

**WESTERN WASHINGTON UNIVERSITY
EMERGENCY MANAGEMENT CERTIFICATE**

**Emergency Management and the Challenge of Terrorism (3 Credits)
EXT 467**

COURSE SYLLABUS

Instructor Contact Information:

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Course Purpose: Examine the history and nature of terrorism. Explore and analyze the current U.S. efforts at homeland security and their impacts on the field of emergency management. Understand the basic aspects of nuclear, chemical and biological terrorism. Examine and discuss the effects of terrorism on the ability of the emergency manager to meet the preparedness needs of the community and/or business. Examine the need for a new model (if it is necessary) for emergency management.

Course Description and Context:

Since the attacks of September 11, 2001, several things have become obvious:

- We can no longer say with any assurance what terrorists will not do;
- The United States are vulnerable to the full range of potential terrorist threats;
- Emergency managers will be at the forefront of our country's ability to prepare for and cope with the effects of a terrorist attack.

This course provides an introduction to the hazards posed by terrorism and the response to terrorism through the lens of the duties and functions inherent in the role of the emergency manager. Earthquakes, tornadoes, volcanic eruptions, floods, drought, blizzards, fires, hurricanes, and hazardous materials spills are but a few of the hazards – both natural and technological – that threaten communities and challenge those who are responsible for the lives, safety, and well-being of others. Is terrorism but another hazard to add to the list, or is it something so new and different as to require a change in the way that emergency managers do their jobs?

Business and industrial companies (that provide both material goods and livelihood for workers) may be affected by terrorist acts no less than governments and communities. They are also the largest store of resources available for recovering from a terrorist attack. The medical community has traditionally operated independently of governments in preparing for and responding to emergencies. Yet, medical professionals may be the first ones affected in a bioterrorism attack.

The need for closer coordination between the medical/public health community and the emergency manager is obvious.

Course Objectives:

To understand the basic aspects and history of terrorism.

To understand the Federal government's efforts at organizing to fight terrorism and to cope with the effects of terrorist actions.

To explore and understand the emerging organizational and legal ramifications of the war on terrorism and their impact on emergency management.

To understand the major varieties of the terrorist threat: nuclear, chemical, and biological.

To examine and understand the various preparedness and response functions that must be mobilized and coordinated (perhaps in new ways) in order to cope with the terrorist threat.

To explore the ways in which the emergence of the new terrorist threat will (or will not) change the way that emergency management is conducted.

Course Texts:

Required –

1. White, J., Terrorism and Homeland Security, Wadsworth Publishers. 5th edition, 2006, ISBN 0-534-64381-7
2. Chris Hawley, Gregory Noll, and Michael Hilderbrand, Special Operations for Terrorism and Hazmat Crimes, Red Hat Publication, ISBN 0965656578
3. Stringfield, William H., Emergency Planning & Management, 2nd ed., Government Institutes, ISBN 0865876908

Course Format: Course material will be delivered through texts and other readings from Internet resources as assigned with significant student discussion and participation expected.

Student Requirements:

Class participation includes attendance via weekly log-ins and participation at the Discussion Board. Class participation, however, is not merely class attendance – you are expected to participate. You should feel free to ask questions if you do not understand something I have said.

Exams – All exams will be administered online.

Written assignments: A research paper will be required during the course.

Netiquette - The instructor expects students to be courteous on-line and to use good “netiquette” such as:

1. Respect your fellow students’ opinions and do not use inappropriate, discriminatory, or harassing remarks during on-line communications.
2. Check the threaded discussion frequently and respond appropriately on the subject.
3. Focus on one subject per message and use pertinent subject titles.
4. Cite all quotes, references, and sources.

Use humor carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism. Feel free to use :) or ;) to let others know that you’re being humorous.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED!!

Grading: Your final grade will be based on the following course requirements:

- 100 – Exam 1
- 100 - Research Paper
- 200 - Class Participation in Threaded Discussion
- 100 - Final Exam
- 500 Total Points

Grading Guidelines:

A	93 - 100	C	73 - 77	K	Incomplete
A-	90 - 92	C-	70 - 72	Z	Failure due to discontinuation of attendance
B+	88 - 89	D+	68 - 69	X	Missing grade (i.e., not entered)
B	83 - 87	D	63 - 67		
B-	80 - 82	D-	60 - 62		
C+	78 - 79	F	below 63		

Class Schedule:

Week	Lesson Subject
1 – January 8 - 13	Student Introductions Definition and Criminology of Terrorism
2 – January 14 - 20	Historical Roots of Terrorism Religion and Terror
3 – January 21 - 27	Modern Terrorism
4 – January 28 – Feb. 3	Global Issues in Modern Terrorism – Technology, Media, and Policy
5 – February 4 - 10	Types of Nuclear, Biological, and Chemical (NBC) Weapons and Threats
6 – February 11 - 17	EXAM 1 Special Operations for Terrorism and Hazmat Crimes
7 – February 18 - 24	Threats by Non-State Actors Emergency Planning and Management
8 – February 25 – Mar. 2	Threats by States
9 – March 3 - 9	Environmental/Agricultural Terrorism
10 – March 10 - 16	Research Papers
11 – March 17 – 21	Final Exam

Course Evaluation:

WWU Extension Services has established a policy that all courses and instructors are evaluated quarterly. To facilitate this process, WWU Testing Center has developed a secure website on which this evaluation takes place. The evaluation document used speaks specifically to the on-line educational process and experience. A URL is set up during the latter third of each quarter by Extension Services which is forwarded to the instructor. All registered students are then provided with the URL by the instructor. WWU Testing Center compiles the evaluation information and disseminates the report after grades have been submitted. Your participation in this evaluation process is strongly encouraged.

Incompletes:

Because of the nature of work in the Emergency Management field, accommodations will be made for students when emergencies arise which postpone course completion. A grade of K (incomplete) may be assigned only upon request of the student and agreement of the course instructor.

To receive a job related incomplete, a student must provide documented proof of a job related emergency. A letter from an employer is encouraged. To receive a K (incomplete) you must obtain a contract form from the instructor and negotiate a formal agreement with the course instructor specifying the work done and the remaining work needed to complete the course and earn a grade.

You are encouraged to complete the work agreed upon during the next quarter. If a final grade has not been submitted after one year, the K automatically reverts to a failing grade (Z). For additional information regarding incompletes, please see the WWU catalog.

ACADEMIC DISHONESTY POLICY AND PROCEDURE

1. Policy

Western Washington University students have an obligation to fulfill the responsibilities of their particular roles as members of an academic community. Honesty is essential to learning. Without it, fair evaluation for all is impossible. Academic integrity is demanded, and academic dishonesty at Western Washington University is a serious infraction dealt with severely. Students shall not claim as their own the achievements, work or thoughts of others, nor shall they be a party to such claims. It is the instructor's responsibility to confront a student and to take appropriate action if academic dishonesty, in the instructor's judgment, has occurred.

2. Academic Dishonesty

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresentation by deception or by other fraudulent means. Academic dishonesty compromises the instructor's ability to fairly evaluate a student's work or achievement. **It includes, but is not limited to, the following:**

- (a) Giving unauthorized information to another student or receiving unauthorized information from another student during any type of assignment or test.
- (b) Obtaining or providing without authorization questions or answers prior to the time of an assignment or test.
- (c) Using unauthorized sources for answers during any assignment or test.
- (d) Asking or arranging for another person to complete an assignment or take a test in one's place.
- (e) Giving or receiving answers by use of signals during a test.
- (f) Altering answers on a scored test and submitting it for a higher grade.
- (g) Collaborating with others in a required assignment without the approval of the instructor.
- (h) Stealing class assignments or portions of assignments, including electronic files, and submitting them as one's own.
- (i) Not crediting participants for their part in a group project or claiming credit for work not done on a group project.
- j) Plagiarism, which is presenting as one's own in whole or in part the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgment. Examples include, but are not limited to:
 - (1) Using another person's written or spoken words without complete and proper citation.
 - (2) Using information from a World Wide Web site, CD-ROM or other electronic source without complete and proper citation.
 - (3) Using statistics, graphs, charts and facts without acknowledging their source.
 - (4) Submitting a paper purchased from a term-paper service.
 - (5) Paraphrasing, which is imitating someone else's argument using other words without acknowledging the source.
 - (6) Claiming credit for someone else's artistic work, such as a drawing, script, musical composition or arrangement.
 - (7) Using someone else's lab report as a source of data or results.
 - (8) Using one's own or substantially similar work, produced in connection with one course, to fulfill a requirement in another course without prior permission. A student may use the same

or substantially the same work for assignments in two or more courses only with written permission from the instructors of all the classes involved.

3. Procedures

- (a) An instructor suspecting an act of academic dishonesty shall discuss the matter thoroughly with the student involved.

Arrangements for this discussion shall be made by the instructor within ten (10) class days after discovering the alleged violation. In the event the student is absent from campus, the instructor shall attempt to contact the student in writing at the most recent permanent address available in the Office of the Registrar. If the incident occurs at the end of a quarter, the instructor within ten (10) class days of the beginning of the following quarter or within a reasonable time thereafter the instructor shall arrange to discuss the matter with the student.

Should the instructor be unable to contact the student to discuss the incident in question before final grades are due, the instructor shall submit a grade of X with a note to the registrar. The registrar shall in turn inform the student of his/her responsibility to contact the instructor and refer the student to the section of the General Catalog addressing "Student Rights and Responsibilities." Should the student not respond to the faculty member or respective department chairperson by the 10th day of the next academic quarter, not including summer, the grade will be changed to an F.

During the discussion between the instructor and student, the student may be asked to explain his or her thought process and the sources of information, ideas, data, or calculations presented in the work under dispute. Failure to give an adequate explanation can influence the instructor's decision.

Following this discussion, the instructor shall determine whether or not an act of academic dishonesty has occurred, and if so, whether it is a minor or major violation. If in the instructor's judgment there has been a minor violation, in which the offenses are either purely technical in nature or the instructor does not perceive an intent to deceive and/or achieve an academic advantage, the instructor shall, according to his or her professional judgment, proceed in one or more of the following ways:

- Explain or clarify the standards of the assignment and ask the student to redo it.
- Issue the student a written warning and give the student a zero on the assignment in question.

If in the instructor's judgment there has been a major violation, in which the offenses include a substantial misrepresentation and/or apparent intent to deceive and gain an academic advantage, the instructor shall assign a grade of F for the course and notify the Vice President for Academic Affairs and the Registrar. The instructor should write a brief account summarizing the evidence for the finding of a major violation. This should be sent to the Registrar with copies to the department chair and the student. A record of the violation is maintained in the Office of the Vice President for Academic Affairs and the Office of the Registrar. Repeated acts of academic dishonesty shall make a student subject to disciplinary action - including possible dismissal - through the "Student Rights and Responsibilities Code," available from the Office of Student Life.

No student shall be allowed to withdraw from a course or from the University to avoid receiving a failing grade based upon academic dishonesty.

- (b) Appeal: A student who receives an "F" grade for academic dishonesty and who feels wrongly accused by an instructor may appeal to the dean of the school or college involved. The appeal must be lodged within ten (10) class days of receiving notice of the instructor's decision, and if

not, any right of appeal is deemed waived. The dean shall make a decision based on the merits of the case. The reasons for the decision shall be in writing and shall be given to both the student and the instructor within ten (10) class days of receiving the appeal.

Either side may appeal a decision of the dean to the Student Academic Grievance Board and from the Board to the Vice President for Academic Affairs, whose decision is final. Procedures followed shall be those provided in the "Student Academic Grievance Policy and Procedures" (Section B, Appeal to the Board), which is printed in Appendix F of the University's General Catalog.

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