

New Graduate Proposal

**Department of Political Science
Masters in Public Administration**

I. TITLE: Establishment of an Emergency Management Concentration

IIA. Proposal Summary and Catalog Copy

1. Summary

The Department of Political Science proposes the creation of a new Concentration in Emergency Management within the Master of Public Administration Program. This concentration will provide skills that are in high demand in the public sector. The concentration will be administered by the MPAD Program within the Political Science Department with the help of the Department of Geography and Earth Sciences. To service the concentration the Department of Political Science will create four lecture-based courses; MPAD 6290 *Emergency Management*, MPAD 6291 *Homeland Security*, and MPAD 6292 *Disaster Management*, and MPAD 6293 *Fighting Terrorism*.

2. Proposed Catalog Copy:

The concentration in Emergency Management within the Master of Public Administration degree program offers students training in the skills and administrative tools necessary to run public, nonprofit, and private sector programs involved in protecting citizens and infrastructure against catastrophic events as well as aiding and assisting them once such events have occurred. Topics of study include, but are not limited to, homeland security and terrorism, emergency prevention and response, and disaster management. The focus of the concentration is to enable graduates to manage emergency programs in the most effective, efficient, and legally sound manner.

This concentration requires completion of the core MPA courses and MPAD 6187 and MPAD 6188. The emergency management concentration consists of 12 credit hours within the MPA curriculum and 3 credit hours within the Department of Geography and Earth Sciences (as part of the 39 hours required for the degree. MPAD 6290 *Emergency Management*, MPAD 6291 *Homeland Security*, and MPAD 6292 *Disaster Management* are required. For each of these courses, several on-line workshops offered by the Department of Homeland Security=s National Incident Management System (NIMS) must be completed. Thus, after completion of MPAD 6290, MPAD 6291, and MPAD 6292 students will be regarded as “NIMS compliant” by the Department of Homeland Security. GEOG 5190 *Geographic Information Systems for Non-Majors* is required. The focus of the research paper in MPAD 6188 must be an approved topic in the emergency management field. An additional 3 credit hours from the following are also required:

MPAD 6141 Conflict Management in Public Organizations

MPAD 6185 Intergovernmental Relations
MPAD 6293 Fighting Terrorism
GEOG 5130 Advanced Geographic Information Systems
CJUS 5103 International Criminal Justice
CJUS 6120 Criminal Justice Management and Decision Making
CJUS 6132 Legal Issues in Law Enforcement
COMM 5102 Federal Interpretation of the First Amendment
COMM 6120 Communication and the Network Society
PSYC 6155 Community Psychology
ITIS 5250 Computer Forensics
CSLG 7680 Crisis Counseling

Students may petition to take courses from other departments with approval from the MPA director.

[Four new courses are being proposed]

MPAD 6290. Emergency Management. (3) This course focuses on the principles and practices of emergency management at the local, state, and national levels and will explore the concepts of preparedness, mitigation, response and recovery. The course will also be conducted from the perspective of emergency management's impact on local government and infrastructure, and the community's ability to prepare for, respond to, and recover from a wide array of catastrophes. (Fall).

MPAD 6291. Homeland Security. (3) In the wake of the events of September 11, 2001, this nation has struggled to both re-write its understanding of "security" within its borders and to re-organize its resources committed to maintaining that "security." Out of these efforts has emerged not only a new Department of Homeland Security, built from portions of more than a dozen other agencies and bureaus, but also a sense of insecurity in the American people. This course is designed to explore both of these aspects: the revamping of the bureaucracy responsible for "homeland security," and the impact on the population of this sense of uncertainty within borders. Students will examine the impact of these developments on state and local resources committed to "security" in communities, evaluating the strengths – and weaknesses – of the new "homeland security" efforts on the sub-national scale. (Fall).

MPAD 6292. Disaster Management. (3) Emergency managers must be prepared to face a wide variety of natural, technological and public health disasters in their communities. Having a good understanding of a potential disaster's unique characteristics and dynamics can help an emergency manager better prepare for the worst-case scenario. This course focuses on a series of natural and weather-related disasters, technological or man-made disasters and public health disasters. (Spring).

MPAD 6293. Fighting Terrorism. (3) This course investigates the phenomenon of the form of violence known as "terrorism". Students will examine many facets of such violence, and the types of political violence which have existed throughout history, noting the changes which have occurred in recent years. The causes for which individuals, states and groups commit these acts,

as well as the kinds of persons who have committed (or are committing) such violence will also be examined. Students will also study the strategies and tactics of both the perpetrators of terrorism and their opponents in modern administrations. Finally, students will critically analyze several regions in which terrorism has been prevalent, and the actions taken by systems to control that violence. (On Demand).

IIB. Justification

1. Need Addressed:

The MPA is a widely recognized professional degree. However, our current program does not provide training in the important area of emergency management. Because of the war on terror as well as the inability of federal, state, and local agencies to respond and collaborate effectively to recent disasters, demand for emergency management expertise is on the rise. The Bureau of Labor Statistics predicts that the number of jobs in the emergency management field will increase by approximately 21 to 35% between 2004 and 2014 (see <http://online.onetcenter.org/link/summary/13-1061.00>), faster than most fields within the public sector. The concentration in emergency management will enable the MPA program to help fill this need by providing the skills and credentials necessary to work, excel, and advance in this field. One interesting component of the concentration is that students, through their core courses, will become “NIMS compliant” through the Department of Homeland Security. The NIMS training program has been developed to ensure that emergency managers working at all levels of government and employment sectors have similar understandings of emergency situations so that they can better coordinate their activities. Tying NIMS training into our concentration guarantees that the skills and knowledge our students receive meet federal standards. Completion of the NIMS training program is important because it is generally a requirement for practitioners in emergency management as well as everyone in the emergency first responder community.

2. Prerequisites:

None.

3. Course Numbering

MPAD 6290, MPAD 6291, MPAD 6292, and MPAD 6263 are the new MPAD courses necessary for the Emergency Management Concentration. They are numbered consistently with the other courses in the MPA Program and at the level of general courses in a masters level program.

4. Improvement

The new concentration will give students another option within the MPA Program, and serve as a valuable resource for the region=s emergency service agencies. A masters degree is necessary for the career advancement for local area police, fire, and emergency service officials. Many such officials enroll in the MPA program because of its focus on public sector management skills. The new concentration will enable them to specialize in an area directly applicable to their

professions, and make the MPA degree more attractive to their colleagues considering graduate education. Additionally, the new concentration will make other students who complete the MPA degree more marketable in an area of government that is growing at a rapid pace.

IIC. Impact

1. Groups of Students Served by the Concentration:

The new concentration is intended to serve graduate students in the MPA program. This will be especially true for police, fire, and emergency service officials who enter the program (see above). Based upon the enrollment numbers for the Homeland Security course being offered this semester (Fall 2006) as a special topics course, it is obvious that there is a great deal of demand from our students for emergency management courses. This course is over-enrolled this semester.

2. Effect on existing Courses and Curricula:

a. How often taught:

The proposed MPA concentration core courses will each be taught once a year. MPAD 6291 Homeland Security and MPAD 6290 Emergency Management will be taught during the Fall semester. MPAD 6292 Disaster Management will be taught during the Spring semester. MPAD 6293 Fighting Terrorism will be offered on demand. GEOG 5190 Geographic Information Systems for Non-Majors will be offered as before.

b. Effect on content and/or frequency of other courses:

The intergovernmental relations course may use more emergency management examples, but otherwise there will be no effect on content and/or frequency of other courses.

c. Anticipated enrollment for new courses:

Based on the number of students enrolled in the Homeland Security class during the Fall 2006 semester, we anticipate an enrollment of 12 to 20 students per course for each of the new MPAD courses.

d. Effect on enrollment in other courses:

The new concentration should increase enrollments in the MPA program generally. With the concentration, the MPA program will become more attractive to police, fire service, public health, emergency medical service, and emergency management personnel interested in obtaining graduate degrees. In recent years many such students have elected to enroll in Strayer University's public administration program because it is perceived to be easier. Adding the

concentration enables us to better compete for these students without having to lower our academic standards. This is so because no graduate program in the region offers an emergency management concentration. The concentration will also make the MPA program more attractive to graduates of the ETFS undergraduate degree as well as other students interested in a career in emergency management. The MPA program has approximately 70 students and has the capacity to absorb any increases created by the proposed concentration. Because we have become more selective in our admissions in recent years, we have sufficient room in our core courses to draw in more students.

e. Enrollment for topics courses related to the concentration:

The Homeland Security course is being offered currently (Fall 2006) as a 6000 level special topics course. Its enrollment cap was set at 15. However, Professor Combs has allowed two additional students to enroll, bringing the total enrollment to 17 graduate students.

f. Other areas of the catalog affected:

No other parts of the Catalog will be affected.

IID. Resources Required to Support Proposal

1. Personnel:

a. Requirements for new faculty/part-timers/graduate assistants:

To take on this new concentration, the MPA Program will need to employ adjunct faculty to teach the Emergency Management and Disaster Management courses. Kevin Staley, a emergency management expert working for Mecklenburg County, has agreed to teach the Emergency Management and Disaster Management courses. Cindy Combs, a full professor in the Department of Political Science, will teach the Fighting Terrorism and Homeland Security Courses.

b. Names of faculty to teach:

The MPA Program has arranged for Kevin Staley to teach the Emergency Management and Disaster Management courses as special topics courses for the Spring 2007 and Summer 2007 semesters respectively. The program would need to make arrangements with Kevin to teach these courses on a regular rotation for the foreseeable future. Personnel in the Fire Safety Program (College of Engineering) may be available to teach these courses in special cases where MPA adjuncts are not available. Other adjuncts we have identified as possible lecturers include Piper Charles, Tim Stewart, and Gary Mitchel.

2. Physical Facilities Needed:

None.

3. Equipment and Supplies Needed:

None.

4. Computer Equipment Needed:

Students will be required to learn Geographic Information Systems. Current computing resources on campus are adequate.

5. Audio-Visual Equipment Needed:

A computer projection and screen with computer, speaker, and DVD capability will be needed for MPAD 6290 and MPAD 6292.

6. Other Resources Needed:

The MPA program will request the library subscribe to the following journals:

1. The Journal of Emergency Management [<http://www.pnpco.com/pn06001.html>]
2. Journal of Homeland Security and Emergency Management [<http://www.bepress.com/jhsem/>]

7. Sources of Funding for Additional Resources Needed:

Funding for adjunct faculty positions will come from the College of Arts and Sciences.

III. Consultation with Library and other Departments

1. Library:

Library consulted on September 7, 2006.

2. Other Departments or Units:

Department of Geography and Earth Sciences: August 25, 2006.

Fire Safety Engineering Technology Program: August 14, 2006.

Department of Criminal Justice: August 25, 2006.

IIF. Initiation and Consideration of the Proposal

1. Originating Unit

The proposal was approved unanimously by the Department of Political Science on September 15, 2006.

2. Other Considering Units

Approved by Department of Geography and Earth Sciences on September 5, 2006.

IIG. Attachments

1. Course syllabus
2. Library Consultation
3. Consultations with other Departments and Units

University of North Carolina at Charlotte

New Graduate Proposal

Department of Political Science Masters in Public Administration

TITLE: Establishment of an Emergency Management Certificate

A. Summary

The Department of Political Science proposes the creation of a new Certificate in Emergency Management within the Master of Public Administration Program. This certificate will provide skills that are in high demand in the public sector. The certificate will be administered by the MPAD Program within the Political Science Department with the help of the Department of Geography and Earth Sciences. The certificate is to be added using existing courses and courses being developed for the newly proposed concentration in Emergency Management within the Master of Public Administration Program.

B. Catalog Copy

1. Program Description:

The Graduate Certificate in Emergency Management at the University of North Carolina at Charlotte is designed to provide graduate education in emergency management to those individuals who are currently serving as managers in public, nonprofit, and private organizations, or those who might want to pursue a career in emergency management. The certificate is also intended to serve the interests of students enrolled in UNC Charlotte graduate programs currently. Topics of study include, but are not limited to, homeland security and terrorism, emergency prevention and response, and disaster management. The focus of the certificate is to provide the knowledge and skills necessary to manage emergency programs in the most effective, efficient, and legally sound manner.

The Graduate Certificate Program in Emergency Management requires 15 credit hours. The following courses are required:

MPAD 6290 Emergency Management
MPAD 6291 Homeland Security
MPAD 6292 Disaster Management
GEOG 5190 Geographic Information Systems for Non-Majors

An additional three (3) credit hours from the following elective courses are also required:

MPAD 6141 Conflict Management in Public Organizations
MPAD 6185 Intergovernmental Relations
MPAD 6293 Fighting Terrorism

GEOG 5130	Advanced Geographic Information Systems
CJUS 5103	International Criminal Justice
CJUS 6120	Criminal Justice Management and Decision Making
CJUS 6132	Legal Issues in Law Enforcement
COMM 5102	Federal Interpretation of the First Amendment
COMM 6120	Communication and the Network Society
PSYC 6155	Community Psychology
ITIS 5250	Computer Forensics
CSLG 7680	Crisis Counseling

Students may petition to take courses from other departments with approval from the MPA director. No more than three (3) credits may be transferred into the certificate program from other academic institutions.

2. Admission Requirements:

Admission to the Graduate Certificate program in Emergency Management is open to graduates of colleges and universities accredited by a regional or general accrediting agency. To apply, the student must meet the following requirements:

- 1) A completed Graduate Admissions application form and statement of professional goals.
- 2) Two official transcripts from post secondary educational institutions.
- 3) Three letters of recommendation from academic or professional sources.
- 4) An overall GPA of 2.75 on a 4.0 scale.

C. Justification

1. Need for Program:

The MPA is a widely recognized professional degree. However, our current program does not provide training in the area of emergency management. Because of the war on terror as well as the inability of federal, state, and local agencies to respond effectively to Hurricane Katrina, demand for emergency management expertise is on the rise. The Bureau of Labor Statistics predicts that the number of jobs in the emergency management field will increase by approximately 21 to 35% between 2004 and 2014 (see <http://online.onetcenter.org/link/summary/13-1061.00>). The certificate in emergency management will enable the MPA program to help fill this need by providing the skills and credentials necessary to work, excel, and advance in this field. One interesting component of the certificate is that students, through their core courses, will become “NIMS compliant” through the Department of Homeland Security. The NIMS training program has been developed to ensure that emergency managers working at all levels of government and employment sectors have similar understandings of emergency situations so that they can better coordinate their activities. Tying NIMS training into our certificate guarantees that the skills and knowledge our students receive meet federal standards. Completion of the NIMS training program is important because it is generally a requirement for practitioners in emergency management as well as everyone in the emergency first responder community.

2. Impact Statement:

The new certificate will be the first of its kind in the Charlotte area, providing important skills and knowledge to state and local officials involved in emergency management programs. As a result, the new certificate should increase enrollments in the MPA program generally. With the certificate, the MPA program's courses will become more attractive to police, fire service, public health, emergency medical service, and emergency management personnel interested in obtaining graduate degrees. Based on the MPA program's experience with its Certificate in Nonprofit Management, it is likely that many students completing the new Emergency Management Certificate will go on to complete the MPA degree. The certificate will also make the MPA program more attractive to graduates of the ETFS undergraduate degree as well as other students interested in a career in emergency management. Current students are already showing a lot of interest in the topic of emergency management. The Homeland Security course was taught as a 6000-level special topics course Fall 2006, and it attracted high enrollments from students both within and outside of the Department of Political Science. Specifically, 17 were permitted to enroll despite a cap of 15. The MPA program has approximately 70 students and has the capacity to absorb any increases created by the proposed certificate. Because we have become more selective in our admissions in recent years, we have sufficient room in our core courses to draw in more students.

D. Letters of Support and Consultation

Attached.

The University of North Carolina at Charlotte
Department of Political Science
Master of Public Administration Program

Introduction to Emergency Management
(MPAD 6290)

Semester: Spring, 2007
Class Schedule: Monday Evenings 6:00 p.m. – 9:30 p.m.
Class Location: Fretwell 406

Instructor: Kevin Staley, MPA
Office Phone #: (704) 943-6220
E-Mail: kevin@medic911.com
Office Hours: Before or after class by appointment

Course Description

MPAD 6290. Emergency Management. (3) This course focuses on the principles and practices of emergency management at the local, state, and national levels and will explore the concepts of preparedness, mitigation, response and recovery. The course will also be conducted from the perspective of emergency management's impact on local government and infrastructure, and the community's ability to prepare for, respond to, and recover from a wide array of catastrophes. (Fall).

Pre- or Co-requisites

None.

Course Objectives

Upon completion of the course students should have a firm grasp of emergency management techniques and issues. Emphasis will be given to developing student's ability to navigate the emergency response communication networks at the federal, state, and local levels. Students will leave the course with a strong understanding of the terminology used by emergency managers.

Instructional Method

The course format includes lecture, class discussions, reading assignments, internet-based assignments, guest speakers, and a tabletop/functional EOC exercise (depending upon class size and EOC availability).

Required Textbook

- **Introduction to Emergency Management, 2nd Edition (2006)**
Haddow, George D. and Jane A. Bullock
Elsevier Butterworth-Heinemann, Inc.
ISBN-13: 978-0-7506-7961-9
ISBN-10: 0-7506-7961-1

- Additional readings as provided by the instructor.

Recent experience with natural and technological disasters, the ongoing threat of terrorism, and the future specter of a global pandemic continues to drive the discussion of emergency management and preparedness at all levels of government. In the wake of September 11 and Hurricane Katrina in 2005, Emergency Management remains center stage as the focus of print and broadcast news media. Students are encouraged to stay informed of breaking news and current events at the local, state and national levels as it pertains to the course.

Attendance and Participation

Much of what you will get from this course will be through lecture, class discussion and occasional guest presentation. Attendance is extremely important and strongly recommended. Additionally, your involvement and contribution to the class through discussion and questions add to the quality and quantity of information that is shared in this course. Please keep absences and late arrivals to class to an absolute minimum. Attendance and participation will be factored into your grade.

Assignments

All assignments must be turned in by the date and time assigned. Any assignment received after the due date and time will receive a zero. Exemptions will be given only for substantial personal or family reason and at the discretion of the instructor. Makeups will be limited to special circumstances and with prior notification only. Assigned readings are to be completed prior to class.

Grading

Students will earn points from attendance, participation, completion of three (3) on-line FEMA modules, the midterm, and final exam/EOC exercise. The breakdown of points is as follows:

Attendance	(5% of grade)	25
Participation	(10% of grade)	50
Completion of IS-100	(5% of grade)	25
Completion of IS-139	(5% of grade)	25
Completion of IS-230	(5% of grade)	25
Completion of IS-235	(5% of grade)	25
Completion of IS-242	(5% of grade)	25
Completion of IS-275	(5% of grade)	25
Completion of IS-513	(5% of grade)	25
Completion of IS-800	(5% of grade)	25
Midterm Exam	(20% of grade)	100
Final Exam	(25% of grade)	125
TOTAL POSSIBLE POINTS		500

A standard grading scale will be used (i.e. 90-100% = A; 80-89% = B; 70-79% = C; 69% and below = U).

450-500 Points = A

400-449 Points = B

350-399 Points = C

0-349 Points = U

Academic Integrity

The UNC-Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

- A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
- B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- C. Multiple Submissions. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
- D. Plagiarism. Intentionally or knowingly presenting the work of another as one's own (i.e. without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc. are common knowledge.
- E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing or making inaccessible library or other academic resource material.
- F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

A full explanation of these definitions, and a description of procedures used in cases where student violations are alleged, is found in the complete text of the UNC-Charlotte Code of Student Academic Integrity. This Code may be modified from time-to-time. Users are advised to contact the Office of the Dean of Students to assure they consult the most recent edition.

Course Schedule – Will be updated from Summer, 2006 10-Week Session to a full 16-week Spring Semester schedule **DRAFT**

Class Date	Topic
Thursday, May 25	Course Overview and Text Chapter 1 (Historical Context of EM)
Thursday, June 1	Disciplines of Emergency Management: Preparedness
Thursday, June 8	Natural & Technological Hazards and Risk Assessment
Thursday, June 15	<i>Guest Presentation:</i> Brock Long Dept. of Homeland Security/FEMA
Thursday, June 22	<i>Guest Presentation:</i> Dr. Wynn Mabry, Director Mecklenburg County Homeland Security and Department of Public Health
Thursday, June 29	Disciplines of Emergency Management: Mitigation
Thursday, July 6	Disciplines of Emergency Management: Response + <i>Guest Presentation:</i> Captain Glenn Neimeyer Charlotte-Mecklenburg Police Dept.
Thursday, July 13	Disciplines of Emergency Management: Recovery Emergency Management and Terrorism (Introduction)
Thursday, July 20	<i>Guest Presentation:</i> Special Agent Dave Dawson FBI - Charlotte Field Office
Thursday, July 27	The Future of Emergency Management Disciplines of Emergency Management: Communications + <i>Guest Presentation:</i> Blair Miller, Anchor WSOC-TV Ch. 9 Eyewitness News
Thursday, August 3	Emergency Operations Center Activation Communication - Cooperation - Collaboration
Wednesday, August 9	Final Exam (Emergency Operations Center Simulation) Charlotte-Mecklenburg Police Department Command Center

POLS 6291
Fall 2006
Homeland Security

Dr. Cindy Combs
450C Fretwell 687-4529
Office Hours: Wednesday
9:30 – 11:30 and by appointment

Description

MPAD 6291. Homeland Security. (3) In the wake of the events of September 11, 2001, this nation has struggled to both re-write its understanding of “security” within its borders and to re-organize its resources committed to maintaining that “security.” Out of these efforts has emerged not only a new Department of Homeland Security, built from portions of more than a dozen other agencies and bureaus, but also a sense of insecurity in the American people. This course is designed to explore both of these aspects: the revamping of the bureaucracy responsible for “homeland security,” and the impact on the population of this sense of uncertainty within borders. Students will examine the impact of these developments on state and local resources committed to “security” in communities, evaluating the strengths – and weaknesses – of the new “homeland security” efforts on the sub-national scale. (Fall).

Pre- or Co-requisites

None.

Objectives

Since this is a policy-focused course, students will gain an understanding of: the demands which created the need for policy, the structure from which the policy is generated, and the extent to which the demands are met by the new structure being implemented for this purpose. “Homeland Security” is a not a new concept, but it is being critically redefined. This new definition is radically altering the demands which shape the policy process, as the agencies for such policy are re-structured to meet the newly defined policy parameters. This, in turn, requires careful assessment to evaluate the ability of these new policy-making processes to meet the demands of a public which is becoming aware of the multitude of threats which exist to their security.

Instructional Method

Lecture and discussion will be the primary method of instruction. Will also utilize hands-on projects, internet learning on the Department of Homeland Security’s web site, and guest lecturers.

Texts

Since this is a very new field, some of our texts are collections of articles about homeland security, terrorism, and local response efforts, while others focus on a specific aspect of homeland security policy. You will also be assigned materials to read from Internet sources. All of the reading assignments are to be completed **before** coming to class, so that you can participate more fully in the discussions. This is a “hot topic,” so the discussions should be very lively, and will certainly be enhanced by your reading the material ahead of schedule.

All of these texts are available in the bookstore, but, as usual, they did not purchase enough copies. So buy your copies quickly, or check with Gray's!

Homeland Security: A Complete Guide to Understanding, Preventing, and Surviving Terrorism.
Mark

A. Sauter and James J. Carafano. (McGraw-Hill, 2005).

Annual Editions: Homeland Security 04/05. Thomas Badey, ed. (Dushkin/McGraw-Hill, 2004)

Terrorism and Counterterrorism. Russell D. Howard and Reid L. Sawyer, eds. (McGraw-Hill, 2003)

The 9/11 Commission Report. Final Report of the National Commission on Terrorist Attacks upon the
United States (Authorized Edition).

Defending the Homeland: Domestic Intelligence, Law Enforcement, and Security. Jonathan R. White

(Thomson/Wadsworth, 2004)

One additional book is “recommended,” not required. We will discuss this book, and it is both interesting and relevant, but not essential to your understanding of this course. This is:

Aviation Insecurity: The New Challenges of Air Travel. Andrew W. Thomas. (Prometheus Books,
2003)

Exams and Projects

Your grade in this class will be based on your success in four of the five different methods of evaluation offered. I will give a mid-term exam, which you *must* take as one of your four grades.

The other three grades will come from your choice of the remaining four options. These include two projects (which will be formally presented to the class), on-line certification tests for Emergency Management (you must complete two, which are provided – free – by FEMA), and a final exam. Let me explain the three non-exam options briefly, and we can discuss the details in class

Project #1

Since this class focuses, in part, on building an ability to develop both practical security measures and the ability to communicate the rationale for such measures to an employer, the first project offers you an opportunity to hone those skills in a practice exercise. You will choose one of a list of buildings on campus, and prepare a report itemizing the security you would recommend for a hypothetical corporation planning to locate an office in that building. These reports will be presented in class, and more details on this will be discussed in class and posted on the WebCT class site. This project report will be due on **September 26**.

Project #2

As a public policy class, this project will link your assessment of the threats and risks in the university community to the policy options which they may employ to meet those threats. Homeland Security is seeking to link local, state, and national policy and responders together, in a coherent fashion. As we will discuss, this has not been a wholly successful effort. Your project here can add a level of policy clarity which will be useful to our local responders.

You will assess, among other things:

1. the *threat* of disaster, man-made and/or natural, to this community
2. given the indicators, which threat poses the greatest risk
3. the vulnerability of the community to that threat
4. the cost of reducing that vulnerability
5. the role of first responders in alleviating the threat

Your report for this project will be 10-12 pages in length, double-spaced, and free of errors in punctuation, spelling, syntax and grammar. Please include a reference page. The report will be due on **November 28**.

On-line certification test for NIMS

Since most of you will be using this course to prepare for or improve your services in disaster management, one of the exams for certification in Emergency Management, offered on-line by the Federal Emergency Management Agency, will be required for approximately one fourth of your grade. This exam is essential for certification in this state in Emergency Management, and passing it in the context of this course will facilitate your certification. Since the exam is offered without charge on-line, this will be a simple but very useful form of testing for this course.

Exams

The mid-term exam will be an exam, given in class and completed within a week, typed. The final will also be a take-home essay exam, given on the last day of class and due on the exam day at the time the exam is scheduled. Each of the four grade options are worth 22% of your final grade. The remaining 12% of your grade will be based on attendance and participation. You will choose **three** of the options, and take the mid-term, since it is required. If, for extraordinary reasons, you cannot take the mid-term exam at the time when it is scheduled, you must take the final instead.

Grading Policy

A standard grading scale will be used (i.e. 90-100% = A; 80-89% = B; 70-79% = C; 69% and below = U).

Class Schedule

Security: New Threat Assessment and Response

Aug. 22 Lecture: Policy Challenge: Assessing the Impact of 9/11

Readings: Forward/Preface in Dushkin text

Sauter & Carafano
“Homeland Security: The American Tradition”
“The Rise of Modern Terrorism: The Road to 9/11”
“Terrorist Operations and Tactics: How Attacks are Planned and Executed”

Badey
Article 2 “The Experiment Begins”
Article 3 Stephen Brill, “A Watchful Eye”
Article 4 Romesh Ratnesar, “The State of Our Defense”

The 9/11 Commission Report, chapters 1 and 2

www.dhs.gov read the FAQs about DHS, and then explore this site.

We will

be using it often in this course!

<http://www.homelandsecurityweekly.com/> This is a weekly

newsletter,

which you can ask to receive, or just check online, to see what is happening!

Concept of Homeland Security

Aug.29 Lecture: Overview of the Problem: The Challenge of Creating a National Policy

Readings: Sauter & Carafano
“The Birth of Modern Homeland Security: The National Response to the 9/11 Attacks”
“The Mind of the Terrorist: Why They Hate Us”
“The Transnational Dimensions of Terrorism: The Unique Dangers of the Twenty-First Century”

Sawyer and Reid
“Networks, Netwars, and Information-Age Terrorism,” John Arquilla, David Ronfeldt, and Michele Zanini, Sauter & Carafano
“Defining Terrorism,” Bruce Hoffman

The 9/11 Commission Report, chapters 3 - 5

[Strategic Management Simulations to Prepare for VUCAD Terrorism](#)

article by Multiple Authors (6/22/2006) Journal of Homeland Security
<http://www.homelandsecurity.org> see Journal (on the right)



Explore the website <http://www.terrorism.com>
and the Rand Corporation's database on <http://www.tkb.org>

Organizing Homeland Security

Sept. 5 Lecture: The Structure of the Department of Homeland Security

Readings:

Badey

Article 5 William Waugh, Jr. and Richard T. Sylves, "Organizing the War

on Terrorism" Public Administration Review

Article 7 "Requirements for a New Agency," *Government Computer*

News

Article 8 "Homeland Security Funding Primer: Where We've Been, Where We're Headed," *Center for Arms Control and Non-Proliferation*

Sauter & Carafano

"Homeland Security Roles, Responsibilities, and Jurisdictions: Federal, State, and Local Government Responsibilities."

www.dhs.gov - organizational structure

www.whitehouse.gov/news/releases/2002/01/20020125.html

"Securing America's Borders Fact Sheet: Border Security"

Sept. 12 Lecture: The Role of Religion and Intelligence in Homeland Security Issues

Readings:

Sauter & Calafano

"Al-Qaida and Other Islamic Extremist Groups: Understanding Fanaticism in the Name of Religion."

"The Digital Battlefield: Cyberterrorism and Cybersecurity"

Sawyer & Reid

"Terrorism in the Name of Religion" Magnus Ranstorp. Terrorism and Counterterrorism

"The Cyberterrorism Threat" Gregory J. Rattray

"The Real Intelligence Failure on 9/11 and the Case for a Doctrine for

Striking

First." Richard H. Shultz and Andreas Vogt

"Fixing Intelligence." Richard K. Betts

Badey

Article 34 Michael Scardaville, "Filling the Gaps in Security"
Article 27 "The Cyber-Terror Threat"

White, *Defending the Homeland*, chapters 1-2

Creating a National Strategy

Sept. 19 Lecture: The National Strategy for Combating Terrorism - Strategic Intent
Readings: <http://www.whitehouse.gov/news/releases/2003/02/20030214-7.html>
This is the website for the National Strategy for Combating Terrorism, released in 2003. You should read this, but you need not download it. Make notes, and come prepared to discuss.

Sauter & Calafano
"America's National Strategies: the Plans Driving the War on Global
Terrorism
and What They Mean"

White, *Defending the Homeland*, chapter 3

Sept. 26 Lecture: Flaws in the National Strategy - Goals and Objectives
Readings: White, *Defending the Homeland*, chapter 4
http://www.homelandresponder.org/hrbrief_111.htm
http://www.homelandresponder.org/hrbrief_112.htm

First Project Due: Discussion of Project Findings

Oct. 3 **Mid-Term Exam - 1 ½ hours**
Discussion of Project Findings (after exam and break)

Oct. 10 **Fall Break**

State and Local Homeland Security

Oct. 18 Lecture: Organizing Local Homeland Security
Guest Speaker "First Responders"

Readings: Badey
Article 12 Frank Keating, "Catastrophic Terrorism – Local Response
to a National Threat," Journal of Homeland
Security

Policing Article 15 “States, Cities, Step Up Security and Squabble Over Costs”
 Article 16 Siobhan Gorman and Sydney J. Freedberg, Jr. “A Burnt-Orange Nation”
 Article 18 Brian Jenkins, “All Citizens Now First Responders”
 Article 19 Matthew C. Scheider and Robert Chapman, “Community
 and Terrorism,” Journal of Homeland Security
 Article 21 John R. Powers, “Managing the Response to a Major Terrorist
 Event,” Homeland Defense Journal
 Sauter & Calafano
 “Domestic Antiterrorism and Counterterrorism: The New Role for States
 and Localities and Supporting Law Enforcement Agencies”
Defending the Homeland, chapter 5
www.llis.gov This is the Lessons Learned Information Sharing network
 for first responders created by DHS. Check it out!

Vulnerability and Risk Assessment

Oct. 25 Lecture: Threat Assessment: Identifying Threats, and Creating a Matrix to Assess
 Case Study: Bioterror
 Readings: Badey
 Article 20 Julie Piotrowski, “Smallpox, Big Worries”
 Article 25 Katherine Eban, “Waiting for Bioterror”
 Sauter & Calafano
 “Critical Infrastructure Protection and Key Assets: Protecting America’s
 Most Important Targets”
www.cdc.gov - read their material on bio-terror

Strategies for Combating Identified Threats

Nov. 1 Lecture: NIMS, the National Response Plan, and New Technologies
 Readings: Badey
 Article 23 John D. Cohen and John A. Hurson, “Modernizing
 Homeland Security”

Defending the Homeland, chapters 6 and 7
The 9/11 Commission Report, chapters 10 and 11

www.dhs.gov/nims
www.dhs.gov/interweb/assetlibrary/NRP_FullText.pdf

NIMS online exam: <http://training.fema.gov/EMIWeb/IS/is700.asp>

You should go online and review the material for this course. We will, given time, complete portions of the course in class. You will enroll for this course online when you complete the online answer sheet for the final exam.

Nov. 8 Lecture: The PATRIOT Act

Readings:

Badey

Article 10 Steve Dunham, "Transportation Security Administration Faces Huge Challenges"

Article 11 Farhad Manjoo, "Total Information Awareness: Down, But Not Out"

Article 29 Valerie L. Demmer, "Civil Liberties and Homeland Security"

Article 30 Mary Zeiss Stange, "Homeland Security and the Lessons of

Waco"

Article 31 J. Michael Waller, "Fears Mount Over 'Total' Spy System"

Article 33 "Heading in the Wrong Direction" The Economist

Read at least a summary version of the PATRIOT Act online

The Future of Homeland Security

Nov. 15 Lecture: The 9/11 Report

Readings: Chapters 12 and 13 of the 9/11 Commission Report

www.fema.org

Read portion on Domestic Preparedness and the "Are You Ready"

section.

Choose one of the topic areas to discuss.

Nov. 22 Lecture: FEMA - Natural Disaster Security - Guest lecture from FEMA

Readings:

Badey

Article 40 Harlan Ullman, "Defusing Dangers to U.S. Security"

Sauter & Carpano

"Incident Management and Emergency Management: Preparing for When Prevention Fails"

"Business Preparedness, Continuity, and Recovery: Private Sector

Responses to

Terrorism”
“Public Awareness and Personal and Family Preparedness: Simple
Solutions,
Serious Challenges”
“Are You
www.fema.org Read portion on Domestic Preparedness and the
Ready” section. Choose one of the topic areas to discuss.
www.usfa.fema.gov/index.shtm - read about fire preparedness

Nov. 29 Lecture: Applying What We’ve Learned, since 9/11
Readings: Badey
Article 40 Harlan Ullman, “Defusing Dangers to U.S. Security”
Sauter & Calafano
“The Future of Homeland Security: Adapting and Responding to the
Evolving
Terrorist Threat While Balancing Safety and Civil Liberties”

**Second Project Due
Presentations begin**

Dec. 6 Discussion of Second Projects/completion of Presentations

Final Exam Tuesday, December 13

Academic Integrity

Students have the responsibility to both know and observe the requirements of the UNCC Code of Student Academic Integrity. This Code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding upon the students. Academic evaluations in this course include a judgment that the student’s work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students are expected to report cases of academic dishonesty to the course instructor.

The University of North Carolina at Charlotte
Department of Political Science
Master of Public Administration Program

Introduction to Disaster Management
(MPAD 6292)

Semester: Spring 2008
Class Schedule: _____ Evenings 6:00 p.m. – 9:30 p.m.
Class Location: Fretwell 406

Instructor: Kevin Staley, MPA
Office Phone #: (704) 943-6220
E-Mail: kevin@medic911.com
Office Hours: Before or after class by appointment

Course Description

MPAD 6292. Disaster Management. (3) Emergency managers must be prepared to face a wide variety of natural, technological and public health disasters in their communities. Having a good understanding of a potential disaster's unique characteristics and dynamics can help an emergency manager better prepare for the worst-case scenario. This course focuses on a series of natural and weather-related disasters, technological or man-made disasters and public health disasters. (Spring).

Pre- Co-requisites

None.

Objectives

This course focuses on a series of natural and weather-related disasters, technological or man-made disasters and public health disasters. Students will leave the course with a thorough understanding of the problems confronted during disaster situations and best practices in how to deal with these situations. Students will also gain an knowledge of the relevant terminology used by disaster managers as well as the communications techniques required to coordinate intergovernmental responses.

Instructional Method

The course format includes lecture, class discussions, case study analysis, reading assignments, internet-based assignments, multimedia content and occasional guest speakers/subject matter experts.

Required Textbook

- ❑ **To Be Determined**
- ❑ Additional readings as provided by the instructor.

Attendance and Participation

Much of what you will get from this course will be through lecture, class discussion and occasional guest presentation. Attendance is extremely important and strongly recommended. Additionally, your involvement and contribution to the class through discussion and questions add to the quality and quantity of information that is shared in this course. Since the class meets on a condensed schedule during the summer, please keep absences and late arrivals to class to an absolute minimum. Attendance and participation will be factored into your grade.

Assignments

All assignments must be turned in by the date and time assigned. Any assignment received after the due date and time will receive a zero. Exemptions will be given only for substantial personal or family reason and at the discretion of the instructor. Makeups will be limited to special circumstances and with prior notification only. Assigned readings are to be completed prior to class.

Grading

Students will earn points from attendance, participation, completion of five (5) on-line FEMA modules, the midterm, and final exam. The breakdown of points is as follows:

Attendance	(5% of grade)	25
Participation	(5% of grade)	25
Completion of IS-5A	(10% of grade)	50
Completion of IS-208	(10% of grade)	50
Completion of IS-271	(10% of grade)	50
Completion of IS-292	(10% of grade)	50
Completion of IS-324	(10% of grade)	50
Midterm Exam	(20% of grade)	100
Final Exam	(20% of grade)	100
TOTAL POSSIBLE POINTS		500

A standard grading scale will be used (i.e. 90-100% = A; 80-89% = B; 70-79% = C; 69% and below = U).

450-500 Points = A
400-449 Points = B
350-399 Points = C

0-349 Points = U

Academic Integrity

The UNC-Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

- G. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
- H. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- I. Multiple Submissions. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
- J. Plagiarism. Intentionally or knowingly presenting the work of another as one's own (i.e. without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc. are common knowledge.
- K. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing or making inaccessible library or other academic resource material.
- L. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

A full explanation of these definitions, and a description of procedures used in cases where student violations are alleged, is found in the complete text of the UNC-Charlotte Code of Student Academic Integrity. This Code may be modified from time-to-time. Users are advised to contact the Office of the Dean of Students to assure they consult the most recent edition.

Course Schedule - DRAFT

Class 1 Course Introduction

- Class 2 Natural Disasters: Tornados (Oklahoma City F5)
- Class 3 Natural Disasters: Earthquakes (Northridge and Loma Prieta, CA)
- Class 4 Natural Disasters: Winter Extremes and Heat Waves (Nor'easters & Chicago, IL)
- Class 5 Natural Disasters: Wildfires (California/Western U.S.)
- Class 6 Natural Disasters: Hurricanes (Hugo, Andrew, and Floyd)
- Class 7 Case Study – Emergency Management and Hurricane Katrina
- Class 8 Natural Disasters: Floods (Midwest U.S.)
- Class 9 Midterm Exam
- Class 10 Technological Disasters: Hazardous Materials (Graniteville, S.C.)
- Class 11 Technological Disasters: Nuclear Accidents (Three Mile Island)
- Class 12 Technological Disasters: Widespread Power Grid Failure
- Class 13 Public Health Disasters: SARS and Pandemic Flu
- Class 14 Community Hazard/Vulnerability/Risk Assessments
- Class 15 Command and Control of Disaster Operations
- Class 16 Final Exam

Fighting Terrorism
MPAD 6293

Dr. Cindy Combs 450C Fretwell
450C Fretwell
687-4529 cccombs@uncc.edu

Description

MPAD 6293. Fighting Terrorism. (3) This course investigates the phenomenon of the form of violence known as “terrorism”. Students will examine many facets of such violence, and the types of political violence which have existed throughout history, noting the changes which have occurred in recent years. The causes for which individuals, states and groups commit these acts, as well as the kinds of persons who have committed (or are committing) such violence will also be examined. Students will also study the strategies and tactics of both the perpetrators of terrorism and their opponents in modern administrations. Finally, students will critically analyze several regions in which terrorism has been prevalent, and the actions taken by systems to control that violence. (On Demand).

Pre- or Co-requisites

None.

Course Objectives

The objectives of this course include:

- 1) Defining terrorism
- 2) Explaining the causes of terrorism
- 3) Explaining the different forms of terrorism
- 4) Studying the strategies and tactics of terrorist groups
- 5) Studying the strategies and tactics of anti-terror organizations

Instructional Method

Instructional methods of this course include lecture, class discussion, guest speakers, case analysis, and hands-on research.

Course Requirements

Class attendance and participation are essential in this course. While the class will be conducted in a format of lecture and discussion sessions, it is important that you both attend and participate in the class discussions. Terrorism is a subject in which there are few clearly “right” or “wrong” answers on many issues. Therefore, you are expected to express your views and your questions as you expand your understanding of this subject. If you are absent, you obviously cannot participate, and your grade will suffer accordingly.

Since this is a combination undergraduate/graduate class, I will attempt, during the first week of the semester, to set up a 20-30 minute time after regular class when we can sit and discuss the reading materials which you are assigned that differ from the regular class assignments. This will also give us time to talk about your research projects, and to help you to explore in more depth this fascinating, and frightening, subject with which we must learn to deal effectively.

There will be three exams given in this course, of which you must take at least two, as these exams will constitute fifty percent of your course grade. You may take the third exam, if

you wish to have one of the exam grades dropped. The remaining portion of your grade will derive from two sources: (1) class attendance and participation (10%); and (2) three short research papers (10% each) and one presentation (10%), focusing on an individual or group involved in the type of violence we will be discussing. Your choice of subject will be made during the two weeks of class, and the presentations will be made during the last portion of the term. More specific information concerning these research presentations will be given after the first week of class.

A standard grading scale will be used (i.e. 90-100% = A; 80-89% = B; 70-79% = C; 69% and below = U).

Required Texts

Annual Editions: Violence and Terrorism 05/06
Combs, Terrorism in the Twenty-First Century (3rd edition)
Hudson, Who Becomes a Terrorist and Why
Editor's Choice, The War on Terror (*Foreign Affairs*)
The 9/11 Commission Report
Martin, Understanding Terrorism: Challenges, Perspectives, and Issues

Schedule of Assignments

Date

- | | |
|-----------|--|
| Jan 12-14 | Combs, "An Idea Whose Time Has Come"
Annual Editions, "An Essay on Terrorism"
Walter Laqueur, "Postmodern Terrorism" <u>The War on Terrorism</u> |
| Jan 18-20 | Combs, "Not a Modern Phenomenon"
Annual Editions, "Ghosts of Our Past"
Hudson, "Executive Summary" and "Terms of Analysis" |
| Jan 25-27 | Combs, "Ideology and Terrorism"
Annual Editions, "Understanding the Terrorist Mindset"
Lewis, "License to Kill," in <u>The War on Terror</u>
Doran, "Somebody Else's Civil War," in <u>The War on Terror</u>
Hudson, "Approaches to Terrorism Analysis" and "Terrorist Profiling"
also study the case studies and the tables in this text, for discussion |
| Feb 1-3 | Combs, "Criminals or Crusaders?"
Annual Editions, "Doomsday Religious Movements"
"Young, Gifted, and Ready to Kill"
Hudson, "General Hypotheses of Terrorism" and "The Psychology of the Terrorist" |
| Feb 8-10 | Combs, "Terrorism by the State" |

Annual Editions, "Overview of State-Sponsored Terrorism"
9/11 Report: "The Foundation of the New Terrorism"

Feb 15 **First Exam**

Feb 17-22 Combs, "Terrorism, Inc."
Annual Editions, "Osama bin Laden's 'Business' in Sudan"
9/11 Report: "Al-Qaeda Aims at the American Heartland"

Feb 24-Mar 1 Combs, "Terrorist Training"
Annual Editions, "The Terrorist Notebooks"
9/11 Report: "The Attack Looms" and "We Have Some Planes"

Mar 3 Combs, "The Media: A Weapon for Both Sides?"
Annual Editions, "Supplying Terrorists The 'Oxygen of Publicity'"
9/11 Report: "The System Was Blinking Red"

Mar 15-17 Combs, "Domestic Terrorism in the United States"
Annual Editions: "Another Oklahoma City Bomb Trial, and still the
Questions Remain"
9/11 Report: "Counterterrorism Evolves"

Mar 22-24 Combs, "Legal Perspectives on Terrorism"
Annual Editions, "Due Process for Terrorists? A Case for a Federal
Terrorism Court"
Byford, "The Wrong War," in The War on Terror
9/11 Report: "Wartime"

Mar 29 **Second Exam**

Apr 5-7 Combs, "Counterterrorism: The Use of Special Forces"
Annual Editions, "Same War, Different Views: Germany, Japan and the War on
Terrorism"
Combs, "Terrorism, Intelligence, and the Law"
Annual Editions, "The New F.B.I."
O'Hanlon, "A Flawed Masterpiece," The War on Terror
Betts, "Fixing Intelligence," The War on Terror
9/11 Report: "Foresight - and Hindsight"

Apr 12-14 Combs, "Security Measures: A Frail Defense"
Annual Editions, "The Rise of Complex Terrorism"
9/11 Report: "How to do it? A Different Way of Organizing the
Government"
Flynn, "America the Vulnerable," The War on Terror

Apr 19-21 Combs, "The New Terrorist Threat: Weapons of Mass Destruction"

“Future Trends”
Annual Editions, “Grim Future”
“Inside the A-Bomb Bazaar”
“Countering Complexity: An Analytical Framework to Guide
Counter-Terrorism Policy-Making”
Howard, “What’s in a Name? How to Fight Terrorism,” The War on Terror
Hirsh, “Bush and the World,” The War on Terror
9/11 Report: “What to do? A Global Strategy”

Apr 26 - May 3 Group Presentations

Final Exam Thursday, May 12

All of these reading assignments along with lecture materials will appear on the examinations. The exams are NOT cumulative, but your answers will be expected to reflect a growing understanding of the subject.

Research Project

You will each choose one of the following for your research project. I will circulate this list in class, and you will print your name next to the name of the organization that you will research. Only one person may research each organization. This list is not in any sense comprehensive, and you may suggest any other organization which you think fits the criteria appropriate to this course. Study this list, and come to class prepared to make your selection.

Right-wing/vigilante/religious/militia groups

Christian Identity
Aryan Nations
Christian Patriots
Al-Jihad
Al-Qaida
Armed Islamic Group
Ansar al-Islam
Aum Shinrikyo
Ku Klux Klan
Gam’ a al-Islamiyya
HAMAS
Islamic Movement of Uzbekistan
Jaish-e-Mohammed
Jemaah Islamiya Organization
Hizballah
Al-Aqsa Martyrs Brigade
Lashkar e-Tayyiba
Asbat al-Ansar
Kahane Chai

Mujahedin-e Khalq Organization
Salafist Group for Call and Combat
Tanzim Qa'idat al-Jihad fi Bilad al-Rafidayn
Libyan Islamic Fighting Group

Anarchist

Red Army Faction
Japanese Red Army

Single-Issue movements

Animal Liberation Front
PETA
Earth Liberation Front
Operation Rescue

Separatists

Continuity Irish Republican Army
Harakat ul-Mujahidin
Kongra-Gel (Kurdish)
ETA (Spain)
FLQ (Canada)
Liberation Tigers of Tamil Eelam (Tamil Tigers)
Irish Republican Army
Real IRA
Provisional IRA
Red Hand Defenders
Ulster Defense Association
Babbar Khalsa (India)
Zapatistas
Aceh Merdeka

Nationalist/Revolutionary

Palestine Liberation Organization
Tupac Amaru Revolutionary Movement
Red Brigades
Sendero Luminoso
Loyalist Volunteer Force
FMLN -
FARC
AUC
National Liberation Army
Revolutionary Nuclei
Revolutionary People's Liberation Party

State Terror

Rwanda

Cambodia
Chile
Bosnia
Guatemala
Russia

There will be presentations grouped by organization type. For that purpose, you will meet in class as a group, plan how to present the primary characteristics of your type of group, and then prepare that presentation to include time for each of you to offer just a brief synopsis of your specific organization, in the context of these similar characteristics. This will help the class remember your group as one of a particular type, and with a few significant facts about it. So part of your grade on this will be the group presentation, and part will be the paper which you turn in to me analyzing your specific organization.

Academic Integrity

Students have the responsibility to both know and observe the requirements of the UNCC Code of Student Academic Integrity. Any special requirements or permission regarding academic integrity in this course will be stated by the instructors, and are binding upon the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type, and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students are expected to report cases of academic dishonesty to the course instructors.

Course/Program: MPAD Emergency Management Concentration

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter Date: September 11, 2006

Please Check One:

- Holdings are superior _____
- Holdings are adequate X
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

The library has adequate resources in monograph and journal holdings to support the proposed courses. See accompanying proposals.

Major databases providing access to the scholarly journal literature include: *Academic Search Premier*, *Worldwide Political Science Abstracts*, *PsycINFO*, *Sociological Abstracts*, and *National Criminal Justice Reference Service*. However, additional resources include law reviews through *LexisNexis Academic* and/or *Westlaw Campus Edition*; journal articles, books, policy briefs, working papers, and case studies through *Columbia International Affairs Online (CIAO)*; translated news broadcasts and journal articles via *World News Connection*, and journal articles, books, government reports, and links to public and private organizations through *PAIS International*.

In addition, students have access to such fulltext government databases as *LexisNexis Congressional*, *LexisNexis Academic*, and *Westlaw Campus Research*

Overall, Atkins Library has adequate resources to support the proposed course.

Course/Program: MPAD Emergency Management Certificate

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter Date: September 11, 2006

Please Check One:

- Holdings are superior _____
- Holdings are adequate X
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

The library has adequate resources in monograph and journal holdings to support the proposed courses. See accompanying proposals.

Major databases providing access to the scholarly journal literature include: *Academic Search Premier*, *Worldwide Political Science Abstracts*, *PsycINFO*, *Sociological Abstracts*, and *National Criminal Justice Reference Service*. However, additional resources include law reviews through *LexisNexis Academic* and/or *Westlaw Campus Edition*; journal articles, books, policy briefs, working papers, and case studies through *Columbia International Affairs Online (CIAO)*; translated news broadcasts and journal articles via *World News Connection*, and journal articles, books, government reports, and links to public and private organizations through *PAIS International*.

In addition, students have access to such fulltext government databases as *LexisNexis Congressional*, *LexisNexis Academic*, and *Westlaw Campus Research*

Overall, Atkins Library has adequate resources to support the proposed course.

Course/Program: MPAD 6290: Introduction to Emergency Management

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter Date: September 11, 2006

Please Check One:

- Holdings are superior _____
Holdings are adequate X
Holdings are adequate only if Dept. purchases additional items. _____
Holdings are inadequate _____

Comments:

The library has adequate resources in monograph and journal holdings to support the proposed course. The library has approximately 800 monographs on "emergency management"; 75 on local governments.

The Library has access to a wide variety of databases that can provide scholarly journal articles relevant to this course, including research in such subcategories as public administration, public policy, social services, public health, economic, and infrastructure issues. Major databases include:

Academic Search Premier, CSA Biological / Environmental files, Compendex, PAIS International, Medline, Social Services Abstracts, Sociological Abstracts, Web of Science

In addition, students have access to such fulltext government databases as *LexisNexis Congressional, LexisNexis Academic, and Westlaw Campus Research*

Overall, Atkins Library has adequate resources to support the proposed course. I would suggest that the department purchase additional monographs as their funding permits to keep the collection current.

Course/Program: MPAD 6291: Homeland Security

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter Date: September 11, 2006

Please Check One:

Holdings are superior

Holdings are adequate

Holdings are adequate only if Dept. purchases additional items.

Holdings are inadequate

 X

Comments:

The library has adequate resources in monograph and journal holdings to support the proposed course. This course has been taught previously as a "Special Topics" course. The library has approximately 200 monographs on "homeland security".

Two databases offer the main access to the scholarly journal literature: *Academic Search Premier* and *Worldwide Political Science Abstracts*. However, additional resources include *"Columbia International Affairs Online (CIAO), World News Connection, PAIS International, Sociological Abstracts, PsycINFO, and Medline.*

In addition, students have access to such fulltext government databases as *LexisNexis Congressional, LexisNexis Academic, and Westlaw Campus Research*

Overall, Atkins Library has adequate resources to support the proposed course.

Course/Program: MPAD 6292: Introduction to Disaster Management

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter Date: September 11, 2006

Please Check One:

- Holdings are superior _____
- Holdings are adequate X
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

The library has adequate resources in monograph and journal holdings to support the proposed course. The library has approximately 350 monographs on "disaster management".

The Library has access to a wide variety of databases that can provide scholarly journal articles relevant to this course, including research in such subcategories as public administration, public policy, social services, public health, economic, and infrastructure issues. Major databases include:

Academic Search Premier, CSA Biotechnology / Environmental / Toxline files, Compendex, PAIS International, Medline, Social Services Abstracts, Sociological Abstracts, Web of Science

In addition, students have access to such fulltext government databases as *LexisNexis Congressional, LexisNexis Academic, and Westlaw Campus Research*

Overall, Atkins Library has adequate resources to support the proposed course. I would suggest that the department purchase additional monographs as their funding permits to keep the collection current.

Course/Program: MPAD 6293: Fighting Terrorism

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter Date: September 11, 2006

Please Check One:

Holdings are superior

Holdings are adequate

Holdings are adequate only if Dept. purchases additional items.

Holdings are inadequate

 X

Comments:

The library has adequate resources in monograph and journal holdings to support the proposed course. This course has been taught previously as a "Special Topics" course. The library has approximately 1790 monographs on "terrorism"; over 200 on the subject "War on Terrorism".

Two databases offer the main access to the scholarly journal literature: *Academic Search Premier* and *Worldwide Political Science Abstracts*. However, additional resources include *Columbia International Affairs Online (CIAO)*, *World News Connection*, and *PAIS International*.

In addition, students have access to such fulltext government databases as *LexisNexis Congressional*, *LexisNexis Academic*, and *Westlaw Campus Research*

Overall, Atkins Library has adequate resources to support the proposed course.