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## American Public University System

*The Ultimate Advantage is an Educated Mind*

### **School of Security and Global Studies**

**HLSS522**

**WMD and the New Terrorism**

**Credit Hours: 3**

**Length of Course: 8 Weeks**

**Prerequisite: HLSS500**

### **Course Description (Catalog)**

This course explores the threat of weapons of mass destruction (WMD) as a unique phenomenon within the homeland security landscape. Specifically, this course provides students with a historical perspective on the development and use of WMD from both an international and a domestic perspective. The course also explores the efforts to prevent, prepare, and respond to the use of WMDs.

### **Course Scope**

As part of the core requirement, this course introduces the student to critical elements of the discipline. Students will participate in weekly Discussion Forums that correlate to weekly readings. Students will write an analytical research paper and will write a comprehensive final assignment.

### **Course Objectives**

After successfully completing this course, you will be able to:

**CO-1:** Evaluate evidence that shows WMDs are used by terrorists

**CO-2:** Analyze the effect of CBRN weapon use on targeted populations

**CO-3:** Examine the potential effects of agroterrorism, as a sub-set of biological terrorism

**CO-4:** Prepare a threat assessment for a CBRN event

**CO-5:** Generate new ideas for WMD planning

### **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 available to each student. Online assignments are due by Sunday at 11:55 pm ET and

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include all written assignments, examinations, and research papers submitted for grading. Weekly Forum questions (accomplished in groups in a Forum) require an initial response by Thursday at 11:55 pm ET, with all other required responses due by Sunday at 11:55 pm ET. The assigned faculty will support the students throughout this eight-week course.

## **Course Resources**

### **Required Course Textbooks**

- There is no required text for this course.

## **Evaluation Procedures**

The course grade is based on the following assessments:

### **Discussion Forums – 20 percent**

Each week, a discussion question is provided and posts should reflect an assimilation of the readings. Students are required to provide a substantive initial post by Thursday at 11:55 pm ET and respond to 2 or more classmates by Sunday 11:55 pm ET. Forum posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

### **Research Question, Purpose Statement, and Literature Review Exercise – 15 percent**

The components of this assignment include a research question, a purpose statement, and a literature review of at least 6 sources, two of which must be peer-reviewed. The specific research question should relate to a general topic in the course. 6-8 pages.

### **Research Paper – 35 percent**

Adding to the 6-8 page assignment in Week Two, the research paper should be at least 10 additional pages of analysis of your topic, not including the cover page, the reference list, and any appendices.

### **Final Assignment – 30 percent**

This assignment is a take-home essay assignment of 4 questions, 2-3 pages each, to test knowledge and assimilation of the course objectives. The exclusive use of required texts and readings from this course is mandatory.

<b>Assignments</b>	<b>Percentage</b>
Research Question	15 percent
Research Paper	35 percent
Forum Discussion Posts	20 percent

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Final Assignment	30 percent
TOTAL	100 percent

## 8 – Week Course Outline

<u>Week</u>	<u>Topic</u>	<u>Course Objective(s)</u>	<u>Readings</u>	<u>Assignments</u>
<b>1</b>	The Prospects for Terrorist Use of WMDs	CO-1	<b>Video:</b> Weapons Of Mass Destruction <b>Readings:</b> Archer, The Emperor Bergen, Hoffman & Tiedemann, Assessing the Jihadist Terrorist Threat Vicar & Vicar, CBRN Terrorism	Week One Forum Discussions (Intro and Weekly Discussion)
<b>2</b>	Terrorist Experience with WMDs	CO-1	<b>Readings:</b> Gill, The Growing Challenge of Proliferation Young, Strategic Culture Smith, Long and Johnson, Strategic Culture and Violent Non State Actors Rolf Mowatt-Larssen, Al Qaeda Weapons of Mass	Week Two Forum Discussion  Research Question Assignment

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			Destruction Threat	
<b>3</b>	Chemical weapons and threats	CO-2	<b>Video:</b> Japanese Sarin <b>Readings:</b> Hilmas, Smart & Hill, History of Chemical Warfare CIA, Al Muthanna Chemical Weapons Complex Hahn, Improvised Chemical Dispersal Tucker, The Role of Chemical Weapons	Week Three Forum Discussion
<b>4</b>	Biological weapons and threats	CO-2	<b>Readings</b> Martin, Christopher & Eitzen, History of Biological Weapons Cary, The Tipping Point Flynn, Salmonella Bioterrorism	Week Four Forum Discussion
<b>5</b>	Agro terrorism	CO-3	<b>Video:</b> The Living Weapon <b>Readings:</b> Glyes, Agroterrorism James Martin Center, Chronology of CBW Incidents	Week Five Forum Discussion
<b>6</b>	Radiological weapons	CO-4 CO-5	<b>Video:</b> A Deterrent Weapon	Week Six Forum Discussion

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	and threats		<b>Readings:</b> Ferguson, Commercial Radioactive Sources Leonard, Are Suitcase Nukes Radiation Information Network, Dirty Bombs	Research Paper Due
<b>7</b>	Nuclear weapons and threats	CO-4	<b>Readings:</b> 2011 Nuclear Scholars Initiative Stranahan, Recent State of Unlikely Events Wilner, Apocalypse Soon World Nuclear Industry Status Report 2012 Radiation Information Network, Dirty Bombs	Week Seven Forum Discussion
<b>8</b>	Conclusion and Synthesis	CO-1 CO-2 CO-3 CO-4	<b>Videos:</b> Civil Defense: The War at Home <b>Readings:</b> CSIS, Confronting an Uncertain Threat GAO, Combating Terrorism	Week Eight Forum Discussion  Final Assignment Due

## Policies

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

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[Drop/Withdrawal Policy](#)  
[Plagiarism Policy](#)  
[Extension Process and Policy](#)  
[Disability Accommodations](#)

### **Citation and Reference Style**

Attention Please: Students will follow the APA 6 Style as the sole citation and reference style used in written work submitted as part of coursework. See [http://www.apus.edu/content/dam/online-library/resources-services/Fuson\\_2012\\_APA.pdf](http://www.apus.edu/content/dam/online-library/resources-services/Fuson_2012_APA.pdf).

All written submissions should be submitted in Times New Roman 12pt font with 1" margins, typewritten in double-spaced format. Graduate-level work is expected to be free of grammar, usage, and style errors.

### **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.

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- **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: ;-), : ), ☺

## 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](mailto: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.

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- 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](mailto:librarian@apus.edu).

### **Selected Bibliography**

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- Office of the Director of National Intelligence. 2009. *The National Intelligence Strategy of the United States – Fact Sheet*. Washington, DC: Government Printing Office. [http://www.dni.gov/files/documents/Newsroom/Reports%20and%20Pubs/2009\\_NIS\\_Fact\\_Sheet.pdf](http://www.dni.gov/files/documents/Newsroom/Reports%20and%20Pubs/2009_NIS_Fact_Sheet.pdf)
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- U. S. President. 2010. *National Security Strategy*. by Barack Obama. Washington, DC: White House. [http://www.whitehouse.gov/sites/default/files/rss\\_viewer/national\\_security\\_strategy.pdf](http://www.whitehouse.gov/sites/default/files/rss_viewer/national_security_strategy.pdf)

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U. S. Government Accountability Office. 2011. *Department of Homeland Security: Progress made and work remaining in implementing homeland security missions 10 years after 9/11*, by Gene L. Dodaro Randall A. Yim, GAO-11-940T.

<http://www.gao.gov/assets/130/126877.pdf>

West, Darrell M. 2012. *A vision for homeland security in the year 2025*. Washington, DC: The Brookings Institute.