with all the insurrectionary violence, which includes lone wolf terrorism and mass shootings. Meanwhile, enemies (like Russia and China) are taking advantage any way they can, there are massive waves of illegal immigration at the border, and the average American has a drug abuse problem. Come up with your best strategic plan.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59/below

Assignment Details

The **multiple choice exams** represent standardized indexes of difficulty and discrimination, and most items will assess understanding and comprehension at medium levels, but some questions are difficult. For instance, with “analogy” questions like something X is to Y as large/small, round/square, etc., my best advice is to not over-think yourself. Questions follow a rough chronological order with the readings, but the extremely difficult ones will not coincide with information from any exact page number. Here is an example with the answer shown:

#26. In a high-impact/low-probability risk scenario with complexities, what would be the name for a submodel that focuses thinking onto top-level target(s) in new and different ways?

A. collateral*

- B. stochastic
- C. competitive
- D. alternative

and you would not know that unless you made a connection between indirect references, synonymic terms and concepts, and/or figured out no page number exists as a word-for-word source. My best advice is base your best guess on your intuition and command of vocabulary used in the course. Some students report better results by keeping a (posted early) printout of the exams handy while doing the readings. Find a method that works for you, but remember you only get to choose one and only one answer (the best) and can NOT provide any written commentary or argument. Arrange your MC answers on a printable piece of paper, carefully listing them as 1-A, 2-B, 3-C, etc. Pop quizzes will have a similar format and most likely cover suggested/provided readings.

The *essays* are to be original (your own words) and thoughtful (exploratory), with the closest thing to a rubric being the REOS metric, with Observation and Substance granted more weight than Reasoning and Evidence. There is no need to write a lit review, and no citations are expected unless you think they will help. Nor is there really any length requirement. It's the substance that counts. Some students are able to do it in three-fourths of a page, and others take longer. Look for some key insight that is either novel or needs emphasizing. Feel free to modify or revise any of the essay questions posted. Be creative, and adapt to any instructor suggestions. Each student's writing style is different, so impress me with the best you got.

The *discussions* consist of instructor-led and/or student-led topics that can be steered in any direction by replies (which are expected) as well as new threads because replies are not the place to present any new idea. Please refrain from "Good job, Mary" facile replies. Discussions are not as rigorous as essays, so feel free to share opinions, random thoughts, and anything else like some marvelous reading you found. Ongoing, regular participation is expected, and the minimal weekly expectation is one original contribution and one reply. Please do not try to bomb the discussion boards in hopes of racking up points. The DiscRate score varies, but a slow but steady normal pace will assure it reaches max by the end of the term, so enjoy and have fun.

The **FEMA** project requires you visit their website. URL is: <https://training.fema.gov/is/> and search for one of the EMI Distance Learning courses that interests you. Take time to look thru the entire course list and pick one that is most conceptual, thought-provoking, and relevant to the course. In other words, don't pick an easy one like "How to Read a Map" or one only involving practical, specialized guidance. There are hundreds to choose from. If you are already a holder of any certificates from them, let me know, and I may assign you a proxy grade for this assignment. Otherwise, a short 2-4 page review of one is in order, and you must not only provide a concise review but critique it as well.

The **CRITppr** is a longer (5+ pg) writing assignment which is also a critique, and calls for citations (as to whom or what you're critiquing) and a specific analysis of some part of the knowledge base about BIOSEC, WMDSEC, CYBER, border security, or a CIP sector, event, topic, or cycle. You should strive to include a chart, map, or diagram and edit your work.

Essay Questions

More may be forthcoming later, but here the standard ones to choose from. For any chosen, please refrain from reciting definitions and textbook- or encyclopedia-like descriptions. Instead, the highest grades go towards brave, beyond-the-ordinary deliberations over the more contentious issues involving the topic. For example, leadership or partnership issues always make for good deliberation, especially as they pertain to minority issues. Attention to power and authority pays off. Also, remember there is always the issue of whether projects should be solely devoted to crime prevention or be multi-issue. Finally, remember trust, cost, and personnel issues are important.

- A. Is DHS obsolete?
- B. What is the role of DoD in HLS?
- C. What type of terror is the worst HLS threat?
- D. What constrains the use of WMD?
- E. Do walls and fences work for border security?
- F. How should public warning advisories work?
- G. How can extremism be deradicalized?
- H. What does a layered response really mean?
- I. How can pork barrel spending be reigned in?
- J. Which DHS technology should be invested in?
- K. How does a government restore trust?
- L. What is the best way to mobilize volunteers?
- M. Is ILP the best paradigm for policing?

Course Rules

I always give you the benefit of the doubt by small rounding and bump-ups. Both individualized and group feedback is given, and when applicable, your later work should improve on earlier work. I do not give extra credit; I do not give unexcused makeups, and I do not allow do-overs. Be sure all your assignments are in by the approximate times posted (give or take a week). Your work should reflect editing on your part. There are fractional bonus points for turning in something early, and penalty points for turning in something late. A list (e.g., 1-A, 2-B, 3-B) of multiple choice answers is to be turned in on a one-page answer sheet of your own making (for ease of printing purposes). Writing should be in well-processed sentences and paragraphs and strive toward succinctness and insightfulness. Feel free to expand on anything in any way which best expresses your demonstration of mastery. I encourage you to advance your mastery by utilizing our school's library resources. You must have completed at least the midterm before requesting an incomplete or withdrawal. You will be monitored about the time you spent accessing the course, the readings, the discussions, and other content areas by the D2L statistics counter. Participation matters. Keep abreast of any instructor announcements, and observe etiquette.

Disability Policy

Austin Peay State University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments.

Any student that has a condition that may affect his/her academic performance is encouraged to make an appointment with Disability Services (telephone (voice) 221-6230 (tty) 221-6278 to discuss the matter. This discussion should take place before the first exam

If you have a documented disability that may have some impact on your work in this class and for which you may require reasonable accommodations, communicate this with me before the first exam. Also, please make sure your documentation is up to date in Disabilities Services in Morgan University Center 114 on the Clarksville Campus, 931-221-6230, disabilityservices@apsu.edu. Reasonable accommodations can be arranged such as taking exam via the Center, extended time for doing assignments, and excused absences.

Policy on Minors

Minors accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant. Service animals are by permit only.

Policy on Academic Integrity and Misconduct

Academic misconduct consists of plagiarism, cheating, fabrication, or collusion, according to APSU Policy 3:005, which allows instructors to lower a grade to any extent as a sanction and mandates reporting of any suspected cases of misconduct. The due process rights of students are outlined in the Student Code of Conduct handbook, and generally, classroom misconduct consists of anything that obstructs or disrupts the learning environment such as repeated outbursts, failure to maintain decorum, or the continued use of any disturbing device such as a cell phone or laptop which affects the concentration of others. The instructor can order the temporary removal or exclusion of any student engaged in disruptive conduct. Permanent exclusion procedures are in the Student Code of Conduct.

COVID-19 Syllabus Supplement

We should all continue to take steps to mitigate the spread of COVID-19. Masks are recommended for all faculty, staff, and students while indoors. To help keep our university community safe, vaccination and boosters are strongly encouraged and readily available, including at APSU’s Boyd Health Services. Contact them at (931) 221-7107.

Any student exhibiting symptoms of COVID-19 should seek a test. If any student tests positive for COVID-19, or if an unvaccinated student is exposed to someone who has tested positive, that student is required to fill out the [COVID-19 Self-Reporting Form](#) and isolate for five days from the onset of symptoms. If fever-free without medication, and if other symptoms are improving, the student can return to normal activities on Day 6. The student is strongly

encouraged to wear a mask through Day 10. To help prevent further spread, students who test positive should notify anyone with whom they were within six feet for more than fifteen minutes. Students missing class should email their instructors when possible. The COVID-19 vaccine, booster, and testing are still free and widely available through Boyd Health Services. Visit the [APSU Coronavirus Dashboard](#) webpage for more information.

CoBHS Diversity Statement

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspective as an individual, not as a representative of any group. Course curriculum will respect diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

Caveat Regarding Syllabus Changes

The syllabus is not a contract and circumstances may require change. The instructor reserves the right to make changes to this syllabus as well as revise any of the above schedules, scales, and procedures in the event of extenuating circumstances. In the event such changes are made, the instructor will immediately notify students of such changes both by individual email communication and announcing the nature of such changes in the D2L shell for the course.

Technical Support

APSU Help Desk: For email/OneStop issues, call 931-221-4357 or helpdesk@apsu.edu

Distance Education: For technical issues within the course itself, call 931-221-6625 or d2lhelp@apsu.edu