



**College of Justice and Safety
School of
Safety, Security & Emergency Management**

**HLS 430 – Domestic Terrorism
(3 credit hours)**

**SYLLABUS
Fall 2016 (CRN 14090)**

Instructor: Charles M. Broaddus (Marty)
Email: charles.broaddus@eku.edu
Class Period: Wednesday 1900 – 2145 hrs. - Stratton 233
Office Hours: Request appointment by email

COURSE DESCRIPTION:

Coverage of politically-motivated extremist violence in the United States. Includes discussion of definitional issues, radicalization, major attacks, current threats, and principal extremist groups and their ideologies.

The course will also examine the evolution of U.S. domestic counterterrorism policy, the roles of various departments and agencies – particularly the FBI – and the challenges facing law enforcement and security officials attempting to *prevent* terrorist acts, not just investigate them after they occur.

REQUIRED TEXTBOOK

- Cindy C. Combs, *Terrorism in the Twenty-First Century*, Seventh Edition. Boston: Pearson, 2013.
- Additional readings – articles, monographs, and government documents – will be posted in Blackboard Course Documents and identified in the **Course Schedule Summary** section of this syllabus.

Students should be aware that this course contains sensitive material depicting graphic/explicit violence and acts of terrorism that some may find disturbing.

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COURSE CENTRAL QUESTION: What is the nature of domestic terrorism in the 21st Century and what are the challenges of combating it while preserving civil liberties?

COURSE FUNDAMENTAL & POWERFUL CONCEPTS: Terrorism, Intelligence, Investigations, Radicalization, Extremism, Ideology, Counterterrorism.

STUDENT LEARNING OUTCOMES

Through readings and writing assignments, students will be able to:

1. Appraise how terrorism is defined, specifically domestic terrorism. *(Knowledge/Comprehension)*
2. Identify major domestic terrorists and terrorist groups in the post-World War II era, their ideologies, the attacks they committed, and how U.S. law enforcement, security, and intelligence officials responded. *(Knowledge/Comprehension)*
3. Explain the current U.S. Government counterterrorism strategy and the roles and responsibilities of key organizations such as the Federal Bureau of Investigation (FBI). *(Knowledge/Synthesis)*
4. Explain the role of counter-radicalization as a tool of counterterrorism strategy. *(Evaluation/Comprehension)*
5. Assess policy issues and challenges of combating domestic terrorism in a democratic society with constitutionally-protected civil liberties. *(Comprehension/Analysis)*
6. Employ advanced critical thinking skills in assessing course readings and in preparation of course assignments. *(Comprehension/Analysis)*
7. Employ written and oral communication skills in developing one or more individual or group analytic report(s) and/or oral presentation(s) on a Domestic Terrorism issue. *(Analysis/Application/Evaluation)*

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COURSE METHODOLOGY:

This is an on-campus course which will incorporate EKU's Blackboard Learning System. This class will consist of weekly readings, weekly class preparation guides, writing assignments, group discussions/presentations and a research paper as detailed in this syllabus. Students are expected to complete all assigned readings from the texts and other assigned materials, submit weekly class preparation guides, submit writing assignments on the dates due, and discuss salient issues from the assigned readings during class.

Students should have an adequate working knowledge of Blackboard. The Blackboard course management system will be used to supplement the course. The course syllabus and all course readings and other documents will be uploaded to Blackboard. The instructor will use the Blackboard Announcements and EKU email to communicate with students.

Students who are not familiar with Blackboard should complete the Blackboard tutorials. Technical problems with Blackboard should be addressed to the EKU IT Support Help Desk at (859) 622-3000 or <http://www.bbhelp.eku.edu/>

WEEKLY LESSON PLANS:

Each week of this course will have a detailed lesson plan posted in the "Course Documents" section of Blackboard with the file name "Weekly Lesson Plans." These plans list student learning outcomes, and required tasks, reading and writing assignments.

COURSE CORRESPONDENCE POLICY:

- Contact the instructor using your EKU email account. Send your email to the instructor at charles.broaddus@eku.edu. Any email correspondence regarding the course must include the specific course ID (HLS 430) as the first letters of the subject line. The instructor will use the EKU email system to send individual messages and to notify students of Announcements posted in Blackboard. Frequent checking of the EKU email system will ensure that you receive all course information in a timely manner.
- You are required to use your EKU assigned email address. All correspondence in emails shall be in a positive tone and of civil content. No cursing or demeaning of other students is allowed. It is fully acceptable to disagree with other students' e-mails or during in-class discussions, but it shall be done in a constructive manner.

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EVALUATION METHODS:

Evaluation Activity	Total Points	% of Total Course Points
Class Preparation Guides (14 @ 20 points each)	280	28 %
Mid- and End of Semester Participation (100 points each)	200	20 %
Writing Project #1 (Final draft only, 200 points)	200	20 %
Writing Project #2 (1 st draft 20 points, final 200 points)	220	22 %
Group Presentation (100 points)	100	10%
Total Points	1000	100 %

<u>Grade</u>	<u>Total Points</u>	<u>% of Total Course Points</u>
A	900 – 1000	90 – 100 %
B	800 – 899	80 – 89 %
C	700 – 799	70 – 79 %
D	600 – 699	60 – 69 %
F	000 – 599	0 – 59 %

CLASS PREPARATION:

Class Preparation Guides: Each **Weekly Lesson** assigns readings or other learning materials. The assigned readings provide the basic material you will need to know to participate in class discussions, in-class exercises and team projects. There are 14 assigned class preparation assignments. Each assigned reading is identified by a chapter, title, or location (URL, **Course Documents**, etc.). Each assigned activity is designed to increase the student’s learning in the weekly topic. Reading levels are assigned based on the level of comprehension required by the student. Students will take notes and analyze assigned readings using the Class Preparation Guide found in **Course Documents**. Submit your Class Preparation Guides at the end of class each week.

The levels of reading comprehension include:

1. **Read In-Depth**—the student should strive for a deep comprehension of assigned material through a close critical analysis of each work using the Critical Thinking Elements of Thought/Reasoning.
2. **Read**—(for reading or video materials) the student should use rapid or “speed reading” techniques in order to comprehend the purpose/questions, major concepts and findings presented in the work.

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- 3. Review**—the student should quickly review the work and in one or two paragraphs identify significant topics included in order to refer back to the work at a later time if needed for an assignment.

Class Preparation Guide evaluations will be assigned based on their length and quality of analysis using the following grading scale (instructor will interpolate assign scores based on the following scale):

- 0 points: Not submitted.
10 points: Too short or missing assigned items, weak analysis.
15 points: Meets or exceeds expected length, basic acceptable analysis.
20 points: Meets or exceeds expected length, excellent in-depth analysis.

CLASS PARTICIPATION:

At mid-term and the end of the semester, each student will be evaluated on their class participation (100 points at mid-term and at end of the semester). The Class Participation grade is based on three primary factors:

- 1. Class Attendance**--Class attendance is mandatory. Unexcused class absences will count against your in-class participation grade. Students will lose 25 points of the class participation points for each unexcused absence (-25 points for each unexcused absence).
- 2. Class Participation**—Students will be evaluated on their preparation and responses during in-class discussions. Students who are not prepared to participate in in-class discussions will lose 10 points for each instance of non-participation (-10 for each instance of non-participation).
- 3. Peer Evaluation of Team Project and In-Class Exercise Participation**—At mid-term and the end of the course, members of in-class teams will evaluate the participation of everyone in their in-class team on their participation in the team project and in-class exercises. Students will evaluate other members of their in-class teams on a scale of 0 to 50 (equates to 50 of the class participation points at mid-term and end of semester).

USE OF MOBILE ELECTRONIC DEVICES IN THE CLASSROOM:

Students are prohibited from using mobile electronic devices in the classroom, including cell phones, smart phones, tablets, laptop computers, audio devices, etc., unless the use is specifically authorized by the instructor. Violation of this policy could result in a point reduction to your Class Participation grade. Students seeking an exception to this policy should contact the instructor.

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WRITING PROJECTS / GROUP PRESENTATION:

Students will complete two formal writing assignments. Writing Project # 1 will consist of an issue memo addressing relevant and significant domestic terrorism issues provided by the instructor. Writing Project #2 will result in an intelligence background note (study) of a major domestic terrorist or terrorist group such as would be produced by an intelligence analyst at the Department of Homeland Security or Federal Bureau of Investigation. A detailed group presentation will accompany Writing Project # 2; however students will submit individual writing assignments.

The formal writing assignments are similar to the process (draft/revision/final) used to develop intelligence studies; or decision, issue, or policy analysis memos for government officials. In these assignments, the student should provide a balanced analysis of the question or issue assigned. The material for each assignment will come from a combination of the course readings and outside research. For Writing Project # 2, the student will submit a first draft (DUE WEEK 11), receive instructor feedback, and then submit a final memo at the end of the period (DUE WEEK 15). No draft will be required for Writing Project 1 (DUE WEEK 6). Specific instructions for each writing assignment are contained in **Writing Projects** section of Blackboard.

Due dates:

Weekly Writing Project #1: Final due by end of class, Wednesday, September 28th

Weekly Writing Project #2: Draft due by end of class, Wednesday, November 2nd

Final due by end of class, Wednesday, December 7th

Group Presentations: Wednesday, December 14th.

The papers must follow APA Publication Manual guidelines and be free of typographical, spelling and grammatical errors. **Use of critical and creative thinking skills is essential.** Writing assignments will be graded using the HLS Writing and Analysis Rubric that can be found in the “Course Documents” section of Blackboard.

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PROPER STYLE AND SOURCE DOCUMENTATION:

Use of proper style (grammar, spelling, punctuation, sentence & paragraph construction, etc.) and proper source documentation (using the APA Publication Manual) are essential to doing well in this course. The rubrics used to evaluate written assignments in this course allot 20 percent of the total assignment score to compliance with proper style and source documentation. Source documentation is not required on informal (**Discussion Board**) assignments; however, when source documentation is used in these assignments it must follow proper APA procedures.

The instructor will **NOT** comment on every style and source documentation error in student written assignments. Students learn best by finding and correcting their own errors. The instructor will comment on a few common errors and the overall quality of a written assignment's style and source documentation compliance with appropriate references. The instructor will make recommendations on actions the student may take based on the level of their problems in these areas. Recommendations may include for students to:

1. Enroll in an undergraduate English Composition course.
2. Purchase a style manual and/or the APA Publication Manual and check all written work with these references.
3. Make an appointment for individualized tutoring either with the ECU Noel Studio for Academic Creativity or "Smarthinking" that you can access through Blackboard. The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or multimodal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.ecu.edu/> or call 859-622-7330.
4. Request a second person proofread their written work before submission (strongly recommended for all students on all assignments).
5. Read the written work aloud, which is a good way to identify obvious problems.
6. Activate the full grammar and spelling checker capabilities on their word processor and correct mistakes found by the software.

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ACADEMIC HONESTY POLICY:

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at:

www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

POSTING OF GRADES:

Assignment	Grades will be posted no later than:
Writing Project #1	1300 hours, Monday, October 10.
Writing Project #2 – Draft – Final	Midnight, Wednesday, November 16 1300 hours, Monday, December 19
Group Presentation	1300 hours, Monday, December 19
CPG / Class Participation	Posted by midterm and final week.

Note: Should there be extenuating circumstances due to instructor illness, travel, family emergency, etc. the grading timeline may be adjusted. In the event of any delay in posting of grades, students will be notified via email and course announcement.

LATE ASSIGNMENT POLICY:

Late assignments are discouraged. However, your instructor will work with you when there is a situation beyond your control that requires an assignment to be late. Notify the instructor whenever you will be late with an assignment. For late assignments not approved by the instructor, the assignment will lose 10% (one letter grade) of its maximum score for each full or partial week late.

STUDENTS WITH DISABILITIES:

The University strives to make all learning experiences as accessible as possible. If you are registered with the EKU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

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A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

IMPORTANT FALL 2016 DATES:

DATE(S):	ACTIVITY:
MONDAY, 22 AUGUST 2016	ALL Full Term (16 Week) and FALL A (8 Week) Courses Begin at EKU
MONDAY, 5 SEPTEMBER 2016	LABOR DAY – UNIVERSITY IS CLOSED
MONDAY, 10 OCTOBER 2016	SUBMIT MID TERM GRADES BY 1 PM (Undergraduates Only – Full Term 16 Week Courses) – EKU DIRECT
FRIDAY, 14 OCTOBER 2016	ALL FALL A (8 Week Courses) END at EKU
MONDAY 17 & TUESDAY 18 OCTOBER 2016	EKU FALL BREAK – UNIVERSITY IS CLOSED
WEDNESDAY, 19 OCTOBER 2016	ALL FALL B (8 Week Courses) BEGIN at EKU
TUESDAY, 8 NOVEMBER 2016	PRESIDENTIAL ELECTION – UNIVERSITY IS CLOSED
WEDNESDAY, 23 – FRIDAY, 25 NOVEMBER 2016	THANKSGIVING HOLIDAY – UNIVERSITY IS CLOSED
MONDAY, 12 - THURSDAY, 15 DECEMBER 2016	FINAL EXAMINATIONS (Full Term, 16 Week Courses) <i>*All in-person and web-blended courses are required to meet this week according to final exam schedule.*</i>
FRIDAY, 16 DECEMBER	ALL FALL B (8 Week Courses) END at EKU
MONDAY, 19 DECEMBER 2016	SUBMIT FINAL GRADES BY 1 PM (ALL COURSES) – EKUDIRECT

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COURSE SCHEDULE:

*****The instructor reserves the right to alter the course schedule and the contents of the weekly lessons in order to accomplish the course objectives.**

Week	Topic	Reading/Video	Assignment Due
<p>Week 1</p> <p>August 24, 2016</p>	<p>Introductions Syllabus Review Critical Thinking Review</p> <p>Terrorism: Perspectives, Typologies, and Definitions</p>	<p>1. Chapter 1, "Terrorism in Perspective: An Idea Whose Time Has Come," (pp. 1-17) from the class textbook: Cindy C. Combs, <i>Terrorism in the Twenty-First Century</i>, 7th ed., Boston: Pearson, 2013. Hereafter: "Combs Text."</p> <p>2. "Understanding and Defining Terrorism," chapter 2 (pp. 19-56) from Michael Ronczkowski, <i>Terrorism and Organized Hate Crime: Intelligence Gathering, Analysis, and Investigations</i>, 2nd ed., Boca Raton, FL: CRS Press, 2007. (on Blackboard)</p>	<p>Team Selection Profile</p>
Week	Topic	Reading/Video	Writing Assignments
<p>Week 2</p> <p>August 31, 2016</p>	<p>Old Terrorism, New Terrorism, and the Contemporary Threat</p>	<p>1. Chapter 2, "Not a Modern Phenomenon," (pp. 18-33), Combs Text</p> <p>2. "Identifying and Assessing the Modern Threat," chapter 2 (pp. 31-62) from William C. Banks, Renee de Nevers, and Mitchel B. Wallerstein, <i>Combating Terrorism: Strategies and Approaches</i>, Washington, DC: CQ Press, 2008.</p>	<p>CPG – Week 2</p> <p>**CPG covers Week 1 and Week 2 readings.***</p>

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Week	Topic	Reading/Video	Writing Assignments
<p>Week 3</p> <p>Sept. 7, 2016</p>	<p>Terrorist Ideologies:</p> <p>Who are they? What motivates them?</p>	<ol style="list-style-type: none"> Chapter 3, "Ideology and Terrorism: Rights from Wrongs?" (pp. 35-53), AND Chapter 4, "Criminals or Crusaders?" (pp. 54-83), Combs Text Barton Gellman, "The Secret World of Extreme Militias," TIME Magazine, September 30, 2010. (on Blackboard) 	<p>CPG – Week 3</p>
Week	Topic	Reading/Video	Writing Assignments
<p>Week 4</p> <p>Sept. 14, 2016</p>	<p>•Pre-9/11 Context: -Domestic Spying -FBI and the Church Committee -COINTELPRO -Waco and Its Aftermath: A Case Study</p>	<ol style="list-style-type: none"> Introduction and Summary (pp. 1-20); and Conclusions and Recommendations (pp. 289-295 and 316-323) from "Intelligence Activities and the Rights of Americans," Book II, <i>Final Report of the Select Committee to Study Government Operations with respect to Intelligence Activities</i>, (commonly known as the Church Committee), U.S. Senate, April 26, 1976. (on Blackboard) "COINTELPRO," chapter 2 (pp. 56-78) from Garrett M. Graff, <i>The Threat Matrix: The FBI at War in the Age of Terror</i>. New York: Little, Brown, and Co., 2011. (on Blackboard) Joe Rosenbloom III, "Waco: More than Simple Blunders?" <i>The Wall Street Journal</i>, Oct.17, 1995. Dean M. Kelley, "Waco: A Massacre and Its Aftermath," <i>First Things</i>, Vol. 53, May 1995 (both on Blackboard) 	<p>CPG – Week 4</p>

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Week	Topic	Reading/Video	Writing Assignments
<p>Week 7</p> <p>Oct. 5, 2016</p>	<ul style="list-style-type: none"> •The Media and Terrorism: “If it bleeds...it leads! •The Internet and Terrorism •Social Media and Terrorism 	<p>1. Chapter 8, “The Media: A Weapon for Both Sides?” (pp. 165 – 189), Combs Text</p>	<p>CPG – Week 7</p>

Week	Topic	Reading/Video	Writing Assignments
<p>Week 8</p> <p>Oct. 12, 2016</p>	<ul style="list-style-type: none"> • Terrorism American Style 	<ol style="list-style-type: none"> 1. Chapter 9, “Domestic Terrorism in the United States” (pp. 190 – 217), Combs Text 2. Jerome P. Bjelopera, <i>The Domestic Terrorism Threat: Background and Issues for Congress</i>, Congressional Research Service Report R42536, May 15, 2012. 3. Jerome P. Bjelopera, <i>American Jihadist Terrorism: Combating a Complex Threat</i>, CRS Report R41416, January 23, 2013. Read pp. 1-61. The appendices may be used as reference. 4. "Notable Domestic Terrorist Bombing Incidents," by Mark A. Randol, excerpt from 2010 Congressional Research Service memo for Congressional staff. CONT... 	<p>CPG – Week 8</p>

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		<p>5. Jerome P. Bjelopera, <i>The Islamic State's Acolytes and the Challenges the Pose to U.S. Law Enforcement</i>, Congressional Research Service Report R44521, June 13, 2016</p> <p>6. Ryan Lenz, "Age of the Wolf", Southern Poverty Law Center, February 12, 2015</p>	
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Week	Topic	Reading/Video	Writing Assignments
<p>Week 9</p> <p>Oct. 19, 2016</p>		<p>1. Chapter 10, "International Legal Perspectives on Terrorism" (pp. 218 – 249), Combs Text</p>	<p>CPG – Week 9</p>

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Week	Topic	Reading/Video	Writing Assignments
<p>Week 10</p> <p>Oct. 26, 2016</p>	<p>•Combating Domestic Terrorism:</p> <ul style="list-style-type: none"> - FBI Investigative Activities - Informants and "Sting" Operations 	<ol style="list-style-type: none"> 1. Chapter 11, "The Use of Force to Combat Terrorism" (pp. 250 – 270), Combs Text 2. Jerome P. Bjelopera and Mark A. Randol, <i>The FBI and Terrorism Investigations</i>, CRS Report R41780, April 27, 2011. (on Blackboard) 3. Petra Bartosiewicz, "To Catch a Terrorist: The FBI Hunts for the Enemy Within," <i>Harper's Magazine</i>, August 2011, (pp. 37-44) (on Blackboard) 4. J.M. Berger, "Does the FBI Have an Informant Problem," <i>Foreign Policy</i>, September 7, 2012. (on Blackboard) 5. "How the FBI's Wiretaps and Sting Operation Failed to Stop the Orlando Shooter." Transcript of an interview with <i>New York Times</i> reporter, Eric Lichtblau, broadcast on NPR's <i>Fresh Air</i> on June 29, 2016. 	<p>CPG – Week 10</p>

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Week	Topic	Reading/Video	Writing Assignments
<p>Week 11</p> <p>Nov. 2, 2016</p>	<p>•Combating Domestic Terrorism:</p> <ul style="list-style-type: none"> - The 9/11 Attacks Change Everything - The Current Threat - U.S. Strategy - Transformation at the FBI: A Work in Progress? 	<ol style="list-style-type: none"> 1. Chapter 12 "The Use of Legislation and Intelligence Resources to Combat Terrorism," (pp. 271-299), Combs Text 2. Michael Clancy, FBI Deputy Assistant Director, Statement before the Senate Judiciary Committee, Subcommittee on the Constitution, Civil Rights, and Human Rights, September 19, 2012 (on Blackboard) 3. National Strategy for Counterterrorism, The White House, June 2011. (on Blackboard) 4. View video of the January 7, 2015, PBS Charlie Rose interview with John Miller, Deputy Commissioner for Intelligence and Counterterrorism at the New York Police Department, at this link: http://charlierose.com/watch/60498294 	<p>CPG – Week 11</p> <p>Writing Project # 2 DRAFT DUE</p>

Week	Topic	Reading/Video	Writing Assignments
<p>Week 12</p> <p>Nov. 9, 2016</p>	<p>Privacy and Civil Liberties Issues: Part I</p> <ul style="list-style-type: none"> • The Impact of the Snowden Leaks 	<ol style="list-style-type: none"> 1. Chapter 13, "Security Measures: A Frail Defense" (pp.300 – 326). Combs Text 2. CBS 60 Minutes video: "NSA Speaks Out on Snowden Spying," December 15, 2013, at: http://www.cbsnews.com/news/nsa-speaks-out-on-snowden-spying/ 3. Ryan Lizza, "State of Deception: Why Won't the President Rein in the Intelligence Community?" The New Yorker, Dec. 16, 2013. NOTE: Due to its length (21 pages), this article is posted in Blackboard in two parts. 4. Benjamin Wittes, "Five In-Your-Face Thoughts in Defense of the NSA," lawfareblog.com, September 9, 2013. (CONTINUED...) 	<p>CPG – Week 12</p>

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		<p>5. Mike Pompeo and David B. Rivkin, Jr., "Digging the NSA Out of the Snowden Storm," The Wall Street Journal, November 19, 2013.</p> <p>6. Executive Summary of the Report and Recommendations of the President's Review Group on Intelligence and Communications Technology, December 12, 2013</p>	
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Week	Topic	Reading/Video	Writing Assignments
<p>Week 13</p> <p>Nov. 16, 2016</p>	<p>Privacy and Civil Liberties Issues: Part II</p> <ul style="list-style-type: none"> •Security vs. Liberty 	<p>1. Department of Justice, "Background Briefing on Consolidated Attorney General Guidelines," September 12, 2008. (on Blackboard)</p> <p>2. "Counterterrorism and the Constitution: Does Providing Security Require a Trade-Off with Civil Liberties?" chapter 11 (pp. 336-369) from Stuart Gottlieb, ed., Debating Terrorism and Counterterrorism: Conflicting Perspectives on Causes, Contexts, and Responses, Washington, DC: CQ Press, 2010. (on Blackboard)</p>	<p>CPG – Week 13</p> <p>No class next week!</p> <p>Happy Thanksgiving!</p>

Week	Topic	Reading/Video	Writing Assignments
<p>Week 14</p> <p>Nov. 30, 2016</p>		<p>1. Chapter 14, "The New Terrorist Threat: Weapons of Mass Destruction" (pp. 327 – 356) Combs Text</p>	<p>CPG – Week 14</p>

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Week	Topic	Reading/Video	Writing Assignments
Week 15 Dec. 7, 2016		1. Chapter 15, “Future Trends” (pp. 357 – 381) Combs Text	CPG – Week 15 Writing Project # 2 (FINAL) DUE

Week	Topic	Reading/Video	Writing Assignments
Week 16 Dec. 14, 2016		Finals Week - Group Presentations	

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