Overview:

Terrorism has reached the global village and it has become necessary to look back as importantly as it is to look forward in order to learn how best to anticipate and prepare for future threats facing the U.S., its citizens, and its allies. More than a decade after the 9/11 attacks on America, numerous governmental agencies throughout the world, alongside security professionals, experts from non-governmental organizations, and research institutions have engaged in collaborative research. Aggregated data and information from historical, international events combined with new intelligence now better informs U.S. counter terrorism decisions and continues the process of delineating enhanced homeland security policies for the future. According to the Heritage Foundation, “the onus is now on the President and Congress to ensure that the U.S. continues to hone and sharpen its counter terrorism capabilities and adapt them to evolving 21st century threats” (Muhlhausen & McNeill, 2011, Abstract, p. 1).

This course sets its focus on informing the student on the local, national, and global threats and trends in terrorism and counterterrorism. The information gathered from intelligence and governmental sources indicates that the full-scale campaign against al Qaeda and its affiliates and support structures after 9/11 is working. The international community and its military and law enforcement efforts have been effective in stopping the extremist attacks, dismantling terrorist groups, and disrupting the financial and funding networks. “A total of 136 countries offered a range of military assistance to the U.S., including over flight and landing rights and accommodations for U.S. forces” in the aftermath of 9/11 (Terrorism and National Security: Issues and Trends, 2003, CRS-2). As a result, the U.S. continues its intelligence-sharing and law enforcement cooperation with other nations to destroy terrorist cells. Now, “an encouraging sign in the anti-terrorism struggle has been the evident willingness of certain states to distance themselves from extremist groups that they had supported in the past or from international terrorism generally” (CRS-2).

Course Description:

From the course catalog:

**BOR 4321 Trends in Terrorism and Counterterrorism (3-0). This is a seminar course in which students examine new and growing threats, including narco-terrorism, environmental terrorism, terrorist recruitment methods, genomic terrorism and threats to critical infrastructure. Students progress from analysis of past terrorism to present and**
future responses by national and international counter-terrorism. Students consider historical defenses as well as new concepts and innovations for the prevention and mitigation of terrorist attacks. (Credit may not be earned for this course and Criminal Justice 4321.) Prerequisites: Border Security 3320 or Criminal Justice 3320.

TEXTBOOK:

Understanding Terrorism: Challenges, Perspectives, and Issues

Author: Gus Martin
Publisher: Sage Publications, Inc. Year: 2010
ISBN: 978-1-4129-7059-4

Unless otherwise specified in a specific lesson or module, all reading assignments refer to the chapters and pages of these textbooks and assigned published articles. Other readings or media may be assigned by the instructor as part of the course completion. Additional and optional readings will serve to address interests developed by the student for his/her academic advancement.

Course Objectives:

1. To become familiar with definitions, terms and concepts related to terrorism and counter terrorism
2. To learn about the causes and consequences of terrorism and the various nefarious factions throughout the world that pose threats to the U.S. and civilized societies
3. To identify emerging terrorist environments, the terrorist landscape, and methods and strategies to mitigate terrorism
4. To understand the terrorist trade, tools and tactics, the information battleground, and opposing forces
5. To comprehend the terrorist trends in the U.S. and throughout the world by focusing on traditional and non-traditional aggression and attacks

Learning Outcomes:

Students have a right to know what their professors expect from them in terms of their course instruction and how their learning will be evaluated. This course establishes several learning outcomes that are measured objectively and subjectively. Upon completion of the course, each student should successfully complete the following:

1. Effectively define and describe the terminology used within the study of terrorism and counter terrorism
2. Comprehend the complexity, scope, and extent to which terrorism is a problem for democratic counties as well as non-democratic countries across the globe
3. Understand and identify the ideologies and groups and their causes and consequences along with their current and future interests
4. Define the landscape and terrorist environment that can contribute to and attempt to control terrorist attacks and acts of aggression
5. Discuss the terrorist trends that will shape the future homeland and national security efforts for the U.S., its citizens, and its allies

Methods of Assessing the Outcomes:

Student learning outcomes will be assessed through a combination of written assignments and on-line discussions.

Through the writing assignments, the student is expected to show an understanding of the depth and breadth of disaster planning and emergency management problem across the U.S. and throughout the globe, particularly stating how the planning and response efforts affect a community’s economic, social, and political health.

A major competency identified by Homeland Security professionals is the ability to produce technical reports and briefings, to communicate coherently a wide variety of thoughts to a diverse audience that may not be as knowledgeable of a subject as the person conducting the briefing or writing the report. To address this concern, throughout the Border Security and Criminal Justice programs students are assigned writing projects of various lengths and complexities. Since the phenomenon of disaster preparedness and emergency management crosses disciplines, students of other social sciences, such as sociology, psychology, nursing, and social work, are active participants. Effective writing and critical thinking skills are necessary for a graduating student to succeed in the workplace and future employment.

Several writing exercises are assigned throughout the semester to measure the student’s ability to critically analyze the cases and after action reports. Specific knowledge on topics of importance to future courses in the Border Security program as well as the Criminal Justice program is measured through the use of comprehensive exams. To measure the student’s comprehensive understanding of the materials presented in this course, each writing assignment is meant to be comprehensive, inclusive of previous readings and class discussions.

Required readings are primarily taken from one textbook identified for this course. Additional and optional readings will add depth and breadth to the assigned readings and to the student led effort to submit well-researched papers.

Grading:

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board #1 (Lesson/Week 1)</td>
<td>25</td>
</tr>
<tr>
<td>Discussion Board #2 (Lesson/Week 2)</td>
<td>25</td>
</tr>
<tr>
<td>Discussion Board #3 (Lesson/Week 4)</td>
<td>25</td>
</tr>
<tr>
<td>Discussion Board #4 (Lesson/Week 5)</td>
<td>25</td>
</tr>
<tr>
<td>Discussion Board #5 (Lesson/Week 6)</td>
<td>25</td>
</tr>
</tbody>
</table>
### Discussion Board (DB) Questions:

There will be SIX (6) Discussion Board questions worth a total of twenty five (25) points each, for a total of one hundred and fifty (150) possible points for the Discussion Board category.

Discussion questions that pertain to the current assigned reading(s) will be posted in Blackboard. Students will be required to respond to the questions via the Discussion Board (DB). Answers to the Discussion Board questions must demonstrate significant depth of study and comprehension of the assigned readings. Students will then be required to respond to at least two of the submissions posted by fellow students. Your Original Post must be posted no later than 11:59 p.m. **Friday** the week the DB is due. Students must then complete their two (or more) Peer Responses to other students by 11:59 p.m. **Sunday** during the same week. **The due days during the week for DB assignments will never change throughout the course of the semester. Late DB submissions will not be accepted for credit.**

### DB response length expectations:

- **Original Post** (due by 11:59 p.m. **Friday**): minimum of approximately one page or 250 words.
- **Peer Responses** (due by 11:59 p.m. **Sunday**): minimum of two Peer Responses of ½-1 page or 125-250 words for each response. Please feel free to write additional Peer Responses to bolster your grade for the DB you're working on if your Peer Responses are not long enough. Please feel free to respond to my posts, as they will also count as possible “Peer Responses” as well.
  - **Grading Breakdown**: as long as your posts (both Original Post and Peer Responses) meet the above criteria, pertain to the topic being discussed, and are written in proper English, you will receive your full points, as outlined below.
  - **The total number of points (per assignment) you can earn for your Discussion Board assignments is twenty-five (25) points.**
    - Original Post: 15 points
    - Peer Responses (2): 5 points each, for a total of ten (10) points
  - **Late Responses:**
    - If your late Original Post is submitted in the week it is due, you will receive a reduction of five (-5) points, per day it is late.
    - One missed Peer Response will be deducted five (-5) points (from your Peer Response possible points)
    - Two missed Peer Responses will be deducted ten (-10) points (from your Peer Response possible points)
Late Peer Responses are not awarded credit. They are due by 11:59 pm Sunday, and the DB assignments will always close at that time, so late Peer Responses are impossible to submit.

Written Assignments: (TWO)

This course employs TWO written assignments (papers). Each Written Assignment/Paper is worth fifty (50) possible points. The written assignments are relevant to the topics and reading assignments preceding them. Each written assignment must be completed within the specified time period. Each written assignment must comply with either APA or Chicago elements of style: double-spaced, 1” margins, and with appropriate grammar, spelling and writing mechanics. Citations must be provided and a separate Reference page is required. Papers should be approximately 3-5 pages and contain a minimum of 3-5 references. Font size must be 12 point Times New Roman or Arial only. Papers must be submitted electronically in Word (doc or docx) or PDF format only--NO other formats will be accepted. If necessary, laptops are provided at the library for student use.

Letter Grades:

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A 90 - 100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

Assignment Rubrics:

General Guidelines for each Written Assignment:

- Be sure your name, student ID, course name/number and assignment number are on your work
- Copy/paste each question (or type) into your work and immediately follow the question with your written response
- Answer all questions for each assignment
- Your answers for the questions are expected to fulfill the page requirements
- Answers must be typed in 12-point Times New Roman or Arial font and be submitted either as a Word doc/docx or PDF file
- Use default margins for your word processing program
- Save your work!
Plagiarism: Plagiarism will not be tolerated and may result in the dismissal of the student from the course and the university. Any violations of the University plagiarism policy will be reported, according to University policy.

Attendance:

Attendance, punctuality, and preparedness are important for the successful pursuit of study. Your attendance signifies your level of interest and motivation to contribute toward the learning environment.

An excessive number of absences will result in a student’s DROP from the class when, in the instructor’s opinion, further enrollment and attendance would be of little value to the student or when it detracts from the instructor’s ability to provide education to the students. Therefore, if a student is absent for three consecutive classes, the student may be dropped from the course by the instructor.

When a student anticipates an absence, the student is expected to inform the instructor and make up any missed tests or assignments before the absence or the assignment due must be sent with another student, or emailed to the instructor.

Participation & Communication:

In this class everyone, brings something to the table. Your ideas and thoughts do count, not only to me, but the entire class. Feel free to ask questions either via e-mail or in class. Many student questions are applicable to the class as a whole, as are the responses. You may be surprised how many of your classmates have the same questions and concerns as you. I may simply post your particular question on the discussion board and allow your classmates to provide the answer through their own posts.

To some, this may be their first online class and naturally, it could seem somewhat intimidating. As a class, we are together to help each other with this learning process and share our collective knowledge on how best to communicate; how to resolve technical issues that may arise (if we have the expertise), and to assist each other to find answers to our questions.

We will learn and work as a team.

Courtesy and Respect:

Courtesy and Respect are essential ingredients to this course. We respect each other’s opinions and respect their point of view at all times while in our class sessions. The use of profanity & harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one’s ethnicity, life style, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.
Office Hours: TBA

CONTENT

The semester will cover:

- Introduction: A Conceptual Review of Terrorism
- Terrorism: The Nature of the Beast
- The Causes of Terrorism
- Defining and Describing the Terrorist
- Terrorist Ideologies
- The Globalization of Terrorism
- The Terrorist Trade
- Terrorism in the United States
- Terrorism Threats and Trends: Local and International Trends
- Conclusion

Lessons/Weeks:

This is an eight (8) week undergraduate course; therefore, it will be necessary for each student to keep up with the reading assignments so as to enable an informed and intelligent contribution to the discussion boards as part of the learning and interactive environment. There are assigned readings, optional and additional readings and videos, and PowerPoint presentations. You will be given sufficient time for reading and completing all assignments.

LESSON/WEEK 1: INTRODUCTION/A CONCEPTUAL REVIEW OF TERRORISM, NATURE OF THE BEAST

Objectives:

- Study a brief history of terrorism and understand its evolution into modern terrorism
- Define terrorism and counter terrorism and related terms
- Understand the scope and extent of the terrorism problem from “extremist” views
- Review a brief history of events leading to 9/11 and surrounding terrorism of an international perspective
- Comprehend the attacks against the U.S. and the symbolism and aftermath
- Discuss the “criminal skill” element of terrorism and its illegitimate expression of political will

Reading Assignments: See Blackboard

Discussion Board: See Blackboard
LESSON/WEEK TWO: THE CAUSES OF TERRORISM CONTRASTING SECULAR AND RELIGIOUS TERRORISM

Objectives:

• Discuss political violence as a fruit of injustice
• Understand intergroup conflict and collective violence
• Explain terrorism from a sociological perspective
• Compare and contrast secular and religious terrorism and explain why the conflict is seen as a war against culture and civilization

Reading Assignments: See Blackboard

Discussion Board: See Blackboard

LESSON/WEEK 3: DEFINING AND DESCRIBING THE TERRORIST OBJECTIVE

Objectives:

• Comprehend the state terrorist from the perspective of governmental or quasi-governmental agencies and personnel against perceived enemies
• Define and describe the characteristics of state sponsored terrorism, such as the patronage model, the assistance model, foreign policy, sympathetic sponsorship, logistical support, domestic policy, and episodic sponsorship
• Understand the dissident terrorist as non-state movements and groups against governments, ethno national groups, religious group, and other perceived enemies
• Define and describe the characteristics of dissident terrorism, such as the rebel or revolutionist, anti-state dissidents, and religious, ethnonationalist, and ideological communal terrorism
• Illustrate the characteristics, scope, and extent of violence in the name of faith and the extremist factions

Reading Assignments: See Blackboard

Discussion Board: There is no Discussion Board assignment this week

Written Assignment #1 is due at the end of this week, no later than 11:59 pm Sunday. Writing Prompt/Guidelines can be found within your Lesson/Week 3 folder.

LESSON/WEEK FOUR: VIOLENT IDEOLOGIES IN TERRORISM

Objectives:

• Discuss the classical ideological continuum developed during the French revolution that has relevance in modern times
Comprehend left-wing ideologies and activism and the apparent characteristics of leftist agitation
Understand the race and order issues with the terrorist right and the descriptors such as organization, focus, and longevity
Discuss the dimensions and characteristics of international terrorism and why it is called “spill over” terrorism within the context of asymmetrical warfare
Define international terrorism and provide recent examples of “spill over” events within the world’s stage

**Reading Assignments:** See Blackboard

**Discussion Board:** See Blackboard

**LESSON/WEEK FIVE: EMERGING TERRORIST ENVIRONMENT**

**TOOLS OF THE TRADE: TACTICS AND TARGETS OF TERRORISM**

**Objectives:**

- Identify and discuss the two emerging trends cited by Martin (2010): gender-selective political violence and criminal dissident terrorism
- Identify objectives, tactics, and targets of international terrorist groups cited by Martin (2010)
- Differentiate between traditional and modern terrorist groups, and mention the significance of transnational organized crime groups

**Reading Assignments:** See Blackboard

**Discussion Board:** See Blackboard

**LESSON/WEEK SIX: TERRORISM IN THE UNITED STATES**

**THE OPTIONS FOR RESPONDING TO TERROR**

**Objectives:**

- Identify and discuss left-wing objectives and provide examples of left-wing terrorism in the U.S.
- Identify and discuss right-wing objectives and provide examples of right-wing terrorism in the U.S.
- Discuss the differences between the left-wing and right-wing incidents, comparing them to the French Revolutionary model identified by Martin (2010)
- Comprehend the definitions of counter terrorism and anti terrorism and describe the range of efforts available to the U.S. to address terrorism
- Identify key components of the U.S. Strategy for Counter terrorism

**Reading Assignments:** See Blackboard
LESSON/WEEK 7: THREATS AND TRENDS OF TERRORISM ACROSS THE GLOBE

Objectives:

• To understand the continuing threats of al Qaeda since 9/11 and be able to articulate why it has persisted in the world’s view
• To contextualize international terrorism in Asian countries, the European Union, China, and the Middle East
• To frame U.S. threats within the world context given global events and international conflict

Reading Assignments: See Blackboard

Discussion Board: See Blackboard

LESSON/WEEK EIGHT: CONCLUSION: THE MOST CURRENT FUTURE TRENDS THE FUTURE OF TERRORISM

Objectives:

• Identify the most significant terrorist trends and discuss the strategies to counter these threats
• Discuss the future implications of developing appropriate mitigation strategies and the effect of those strategies
• Comprehend the global strategy for controlling and preventing left-wing, moderate, and right-wing terrorism and the U.S. efforts
• Understand the risk management issues and the liabilities that can be reduced through effective posturing and effective strategies and initiatives for homeland security

Discussion Board: There is no Discussion Board assignment this week

Written Assignment #2 is due by 11:59 pm Wednesday. Writing Prompt/Guidelines can be found within your Lesson/Week 8 folder.

ASU POLICY STATEMENTS

Academic Integrity

Honesty and integrity are expected. The Angelo State University Student Academic Honor Code can be found at:
All students are expected to adhere to the requirements of the Honor Code. Online courses are necessarily limited in their oversight of student adherence to the Honor Code so it is up to you to determine if your actions may be in violation of some component of the restrictions on plagiarism, cheating, fabrication, misrepresentation, conspiracy, collusion, etc. While the professor reserves the right to assign a failing grade to a student for academic dishonesty, the student should be aware of their rights of appeal as specified in the Student Handbook.

**Accommodations for Disability**

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

**Student absence for religious holidays**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

**Email etiquette:**

In the academic environment, e-mails are considered to be a formal means of communicating. Expect that your e-mails will receive a reply within 24 to 48 hours. The following guidelines represent good etiquette:

- Use only your ASU student account to e-mail your professor
- E-mailed messages should be somewhat formal and it should be understood that they may become a permanent record.
- Use the subject line to summarize your content question or issue.
- Include a salutation (e.g. Dear Dr. Smith)
- Messages should be succinct, with no uncommon abbreviations. Messages should not use fancy, colorful, or special characters or fonts.
- At the end of your message, include your full name
- Please do not send the same message multiple times.
## WEEKLY ASSIGNMENTS AT A GLANCE (ASIDE FROM READINGS)

<table>
<thead>
<tr>
<th>LESSON/WEEK</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson/Week 1</td>
<td>Discussion Board #1</td>
</tr>
<tr>
<td>Lesson/Week 2</td>
<td>Discussion Board #2</td>
</tr>
<tr>
<td>Lesson/Week 3</td>
<td>Writing Assignment/Paper #1</td>
</tr>
<tr>
<td>Lesson/Week 4</td>
<td>Discussion Board #3</td>
</tr>
<tr>
<td>Lesson/Week 5</td>
<td>Discussion Board #4</td>
</tr>
<tr>
<td>Lesson/Week 6</td>
<td>Discussion Board #5</td>
</tr>
<tr>
<td>Lesson/Week 7</td>
<td>Discussion Board #6</td>
</tr>
<tr>
<td>Lesson/Week 8</td>
<td>Writing Assignment/Paper #2</td>
</tr>
</tbody>
</table>