

# Course Syllabus and Policy Requirement Statement

---

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online [Student Handbook](#).
- You have read, understood, and will comply with computer and software requirements as specified in the [Student Orientation Course](#).

## BOR 6322 WMD Hazards and Responses

### Course Description/Overview

---

#### Introduction

Chemical, biological, radiological, nuclear and explosive hazards and responses ties science and security together, addressing the fundamental fear for Homeland Security and Border Security personnel, in particular, that somebody will bring one of these devices into the country with the intent to use it. We've all seen the films and photos of nuclear weapons tests, and the fear they engender is significant. Yet it is the smallest biological organisms that we should really fear.

This course takes the student through the world of the scientist and engineer in discussing how these weapons are manufactured and affects their destructive capabilities. The course also exposes the student to the manner in which the country responds to such disasters. This course is taught in two parts: first is the section on the hazards of CBRNE; second is an analysis of the impact of biological threats.

#### Course Description

From the course catalog: "This course for the non-scientist is a study of chemical, biological, radiological, and nuclear hazards associated with different forms of weapons of mass destruction as well as the routine manufacturing and transportation of these components to which we are exposed daily. The means by which disaster management specialists prepare for accidents and incidents involving these materials is covered in depth. Potential short and long term impacts of incidents and accidents are evaluated."

### Course Objectives/Learning Outcomes

---

#### Course Objectives

1. Objective One: To analyze and evaluate the effects of Weapons of Mass Destruction.
2. Objective Two: To evaluate and critique the threat posed by dysfunctional and failed states that have access to WMD or their components.
3. Objective Three: To evaluate the effectiveness of the national response mechanism.
4. Objective Four: To relate course materials to real world and theoretical presentations of risks and

hazards of WMD through critical thinking and critical writing.

## Learning Outcomes

Students have a right to know what instructors are going to expect that they learn from a course of instruction and how their learning will be measured. This course establishes several learning outcomes that are measured subjectively. When you finish this course you should be able to:

1. Identify and distinguish between the functions and impacts of chemical, biological, radiological, nuclear, and explosive weapons.
2. Appraise the availability of likely sources for use in creating each of the aforementioned WMD within your own community.
3. Illustrate how the concept of agro-terrorism has the potential to effect national and international economics.
4. Using NIMS/ICS ideology evaluate a catastrophic WMD scenario and explain and justify your outcomes.

Another major need identified by Homeland Security professionals is the ability to produce technical reports and briefings, to communicate coherently a wide variety of thoughts to a diverse audience that may not be as knowledgeable of a subject as the person conducting the brief or writing the report. To address this concern, throughout the Border Security and Criminal Justice programs students are assigned writing projects of various lengths and complexity.

## Grading Policies

---

This course utilizes three major writing assignments and weekly discussions to measure the student's comprehension of the presented materials. There is an extensive amount of reading assigned that will drive student responses to discussion questions and writing assignments and the student should be prepared to spend upwards of eight (8) hours each week on this course.

Additionally, where possible, videos are utilized to enhance student learning.

Assignment	Percent of Grade	Due
Writing Assignment 1	25%	Friday the third week of class.
Writing Assignment 2	25%	Friday, the fifth week of class.
Writing Assignment 3	25%	Friday, the eighth week of class. Late papers will not be accepted.
Participation in the Discussion Board	25%	Weekly

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %  
B = 80 – 89 %  
C = 70 – 79 %  
F = 69 % and below.

## Writing Guidelines

Each writing assignment deals with the topic under discussion. These writing assignments cumulatively account for 75% of the student's grade. Writing assignments are expected to be about 1500 - 2000 words.

Formal academic writing uses standardized styles and citation formats. The preferred format is the APA style. To access the APA writing guidelines go to this link:

<http://owl.english.purdue.edu/owl/resource/560/01/>.

Should you wish to use CHICAGO style that will be acceptable. The Chicago Style guide can be found at <http://www.chicagomanualofstyle.org>. Papers should have 1-inch margins all around. You are expected to use a standardized font - preferably Times New Roman, 12 point. Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment.

Every writing assignment should be submitted as a WORD or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week. **Do NOT** submit writing assignments in Word Perfect, Microsoft Works, or some e-mail format. They will not be accepted.

## Rubrics

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

[Discussion Rubric](#)

[Writing Assignment Rubric](#)

## Date and Time of Final Exam

This is a graduate course where subjective measures are utilized to measure student learning. There is no final exam. Students demonstrate their understanding and ability to apply the information and concepts presented in papers and participation in discussion board.

## Communication

---

### Participation

In this class *everyone*, brings something to the table. Your ideas and thoughts do count, not

only to me, but the entire class. Feel free to ask questions either via e-mail or the discussion board. **Check the discussion board regularly.** Many student questions are applicable to the class as a whole, as are the responses. You may be surprised how many of your classmates have the same questions and concerns as you. I may simply post your particular question on the discussion board and allow your classmates to provide the answer through their own posts.

*To some, this may be their first online class and naturally, it could seem somewhat intimidating. As a class, we are together to help each other with this learning process and share our collective knowledge on how best to communicate; how to resolve technical issues that may arise (if we have the expertise), and to assist each other to find answers to our questions.*

*We will learn and work as a team.*

## Courtesy and Respect

*Courtesy and Respect are essential ingredients to this course. We respect each other's opinions and respect their point of view at all times while in our class sessions. The use of profanity & harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one's ethnicity, life style, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.*

## Office Hours/Contacting the Instructor

Please post all questions related to the class in the "About this Class" discussion forum. This way all students can see both your question and my answer. Questions of a more personal nature, such as your grade or problems completing assignments should be asked using the Messages link in the Blackboard course menu.

See the Instructor Information section for contact information.

## Course Organization:

---

### Lesson One:

This course requires an introduction to the topics at hand and the organization of the materials to ease the students through what follows.

We open this course with some operational definitions and a look at the different types and categories of Weapons of Mass Destruction. We then proceed into development of a working definition of WMD and determine what constitutes WMD.

### Lesson Two:

In this lesson we discuss the proliferation of Weapons of Mass Destruction. What are the rationale and requirements behind use of these devices? And who can be expected to participate in the use of WMD. Understanding the basic chemistry and physics behind conventional explosives is a fundamental component to understanding how and why certain materials are selected for use, and others avoided.

### Lesson Three:

This lesson examines nuclear weapons and radiological dispersion devices. **THE FIRST WRITING ASSIGNMENT IS DUE ON Friday OF THIS WEEK.**

### Lesson Four:

In this lesson the topics of chemical and biological weapons are discussed.

### Lesson Five:

Knowing what WMD are and how they work is only part of this course. Here we look at the methods for detecting CBRN devices. **THE SECOND WRITING ASSIGNMENT IS DUE ON Friday OF THIS WEEK.**

### Lesson Six:

This module offers the student the beginning of information on how we develop responses to the use of WMD.

### Lesson Seven:

This lesson continues the evaluation of our societal vulnerability to biological hazards. We will look at Hollywood's version of a biological catastrophe and apply previous materials from the course to an evaluation of the selected film.

### Lesson Eight:

Your last writing assignment is a compilation of your thoughts on Preston's book, your evaluation of the CDC and USAMRIID, and two more evaluations you will conduct of a Hollywood movie.

**FINAL WRITING ASSIGNMENT DUE ON Friday. LATE PAPERS WILL NOT BE ACCEPTED.**

## Course Bibliography and Required Readings:

---

### Textbooks:

Bevelacqua & Stilp, *Terrorism Handbook for Operational Responders*, 3rd edition, 2009, Cengage/Delmar, ISBN-10: 1428311459.

Preston, Richard. *The Hot Zone: A Terrifying True Story*, 1999, Anchor, ISBN-10: 0385495226; ISBN-13: 978-0385495226. Available on Kindle: ASIN B007DCU4IQ.

### Videos:

*Trinity and Beyond*, Goldhil (2006), DVD, ASIN B002LOAUP8 (Rental) and B002LO9004 (Purchase)

*Contagion*, Warner Home Video (2012), DVD, ASIN B0069UP2PI

Other readings and videos are assigned each week and are provided to you in PDF or WORD format, or will link you directly to the web site of interest.

## University Policies

---

### Academic Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

**Accommodations for Disability**

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at [Student.Life@angelo.edu](mailto:Student.Life@angelo.edu) to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

**Student absence for religious holidays**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.