



## **CPD 032 Terror Attacks: Psychological Effects and the Management of Fear**

### **COURSE SYLLABUS**

#### **SECTION I: COURSE IDENTIFICATION**

##### **Course Number and Title:**

CPD 032 Terror Attacks: Psychological Effects and the Management of Fear

##### **Course Description:**

This course provides an in-depth analysis of the psychological effects of terror attacks upon populations. It explains the near and long-term psychological ramifications of mass-casualty attacks, utilizing the Chechen Islamist attack on the Russian Beslan Middle School Number 1 in September 2004 as the textbook example of the devastating and permanent effects that mass casualty terror attacks can have on entire communities. Students study the psychological and emotional effects of extended media coverage during terror attacks. The course examines the social and cultural psychology of public beliefs and misconceptions with respect to the terrorists and their acts of carnage.

Using the Israeli "return to normalcy" model, students learn the tactics, techniques, and procedures adopted over time by the Israeli government to minimize the psychological trauma of terrorist attacks upon the population, and the importance of eradicating the visual evidence of each attack swiftly and completely. Concepts of both proactive and reactive fear management for United States citizens will be analyzed. Students will develop individual presentations that propose, justify, and delineate a viable federal, state, and local fear management program. Successful course completion will be determined by the web conference participation, written weekly assignments and the individual fear management project.

**Contact Hours: 12**

**Time/Day: 24/7**

**Location: Online**

**Instructor: Joseph Ruffini**

**Instructor Email: eena10jo@frii.com**

**Instructor Phone: 719-930-4776**

**Technical Assistance Phone: 866-357-0841**

**Course Format:**

- **Weekly Readings:** Each week the student will read assigned articles from online resources listed in the online course.
- **Weekly Written Assignments:** Each student will download the weekly assignment sheet from the online course, answer the questions on the sheet and submit the document in the online course. The weekly assignment is due by Friday, midnight Eastern Time.
- **Weekly Live Instructor Session:** On the Saturday ending each week, a live session online using Elluminate will be held with your instructor. This will be an interactive session offering an overview of the latest breaking news in the course topics and a chance to share real world experiences and practices. This session will be held each Saturday at 11:00 Eastern Time and will run for 90 minutes. The link to the session is in the online course.

**Course Materials:**

- **Required Readings:**

All required reading materials are listed in the weekly assignments in the online course and are accessible via the Internet.

- **Recommended, Optional Reading:**

Psycho-Political Aspects of Suicide Warriors, Terrorism and Martyrdom: A Critical View From Both Sides in Regard to Cause and Cure by Jamshid A. Marvasti, M.D., 316 pages: ISBN: 978-0-398-07802-7

**Mandatory Equipment/software:**

A personal computer with direct access to the Internet, WWW, or a computer service, either the Microsoft Word<sup>®</sup> or WordPerfect<sup>®</sup> word-processing program if used to cut and paste into the email box, and a modem with a minimum speed of 28K.

## **ONLINE ASSIGNMENTS AND CLASS POLICIES:**

This is an e-learning course. All assignments will be submitted to the instructor not later than midnight Mountain Time on the date that they are due. Assignments are to be submitted in the online course in Microsoft Word format. It is the responsibility of each student to scan their email attachments for viruses and all other infections before transmitting them to the instructor. Corrupted files will not be reviewed or graded. If an assignment cannot be submitted on time, it is the responsibility of the student to make arrangements with the instructor BEFORE the assignment due date. Unexplained, late assignments will receive a grade of "0."

It is the responsibility of each student to ensure that submitted assignments are in the online course by verifying in the gradebook online that the assignment attachment is in the proper location in the course.

You may contact the instructor at any time by email or telephone if you have questions or need assistance. If you need technical assistance with the course, contact OnLine Training Institute technical assistance phone number- 866-357-0841. It is recommended that you ***phone your instructor on matters of urgency or emergency.***

## **SECTION II: COURSE OUTLINE AND STUDENT OUTCOMES**

**Instructional Goals:** This course reinforces critical workplace skill sets deemed to be an integral and essential part of any college education to include: written and oral communicative skills, the ability to ask well-defined questions and intelligently challenge the instructor and fellow students, personal responsibility, the ability to provide adequate documentation as necessary, and confidence to both express and defend one's own convictions and opinions. All are essential to successful course completion, as they play key roles in this course's goal to build greater self-confidence, enhance oratory abilities and debating skills, and expand the comprehension and analytical capabilities of each student.

**General Learning Outcomes:** At the completion of this course, successful students will have demonstrated an ability to learn and retain knowledge, analyze and intelligently question information and data presented to them, evaluate the significance and current-day applicability of what they have learned, synthesize ideas from multiple sources, organize thoughts and words, and possess the confidence to apply what has been learned in a real-life, operational environment (on the job).

### **Specific Course Outcomes:**

Through assigned readings, online class participation, graded assignments and a final research paper, students will:

1. Possess a sound, working knowledge of the history, evolution, and strategic objectives of four of the world's most infamous terrorist organizations: Al Qaeda, Hamas, Hezbollah and the Tamil Tigers.
2. Understand the political and religious factors that fuel each of these terror groups.
3. Comprehend how these terror organizations recruit new members and sustain their rank and file.
4. Know the modus operandi of each terror organization by examining the major attacks carried out by each of them.
5. Understand the major sources of funding that sustain each of these terror organizations.
6. Realize the strengths and weaknesses inherent in each of the terror groups.
7. Gain an appreciation for how the leaders of these terror organizations think by reading their own words.
8. Appreciate how well terror organizations can work within legitimate social and political systems in order to defeat them.

### **Specific Course Outcomes:**

Through assigned readings, online class participation, graded, written assignments and a final research paper, students will:

1. Understand the near and long-term psychological ramifications of terror attacks.
2. Be able to articulate the events of the 2004 school massacre in Beslan, Russia, as a textbook example of the devastating effects of terrorism upon populations.
3. Examine the positive and negative effects of media coverage of terror events.
4. Understand the psychological effects of terror attacks upon citizens-at-large not directly involved in or a victim of a terror attack but who fear that they will be.

5. Understand the mental health and psychological advantages of aspects of both preparing populations for a terror attack.
6. Know the psychological and emotional advantages of a quick return to normalcy following a terrorist attack.
7. Comprehend the basic principles of fear management for populations affected by terror attacks.
8. Become “practitioners” of fear management by designing a fear management plan for implementation at a local, fictitious American town.

### **Course Topic Outline:**

#### Week 1: The Psychological Effects of Terror

- 1.1 Terror as a Strategy of Psychological Warfare against the Masses
- 1.2 Mental Health and Behavioral Consequences of Terrorism
- 1.3 Mental Health Following Terrorist Attacks
- 1.4 Affects of the 9/11 Attacks on Americans
- 1.5 Economic and Social Effects of Terrorism in Israel

#### Week 2: Coping with the Psychological Effects of Terror

- 2.1 Effects of the Washington, DC Sniper Attacks on National Capital Residents
- 2.2 Post-Event Consequences of the London Train Bombings
- 2.3 Prevention, Assessment and Treatment of Psychological Affects
- 2.4 Possibilities of Future Attacks against the U.S.: Public Perceptions

#### Week 3: Terror at Beslan: A Worst Case Scenario Traumatic Event

- 3.1 The Terror Attack Upon Beslan Middle School Number 1
- 3.2 Children Survival After Beslan Attack
- 3.3 Beslan One Year Later: International Red Cross Report
- 3.4 Community Assistance for Beslan
- 3.5 International Red Cross and Red Crescent Reports on Care for Beslan

#### Week 4: The Effects of Media Coverage on Public Mental Well Being

- 4.1 Response to Terrorist Coverage
- 4.2 Covering Trauma: Impact on the Public
- 4.3 Mass Media’s Role in Preparing Citizens for Terror
- 4.4 Arab Media Coverage of Terror

#### Week 5: The Public-at-Large: Fear & Opinion Associated with Terror

- 5.1 Comparing Public Opinion After Terror Attacks
- 5.2 The Impact of Terrorism Upon Public Opinion

- 5.3 Managing Traumatic Stress: Coping with Terrorism
- 5.4 2008 Opinion Polls

Week 6: Preparing Populations for Terror Attacks

- 6.1 Creating a Citizenry Prepared for Terrorism
- 6.2 Understanding and Preparing for the Psychological Consequences of
- 6.3 Building Population Resilience to Terror Attacks
- 6.4 Social, Psychological and Psychiatric Interventions Following Terror Attacks

Week 7: Preparing for and Returning to Normal after Terror Attacks

- 7.1 Principles of Mass Casualty Response to Terror Attacks
- 7.2 Building Population Resistance to Terror Attacks
- 7.3 John Stewart's Explanation for the Need to Return to Normal Post 9/11 (video clip)
- 7.4 Israel's Quick return to Normalcy

Week 8: Fear Management

- 8.1 Terror Management Theory
- 8.2 Terrorism Threats and Workplace Management
- 8.3 Managing Traumatic Stress: Coping With Terrorism

Week 9: Fear Management Plan for a Small Town, Population 10,000

- 9.1 Fear Management Objectives
- 9.2 Target Audiences
- 9.3 Key Citizen Participants (Mayor, Police Chief, School Superintendent, Religious Leader, etc.)
- 9.4 Health Organizations Participating
- 9.5 Use of Local Media
- 9.6 Execution: Who, What, Where, When, How
- 9.7 Execution Timeline: The Order in Which Segments Will Be Executed

### **SECTION III: EVALUATION PROCEDURES**

This course is designed for you to learn in an independent study environment. By reading the required web site materials, participating in discussions with the instructor and other students, and answering the instructor's assignment questions via email response, and submitting a final paper, each student will experience the maximum benefit from this course.

**Grading/Evaluation:** Grades will be awarded based upon the following, 1,000 point system:

**Final grades will be determined as follows:**

- A = 90 – 100 pts.
- B = 75 – 89 pts.
- C = 60 – 74 pts.
- D = 50 – 59 pts.
- F = 49 points and below

■ Points are awarded based upon each student’s demonstrated grasp of the salient points of the readings as evidenced by written answers to assigned questions.

■ All assignments will receive a numerical grade based upon that week’s maximum point value. For example, assignments submitted for week 1 can be awarded from 1 to 15 points by the instructor.

■ DO NOT presume that because one week’s study material may be worth fewer points than some of the others that the subject material is any less important. Think of weeks 4, 5 and 7 as opportunities to maximize scores for those weeks while having additional time begin work on the final paper.

■ Weekly point scale is as follows:

- Week 1: The Psychological Effects of Terror 7.5 points
- Week 2: Coping with the Psychological Affects of Terror 10.0 points
- Week 3: Terror at Beslan 7.5 points
- Week 4: The Effects of Media Coverage 10.0 points
- Week 5: Fear & Opinion Associated with Terror 10.0 points
- Week 6: Preparing Populations for Terror Attacks 10.0 points
- Week 7: Return to Normalcy after Terror Attack 10.0 points
- Week 8: Fear Management 15.0 points
- Week 9: Creating a Fear Management Plan 20.0 points

**TOTAL 100.0 points**

■ **BONUS POINTS:** From week 1 through week 8, students can be awarded up to 2 bonus points each week for their verbal participation and contribution. These additional points – up to 16 achievable -will be added to the student’s final total out of the possible 100. These bonus points could very well result in the student’s final grade being pushed up to higher letter grades. For example, if a student’s final point total for the written assignments and final research paper is 74, that student would be given a grade of “C” for the course. If, however, that student’s weekly, verbal participation was exceptional, and that student was awarded 16 out of a possible 16 points, then that student’s final point total would raised to 90, bringing the final grade from a “C” to an “A.” Bottom line, **IT WILL PAY TO DO THE READINGS; MAKE NOTES, BE PREPARED AND PARTICIPATE IN THE DISCUSSIONS.**

Points will be awarded based upon the **quality** (not quantity) of student's verbal contributions as follows:

1 Point: Demonstrated understanding and in-depth analysis of the assigned readings.

.5 Points: Willingness to effectively challenge the opinions of the instructor.

.5 Points: Strength of conviction and ability to "hold one's own" in the discussions.

### **Late Assignment Policy:**

Late submissions without prior notification to and discussion with the instructor will receive a 20% deduction in points from the grade awarded for the assignment. For example, if the instructor grades that week's assignment as 10 out of a possible 15 points, but the assignment was submitted late without prior discussion and explanation, then the final grade for that submission would be 8 points out of 15 possible points. The instructor understands that many students have jobs, families and other additional responsibilities; ergo, the instructor will extend student deadlines based upon individual requests. The objective of this course is to teach, not to sanction. The instructor will trust students to tell the truth when exceptions are requested and granted. If a student takes advantage of or lies to the instructor, and the instructor finds out, that student will be receive a grade of "0" points for the assignment in question.

### **Guidance for the Weekly Assignments that must be submitted to the online course:**

- The instructor DOES NOT specify how long written answers to any questions must be. ALL questions must be answered to the instructor's satisfaction; specifically, the student must demonstrate to the instructor that he/she had performed the required reading and grasped the important points. Some students are more succinct and to-the-point than others. Some require more words to state their opinions. No matter, as long as the requirements are met.
- It is recommended that before performing the reading assignments, students review the questions that they must answer in order to highlight sections of the readings and/or take notes most appropriately and expeditiously.

### **The Research Paper:**

The research paper for this class is due not later than midnight on the Saturday ending Week 9.



This paper must be a minimum of twelve (12) pages double-spaced in narrative content (not including cover page and bibliography), in Arial, 12 point font, with left, right, top and bottom margins of one inch. There is no maximum length for this research paper.

Students will develop a fear management plan for a small town of 10,000 inhabitants. The plan will incorporate, at a minimum, the following:

Fear Management Objectives

Target Audiences

Key Citizen Participants (Mayor, Police Chief, School Superintendent, Religious Leader, etc.)

Health Organizations Participating

Use of Local Media

Execution: Who, What, Where, When, How

Execution Timeline: The Order in Which Segments Will Be Executed

All papers must be of college-level, academic quality. All papers must be grammatically correct and spell-checked. They must flow in a logical sequence, stating an initial premise, presenting an argument with documentation as appropriate, and ending with a logical and substantiated conclusion. Document references using the APA style citations with a separate Reference page. Include no pictures, no flow charts, and no diagrams. Use narrative text only. References obtained from the Internet must be properly cited according to APA style.

All of your homework assignments and papers will be graded based upon what is called the "REOS" method: Strength of your "Reasoning" (Logic); What, and how much "Evidence" (Sources) you present; Your own "Observations" on the material and its meaning; and the "Substance" of the paper (how much significant, new, and innovative information you present).