

NOTRE DAME COLLEGE COURSE SYLLABUS

IP 350 - Terrorism

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Syllabus

About the Course

Instructor

Instructor information is listed in the Moodle course.

Course Rationale

The events of September 11, 2001 brought the specter of terrorism into the lives of Americans and the rest of the global community as a clear and present danger. Since then, terrorist attacks have occurred worldwide, creating a significant concern for governments and their citizens alike. Few persons had given much thought to terrorism before 9/11; now the subject is one of the fastest growing areas of academic inquiry. Likewise, the military and law enforcement agencies have made combating terrorism a significant part of their mission.

Terrorism is not new. Its historical roots trace back at least to the French Revolution; some scholars argue that acts of terrorism go back to ancient times. But terrorism today has become a global issue and those who commit acts of terror have access to a level of technology and public access that is unparalleled, when compared to past events. Successful terrorist organizations, and lone actors as well, are smart, creative and imaginative. They are skilled at the use of internet resources; especially social media and they understand how to use the regular media to their advantage as well.

However, few outside those who engage in counterterrorism or study terrorism, fully understand the nature of terrorism and the realities of the threat it poses. Defining terrorism, understanding the motivations behind terrorist acts and the methods by which terrorists operate are important areas of study. The reason for this course is to provide students with an in-depth overview of terrorism in order to promote a better understanding of the nature of terrorism, how terrorists think and operate, the issues that motivate them and how to combat terrorism.

Course Description

An examination of the origins of terrorism and its evolution in order to develop an understanding of the roots, development, and impact of contemporary worldwide terrorism, especially in the United States. Special attention will be given to methods of recruitment, terrorist methodology and how terrorists use traditional and social media to achieve their goals.

Prerequisite: sophomore standing or departmental permission. **3 credit hours**

Student Learning Outcomes

Program Learning Outcomes

Program outcomes aligned with this course are:

- Write and deliver oral reports consistent with the expectations of the intelligence community.
- Identify, describe, and discuss the intelligence cycle and the intelligence process knowledgeably.
- Recognize the various federal agencies that make up the national intelligence community and discuss their respective missions.
- Identify professional ethics and how they apply to the intelligence profession.
- Demonstrate the ability to work collaboratively in diverse groups.
- Demonstrate intelligence skills, abilities and knowledge in a non-academic setting through an internship.
- Evaluate intelligence issues or challenges.
- Appraise contemporary or emerging threats, challenges or issues as they pertain to national security, homeland security, regional or international security, law enforcement or business as applicable.

Course Learning Outcomes

By the end of this course, students will be able to:

1. Students will be able to identify and discuss the many terrorist organizations in the world today, their diverse nature, motivations, the threat they may pose, their methods, strengths, and current activities. (Assessment through discussion forums, essays, quizzes and final paper)
2. Students will be able to identify and discuss the ways in which the federal government, state and local authorities think and theorize about terrorism and the methods for combating it. Students will also be able to explain how civilians can assist in the fight against terrorism. (Assessment through discussion forums, essays, quizzes and final paper)
3. Students will become familiar with and be able to discuss the history and origins of terrorism as well as the source of their motivations. (Assessment through discussion forums, essays, quizzes and final paper)
4. Students will become familiar with and be able to discuss the ideology of secular and religious terrorist movements. (Assessment through discussion forums, essays, quizzes and final paper)
5. Students will be able to describe and evaluate terrorist methodologies including recruitment, financing, planning and attack methodologies. (Assessment through discussion forums, essays, quizzes and final paper)
6. Students will learn to think like terrorists and counterterrorism agents. (Assessment through discussion forums, essays, quizzes and final paper)

7. Students will identify and assess the challenges facing local and state law enforcement agencies in combating terrorism. (Assessment through discussion forums, essays, quizzes and final paper)

This course is designed to assist students in becoming active, critical and analytical learners. The nature of the course encourages open-mindedness and recognition of opposing points of view so that students can arrive at reasoned and thoughtful conclusions. Students will communicate both orally and in writing as they examine different perspectives throughout the course.

Because the subject of this course involves current affairs, students will be expected to be conversant with events that may take place during the semester. Course materials may be updated at any time and students are expected to be familiar with and able to discuss them.

Required Course Materials (including any special technology)

Martin, Gus. *Understanding Terrorism: Challenges, Perspectives, and Issues*. 7th Edition.

Lehr, Dick. *White Hot Hate: A True Story of Domestic Terrorism in America's Heartland*.

Students are expected to have all of the books listed above. Completing the reading assignments is critical to doing well in the course.

Recommended Readings and Materials

(These are not required but are highly recommended for future reading).

Carr, Caleb. *The Lessons of Terror*

Howard & Sawyer. *Terrorism & Counterterrorism*

Cragin & Daly. *The Dynamic Terrorist Threat* • Benjamin & Simon. *The Age of Sacred Terror*.

McDermott, Terry. *Perfect Soldiers*.

National Commission on Terrorist Attacks. The 9/11 Commission Report.

Pape, Robert. *Dying to Win: The Strategic Logic of Suicide Terrorism*.

Banks, de Nevers and Wallerstein. *Combating Terrorism: Strategies and Approaches*.

Smelser, Neil. *The Faces of Terrorism: Social and Psychological Dimensions*.

Howard and Sawyer. *Terrorism and Counterterrorism: Understanding the New Security Environment*. (4th Edition)

Shapiro, Ian. *Containment: Rebuilding a Strategy Against Global Terror*.

Gottlieb, Stuart. *Debating Terrorism and Counterterrorism*.

Burleigh, Michael. *Blood and Rage: A Cultural History of Terrorism*.

Sterba, James P. *Terrorism and International Justice*.

Holloway, David. *9/11 and the War on Terror*.

Sageman, Marc. *Leaderless Jihad: Terror Networks in the Twenty-First Century*

_____. *Understanding Terror Networks*.

_____. *Misunderstanding Terrorism*

Ballen and Bergen. *Terrorists in Love: The Real Lives of Islamic Radicals*.

Perry and Negrin. *The Theory and Practice of Islamic Terrorism: An Anthology*.

Bergen, Peter. *The Longest War: The Enduring Conflict Between American and al-Qaeda*.

_____. *United States of Jihad*.

Rovner, Joshua. *Fixing the Facts: National Security and the Politics of Intelligence*.

Guilleman, Jeanne. *Biological Weapons: From the Invention of State-Sponsored Programs to Contemporary Bioterrorism*.

Jenkins, Brian Michael. *Will Terrorists go Nuclear?*

Simon, Jeffrey D. *Lone Wolf Terrorism: Understanding the Growing Threat*.

Whittaker, David J. *The Terrorism Reader* (4th edition).

Martin, Gus. *Understanding Terrorism: Challenges, Perspectives and Issues* (6th Edition).

_____. *Essentials of Terrorism: Concepts and Controversies* (3rd Edition).

Forest, James J.F. *Teaching Terrorism: Strategic and Tactical Learning in the Terrorist World*.

Hoffman, Bruce and Reinares, Fernando. *The Evolution of the Global Terrorist Threat: From 9/11 to the Death of Osama bin Laden*.

Bloom, Mia. *Bombshell: Women and Terrorism*.

Lister, Charles. *The Syrian Jihad*.

_____. *The Islamic State: A Brief Introduction*.

Cockburn, Patrick. *The Rise of Islamic State*.

Morell and Harlow. *The Great War of Our Time*.

Zenko, Micah. *Red Team: How to Succeed by Thinking Like the Enemy*.

Michael, George. *Lone Wolf Terrorism and the Rise of Leaderless Resistance*.

Berko, Anat. *The Smarter Bomb*.

Nacos, Brigitte. *Mass Mediated Terrorism: Mainstream and Digital Media in Terrorism and Counterterrorism*. (3rd Edition)

Rappaport, David G. *Waves of Terrorism: From 1789 to the Present*.

Help Desk

Students enrolled in any course through Notre Dame College can contact the help desk 24 hours a day, seven days a week. To contact the help desk:

- Call: 1 (800) 985-9781 (from anywhere in the United States)
- E-mail: support@learninghouse.com (from anywhere in the world)

Course Requirements and Methods of Evaluation

Grade Allocation

| Assignment | Total Points | Percent of Total Grade |
|--|--------------|------------------------|
| Discussion Forums (8 @ 50 points each) | 400 | 49% |
| Written Assignments (2 @ 50 points each) | 100 | 12% |
| Quizzes (8 @ 20 points each) | 160 | 20% |
| Final Paper | 150 | 19% |
| Total | 810 | 100% |

The student's performance in discussion forums, on quizzes, short essays and a final paper will determine his or her final grade in this course. The grade allocations are above. The instructor reserves the right to make changes in the schedule and assignments based on the needs of the class. For important College dates, including withdrawal dates, please refer to the [academic calendar](#).

Grading Scale

| Letter Grade | Numerical Equivalent | Quality Points |
|--------------|----------------------|---------------------|
| A | 93–100% | 4.0 per credit hour |
| A- | 90–92% | 3.7 per credit hour |
| B+ | 87–89% | 3.3 per credit hour |
| B | 83–86% | 3.0 per credit hour |
| B- | 80–82% | 2.7 per credit hour |
| C+ | 77–79% | 2.3 per credit hour |
| C | 73–76% | 2.0 per credit hour |
| C- | 70–72% | 1.7 per credit hour |
| D | 65–69% | 1.0 per credit hour |
| F | 0–64% | 0.0 per credit hour |

Course Calendar

The instructor reserves the right to make changes in the schedule and assignments based on the needs of the class. For important College dates, including withdrawal dates, please refer to the academic calendar.

| Module | Learning Resources | Learning Activities & Assessments | Course Learning Outcomes |
|--------|---|---|--------------------------|
| 1 | <ul style="list-style-type: none"> • Read Martin, Chapters 1-2 • Read “Defining Terrorism 1” • Read “Defining Terrorism 2” • Read “The History of Terrorism” power point • Read “The History of Modern Terrorism” PowerPoint | <ul style="list-style-type: none"> • Discussion Forum: 50 points • Quiz: 20 points on Martin, 1-2 • Begin reading <i>White Hot Hate</i>. Read at your own pace in preparation for the final paper. | |
| 2 | <ul style="list-style-type: none"> • Read Martin, Chapters 3-4 • Read Outcomes and Costs of Terrorism power point • Read Women and Terrorism (.pdf file) • Read or watch two (2) of the following: <ul style="list-style-type: none"> • “Swarmcast” • A Look at Terrorist Behavior • Women and Terrorism • Seeing the New Face of Terrorism (Video) | <ul style="list-style-type: none"> • Two Discussion Forums: 50 points each • Quiz: 20 points on Martin 3-4 • Continue reading <i>White Hot Hate</i> | |

| Module | Learning Resources | Learning Activities & Assessments | Course Learning Outcomes |
|--------|--|--|--------------------------|
| 3 | <ul style="list-style-type: none"> Read Martin, Chapters 5-6 Read at least 3 of the supplemental articles listed in the reading assignment box | <ul style="list-style-type: none"> Two Discussion Forums: 50 points each Quiz, 20 points on Martin 5-6 Continue reading <i>White Hot Hate</i> | |
| 4 | <ul style="list-style-type: none"> Read Martin, Chapters 7-8 Read at least 3 of the supplemental articles listed in the reading assignment box. | <ul style="list-style-type: none"> One discussion forum: 50 points One written assignment: 50 points Quiz: 20 points on Martin 7-8 Continue reading <i>White Hot Hate</i> | |
| 5 | <ul style="list-style-type: none"> Read Martin, Chapters 9-10 Read the power point presentations (.pdf files) and articles linked in the reading assignments box | <ul style="list-style-type: none"> One Discussion Forum: 50 points One written assignment: 50 points Quiz: 20 points on Martin 9-10 Continue reading <i>White Hot Hate</i> | |
| 6 | <ul style="list-style-type: none"> Read Martin, Chapters 11-12 Read the Power Point Presentation, "Do It Yourself Terrorism" Read at least 4 of the supplemental articles listed in the reading assignment | <ul style="list-style-type: none"> Two Discussion Forums: 50 points each Quiz: 20 points on Martin 11-12 Continue reading <i>White Hot Hate</i> | |
| 7 | <ul style="list-style-type: none"> Read Martin, Chapters 13-14 Read the 3 power point files listed in the reading assignment box, plus at least two (2) of the linked articles. | <ul style="list-style-type: none"> Discussion Forum: 50 points Quiz: 20 points on Martin. 13-14 Continue reading/finish <i>White Hot Hate</i> | |
| 8 | <ul style="list-style-type: none"> Read Martin, Chapter 15 Finish <i>White Hot Hate</i> if you have not already done so. | <ul style="list-style-type: none"> Discussion Forum: 50 points Quiz: 20 points on Martin 15 Final Paper: 150 points | |

Course Policies

Any assignment containing plagiarized work will receive a grade of F, seriously affecting the student's final grade in the course. A second act of plagiarism will result in the student failing the course.

All incidents of plagiarism will be reported to the Vice President for Academic and Student Affairs and a plagiarism file will be created. Should a second incident occur during the student's pursuit of a degree, the student will receive an F for the course and a letter regarding the incident will be entered into the student's official file. If a third incident of plagiarism occurs, the student will be dismissed from the College. (See student handbook pp. 76, 96)

Attendance Policy

For verification of enrollment in online courses, students must log in during Week 1 of each eight-week "D" term.

All students who have not logged in to their class by the end of the first week of each eight-week D term will be automatically dropped from their course.

All students enrolled in an online course at Notre Dame College must complete one of the following academically related activities within their online course in order to be marked as having attended and actively participated in the online course(s):

1. Post to a discussion board.
2. Submit an assignment.
3. Submit a quiz or exam.
4. Submit some other assessment as assigned.

Simply logging in to a course and navigating within the virtual classroom will not constitute participation; the student must complete one of the above academically related activities.

All students who have logged in to their course but who have not participated academically by the end of the second week of the D term will be automatically dropped from their course.

Makeup and Late Work Policy

Required essays may be submitted late, however there will a penalty of one full grade for doing so. Forum discussions may begin on the first day of each week's lesson, and, if students so desire, may continue after the lesson has been concluded at the end of that lesson. However, forums will be graded on the basis of the discussion that takes place from Monday through Sunday of the lesson week. Later posts will not be counted toward that week's forum grade. Quizzes close at midnight on Sunday of the lesson week and cannot be made up.

Individual Instructor Policies

This course is an asynchronous learning course that will be taught totally on-line using Moodle. There will be no regular class meetings and no regular scheduled interaction on the Internet. You are expected to do the following:

1. Learn how to use Moodle and its features.
2. Study the syllabus and how the course is organized and run.
3. Go to the course webpage and follow the links to access material in the various modules. The material is arranged in the order it is meant to be read.
4. Do the assigned readings for the module under study as early in the week as possible. You can work out which works best for you, reviewing or printing out the power point materials and then reading the assigned items or the other way around. Neither substitutes for the other. They are mutually supplemental but not the same.
5. After you have engaged the material, submit a commentary on the discussion board. Monitor the subsequent discussion board chat and contribute to it. No contribution to a module means zero points for that discussion. Remember that participation is often the

difference between one grade category and another. Review the forum rubric carefully as it spells out exactly how each forum will be graded.

6. Under 'Assignments' in each module, access the relevant materials for that lesson.
7. If an essay is required, you may want to organize an outline of your assignment answer.
8. Write your assignment and proofread it carefully.
9. Submit your assignment well before the deadline.
10. Complete the quiz before well before the deadline.

Remember that this is an accelerated course. You will need to plan on spending the necessary amount of time in order to successfully complete the course. Please be prepared to do so. What constitutes an appropriate amount of time to work on each week's lessons is, of course, an individual decision. Do keep in mind that the course does require a good deal of participation and interaction with the other students in the class as well as preparation for each written assignment. All assignments are to be completed and submitted by midnight Sunday of each week's lesson.

Any additional individual instructor policies can be found in the Announcements section of the course.

Office Hours/Communications:

Should students be having difficulty with the course for any reason whatsoever, they are encouraged to contact the instructor as soon as possible. Please do not hesitate to bring any problems to my attention, so that we may work together to try and resolve them.

About Notre Dame College

Notre Dame College Mission Statement

Notre Dame College of Ohio, a Catholic institution in the tradition of the Sisters of Notre Dame, educates a diverse population in the liberal arts for personal, professional, and global responsibility.

Notre Dame College Goals

Notre Dame College engages students, staff, and the wider community in the educational experience. Those who choose a Notre Dame education are encouraged to develop core values and skills. The objectives and requirements of this course further the values/skills related to thinking logically, analytically, and creatively; communicating effectively in speech and writing; demonstrating mastery of an academic discipline; and choosing wisely for health and well-being.

Institutional Learning Outcomes

Undergraduate students, as members of the Notre Dame College learning community, will be able to do the following:

- **Be Responsible:**
 - **Personally:** Choose a life that honors values, purpose, and accountability to self and others.
 - **Professionally:** Contribute to and enrich one's chosen discipline by acting morally and ethically.
 - **Globally:** Appreciate the world at local, national, and global levels and strive to have a positive impact.
- **Communicate Effectively:** Articulate thoughts and ideas clearly and effectively in written and oral forms in a variety of formats and situations.
- **Think Critically:** Exercise open-minded reflection and reasoning to analyze, evaluate, and make decisions.
- **Be Information Literate:** Research and evaluate information for accuracy, value, context, and meaning in order to formulate an argument.
- **Practice Ethical Inquiry:** Investigate and apply ethical reasoning in decision-making using ethical principles, including Catholic social teaching.

College Policies

Academic Policies and Procedures

See Notre Dame College Catalog for policies:

- **Incompletes**
- **Appealing a grade**
- **Course withdrawal policy**
- **Students with disabilities:** Students with documented learning disabilities must work with the director of the Learning Center who will provide the student with a letter for the instructor that documents the accommodation to be made. Refer to the catalog for the stated policy.
- **Campus Safety**

Personal Responsibility

Please take personal responsibility for your work and your future. You need to take responsibility for working diligently in your course, planning ahead for assignments and exams, doing your best, and taking responsibility for your performance. These are probably the most portable set of expectations that will transfer into your future professional world.

In particular, a simplistic personal responsibility statement for any course would include: 1) participate in assigned weekly activities; 2) know expectations and 3) accept the consequences for not meeting the expectations. In order for you to follow this, the following are the expectations for this class:

The instructor has the following expectations of the students:

1. To be willing to participate positively and constructively in your course
2. To understand and abide by the procedures, regulations and schedules described in this syllabus
3. To assume ownership of one's ideas, opinions, values, etc.

The students can have the following expectations of the instructor:

1. To be genuinely concerned about the student's ability to perform well
2. To remain faithful to the procedures, regulations and schedules described in this syllabus
3. To provide a course structure to encourage student learning

Academic Dishonesty

- a. Academic dishonesty includes, but is not limited to, the following: 1) the completion or attempted completion of any academic work by means other than those permitted; and 2) the alteration of a document relating to the grading process, including changing an instructor's grade book or changing answers on a test after the time to complete the test is over.
- b. Examples of academic dishonesty include, but are not limited to, unauthorized collaboration, copying another student's answers, unauthorized aids on a test, using purchased or premade term papers, plagiarism, and destroying another student's work.
- c. Plagiarism occurs when an individual presents the ideas, thoughts, or words of another as his or her own. Plagiarism includes, but is not limited to, using phrases, sentences, or ideas from a published source, including the Internet, without citing that source representing another's unpublished work as your own; rewriting or paraphrasing the work of another without giving credit to that person by citation; and submitting a paper as one's own work that has been copied, in whole or in part, from another's work.
- d. Generally, the faculty decides upon sanctions for acts of academic dishonesty. Thus, academic dishonesty may carry specific penalties carried out by the faculty outside of the judicial procedure. Those penalties include, but are not limited to, failure on the specific assignment, failure of the course, and a creation of a plagiarism file, which includes an Incident of Plagiarism Form detailing the offense, filed with the Office of Academic Affairs. Note that although deference is given to the faculty to handle matters of academic dishonesty, such action does not preclude further disciplinary action under the college judicial procedure.

For further information on academic dishonesty, access the *Notre Dame College Catalog*.

Disruptive Student Policy

The College seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of Notre Dame College. Similarly, the College seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of Notre Dame College; and that does not threaten the physical or mental health or safety of members of the College community. As a student at Notre Dame College, you are expected to adhere to the Student Code of Conduct. To review the Student Conduct Code, please see the *Student Handbook*.

Students with Disabilities

Notre Dame College makes reasonable accommodations for students with disabilities. A qualified student with a disability may request support services from the Learning Center on a yearly basis. In order to receive services at Notre Dame College, students with disabilities must

provide documentation which meets state and federal standards for indicating the presence of a disability.

Copyright Disclaimer

Materials associated with this course are subject to copyright laws and protections. These materials are intended for the viewing of only those students enrolled in this course and only for the time during which they are enrolled. The contents of this course are not to be copied and shared. Because instructional materials on the course website may be copyrighted, students may not permanently keep downloaded materials, or alter or distribute any materials on the course site, unless clearly directed to do so.