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**Weapons of Mass Destruction and Terrorism  
Syllabus for One-Day Course**

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**Lead Instructor:**

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**COURSE ASSIGNMENTS:**

TIME	LESSON	TOPIC
9-10 AM	1	<a href="#">The New Terrorism</a>
10-11 AM	2	<a href="#">Weapons of Mass Destruction and Terrorism</a>
11 AM-12 AM	3	<a href="#">Understanding the Threat</a>
12-1 PM	--	LUNCH
1-2 PM	4	<a href="#">Responding to the Threat</a>
2-3 PM	5	<a href="#">Lessons Learned and Future Threats</a>
3-4 PM	6	<a href="#">Winning the War on Terrorism</a>

**READING ASSIGNMENTS:**

Russell D. Howard and James Forest, eds., *Weapons of Mass Destruction and Terrorism*, (Dubuque, IA: McGraw Hill, 2008). **All textbook readings are indicated by "(CR)".**

***Please Note: any readings that are outside the recommended course reader will be provided separately in pdf format.***

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## **PART I – THE NEW TERRORISM**

### **Lesson Questions & Objectives:**

- What is the new model of terrorism?
- Compare and contrast the old and new terrorism for indicators relating to capabilities and future trends
- Explore why the shift occurred
- Discuss the implications of the shift from old to new models of terrorism
- What is al Qaeda?
- How and why did al Qaeda evolve as it did?
- How did al Qaeda ascend to power?
- Identify al Qaeda's significant achievements
- Understand the development of a transnational terrorist organization
- What are the implications of the evolution for counter-terrorists?
- How should we think of al Qaeda today?

### **Assigned Readings**

*Note: these readings are outside the recommended course reader and will be provided separately.*

1. Rohan Gunaratna, "Post-Madrid Face of al Qaeda"
2. Audrey Kurth Cronin, "Behind the Curve: Globalization and International Terrorism"

## **PART II – Weapons of Mass Destruction and Terrorism**

### **Lesson Questions & Objectives:**

- How should we think about CBRN(E) terrorism?
- Is there something fundamentally different about these weapons?
- Why would a terrorist group use these types of weapons?
- What sources exist for acquisition of these weapons?
- What is the probability of acquiring such a weapon?
- What types of groups are most likely to use these devices?
- Are there any constraints on the use of unconventional weapons?
- How do we form public policy based on this threat? How do we view the insurance question?

### **Assigned Readings:**

1. Thomas Homer-Dixon, "The Nature of the Post-9/11 WMD Terrorism Threat" (CR)
2. Andrew O'Neil, "Terrorist Use of Weapons of Mass Destruction: How Serious is the Threat?" (CR)

## **PART III – Understanding the Threat**

### **Lesson Questions & Objectives:**

- Will suicide bombers come to the US? What is the likelihood of this threat?
- What are the different attack scenarios that we could envision?
- How should we think about CBRN(E) terrorism?
- What is the likelihood of WMD terrorism? How serious is the threat?
- What are the implications of WMD terrorism for homeland security?
- What are electromagnetic pulse weapons (EMPs)? How serious is the threat?
- What is complex terrorism? What new scenarios could become realistic in the future?

### **Assigned Readings:**

1. Charles D. Ferguson and Joel O. Lubenau, “Securing U.S. Radioactive Sources” (CR)
2. James A. Lewis, “Cybersecurity and Critical Infrastructure Protection” (CR)

## **PART IV – Responding to the Threat**

### **Lesson Questions & Objectives:**

- Intelligence
- Early warning
- Role of science and technology
- Detection
- How can we better protect the transportation network (seaports, airports, highways, pipelines, railroads, and waterways that move people and goods into, within, and out of the U.S.)?
- What types of strategies and measures are necessary to assure efficient and reliable flow of people, goods, and services across borders, while denying terrorists access to the U.S.?
- What organizations are involved in border and transportation security?
- What is meant by “smart borders”?
- How should immigration services and law be reformed to assure border security?
- How should immigration law be reformed to facilitate homeland security?

### **Assigned Readings:**

1. Daniel Whiteneck, “Deterring Terrorists: Thoughts on a Framework” (CR)
2. Emma Belcher, “Interdiction and Law Enforcement to Counter WMD-Terrorism” (CR)

## **PART V – Lessons Learned and Future Threats**

### **Lesson Questions & Objectives:**

- Protection of critical infrastructure and key assets
- Coordination at federal, state and local levels
- Involvement of the private sector
- Overlap between catastrophic terrorism and critical infrastructure protection
- Food security

- Threats to agriculture
- Threat of nuclear sabotage

**Assigned Readings:**

1. Jason D. Ellis, "The Best Defense: Counterproliferation and U.S. National Security" (CR)
2. Forrest E. Walker, Jr., and Michael A. George, "Emerging WMD Technologies" (CR)

**PART VI – WINNING THE WAR ON TERRORISM**

**Lesson Questions & Objectives:**

- What are the key ideological dimensions of today's global Islamic insurgency?
- How closely aligned are groups in Southeast Asia to Al Qaeda?
- How sophisticated are the associated groups?
- What type of threat do these groups present to both the host nation and the US?
- What types of policies should the US pursue based on analysis of the above items?

**Assigned Readings:**

1. Dan Byman, "U.S. Counter-Terrorism Options: A Taxonomy," *Survival*, v. 39, n. 3, September 2007. (PDF) pp. 121-150.
2. Russell D. Howard, "Understanding Al Qaeda's Application of the New Terrorism—The Key to Victory in the Current Campaign" *Terrorism and Counter-Terrorism*