



National Consortium for the  
Study of Terrorism and Responses to Terrorism

A CENTER OF EXCELLENCE OF THE U.S. DEPARTMENT OF HOMELAND SECURITY BASED AT THE UNIVERSITY OF MARYLAND

## **CALL FOR PROPOSALS:**

### **INTERACTIVE TEACHING UNITS ON HUMAN ASPECTS OF CYBERSECURITY**

#### **\$1,000 GRANTS**

The National Consortium for the Study of Terrorism and Responses to Terrorism (START) is issuing a call for proposals to develop interactive teaching units on human aspects of cybersecurity. START defines “human aspects of cybersecurity” as materials that explore the origins and motivations of digital criminals/digital terrorists, that explore the impact of digital attacks and the threat of attacks on communities, and that explore strategies for attack preparedness and mitigation. START defines an “interactive teaching unit” as a set of materials that would cover a 60- to 90-minute class period, and which include readings, instructional material, a creative group activity (such as a simulation or collaborative online research assignment), and an assessment rubric. Two sample teaching units (minus assessment rubrics) accompany this call for proposals.

To apply, please address a memorandum to START’s Education Director, Kate Izsak, including 1 to 2 paragraphs explaining your idea and noting how you will incorporate readings, instructional material, group activities, and rubrics into your teaching unit. Please also submit a current curriculum vitae.

START will make six \$1,000 curriculum development awards. START will accept applications on a rolling basis with the goal of awarding all funds by September 2013 and receiving completed materials by February 2014.

## **SAMPLE TEACHING UNIT: YouTube Assignment Reviewing Live Coverage of 9/11 (BSST 331: Responses to Terrorism)**

Each of today's five groups will analyze a three-hour block of ABC's live coverage of 9/11:

ABC News, 9/11/2001, 8:31am-9:12am

- [http://www.youtube.com/watch?v=YcvJKrgp07k&list=PLF1417FB4298E21E7&index=20&feature=plpp\\_video](http://www.youtube.com/watch?v=YcvJKrgp07k&list=PLF1417FB4298E21E7&index=20&feature=plpp_video)

ABC News, 9/11/2001, 9:12am-9:54am

- [http://www.youtube.com/watch?v=sl\\_ffx9zzY4&list=PLF1417FB4298E21E7&index=19&feature=plpp\\_video](http://www.youtube.com/watch?v=sl_ffx9zzY4&list=PLF1417FB4298E21E7&index=19&feature=plpp_video)

ABC News, 9/11/2001, 9:54am-10:36am

- [http://www.youtube.com/watch?v=ewGCGg-8lvU&list=PLF1417FB4298E21E7&index=18&feature=plpp\\_video](http://www.youtube.com/watch?v=ewGCGg-8lvU&list=PLF1417FB4298E21E7&index=18&feature=plpp_video)

ABC News, 9/11/2001, 10:36am-11:18am

- [http://www.youtube.com/watch?v=c1UxKSTy0AU&list=PLF1417FB4298E21E7&index=17&feature=plpp\\_video](http://www.youtube.com/watch?v=c1UxKSTy0AU&list=PLF1417FB4298E21E7&index=17&feature=plpp_video)

In class on January 30, we discussed a range of ways in which individuals perceive terrorist attacks, particularly incidents on a catastrophic scale. In this analysis assignment, you will work in groups to look for evidence of major principles from this week's readings.

### Groups 1 and 2

Mark Konty argues that the fear created by 9/11—and by terrorist attacks generally—can shift an individual's personal value system, using the phrase "scared selfish" to apply to post-9/11 Americans. Groups 1 and 2 will review the footage for evidence of selfish, self-protective, self-absorbed, or other self-focused behavior. These groups will analyze the footage for presence of these reactions and/or their absence, interpreting individual and group behavior displayed in the footage and how we might understand it in dialogue with Konty.

Source: Mark Konty, Blythe Duell, and Jeff Joireman, "Scared Selfish: A Culture of Fear's Values in the Age of Terrorism," *The American Sociologist*, Volume 35, Number 2 (June 2004): 93-109.

### Groups 3 and 4

J. Roberts and Moona Em assert that 9/11 shook Americans to the point that they had to re-order their understandings of everything around them. In the case of the Roberts and Em article we read, we saw post-9/11 Americans being forced to change how they understand the basic requirements of their everyday jobs. Groups 3 and 4 will analyze the footage for evidence of individuals considering how the incident has created a new frame for seeing the world, such as understandings of work, family, leisure, etc.

Source: J. Timmons Roberts and Moona Em, "Fear at Work, Fear at Home: Surveying the New Geography of Dread in America Post 9-11," *International Journal of Mass Emergencies and Disasters*, Volume 21, Number 3 (November 2003): 41-55.

### Groups 5 and 6

Gerd Gigerenzer tells us that catastrophic incidents like 9/11 can cause both direct damage—such as loss of life, damage to infrastructure) and indirect damage, like declines in consumerism, increases in psychiatric treatment needs, etc.—things that are harder to quantify. Groups 5 and 6 will analyze the footage for evidence of early reports of indirect damage.

Source: Gerd Gigerenzer, "Out of the Frying Pan into the Fire: Behavioral Reactions to Terrorist Attacks," *Risk Analysis*, Volume 26, Number 2 (2006): 347-351.

### Groups 7 and 8

Rue Bucher teaches us that blame is central to public milling and processing of a disaster. She argues that disasters make the people experiencing them ask why they are happening and what they mean; they will look to assimilate the disaster into their conventional frames of reference, in part by assigning responsibility. Groups 7 and 8 will analyze the footage for evidence of blaming or other social milling of the meaning of 9/11.

Source: Rue Bucher, "Blame and Hostility in Disaster," *American Journal of Sociology*, Volume 62, Number 5 (March 1957): 467-475.

Each group will be responsible for analyzing all four video segments; as such, you should plan to split up your group so that one to two people will be responsible for each video segment. Each individual student will be able to watch and analyze only one 40-minute video segment during the class period.

At the end of the class period, each group should submit a 2 to 3 page Word document describing their analyses.

## **SAMPLE TEACHING UNIT: Simulated Twitter Assignment Tweeting Hostage Scenario (BSST 230: Terrorism and the Media)**

You will “live-Tweet” a hostage situation, as if you had constant access to a cell phone with Twitter capability, according to a first-hand account of one of two historical hostage situations.

Groups 1 and 2 will “live-Tweet”:

- The Iran Hostage Crisis, 1979
  - [http://www.jimmycarterlibrary.gov/documents/r\\_ode/Ode\\_pages1thru50.pdf](http://www.jimmycarterlibrary.gov/documents/r_ode/Ode_pages1thru50.pdf)
  - [http://www.jimmycarterlibrary.gov/documents/r\\_ode/Ode\\_pages51thru100.pdf](http://www.jimmycarterlibrary.gov/documents/r_ode/Ode_pages51thru100.pdf)
  - [http://www.jimmycarterlibrary.gov/documents/r\\_ode/Ode\\_pages101thru115.pdf](http://www.jimmycarterlibrary.gov/documents/r_ode/Ode_pages101thru115.pdf)

Groups 3 and 4 will “live-Tweet”:

- Americans held by the Taliban, 2009
  - <http://www.nytimes.com/2009/10/18/world/asia/18hostage.html?pagewanted=all>
  - <http://www.nytimes.com/2009/10/19/world/asia/19hostage.html? r=0>
  - <http://www.nytimes.com/2009/10/20/world/asia/20hostage.html>
  - <http://www.nytimes.com/2009/10/21/world/asia/21hostage.html>
  - <http://www.nytimes.com/2009/10/22/world/asia/22hostage.html>
  - <http://www.nytimes.com/2009/10/22/world/asia/22epilogue.html>

Please format your tweets as if they were a real Twitter feed. You may wish to use this site, the Twitter log from the Mumbai attacks, as a model: <https://twitter.com/MumbaiAttacks>

You will be tweeting as the hostage(s), so please refer to the Oh et al article on how Tweets provide situational information and awareness (both to supporters and adversaries). Your goal is to provide as much information as possible to emergency response and law enforcement organizations to speed your rescue.

Such examples from the Oh et al article include:

- “Live gunfire outside Bombay hospital near metro cinema acc. To NDTV. Fear that terrorists will enter hospital. Mumbai blasts”
- “mumbai Authorities attack Nariman House with commandos and helicopter”
- “Retweeting @baxiabishek: #Mumbai Richard Stagg, British High Commissioner flew from Delhi and is on the ground at Taj Hotel. Impressive”

When creating your Twitter logs, please remember to utilize established Twitter nomenclature (e.g. #, @), and please restrict yourself to the 140-character/Tweet limit.

Source: Onook Oh, Manish Agrawal, and H. Raghav Rao, “Information Control and Terrorism: Tracking the Mumbai Terrorist Attack through Twitter,” *Information Systems Frontier*, Volume 13 (2011): 33-43.