BOR 3320
The History of Terrorism

Course Overview

Click this link for a *printable version of the syllabus* ⌄ *.*

Course Description

Students examine the phenomena of terrorism, counter terrorism and the associated violence from a historical perspective with a focus on terrorism impacting America. Students describe the social context of terrorism as it relates to the actions of various terrorist groups, how terrorism appears to be a war fought on a different level by a set of different rules, and the emergence of leaderless terrorism (a loose network of groups with common goals apparently acting in isolation toward similar ends). Students conclude the course with discussions on fighting terrorism in the United States, including the potential problems of loss of civil liberties and other obstacles to counter terrorism. (Credit may not be earned for this course and Criminal Justice 3320.)

Course Pre-Requisites

While there are no pre-requisites required, the course materials, assignments, learning objectives and expectations in this upper level undergraduate course assume that the student has completed all lower level general education coursework. Such coursework is necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements will be at a great disadvantage and should strongly consider completing those requirements prior to registering for this course.

Course Bibliography and Required Readings:

The following textbook is required for this course. Other readings are assigned each week and are provided to you via a link in the course materials. Additionally, where possible, videos are utilized to enhance student learning.

Hoffman, B. (2017), *Inside Terrorism, 3rd Edition*, New York. Columbia University Press. ISBN 978-0-231-17477-0 (paperback) and 978-0-231-54489-4 (ebook).

Suggested Text:

Juergensmeyer, M. (2003). *Terror in the Mind of God: the global rise of religious violence*, 3rd Ed. Berkeley, University of California Press. ISBN 0-520-24011-1

Course Objectives/Learning Outcomes

Objective One: Identify basic causal effects relating to terrorism, both domestic and international.

Objective Two: Develop an understanding of the processes through which terrorist groups recruit new members into the organization.

Objective Three: Apply information learned to understanding contemporary terrorist groups.

Objective Four: Enhance critical thinking and critical writing about the causes of terrorism.

Students have a right to know what instructors are going to expect that they learn from a course of instruction and how their learning will be measured. This course establishes several learning outcomes that are measured subjectively. When you finish this course you should be able to:

1. Identify and analyze the causes of domestic and international terrorism.
2. Describe how contemporary terrorist groups recruit new members into the organization.
3. Discuss the use of modern technology by current terrorist organizations.

Course Organization:

Lesson 1:*Defining Terrorism* - This lesson introduces the student to the different types and definitions of terrorism in the world today, as well as the characteristics related to the typical terrorist act.

Lesson 2:*The Origins of Contemporary Terrorism* - This lesson introduces the student to the terrorist campaigns which arose following the end of World War II directed at colonial nations, and what led to their creation.

Lesson 3:*The Internationalism of Terrorism* - This week's lesson introduces the student to the Internationalism of Terrorism.
The research paper topic is due by midnight Thursday of this week.

Lesson 4:*Religion and Terrorism* - This lesson examines the relationship between religion and terrorism, and how religion is used by some terrorist organizations to motivate, and justify the actions of, their followers.
The midterm exam must be taken before midnight Sunday of this week.

Lesson 5:*Suicide Terrorism* - This week's lesson will introduce the student to suicide terrorism, and the reasons certain people make the decision to kill themselves to further the organization's mission.

Lesson 6: *Media, Terrorism and Public Opinion* - This lesson describes the importance of technology in the spread of international terrorism.
The research paper is due before midnight Sunday of this week.

Lesson 7: *New Media and the Shaping of Public Opinion* - This week's lesson describes how terrorist groups have utilized new technology to shape global public opinion.

Lesson 8: *The Modern Terrorist Mind-Set* - This final lesson of the course describes the psychological mind-set of the typical terrorist, including what motivates him, or her.
The final exam must be taken before midnight Thursday of this week.

Assessment of Learning

Knowledge of course objectives and learning outcomes will be assessed through:

Weekly Discussion Questions

Weekly discussion questions allow the student to demonstrate comprehension of lesson materials by preparing a response to a discussion question(s) posed by the instructor. The student response is assembled from knowledge gained through course materials and independent research. All students should follow the "General Rules for Discussion Questions Posts" below. Failing to follow these rules and guidelines may result in score deductions. Formal grading of weekly discussion questions will be completed using the Discussion Question Grading Rubric.

General Rules for Discussion Question Posts:

- All students MUST participate. Failing to participate may result in a failing grade for the course. Students must post a response to the instructors' weekly question by 11:59 p.m. CST on Friday of each week and must respond to a minimum of two other students' post by 11:59 p.m. CST on Sunday of each week.
- Engage in an honest and forthright discussion, backing your position with proper references. There are no "correct" answers in the discussion area.
- Stating a position on an issue without providing a reference to source materials to back up your position is "simply your opinion." Such opinion statements are not appropriate in an academic setting.
- Avoid repeating the assigned readings in your own words. Use assigned readings as one of your resources, not as the single source for your post.
- Avoid plagiarism - paraphrasing a source document is plagiarism if you do not give the author due credit.

Mid Term Exam

All mid-term exam questions come from the required book and readings for the course. The mid-term exam is open book and you will have a maximum time of 60 minutes to complete the exam. The mid-term exam covers those parts of the book assigned in weeks 1, 2, 3, and 4. The exam must be taken by no later than 11:59 p.m. CST on Sunday of Week 4.

Research Paper

A research paper on a topic relating to current or historical domestic or international terrorism is due at the end of Week 6. The instructor must approve the research topic in advance. Students must submit their topic to the assignment drop box or by email by 11:59 p.m. CST on Thursday of Week 3. Once the topic has been approved, students may begin the research and writing process. The research paper assignment is due no later than 11:59 p.m. CST on Sunday of Week 6. Student performance on the research paper will be evaluated using the Writing Assignment Grading Rubric.

Your opinion will not be a determining factor in your grade. Your grade is determined by how well you support your argument utilizing the materials discussed in the course, along with independent research and reference materials that you locate on your own. DO NOT simply repeat the course materials in your research paper. While you may use course resources for your research paper, you must provide reference to a minimum of 6 resources that are independent of the course materials.

The paper must be five full pages to seven (5-7) pages in length. It must have a title page that includes the title, course name and number, instructor's name, author's name, and date. Use standard 1 inch margins on all sides, 12 point Arial or Times New Roman font, and standard double-spacing. An abstract is NOT required. Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment.

APA (American Psychological Association) style is the preferred format for this course. You may also use the Chicago style, if you prefer. To access the APA writing guidelines go to this link: http://owl.english.purdue.edu/owl/resource/560/01/. To access the Chicago Style guide, go to: http://www.chicagomanualofstyle.org

Every writing assignment should be submitted as a Microsoft Word document. If you do not have Microsoft Office, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week. DO NOT submit writing assignments in Word Perfect, Microsoft Works, PDF, or some e-mail format (Google Docs, etc.). They will not be accepted.

Outline for the Research Paper:

Introduction - The first section of any research paper should be the introduction. The introduction describes the general issues that the paper will address. Within the introduction you must state a theory, thesis or topic for the paper. The introduction provides the reader with an understanding of the basic subject of your paper and the main points that you will make about your chosen topic. The introduction should express the broad connections that tie together the more specific points you will make and observations that you will document later in the paper. The introduction should provide the reader with a sense of what they will learn about your topic through reading your paper.

Body - The sections and paragraphs within the body of your paper should always tie back to your main topic. Do not continually re-state your main topic, but ensure that the reader knows how the sub-topic in each section or paragraph develops, supports or challenges the main topic of your paper. To maintain continuity in your argument, make sure that you create effective transitions between each section and paragraph. An easy way to accomplish this is to make sure that the first lines of each new section or paragraph reflect back on the previous section or paragraph and that all are in logical order.

Conclusion - Your conclusion section should reflect back on what you have written, summarize your findings, identify any weaknesses in your argument, and point the way for you and/or the reader to complete further assessment on the topic.

Final Exam

A multiple choice final exam will be taken by each student no later than 11:59 p.m. CST on Thursday of Week 8. All final exam questions come from the required book and readings for the course and no other source. The final exam is open book and you will have a maximum time of 60 minutes to complete the exam. Final exam questions come from the required readings found in Lessons 5, 6, 7, and 8 ONLY (the final is not cumulative).

Grading Policy

This course employs weighted grading as listed below for the midterm exam, one writing assignment, a final exam, and weekly discussions to measure student learning. Each assignment category is worth 100 points and each week's discussion board* requirement is worth 100 points each. This includes completing the main post and the responses to other students.

A detailed explaination of Weighted Grading can be found at:
"Weighted Grades Explained - EdTech Knowledge Base - The University of Tampa." EdTechText. Accessed October 23, 2018. http://edtech.ut.edu/all-cat/160-weighted-grades-explained.

Assignment Category	Percent of Grade	Due
Midterm Exam	25%	Sunday, Week 4
Research Paper	25%	Sunday Week 6
Final Exam	25%	Thursday, Week 8
Participation in the Discussion Board*	25%	Weekly (Weeks 1, 2, 3, 5, and 7)

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.

Rubrics

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

Discussion Rubric ⌄⌄
Writing Assignment Rubric ⌄⌄

Communication

Participation

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 the discussion board. Check the discussion board regularly. 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.

Netiquette

The on-line setting of our course promotes the advancement of knowledge through positive and constructive debate. Classroom based discussions between instructors and

students and among students has traditionally been guided by the instructor. Discussions via the Internet, however, can occasionally devolve into insults and improper comments before the instructor has a chance to intervene.

Such activity and the failure to use proper etiquette and manners ARE NOT ACCEPTABLE in an academic setting and such inappropriate conduct IS NOT TOLERATED. Basic academic rules of good behavior and proper "Netiquette" are required and must prevail. Our on-line classroom is a place to enjoy the excitement of learning and does not include room for personal attacks on others or student attempts to demean or restrict the discussion of others. Note about the use of humor: Despite the best of intentions, jokes and especially- satire can easily be lost or taken seriously. Avoid the use of humor and/or satire in our academic setting.

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

University Policies

Academic Integrity
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Accommodations for Disability
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs 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 emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

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.

Facial Coverings/Masks

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory *Facial Covering Policy* to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

TitleIX

Title IX at Angelo State University:

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, you are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic and Counseling Center at 325-942-2173* or the *ASU Crisis Helpline at 325-486-6345.*

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.