

FSU



EMERGENCY MANAGEMENT & HOMELAND SECURITY PROGRAM

COUNTERTERRORISM STUDIO

PAD 5935 AND 4936 // CLASSROOM

Required Material

Textbook you need to purchase: None. There may be assigned readings. These will be provided through Blackboard.

Course Objectives

After completing this course, the student will be able to:

- Understand the agencies and congressional player in US counterterrorism
- Be familiar with historical counterterrorism challenges
- Understand how agencies and congress interact on counterterrorism
- Be familiar with the strengths and weaknesses of different US counterterrorism agencies
- Gain an appreciation for the intelligence cycle and decision-making process

Course Description

This course is designed to introduce students to the concepts of counterterrorism, limited governmental resources, political considerations of counterterrorism, and competing national policy initiatives.

Course Structure

This is a facilitated classroom course that is designed incorporate the knowledge of the entire class. All communication between students regarding the exercise-mechanics should only take place in the classroom, following the guidelines of the exercise. Discussing the details of the exercise outside of the classroom setting will disrupt it.

We expect to see students awake during class and we must be able to see your eyeballs at all times. We also expect students to be drug and alcohol free during class, and if you bring any sugar based treats there has to be enough for the instructors.

Grade	Top	Bottom	Spread
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Grades and Grading Scale

Agency Research	50 pts
Congress Research	20 pts
Participation	20 pts
Peer Review	10 pts
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Total	100 pts

A	100	94	7
A-	93	90	4
B+	89	87	3
B	86	83	4
B-	82	80	3
C+	79	77	3
C	76	73	4
C-	72	70	3
D+	69	67	3
D	66	63	4
D-	62	60	3
F	59	0	59

Note: Final grades will be rounded to the nearest whole number.

Agency Research

We call this assignment “Know Your Role!” In order effectively represent your roles in the exercise you must understand them. The point of this assignment is for students to understand the agency they will represent.

Congress Research

For one round of the exercise you will be playing the role of a member of Congress. As much is possible these people will be committee chairs and/or leaders. We may have to introduce some artificiality for the sake of the exercise. When you are a member of Congress you’ll need to mirror your assigned person but not imitate them.

Participation

This class requires that you attend every meeting. You miss a lot personally when you miss a class, and more importantly your team misses your contributions. However, we know that life happens and you may be unable to show up. If you know you’re going to miss a class you must let us know ahead of time and you can send a “deputy director” to take on your duties of that day.

A deputy director can be a friend that you trust and you have briefed on how to represent your agency for the day you miss. Keep in mind that they may perform below your ability, interactions with other agencies may suffer, and Congress may be a bit offended that you sent your deputy instead of showing up yourself. **You must tell the instructors about your deputy before the missed day.**

You can send a deputy two times in the semester. Any additional times require instructor approval or you will be assessed a penalty on your Participation grade.

Peer Review

You are working as a team. Your team consists of quality students that we hand-picked to be here. Your teammates will be some of the most anal-retentive, over-achieving, and judgmental students you can imagine. In short, just like you. At the end of each round you will give constructive feedback on

every student. The feedback from the first round will be anonymously presented to you. This should be used to adjust how you play in the second round so you can get the highest grade possible.

The Exercise Overview

In the exercise students will play two roles, one in each round. One time you will represent an agency head and the other time you will represent a member of Congress. You will get to play both sides of counterterrorism; the agency heads making decisions and Congress setting goals, priorities, and budgets.

Each position is played differently and details/specifics will be provided later. What follows is a general overview of an exercise, which will we do twice in the semester.

Goal: Students will work together to uncover the terrorist attack. The instructors and EMHS staff has created the scenario along with “breadcrumbs” that if followed correctly will lead the students to success. Keep in mind that success in the exercise is not needed to get a good grade. The attack will be different in the each round.

How: Agency heads will have a set of defined actions that they can choose from with their associated costs in money and time; along with potential outcomes (all these details will be provided). Students will decide what they need to do and how much it will cost. The agency heads will ask Congress for money, Congress will allocate funds, and agencies will then tell the instructors what they’d like to do with their funds. Behind the scenes the instructors will gather the results of agency actions and report them out. Using the new information the cycle will start again.

Actions: Each agency will have a defined set of actions they can take.

Winning: There will be one predetermined attack and “breadcrumbs” that can lead the students to uncover the attack. Also, students can fail to stop the attack but have invested in response capabilities to mitigate the impacts. Just like real life there will be those who seek to prevent and those who seek to mitigate.