American Public University System

The Ultimate Advantage is an Educated Mind

School of Public Service & Health
HLSS 211
Emergency Response to Terrorism
Credit Hours: 3
Length of Course: 8 week course
Prerequisite: none

Table of Contents

Instructor Information	Evaluation Procedures
Course Description	Grading Scale
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Academic Services
Course Resources	Selected Bibliography

Instructor Information

***Instructor*:**
Email:

Table of Contents

Course Description (Catalog)

This course is a study of the terrorism emergency response process, to include knowledge of response tasks, toxicology, mass casualty triage, decontamination, and other operational issues.

Table of Contents

Course Scope

Emergency Response to Terrorism is an eight-week course designed to provide students with an understanding of terrorism in the world today. The course examines the history of international and domestic terrorist groups, both state and non-state actors. We will look at Weapons of Mass Destruction (WMD). The course covers the legal aspects of terrorism and WMD, the composition of WMD that threatens the world including chemical weapons, industrial chemical materials, biological agents, radiological and nuclear materials as well as explosives and explosive devices. The course also addresses the impact of the complexities of terrorism and Chemical Biologic Radiological and Nuclear (CBRN) Weapons on the emergency response community. We will look at pre-planning, mitigation, response, and recovery. The class will examine the actions necessary to bring the event to termination including: protecting the population and emergency responder, the roles of federal regulations to secure that protection; how the event is treated as a crime and the actions necessary to secure evidence and protect the environment.

Because it is a survey course of a broad subject, it will out of necessity; cover each topic with a broad brush. However, the reference area and online conference room will allow a deeper look into any subject area that particularly attracts the student. The student will learn how to use the World Wide Web to research topics related to the material discussed and covered in the textbook.

Course Objectives

After successfully completing this course, you will be able to

- Recognize the threat to the U.S. posed by both domestic and international terrorist groups.

- Review the history of post-Cold War terrorism as it relates to the U.S.

- Identify and describe all of the CBRNE threats posed to society.

- Review the use of detection and monitoring equipment and personal protection and decontamination practices for the first responder.

- Recognize that changing terrorist tactics have made the first responders targets.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Resources

Required Course Textbooks

Burke, Robert. (2007). *Counter-Terrorism for Emergency Responders*, Boca Raton: Lewis Publishers

Required Readings

Various readings each week found in Lessons.

Additional Resources

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
FEMA	www.fema.gov
IAEM	www.iaem.com
NEMA	www.nemaweb.org
Florida Division of Emergency Management	www.floridadisaster.org

Evaluation Procedures

Describe how you will evaluate your students for each graded activity.

Reading Assignments:

Forum Assignments: Post answers to the assignment questions in the discussion forums and provide a substantive response to at least two other students answers. I expect a minimum of a 300 word answers on the topics and a minimum of 150 words of substantive response to two other student's comments (remember this). While we do not need to agree, we do need to be polite and professional. All the work posted in the Discussion Forums should be properly written in terms of punctuation, spelling, grammar, vocabulary, and syntax. *The six Discussion Forums are worth a total of 60 points of your final grade.*

Homework Assignments:

Exams/Quizzes: The Final Examination will count as 20% of the final grade. This examination will cover selected sections of the textbook.

Field Experience Assignments:

Final Project: The Final paper is a formal paper and the text should adhere to APA style. You should have at least six, and preferably 8 to 10, references, which are cited within the text and the paper must be submitted to Turnitin prior to submitting it in the classroom. For undergraduate work, a score of less than 30% is the goal, with the majority of students turning in papers having originality scores in the 1% to 18% range. Students can expect to lose points for score greater than 35%. There should be approximately 2000 but no more than to 2500 words excluding the front matter and reference list. Anything with fewer than 1500 words of text is non-responsive and will not be graded. The final paper is worth 20% of your grade.

Final Grade:
The final grade will be calculated as follows:

Discussion Forum 6 @ 10% ea	60
Research paper	20
Final Exam	20
Total	100

Course Outline

Please see the Student Handbook to reference the University's grading scale.

Week	Topic	Learning Objectives	Readings	Assignment
1	**The History of, and Threats from, Global Terrorism**	**LO-1:** Recognize the threat to the U.S. posed by both domestic and international terrorist groups. **LO-2:** Review the history of post-Cold War terrorism as it relates to the U.S.	**Text Readings:** Burke, Chapters 1-2 **In Course Materials:** *n/a* **Website:** *n/a*	**Forum Post #1**: Introduction and an explanation of your personal and professional interests in the topic of "Emergency Response to Terrorism."
2	**Chemical Threats**	**LO-3:** Identify and describe all of the CBRNE threats posed to society.	**Text Readings:** Burke, Chapter 3 **In Course Materials:** *n/a* **Website:** *n/a*	**Forum Post #2:** Afghanistan and Terror Trends See the Week 2 folder in course materials for additional readings.
3	**Biological Threats**	**LO-3:** Identify	**Text Readings:**	**Forum Post #3:**

		and describe all of the CBRNE threats posed to society.	Burke, Chapter 4 **In Course Materials:** *n/a* **Website:** *n/a*	Vulnerability to Chemical Attack See the Week 3 folder in course materials.
4	**Explosives Threats**	**LO-3:** Identify and describe all of the CBRNE threats posed to society.	**Text Readings:** Burke, Chapter 5 **In Course Materials:** *n/a* **Website:** *n/a*	**Forum Post #4:** Chemical Threats in modern society See the Week 4 folder in course materials.
5	**Nuclear Threats**	**LO-3:** Identify and describe all of the CBRNE threats posed to society.	**Text Readings:** Burke, Chapter 6 **In Course Materials:** *n/a* **Website:** *n/a*	**Forum Post #5:** Biological Attack See the Week 5 folder in course materials.
6	**Incendiary Devices**	**LO-3:** Identify and describe all of the CBRNE threats posed to society.	**Text Readings:** Burke, Chapter 7 **In Course Materials:** *n/a* **Website:** *n/a*	**Forum Post #6:** Radiological Attack See the Week 6 folder in course materials.
7	**Monitoring And Detection Equipment, Personal Protection &**	**LO-4:** Review the use of detection and monitoring	**Text Readings:** Burke, Chapters 8-9	

	Decontamination	equipment and personal protection and decontamination practices for the first responder.	**In Course Materials:** *n/a* **Website:** *n/a*	Paper
8	Tactics Of Terrorism	**LO-5:** Recognize terrorist tactics have changed and that first responders have become targets.	**Text Readings:** Burke, Chapter 10 **In Course Materials:** *n/a* **Website:** *n/a*	**Final Exam**

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Writing Expectations
Describe your writing expectations.

Citation and Reference Style
Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Tutor.com*: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Turnitin.com

Turnitin.com is a web-based plagiarism prevention application licensed, for campus use, through the APUS Online Library. The quick submit option lets faculty upload and check suspicious papers, without requiring student to create their own Turnitin.com profiles.

Turnitin.com analyzes electronic submissions of student writing, compares them to the contents of a huge online database, and generates a customized Originality Report. The database used to produce this analysis contains a massive collection of documents available on the Internet from both free and commercial sources, as well as the full texts of all other papers that have been previously submitted to Turnitin.com.

Similarity index is based on the amount of matching text to a submitted paper:

<div>

Blue =   no matching text

Green =   one word to 24% matching

Yellow =   25 -49% matching text

Orange =   50-74% matching text

Red =   75-100% matching text

</div>

Selected Bibliography

Supplemental Readings: Students may use the following books/resources if they would like additional information on the course content beyond the required and optional readings.

Allison, G. (2004). How to Stop Nuclear Terror, *Foreign Affairs*. New York: U.S. Council on Foreign Relations. Retrieved on August 8, 2005, from: http://www.foreignaffairs.org/20040101faessay83107/graham-allison/how-to-stop-nuclear-terror.html?mode=print

Boureston, J & Mahaffey, C. (2003). Countering the al-Qaeda WMD Threat. *Strategic Insights*. Monterey California: Center for Contemporary Conflict. Retrieved on August 8, 2005, from: http://www.ccc.nps.navy.mil/si/nov03/homeland.pdf

Boureston, J & Mahaffey, C. (2003) Al-Qaeda and Mass Casualty Terrorism: Assessing the Threat. *Strategic Insights*. Monterey California: Center for Contemporary Conflict. Retrieved on August 8, 2005, from: http://www.ccc.nps.navy.mil/si/oct03/terrorism.pdf

Bowman, S. (2002). *Weapons of Mass Destruction: The Terrorist Threat: Report to Congress*. Washington, D.C.: Congressional Research Service. Retrieved on August 8, 2005, from: http://www.fas.org/irp/crs/RL31332.pdf

Monterey Institute for International Studies. (2003). *Terrorism, WMD, and Emergency Preparedness*. Monterey, California: Monterey Institute for International Studies. Retrieved on August 8, 2005, from: http://cns.miis.edu/research/wtc01/terrwmd.htm

Morgan, M (2004). Origins of the new terrorism. *Parameters.* Carlisle Barracks, Pennsylvania: United States Army War College. Retrieved on August 8, 2005, from: http://carlisle-www.army.mil/usawc/Parameters/04spring/morgan.pdf

Shea, D. (2004). *Small Scale Terrorist Attacks Using Chemical and Biological Agents: An Assessment Framework and Preliminary Comparisons*. Washington, D.C.: Congressional Research Office. Retrieved on August 8, 2005, from: http://fpc.state.gov/documents/organization/33629.pdf

Tucker, B. (2003). Biosecurity: Limiting Terrorist Access to Deadly Pathogens.

Peaceworks. No. 52. Washington D.C.: U.S. Institute of Peace. Retrieved on August 8, 2005, from: http://www.usip.org/pubs/peaceworks/pwks52.pdf