Course Description

Examines the philosophies and tactics of terrorist groups, and discusses emerging terrorism trends. Also covers the study of terrorism methodology, terrorist incident response, and managing the consequences of terrorist events.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Analyze the importance of a pre-attack threat assessment.
2. Explain levels of emergency response to a possible terrorist event.
3. Outline techniques of scene survey used to identify danger.
4. Describe general scene management after a terrorist attack.
5. Identify working zones at the scene of a terrorist attack.
6. Describe the National Incident Management System (NIMS).
7. Evaluate methods for dispersing chemical warfare agents in a chemical weapons attack.
8. Categorize the four methods of victim decontamination.
9. Classify agents used in chemical weapons attacks.
10. Characterize incendiary and explosive devices used by terrorists.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. **Suggested Reading**: Suggested Readings are listed in each unit’s study guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
7. **Unit Assessments**: This course contains eight Unit Assessments, one to be completed at the end of each unit. Assessments are composed of written-response questions.
8. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units I-VII. Unit IV contains two assignments. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

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**Unit Assignments**

**Unit I Essay**

Risk management and threat assessments have been used for many years, but in the post 9/11 world these topics have become center stage for all emergency services. For your essay paper, discuss how the attacks of 9/11 brought the various emergency service agencies together, and as a result what programs were implemented. Address how the Federal Emergency Management Agency (FEMA) adopted an "all-hands" approach to evaluating, planning, assisting, and recovering from terrorist attacks. Include a section that talks about other types of emergencies and the importance of identifying threat vulnerabilities.

Your response to the research question must be a minimum of 475 words in length. The textbook must be one source used. You may pick any second source from the CSU Online Library for a minimum of two references. All sources used, including the textbook, must be referenced. Paraphrased and/or quoted materials must have accompanying citations in APA style.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit II Annotated Bibliography**

This assignment is the beginning of a larger project. For this first phase of the essay paper, you will research the CSU Online Library for peer-reviewed journal articles that address and support your position on the provided essay topic. You will need to read the entire scenario and questions (listed below) to better choose your peer-reviewed articles. You must include a paragraph synopsis of each article in APA style.

The annotated bibliography must be at least two pages in length and contain a minimum of five peer-reviewed journal articles. All sources used must be referenced. Paraphrased and/or quoted materials must have accompanying citations in APA style.

**Scope of the major project for this course**

- Unit II: Create a two-page annotated bibliography.
- Unit IV: Write a two-page outline for your essay paper.
- Unit V: Submit a three- to five-page draft of your essay paper.
- Unit VII: Submit your 10-page final essay.
Project Scenario and Questions

The Scenario:
The Oakland Athletics home game at O.co Coliseum, 7000 Coliseum Way, Oakland, CA 94621, is held on August 18th in the middle of one of the hottest summers on record in California. On this particular day, the high is 110 degrees. In attendance are approximately 35,000 spectators and 5,000 players, team staff members, support staff, coliseum employees, and vendors for a total of around 40,000 people in an area of about 157 acres. O.co Coliseum is located in the San Leandro Bay area and has 19 bridges that connect it to the city of Oakland.

The Situation:
A large scale, well planned, and well-funded terrorist attack has been planned by a California based radical terrorist group known as BC. The members of this terrorist group want to force the government to divide California into three separate states. They are violent, willing to die for their cause, and are home grown, so they know the culture and can blend into a crowd. Ten of the terrorists are employees at the coliseum. On this day, they have driven vans to work that are full of weapons, explosives, ammunition, and other supplies.

During the 3rd inning, the attack occurs. Nineteen small boats are loaded with explosives. Each boat is manned with five heavily armed terrorists. The radicals tie off their boats under the 19 bridges. The extremists exit the boats, enter the parking lot of the coliseum, and remotely detonate the explosives, destroying 18 of the 19 bridges, but leave the North Bridge partially intact. Just prior to the bridge detonations, four U-Haul trucks with two occupants in the cabs and 10 heavily armed terrorists in the back of each truck drive through the North Bridge Gate, also entering the parking lot. Each U-Haul truck also contains a large amount of extra supplies to keep the terrorists’ operation going. The terrorist force is comprised of 153 well-armed members who are willing to die for their ideology.

Once the coliseum has been cut off from the city of Oakland, the terrorists use cars from the parking lot to block the remaining portion of the North Bridge. Other cars in the parking lot are set on fire so the heavy smoke will block the view of law enforcement helicopters. All coliseum exits are blocked by burning vehicles and by armed terrorists. Exits that cannot be blocked are destroyed with explosives. Innocent bystanders in the parking lot are shot and killed. Identifiable armed security and Oakland Police Officers are attacked and also shot and killed by the radicals who have high-powered rifles and automatic weapons. It is believed that the inside of the coliseum has been booby trapped with explosives.

The goal of the terrorists is to contain as many people as possible inside the coliseum and to prevent escaping baseball fans outside of the coliseum from swimming to safety by using the surrounding waterways. Since there are several terrorists outside of the coliseum, they are able to warn the extremists inside the ballpark in plenty of time to stop fans from escaping.

The Tactical Situation:
Local law enforcement consisting of 50 police officers who were assigned to the game along with 200 regular security guards are injured or dead. Hundreds of game fans are dead in the parking lot and in the coliseum with hundreds more injured. Mutual aid has responded to the event. Police SWAT teams, Sheriff’s SEB teams, and FBI SWAT teams are on standby while they assess the situation. Over 500 law enforcement members who can enter the coliseum are under fire. Other members of law enforcement are on the opposite shore of the coliseum to offer covering fire for victims that are trying to escape by swimming to safety.

The exact number of terrorists is not known, but eye witnesses who managed to escape in the initial attack and law enforcement officers report approximately 150 terrorists involved in the incident. The police also report having neutralized 10 of the terrorists, so there are around 140 observed terrorists left.

Negotiations have been established, and the situation is now in its second day. With little food or water for the tens of thousands of victims still alive inside the coliseum and with a constant summer heat of 110 degrees, the situation is dire.

Armored vehicles have been gathered from surrounding agencies, and the California National Guard has been activated. The armored vehicles have been parked in a 180 degree perimeter around the coliseum to offer cover for law enforcement and for victims able to escape across the water to safety.

NOTE: No federal troops can be used because it would violate the Posse Comitatus Act. However, a loophole allows for victims to be taken to the Navy because they are off-shore. During Hurricane Katrina, National Guard medivac teams were able to take victims to the Navy because there were no boots on the ground.
Instructions:
As you write your draft and final essay, be sure to answer each of the 10 sets of questions listed below. You must indicate in your paper which set of questions you are addressing. For example, (1.) The 180 degree perimeter will be... Your paper does not have to address the questions in any particular order. You must follow APA guidelines.

Your Task:
You are in charge of all Fire Department assets; EMS; and coordination with hospitals, clinics, and the USNS Comfort, which is birthed just outside of San Leandro Bay. The Governor of the State of California has declared this situation a State of Emergency, so any resources you need will be available. Landing Craft Air Cushions (LCAC) can hold up to four fire trucks each. With all but one severely damaged bridge out, the only way to get fire trucks and other heavy equipment into the area is by amphibious landing on the west side of the coliseum. There are large pumps staged on the west side to supply water to the fire trucks.

Over the past two days and nights, a few hundred victims have been able to escape by crossing the water; however, most are severely injured.

1. With your 180 degree perimeter around the coliseum, where will you have your EMS teams set up so they can aid those who have escaped? How will you get them to a medical facility? How will you decide which facility they are taken to?

Anticipating a large number of casualties, you have coordinated with the local hospitals, clinics, and the United States Navy, which deployed the USNS Comfort.

2. How will you decide which casualties go to what medical facility?

During this horrific event, the media will be everywhere, but will be unable to fly due to the heavy smoke. They will be able to see your perimeter and assets being gathered.

3. How will you keep the media from giving the terrorists critical intelligence by inadvertently recording where they should not video? Can you use the media to your advantage in this situation, or will the media just be a hindrance?

Due to the two days of extreme heat, exposure, and dehydration, law enforcement has decided to enter the coliseum. It will be a fight to secure the location. SWAT teams will need to fly in by helicopter, while under fire and with low visibility, to bring the coliseum and parking lot under control.

4. When SWAT enters the parking lot, it appears to be cleared of terrorists who have likely moved into the coliseum. SWAT teams need to enter the coliseum, but it will require fire fighters to break open a large hole in one side of the coliseum. To avoid the potential injury of patrons, explosives have been ruled out as a means to gain entry. What fire department assets will you deploy to break a hole into the coliseum? What equipment will you need? What security assets will you require to ensure the safety of the fire fighters breaching the coliseum walls?

While the breaching teams are working, other fire fighters must extinguish burning cars in the parking lot that have been kept ablaze by the extremists. The fires are hindering the views of helicopters that are deploying additional SWAT teams.

5. With multiple cars burning all around the coliseum, what assets are you going to deploy to extinguish these fires? Where are you going to start, and what type of security are you going to provide for each fire truck?

During the operation to secure the coliseum, the responding SWAT teams have to pick a direction to move in. You must decide in what direction they should move.

6. You have the option to send EMS in with the SWAT teams, and you have at your disposal EMS from city, county, state, and National Guard agencies. Are you going to send in EMS? If so, with which wave will you send them? If not, why not, and how are you going to use EMS?

During the operation to secure the coliseum, the crowds in the areas not yet secured are coming under fire from the terrorists. The crowd begins to resist the terrorists in order to aid the incoming SWAT teams who ultimately kill or capture the terrorists.

7. You receive reports that the coliseum appears to be secured, and there is no active resistance. The fires are extinguished in the parking lot, and the outer wall of the coliseum has been breached. Because there are nearly
38,000 casualties with injuries ranging from exposure, dehydration, and gunshot wounds, what is your next move?

The casualties have been triaged, the National Guard has deployed temporary bridges, and you have a fleet of helicopters, hundreds of ambulances, and other emergency vehicles at your disposal.

8. How are you going to coordinate with your resources to evacuate the remaining 38,000 survivors still at the location?

Keeping in mind this is an active crime scene, there will be many deceased in the parking lot and inside the coliseum.

9. Most of the fatalities will be game spectators, but there will also be victims from fire departments, law enforcement agencies, and the National Guard, so emotions will be high. How will you coordinate the removal of the deceased, and with whom? Will you leave them at the venue or remove them to a staging area for identification and proper removal? For scenario purposes, there are 2,531 victims who were declared dead at the venue. There are an additional 253 deceased at local hospitals and on the USNS Comfort.

The number of terrorists that have been killed or captured is 140. Due to conflicting accounts from baseball fans who were able to escape from the coliseum, law enforcement may not know there were actually 153 terrorists involved.

10. As the head of the fire departments, EMS, and hospital coordination, you know there may be terrorists still on the loose who have gained valuable intelligence on how the emergency services will respond. What steps are you going to take to prepare, plan, and train for the next possible attack?

The following are suggested resources to use in your scenario:

- Oakland City Emergency Services;
- Alameda County Emergency Services;
- California Highway Patrol;
- California Department of Forestry and Fire Protection;
- all hospitals and medical clinics;
- surrounding counties, San Francisco, San Mateo, Santa Clara, Marin, Sonoma, Napa;
- USNS Comfort (T-AH-20);
- all parks, colleges, schools open parking lots,
- Federal Bureau of Investigation (FBI);
- California National Guard; and
- four Landing Craft Air Cushions (LCAC) from Camp Pendleton.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit III Article Critique**

Read the assigned article by Fazzini (2009), and create an article critique.

After reading the article and briefly summarizing the purpose for the writing, answer the following questions:

- What is the author’s main point?
- Who is the author’s intended audience?
- Do the author’s arguments support the main point?
- What evidence supports the main point?
- What is your opinion of the article? Do you agree with the author’s findings?
- What evidence, either from the textbook or additional sources, supports your opinion?

Your response must be at least 725 words in length. All sources used, including the article, must be referenced. Paraphrased and/or quoted materials must have accompanying in-text citations and references in APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit IV Outline

For this second phase of the essay project, you will create an outline to demonstrate the structure of your final essay paper. You will ultimately answer the 10 questions posed in the assignment, but can do so in any order that makes sense to you. Include a section for a thesis statement at the beginning with a section for a summary or concluding thoughts at the end.

Your outline must be at least 475 words in length. All sources used, including the textbook, must be referenced. Paraphrased and/or quoted materials must have accompanying citations in APA style.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Article Critique

Read the assigned article by Erickson (2014), and create an article critique.

After reading the article and briefly summarizing the purpose for the writing, answer the following questions:

- What is the author’s main point?
- Who is the author’s intended audience?
- Do the author’s arguments support the main point?
- What evidence supports the main point?
- What is your opinion of the article? Do you agree with the author’s findings?
- What evidence, either from the textbook or additional sources, supports your opinion?

Your response must be at least 700 words in length. All sources used, including the article, must be referenced. Paraphrased and/or quoted materials must have accompanying in-text citations and references in APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Essay

For this third phase of your essay project, you will begin writing. You must create a three- to five-page page rough draft of your final essay paper. Using your peer-reviewed articles and the instructions for the scenario, begin to fill in the outline you created in Unit IV.

Your draft paper must be at least three- to five-pages pages in length. All sources used, including the textbook, must be referenced. Paraphrased and/or quoted materials must have accompanying citations in APA style.

Note: Your final essay paper will be 10 pages in length. You must incorporate any feedback provided by your professor. If you do not write a full five-page draft, you will have to integrate the remaining pages into the final essay paper. For example, if your draft is three pages in length, you will need to include an additional seven pages to complete the final essay.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Article Critique

Read the assigned article by Linstrom (2004), and create an article critique.

After reading the article and briefly summarizing the purpose for the writing, answer the following questions:

- What is the author’s main point?
- Who is the author’s intended audience?
- Do the author’s arguments support the main point?
- What evidence supports the main point?
- What is your opinion of the article? Do you agree with the author’s findings?
- What evidence, either from the textbook or additional sources, supports your opinion?
Your response must be at least 725 words in length. All sources used, including the article, must be referenced. Paraphrased and/or quoted materials must have accompanying in-text citations and references in APA style.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VII Final Essay**

For this fourth phase of your essay project, you must add the last three to five pages of new material to your final essay paper. Using your peer-reviewed articles, professor feedback, and the instructions for the scenario, finalize your paper and submit it in Blackboard.

Your Final Essay must be 10 pages in length. All sources used, including the textbook, must be referenced. Paraphrased and/or quoted materials must have accompanying citations in APA style.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)
Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
# Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

## Unit I: Pre-Attack Threat Assessment

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<th>Review</th>
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<tr>
<td><strong>Chapter 9</strong>: Intelligence and Information Sharing for Homeland Security and Counterterrorism, pp. 156-160</td>
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<td><strong>Chapter 16</strong>: Integrating Risk Management with Homeland Security and Counterterrorism Resource Allocation Decision Making, pp. 335-363</td>
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<td><strong>Chapter 18</strong>: The Psychological Perception of Risk, pp. 399-400</td>
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<td><strong>Chapter 38</strong>: Perceptual Framing of Homeland Security, pp. 883-887</td>
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<td><strong>Suggested Reading</strong>: See Study Guide</td>
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## Unit II: Evaluating and Re-evaluating the Dangers

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<td><strong>Chapter 20</strong>: Critical Infrastructure and Interdependency Revisited, pp. 442-443</td>
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<td><strong>Chapter 21</strong>: Homeland Security for Drinking Water and Wastewater Utilities, pp. 461-487</td>
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### Unit III: National Incident Management System (NIMS)

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 27: Emergency Response: An Overview, pp. 653-666
- [ ] Additional Reading Assignment(s): See Study Guide
- [ ] Suggested Reading: See Study Guide

**Discuss:**
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)
- [ ] Article Critique by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit IV: Working Zones

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Additional Reading Assignment(s): See Study Guide
- [ ] Suggested Reading: See Study Guide

**Discuss:**
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)
- [ ] Outline by Tuesday, 11:59 p.m. (Central Time)
- [ ] Article Critique by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**
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<td><strong>Review:</strong></td>
<td>Unit Study Guide</td>
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<td><strong>Read:</strong></td>
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<td>- Suggested Reading: See Study Guide</td>
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<td>- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)</td>
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<tr>
<td><strong>Submit:</strong></td>
<td>- Assessment by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
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<td>- Essay by Tuesday, 11:59 p.m. (Central Time)</td>
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**Notes/Goals:**

<table>
<thead>
<tr>
<th>Unit VI</th>
<th>Using Chemical Weapons, Incendiaries, and Explosives in an Attack</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>Unit Study Guide</td>
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<tr>
<td><strong>Read:</strong></td>
<td>- Chapter 2: The Terrorist Threat to Surface Transportation: The Challenge of Securing Public Places, pp. 21-30</td>
</tr>
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<td></td>
<td>- Additional Reading Assignment(s): See Study Guide</td>
</tr>
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<td>- Suggested Reading: See Study Guide</td>
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<td>- Article Critique by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
</tbody>
</table>

**Notes/Goals:**
## Course Schedule

### Unit VII  Methods of Decontamination

**Review:**  Unit Study Guide

**Read:**  
- Chapter 18: The Psychological Perception of Risk, pp. 397-417  
- Suggested Reading: See Study Guide

**Discuss:**  
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**  
- Assessment by Tuesday, 11:59 p.m. (Central Time)  
- Final Essay by Tuesday, 11:59 p.m. (Central Time)

### Unit VIII  Levels of Emergency Response

**Review:**  Unit Study Guide

**Read:**  
- Chapter 28: Understanding and Preparing for the Psychological Consequences of Terrorism, pp. 667-676  
- Chapter 37: A Systems Perspective on Homeland Security, pp. 861-875  
- Suggested Reading: See Study Guide

**Discuss:**  
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**  
- Assessment by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals: