CJ 5337: SEMINAR IN INTERNATIONAL TERRORISM SYLLABUS

Summer II 2021

CJ 5337: Seminar in International Terrorism

Department of Homeland Security & Criminal Justice

Sul Ross State University

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Class Days	: July 7th − August 9th	**Class Location**	: Online
Contacting Me	: The best way to reach me is via email. Do not hesitate to contact me for any reason. I will respond to email inquiries as soon as possible.		

Required Texts

1) Jeremy R. Spindlove & Clifford E. Simonsen (2018). Terrorism Today: The Past, The Players, The Future, 6th Edition. Pearson Publications. https://www.pearson.com/us/higher-education/program/Spindlove-Terrorism-Today-The-Past-The-Players-The-Future-6th-Edition/PGM337567.html?tab=contents
2) American Psychological Association (October 2019). Publication Manual of the American Psychological Association, Seventh Edition, https://apastyle.apa.org/products/publication-manual-7th-edition-spiral
3) Additional readings (e.g., articles, reports) will be posted on Blackboard.

Regarding scientific journal articles, Byrian Wildenthal Memorial Library of SRSU has an extensive database infrastructure. The Library exists to provide learning resources and services necessary to support your educational, research, and information needs. You can get detailed information, advising and other sorts of help in person, over the phone, or via email.

Once you logged in to your Sul Ross Account on Blackboard you should be automatically connected to the library webpage as well. Thus, you can browse the online databases of SRSU and reach the articles on the additional reading list.

Course Description

Terrorism has been part of our daily lives and never more so than with the advent of political and religious extremism over the last twenty years. Terrorism is difficult to define and continues to pose a challenge to democratic states as well as that august body the United Nations. In this course, we will chart terrorism across the major continents of the world and see the rise of various groups and entities some survive and others decline with the passage of time, some seek political status and opportunity and others have far darker goals and methods. I hope that this course will give you a broader understanding of what defines terrorism, where it came from, who the players are and how it has been countered.

Course Learning Objectives

This graduate course will help you make the transition from student to independent researcher/scholar in the field of International Terrorism. This is a graduate course and you are expected to go beyond reading the course materials. You should be able to critically analyze the readings and develop an in-depth understanding of this topic. This is an intensive reading course which involves the students reading in detail with specific learning aims and tasks. Graduate education is mostly about reading intensively various sources in your area. You really need to be organized especially in Summer school while you are taking online courses to meet this course's requirements.

On successful completion of this course, students will be able to:

- Develop a broad and unbiased approach with a global perspective on past and present terrorism around the world;

- Advance the level of knowledge about the history and current state of terrorism, with a focus on specific countries in every region of the world - North America, the UK, Europe, the Middle East, Africa, Asia, South America, and Australia;

- Examine terrorist events and groups, analyze responses to terrorism and the resulting changes in terrorist strategies, and look at current and future trends for each continent;

- Explore the explosive rise of political and religious terrorism in the last years;

- Understand profiles of prominent players in the world of terror;

- Learn risk management (security) and how to mitigate those risks, successfully manage incidents, and prepare business for continuity;

- Develop evidence-based critical thinking and problem-solving skills; and

- Communicate effectively in written English as exemplified by proper use of APA citation format, following writing guidelines and writing clearly and concisely.

Student Learning Outcomes

CJ-GRAD-SLO 1: The student will be able to analyze the function and decision making of the court systems of the United States, including the ability to assess the impact the impact of court rulings, in particular those of the Supreme Court.

CJ-GRAD-SLO 2: Student will be able to identify and apply criminological theories and competing theory arguments.

CJ-GRAD-SLO 3: Student will be able to develop a working knowledge of the process and application of the methods of scientific research, including the ability to critique a piece of research based on its methodology and develop the ability to apply research to Criminal Justice and Homeland Security policy.

Course Assessments

1 - Discussion Board Posts (100 points total): Participation in discussion is an important part of this course. The Master's graduate in Homeland Security & Criminal Justice is expected to be well informed about core concepts and contemporary issues. The graduate student should be able to demonstrate evidence of reflective thought while discussing a topic and the ability to support a position based on evidence from the literature. In addition, the ability to engage in discussion with respectful consideration of others opinions is expected.

There will be five (5) discussion board topics in this course. Students must post one (1) comment and two (2) responses to each discussion board topic. The one (1) comment should be your response to the question posted in the discussion board. The other two (2) posts should be your thoughtful responses to other students' post.

In order to receive credit, you must post your comment to the posted discussion board question by Sunday midnight. In addition, you must post two (2) responses to other students' post by Tuesday midnight. Your grade on the discussion board is based on participation. Each discussion board assignment is worth 20 points (10 points your own comment + 10 points your responses). However, in order to receive full credit for these posts, you must fulfill some basic requirements:

- Comments should be a minimum of 150 words and responses should be minimum of 50 words.

- You must use at least 1 external resource in your comments with proper in-text citation (see APA Manual Ch. 8) and proper reference entry (see APA Manual Chs. 9-11) at the end of your comment.

- All of your posts should be relevant to the topic being discussed, but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion.

- All of your posts should use correct grammar and punctuation.

- Misuse of the discussion boards will not be tolerated.

- Read the "Discussion Board Guidelines" on Blackboard prior to posting to the discussion board.

2 - Quizzes (100 points total): There will be four (4) quizzes. You will take a Quiz for every week to measure the knowledge of the week's required readings. These examinations will cover topics in the field of international terrorism as well as the assigned readings. The questions will be posted on Wednesday and due date will be the next Tuesday 11:59 PM every week.

4 - Final Exam (100 points): The Final Exam is comprehensive, thus it will test students on all the topics covered during the course. The Final exam is worth 100 points. No make-up test will be given, unless an uncontrollable emergency or illness arises (written proof required).

5 - Final Paper (100 Points): You will write a final paper on the terrorism problem in one of the regions covered in chapters 3-13. You will submit a written proposal by Wednesday, June 9th outlining your plan and intended subject. You will then continue writing your paper after my approval.

Your Final Paper should;

    a)   be 10 to 15 pages (this is the body of your paper excluding everything else),

    b)   include these parts: Title page (1 page), Table of Contents (1 page), Abstract (1 page), Body of the paper - one of the regions covered in chapters 3-13 (10+ pages), References (1 page), Appendices (if any) (see APA Manual for formatting guidelines),

    c)   be typed, double-spaced, 1 inch margins, 12-point Calibri font,

    d)   include <u>at least five scholarly citations</u> other than the ones we covered in the class (not website articles, wikipedia, news agencies, magazines, and etc.), and

    e)   be written according to APA formatting and citation style.

A plagiarism detection software ([SafeAssign](#)) is used in this course. SafeAssign will detect and report all instances of plagiarism including where the student copied and pasted directly from a source. Students will receive a grade of "0" in these instances, and possibly fail the course. Your final paper will be submitted through SafeAssign.

Technology Requirements

Blackboard is a course management tool that is an integral part of this course. You are required to check Blackboard on a regular basis to keep abreast of course developments.

Several Blackboard features are utilized throughout the course including email, course documents, the discussion board, grade center, external links, and SafeAssign.

This course requires a significant amount of online activity. In order for students to participate and progress in this course the followings are required.

Minimum Computer Skills Requirement

Using Blackboard does not require any special skills. Blackboard is, however, an Internet tool so you must possess basic computer skills, specifically

    •   using e-mail (sending, opening, replying, and saving attachments)

    •   web browsing (navigating, searching, and downloading)

    •   word processing (MS Word or compatible)

For more information and instructions about using Blackboard, see the [Blackboard tutorials](#).

Hardware & Software Requirements

You must have regular and reliable access to a computer with access to the Web. The computer must be robust enough to run one of the recent web browsers and download files in a reasonable amount of time. You will need to be able to reach the World Wide Web, either through a network at your place of business or through a connection from home, using an Internet Service Provider (ISP).

Participation Policy

This class is a fully online course; there are no class meetings. However, I want you to introduce yourself to all of us. This non-graded "Introduction" post is a chance for you to 'meet' your colleagues in the class and an opportunity to introduce yourself to your professor. You are also expected to log into the class at the earliest opportunity to check the class website every day for announcements. All assignments and examinations are to be completed online no later than the final due dates for each assignment. Please e-mail me if you have questions regarding the reading material, assignments, and exams.

Attendance Policy

Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. All assignments you submit or tests you take must be your own work unless you have been requested that you work in groups. You may not submit work that is plagiarized or violates copyright laws. It is also your responsibility to respect copyright protection of licensed computer software. When you are taking a distance education course from a remote site, please remember that you are "guests" on the remote site campus. The facilities, equipment, staff, and materials at that site are neither the property nor employees of Sul Ross State University. Please treat the site respectfully and be responsible in caring for the site that we have been allowed to use.

Absence policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F". In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an "F" in the course dropped. Inactivity may include the following:

- Not logging on to the course
- Not submitting assignments
- Not participating in scheduled activities
- Not communicating with the instructor by phone or email, and/or
- Not following the instructor's participation guidelines stated in the syllabus

All students taking distance learning classes are responsible for checking their Sul Ross email account regularly for notices from the School and from their instructors. A student's Sul Ross email address is added to Blackboard when a student registers, so when instructors email students through Blackboard, the message is sent to the student's Sul Ross email account. Email accounts are automatically set up when a student registers. In order to use your SRSU email account, you will need to log in to the email system. The information you need in order to log in is a username and a password.

Late Assignment Submission Policy

Students are supposed to finish their coursework on time and assignments must be submitted before the deadlines. In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments and take their exams in a timely manner.

If an assignment/exam is missed or late the students are expected to show an appropriate cause for this issue. Late assignments will not be accepted unless there is an excuse that is recognized by the university. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments and exams.

Academic Integrity

Be sure that you understand the university's Academic Honesty Policy. It is important that you refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. SRSU students are responsible for reading, understanding, and abiding by the "Sul Ross Student Code of Conduct."

SRSU and the instructor of this course both place a high priority on the academic integrity of their student scholars. As a result, all institutional guidelines and instructional policies concerning academic integrity will be strictly and uniformly enforced with all students regardless of context.

Academic integrity includes, but is not limited to, the following activities: cheating, plagiarism, collusion, fabrication, obtaining an unfair advantage, and falsifying academic records. In addition, academic dishonesty can include both actions and omissions to act in regards to academic exercises and activities. Cheating is defined here as:

> *the obtaining of information (electronic or otherwise) during an examination, the unauthorized use of books, notes, or other sources of information prior to or during an examination, the unauthorized use of books, the removal of faculty examination materials, the alteration of documents or records, or actions identifiable as occurring with the intent to defraud or use under false pretenses.*

Collusion is defined here as:

> *helping other students engage in acts of academic dishonesty, whether the student involved obtains any direct academic advantage from these acts.*

Plagiarism is defined here as:

> *the submission of the ideas, words, or artistic productions of another, without giving due credit or when attempting to falsely represent them as one's own.*

APA Style

This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a number of resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation the course academic honesty standards. Beside numerous online sources you can also visit the following link for help with APA https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

Student Support Services

Sul Ross State University has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Student Support Services at https://www.sulross.edu/section/311/student-support-services. For more information, students are encouraged to contact SSS at (432) 837-9118 or visit Ferguson Hall Room 105.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. You can get The Distance Education Handbook at https://tvpb.sulross.edu/start/index.html.

Online Support Desk

The Support Desk is where you can direct your more technical questions. For example, if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888 - 837 6055

- Via email blackboardsupport@sulross.edu

- Using resources from the Technology Support tab within Blackboard

- Clicking the Support Desk graphic on the course homepage

Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Departmental MS Program Marketable Skills

The Texas Higher Education Coordinating Board (THECB) sets statewide goals through the 60x30TX initiative. The THECB plan includes four major goals: 60×30: Educated Population, Completion, Marketable skills, and Student debt. The 60x30TX plan was designed to tie together all four student-centered goals. 60x30, which measures the educated population in Texas, is the overarching goal at the center of the plan and calls for 60 percent of 25- to 34-year-olds in Texas to hold a credential or degree by 2030. The 60x30 goal is supported by the other three goals (completion, marketable skills, student debt) that will get Texas to 60 percent by 2030.

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. Students who can effectively market their skills to potential employers can secure employment that pays competitively. Marketable skills include interpersonal, cognitive, and applied skill areas, are valued by employers, and are primary or complementary to a major. Marketable skills are acquired by students through education, including curricular, co-curricular, and extracurricular activities. Marketable skills are often called "employability skills" in other countries, or "transferable skills" here in the states. They include both technical and soft skills. The marketable skills of Homeland Security and Criminal Justice MS Program are listed as follows:

1. Students Develop Verbal and Written Communication Skills.

2. Students Access Resources with Crime Data and Work with Numbers and Demonstrate Quantitative Skills.

3. Students Use Critical Thinking and Observation.

4. Students Use Teamwork and Work Collaboratively.

5. Students Develop Multicultural Understanding.

6. Students Know Legal Codes & Procedures and Safety.

7. Students Know How to Conduct Scientific Research.

Other Course Expectations

➢ Remember that this is a graduate level college course, therefore, graduate level work will be expected which includes proper APA format, proper grammar, sentence structure, and organizational structure.

➢ Review the syllabus carefully so that you may be aware of any assignments and their due dates; contact me for any clarifications.

Grading

During this course, students will be graded on discussion board posts, weekly quizzes, final exam, and a final paper. The grading point system and grading scale for this course is listed below:

Grading Point System	
5 Discussion Board Posts	100 points (20 points each)
4 Weekly Quizzes	100 points (25 points each)
1 Final Exam	100 points
1 Final Paper	100 points
Total Possible Points	400 points

Final Grading Scale	
A	400 – 360
B	359 – 320
C	319 – 280
D	279 – 240
F	239 & below

Course Schedule

This course schedule is subject to change as needed to meet the needs of the course. Students will be notified of adjustments when they are made. Also, any additional reading materials, resources and other information will be posted on Blackboard. Students will be notified on how to access this information by the instructor. ***All times are in central time***

DATES	TOPICS	COURSE ASSIGNMENTS AND DUE DATES
Week July 7 - 13	Chapters 1, 2, and 3.	Discussion Board 1 Comments Due: 11:59 pm 7/11 Discussion Board 1 Responses Due: 11:59 pm 7/13 Quiz 1 will be available on Wednesday 7/7 and close at 11:59 pm on Tuesday 7/13
Week 2 July 14 - 20	Chapters 4, 5, and 6.	Final Paper Proposal Due: 11:59 pm Wednesday 7/14 Discussion Board 2 Comments Due: 11:59 pm 7/18 Discussion Board 2 Responses Due: 11:59 pm 7/20 Quiz 2 will be available on Wednesday 7/14 and close at 11:59 pm Tuesday 7/20
Week 3 July 21 - 27	Chapters 7, 8, and 9.	Discussion Board 3 Comments Due: 11:59 pm 7/25 Discussion Board 3 Responses Due: 11:59 pm 7/27 Quiz 3 will be available on Wednesday 7/21 and close at 11:59 pm Tuesday 7/27
Week 4 July 28 - August 3	Chapters 10 - 13.	Discussion Board 4 Comments Due: 11:59 pm 8/1 Discussion Board 4 Responses Due: 11:59 pm 8/3 Quiz 4 will be available on Wednesday 7/28 and close at 11:59 pm Tuesday 8/3
Week 5 August 4 - 9 **!!! END OF TERM !!!**	Chapters 14, 15, and 16.	Discussion Board 5 Comments Due: 11:59 pm 8/7 Discussion Board 5 Responses Due: 11:59 pm 8/9 Final Paper Due: Friday 11:59 pm 8/6 Comprehensive Final Exam will open up at 12:00 am on Saturday 8/7 and close on Monday at 11:59 pm 8/9

END OF COURSE EVALUATIONS: Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.