



HLS350: TERRORISM

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading assigned materials, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

The purpose of this undergraduate course is to provide the student with an understanding of terrorism and the history and concepts of global terrorism including groups, ideologies, and motivations threatening homeland security. It addresses forms of terrorism including state-sponsored, transnational, domestic, and international organizations focusing on similarities, differences, and objectives. It explains counter-terrorism operations from a conceptual basis and identifies multi-agency programs and outcomes established for effective operations. The readings range from the historical origins of terrorism to modern cases of terrorism seen in the world today. On completion of this course, students should be able to identify terrorist organizations both national and international and understand their motivations and methods.

Course Overview:

Hello class and welcome to HLS350 Terrorism.

When you watch the nightly news, you hear reports of both domestic and international acts of terror. Have you ever wanted to know more about the perspective of groups that perform acts of terror? Have you ever wanted to know what motivates these groups? Have you ever considered how terrorists are financed? If you find these questions compelling, HLS350 is the course for you!

In this course, we will cover the social underpinnings, organization, and financing of terror. You will learn about the roots of modern terrorism and international terrorism, as well as various national and ethnic movements. Specific focus is paid to global issues originating from the conflict in the Middle East, including the jihadist terrorist networks, and homeland security.

After you complete HLS350, you will understand revolutionary, counterrevolutionary, and religious terrorism.

Course Learning Outcomes:

1. Analyze the history and relate the concept of homeland security against the backdrop of a dynamic threat environment.
2. Examine the threats against homeland security and differentiate the major threat categories including natural, manmade, and information/technology.

3. Describe the components of a national infrastructure protection plan and outline steps in identifying critical infrastructures and key resources.
4. Assess homeland security processes including threat analysis, indication systems, and warning constructs.
5. Apply the steps and categorize intelligence operations and the role these operations play in homeland security.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

White, J. R. (2016). *Terrorism and homeland security* (9th ed.). Belmont, CA: Wadsworth Publishing Company, Cengage Learning. ISBN 13: 9781337261593

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapter 1 in *Terrorism and Homeland Security*
- Aven, T., & Guikema, S. (2015). On the concept and definition of terrorism risk. *Risk Analysis: An International Journal*, 35(12), 2162-2170. Retrieved from doi:10.1111/risa.12518
- LaFree, G. (2017). Terrorism and the Internet. *Criminology & Public Policy*, 16(1), 93-98. Retrieved from doi:10.1111/1745-9133.12292
- Siman-Tov, M., Bodas, M., & Peleg, K. (2016). The social impact of terrorism on civilian populations: Lessons learned from decades of terrorism in Israel and abroad. *Social Science Quarterly*, 97(1), 75-85. Retrieved from doi:10.1111/ssqu.12254

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: (90 points)

Option #1:

The Social Impact of Terrorism

Select an International Case Study civilian population example from the article read this module entitled "The Social Impact of Terrorism on Civilian Populations: Lessons Learned from Decades of Terrorism in Israel and Abroad." Elaborate and analyze the specific impact of terrorism on your selected population. Be specific with the challenges brought about upon your selected population and offer examples of how your selected population has adapted, improvised, and overcome such challenges as well.

Your 3- to 4-page paper must use at least two outside academic sources from the CSU-Global Library, in addition to the textbook, and be formatted according to CSU-Global Guide to Writing & APA Requirements.

Option #2:

The Social Impact of Terrorism

Select an International Case Study civilian population example from the article read this module entitled "The Social Impact of Terrorism on Civilian Populations: Lessons Learned from Decades of Terrorism in Israel and Abroad." Elaborate and analyze the specific impact of terrorism on your selected population.

Tell the story of the selected population. Be specific with the challenges brought upon your selected population and offer examples of how your selected population has adapted, improvised, and overcome such challenges as well.

Your presentation will be submitted in PowerPoint, or another presentation program such as Prezi, Keynote, Corel, or another. It must:

- Be 12-slides minimum in length not counting your title and references page;
- Follow guidelines in the *Student Presentation Guide*, which provides guidance for developing your slide presentation;
- Include supporting speaker's notes;
- Include at minimum two outside sources, retrieved from the CSU-Global Library, aside from the course textbook; and
- Be formatted according to the CSU-Global Guide to Writing & APA Requirements.

Mastery Exercise (10 points)

Module 2

Readings

- Chapter 2 in *Terrorism and Homeland Security*
- Arvanitidis, P., Economou, A., & Kollias, C. (2016). Terrorism's effects on social capital in European countries. *Public Choice*, 169(3/4), 231-250. Retrieved from doi:10.1007/s11127-016-0370-3
- Reardon, S. (2015). Science seeks roots of terror. *Nature*, 517(7535), 420-421.
- Roesler, S. M. (2016). State standing to challenge federal authority in the modern administrative state. *Washington Law Review*, 91(2), 637-702.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Milestone (20 points)

Options #1 and #2

Submit an outline for your Portfolio essay.

Explain the rise of religious militancy and terrorism, and how they use the internet and the media as a tool and a weapon. See the Portfolio project in Module 8 for details.

In your final essay, you will need three initial references, including at least one academic article. Adhere to APA standards and cite your sources.

While you will not receive points in Module 2 for your posting, it is a required component of the final Portfolio Project. Failure to post your country of choice and answers to the other questions in Module 2 will result in a loss of points on your final Portfolio Project. See the final project's rubric for further information.

Module 3

Readings

- Chapters 3-5 in *Terrorism and Homeland Security*
- Covlea, M. (2016). Money laundering - The link between international organized crime and global terrorism. *Knowledge Horizons. Economics*, 8(1), 186-191.
- Georgiou, G. C. (2017). Beyond the shadow economy: Anti-money laundering and combating the financing of terrorism. *World Economics*, 18(3), 155-202.
- Rădulescu, I. G. (2016). Terrorism and its impact on global economy. *Economic Insights - Trends & Challenges*, 68(2), 87-94.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (95 points)

Option #1:

Follow the Money

Select a domestic or International case study of money laundering associated with the financing of an act of terror from the article that you read this module entitled “Beyond the Shadow Economy: Anti-money Laundering and Combating the Financing of Terrorism.” Analyze the financial scheme that provided the resources for the selected act of terror.

Additionally, provide examples of lessons learned from your selected case study. How may those lessons help to ameliorate the success of such money laundering, and other schemes that may seek to finance acts of terror in the future?

Your 3- to 4-page paper must use at least two outside academic sources from the CSU-Global Library, in addition to the textbook, and be formatted according to CSU-Global Guide to Writing & APA Requirements.

Option #2:

Follow the Money

Acts of terror are financed by rogue states, groups, and even individuals. Select a domestic, or international, terrorist group and research the financing of that group. How does that group obtain the resources that it needs to foment, and to even carry-out, acts of terror?

Conduct internet research and explore the peer-reviewed academic and trade journal articles, which can be retrieved in the University Library Databases, that address the financing of your selected group.

Submit your research findings in a 3- to 4-page paper using at least three outside sources, in addition to the textbook. You may include books, journal articles, and relevant websites in your reference list. Your paper must be formatted according to CSU-Global Guide to Writing & APA Requirements.

Module 4

Readings

- Chapters 6-9 in *Terrorism and Homeland Security*
- Bracknell, B. (2016). NATO approaches in response to ISIL and international terrorism. *The International Lawyer*, 49(3), 417-426.
- Breen-Smyth, M. (2017). Countering terrorism in the international arena: An evaluation. *Georgetown Journal of International Affairs*, 18(1), 65-75.
- Jayaraman, S. (2016). International terrorism and statelessness: Revoking the citizenship of ISIL foreign fighters. *Chicago Journal of International Law*, 17(1), 178-216.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: (90 points)

Option #1:

Case Study Analysis

Select an international case study example from one of the three journal article readings this week, and provide elaboration and analysis of that case. Your case study example should be explained in terms of a problem statement, as well as a research question, which you will deconstruct and reconstruct in the body of your paper.

As an example, if your case study has to do with Israeli Airport Security, your problem statement would of course entail analysis and description of the long history of terror that has impacted Israeli air travel throughout the years. Research questions could entail notions of how the United States Transportation Security Administration (TSA) could benchmark and apply lessons learned, from the Israeli Air Security example, here at home in the United States.

Your 3- to 4-page paper must use at least two outside academic sources from the CSU-Global Library, in addition to the textbook, and be formatted according to CSU-Global Guide to Writing & APA Requirements.

Option #2: Case Study Analysis

Select an international case study example, from one of the three journal article readings this week, and provide elaboration and analysis of that case. Your case study example should be explained in terms of a problem statement, as well as a research question, which you will deconstruct and reconstruct in your presentation this week.

As an example, if your case study had to do with Border Security, outline and thoroughly address the myriad number of Border Security issues that come immediately to mind. Then, in this example, you would develop a research question around the concept of benchmarking or the adoption of best practices from other nations which may be applicable in the U.S. Examine the experiences of other nations who have dealt with border security issues. In this case, a good research question might be “What nations have more experience addressing issues of border security than the United States, and what can we learn from the experiences of those nations?”

Your presentation will be submitted in PowerPoint, or another presentation program such as Prezi, Keynote, Corel, or another. It must:

- Be 12-slides minimum in length not counting your title and references page;
- Follow guidelines in the *Student Presentation Guide*, which provides guidance for developing your slide presentation;
- Include supporting speaker’s notes;
- Include at minimum two outside sources, retrieved from the CSU-Global Library, aside from the course textbook; and
- Be formatted according to CSU-Global Guide to Writing & APA Requirements.

Module 5

Readings

- Chapters 10 & 11 in *Terrorism and Homeland Security*
- Andersen, R., & Brym, R. (2017). How terrorism affects attitudes toward democracy: Tunisia in 2015. *Canadian Review of Sociology*, 54(4), 519-529. Retrieved from doi:10.1111/cars.12175
- Khalid, I., & Kayani, A. (2017). Nuclear terrorism in South Asia: Potential threats/challenges and options: Post 9/11 analysis. *South Asian Studies (1026-678X)*, 32(1), 7-25.

- Msellemu, S. A. (2016). From Kamikaze to Jihadist: What are its causes? *Journal of Education and Practice*, 7(2), 143-149.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Milestone (20 points)

Options #1 and #2

This week, submit a bibliography of proposed sources for your Portfolio Project. Identify at the head of the bibliography which of the two assignment options you are choosing.

The bibliography submitted in Week 5, is a required component of the Portfolio Project. Be sure to examine the Portfolio Project assignment options in Week 8, and the Portfolio grading rubric, to gain a full understanding of the bibliographic requirements of the assignment.

Critical Thinking: (95 points)

Option #1:

Antiterrorism and the International Community

Select an antiterrorism effort launched by the international community as presented in the readings. Develop a paper describing those antiterrorism efforts and their effectiveness at stopping terrorism.

While developing your response, think about the concept of benchmarking. Benchmarking entails improvements through the adoption of best practices from others. For instance, Israel is one of the very best nations at airport security. What could the U.S. benchmark from Israel in that area?

Your 3- to 4-page paper must use at least two outside academic sources from the CSU-Global Library besides the textbook and be formatted according to CSU-Global Guide to Writing & APA Requirements.

Option #2:

Antiterrorism and the International Community

Other nations around the world are addressing their national security concerns on their home fronts. Select an international community's antiterrorism efforts as presented in the readings. What could the U.S. learn, or benchmark, from your selected example nation in the area of national security?

Your presentation will be submitted in PowerPoint, or another presentation program such as Prezi, Keynote, Corel, or another. It must:

- Be 12-slides minimum in length not counting your title and references page;
- Follow guidelines in the *Student Presentation Guide*, which provides guidance for developing your slide presentation;
- Include supporting speaker's notes;
- Include at minimum two outside sources, retrieved from the CSU-Global Library, aside from the course textbook; and
- Be formatted according to the CSU-Global Guide to Writing & APA Requirements.

Module 6

Readings

- Chapter 12 in *Terrorism and Homeland Security*
- Lamb, K. (2015). Days of rage: America's radical underground, the FBI, and the forgotten age of revolutionary violence. *The Journal of Social, Political, and Economic Studies*, 40(4), 468-472.
- Pizam, A. (2016). The Orlando nightclub massacre: Why radical Islam hates us. *International Journal of Hospitality Management*, 57, 152-153.
- Post, J. (2015). Terrorism and right-wing extremism: The changing face of terrorism and political violence in the 21st century: The virtual community of hatred. *International Journal of Group Psychotherapy*, 65(2), 242-271.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 7

Readings

- Chapters 13-15 in *Terrorism and Homeland Security*
- Brzica, N. (2017). Potential adherents of radical Islam in Europe: Methods of recruitment and the age of perpetrators in acts of terror. *Politicka Misao*, 54(4), 161-184.
- Ichijo, A. (2015). Islam in Europe: Public spaces and civic networks. *Insight Turkey*, 17(3), 238-240.
- Scheipers, S. (2015). Laws, outlaws, and terrorists: Lessons from the war on terrorism. *Parameters*, 45(1), 159.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 8

Readings

- Chapter 16 in *Terrorism and Homeland Security*
- Alves, A. d. M. (2015). Between the "battlefield" metaphor and promises of generativity: Contrasting discourses on cyberconflict. *Canadian Journal of Communication*, 40(3), 389-405.
- Norwood, P. R., Jensen, B. M., & Barnes, J. (2016). Capturing the character of future war. *Parameters*, 46(2), 81-91.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (310 points)

Option #1:

Religious Militancy and the Media as a Weapon

Explain the rise of religious militancy and terrorism, and how the internet and the media are used as tools and weapons.

The information on this topic can be found in the module lectures, readings, and videos presented in this course, as well as through your research of any outside sources you may find. Be certain to use scholarly resources. Wikipedia is not an acceptable resource. Google Scholar and the CSU Global Library are excellent resources for this project.

Your essay should be consistent with the outline that you presented in Module 2, the bibliography submitted in Module 5, or with any subsequent consultations or modifications that you have discussed with your instructor.

Your essay should be submitted as a Microsoft Word document, and must be consistent with APA style and formatting as described in the CSU-Global Guide to Writing & APA Requirements. Use at least three references, including one or more academic articles. Cite all of your sources in APA style.

Your paper must:

- Be at least six pages in length;
- Have a separate title page with:
 - Paper title,
 - Your full name,
 - Course number and name of the course,
 - Name of the institution,
 - Name of the instructor,
 - Date submitted,
 - All major words capitalized and not bold, and
 - Page numbers beginning on the title page, with page 1.
- Have an outline or table of contents;
- Have a brief abstract statement summarizing your hypothesis or findings;
- Feature APA citations where appropriate, and references at the end;
- Be double-spaced, with all pages in 12-point Times New Roman font; and
- Have margins of one-inch, right and left, top and bottom.

Option #2:

Benchmarking: Best Practices Worldwide

Benchmarking—or the practice of the adoption of best practices from other nations, agencies, organizations, or people—is an important practice to ensure that the United States is at the top of its game in the area of national security. Many other nations, around the world, are beset with problems, relating to terror, that mirror the ones that we face here at home. Many of those other nations have experience with new technologies, for instance, that may be of interest for use here in the United States.

Your challenge is to undertake research on airport security, or another relevant national security issue, and to juxtapose the manner in which the United States is addressing that issue or problem in a comparative contrast with the way that two other nations are addressing the same, or a similar, problem or issue.

Your essay should be consistent with the outline that you presented in Module 2, the bibliography submitted in Module 5, or with any subsequent consultations or modifications that you have discussed

with your instructor.

Your essay should be submitted as a Microsoft Word document, and must be consistent with APA style and formatting as described in the CSU-Global Guide to Writing & APA Requirements. Use at least three initial references, including at least one academic article. Cite all of your sources.

Your paper must:

- Be at least six pages in length;
- Have a separate title page with:
 - Paper title,
 - Your full name,
 - Course number and name of the course,
 - Name of the institution,
 - Name of the instructor,
 - Date submitted,
 - All major words capitalized and not bold, and
 - Page numbers beginning on the title page, with page 1.
- Have an outline or table of contents;
- Have a brief abstract statement summarizing your hypothesis or findings;
- Feature APA citations where appropriate, and references at the end;
- Be double-spaced, with all pages in 12-point Times New Roman font; and
- Have margins of one-inch, right and left, top and bottom.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
0% Opening Exercises
8% Mastery Exercises
37% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.