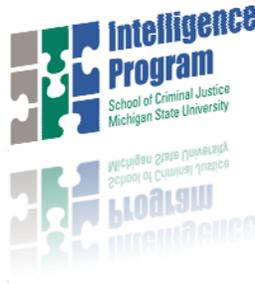


SCHOOL OF CRIMINAL JUSTICE
College of Social Sciences
Michigan State University
655 Auditorium Road
East Lansing, MI 48824



MICHIGAN STATE
UNIVERSITY

SYLLABUS

Fall 2017

CJ837-730 -- Counterterrorism and Intelligence

PROFESSOR: David L. Carter, Ph.D., LL.D. (Hon)
440 Baker Hall

TELEPHONE: 517.355.9308/Main Office 517.355.2197/Fax 517.432.1787

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WEB: <http://cj.msu.edu/people/carter-david/>

OFFICE HOURS: Both of the Professor's classes are online this semester. Since the vast majority of students are off campus – many by a significant distance – and working fulltime, traditional office hours, do not serve the intended needs of office hours. As a result, the Professor will be flexible in making on-campus appointments for students who are in the area, permanently or temporarily -- please contact the Professor ahead of time to make an appointment to meet. For those students off campus who would like to discuss course-related issues, e-mail the Professor to set an appointment to talk by phone, Skype or Apple FaceTime.

GRADUATE ASSISTANT Amber Mandalari mandalar@msu.edu

Learning Management System: This course uses the Desire to Learn (D2L) -- <https://d2l.msu.edu/> -- LMS for all course content and materials.

Problems with D2L: See <http://help.d2l.msu.edu/> or call the Help Desk at (800) 500-1554

SPECIAL NOTE REGARDING YOUR E-MAIL: All course correspondence to students – including information about examinations, grades, additional assignments and readings – will be through the use of your MSUNet assigned e-mail address via the D2L e-mail utility. It is the student's responsibility to monitor the msu.edu e-mail address regularly and ensure that your MSUNet in-box has sufficient memory to accommodate class correspondence. If you use a work e-mail address or a commercial e-mail service provider, you may have your MSUNet e-mail forwarded to that account. The important factor to note is that all course correspondence will be sent through the D2L e-mail utility which means it will only be sent to your MSUNet e-mail address.

COURSE DESCRIPTION

An overview of the meaning and concepts of terrorism, the nature of both domestic and international terrorist threats, an overview of law enforcement intelligence, and an integration of intelligence and terrorism to understand the concepts of counterterrorism.

The intent of the course is to familiarize students with current issues and trends in terrorism within U.S. borders and the role of law enforcement intelligence in dealing with those trends.

PROFESSOR'S BIOGRAPHY

David L. Carter, Ph.D. LL.D. (Hon) is a Professor in the School of Criminal Justice and Director of the Intelligence Program at Michigan State University - he has been on the MSU faculty since 1985. His expertise is in the areas of policing issues, law enforcement intelligence, counterterrorism and homicide investigation. A former Kansas City, Missouri police officer, has served as a trainer, consultant, and advisor to many law enforcement agencies throughout the U.S., Europe and Asia. In addition, he has presented training sessions at the FBI National Academy, the FBI Law Enforcement Executive Development Seminar (LEEDS), the International Law Enforcement Academy in Budapest, Hungary; the United Nations Asia and Far East Institute (UNAFEI) in Tokyo; special programs for the Royal Thai Police, Hong Kong Police, the British Police Staff College at Bramshill, several British Police Constabularies and police "command colleges" of several states. He also served at the FBI Academy's Behavioral Sciences Unit the first academic faculty exchange with the Bureau. Dr. Carter is an Instructor in the Bureau of Justice Assistance SLATT program, author of the COPS-funded publication, *Law Enforcement Intelligence: A Guide for State, Local and Tribal Law Enforcement*; served as Project Director for three multi-million dollar national intelligence training programs funded by the Department of Homeland Security and co-Project Director of a National Institute of Justice grants to do a nationwide study on best practices and efficacy of law enforcement intelligence initiatives. Recently, Dr. Carter served as Team Leader for the Justice Department's Assessment of the Police Response in Ferguson, Missouri. He also served as Team Leader of two Department of Justice assessments of the Homicide Units at the New Orleans Police Department and Puerto Rico Police Department. He is an Academic Fellow of the Foundation for Defending Democracies wherein he studied terrorism in Israel. He is the author or co-author of five books and numerous articles and monographs on policing issues and is a member of the Editorial Boards of various professional publications. Dr. Carter is also a member of the Justice Department's *Global Intelligence Working Group* Training Committee and Privacy Committee. Among the awards he has received the University Distinguished Alumni Award from Sam Houston State University, Huntsville, Texas and an Honorary Doctorate of Laws awarded from the University of Central Missouri.

COURSE OBJECTIVES

1. To examine the concepts of terrorism, counterterrorism, and law enforcement intelligence as they interrelate.
2. To distinguish between the different types of intelligence analysis and their applications for law enforcement policy.
3. To understand the characteristics of terrorism and various extremists groups and ideologies with particular attention to their relationship to the intelligence function.
4. To experience the intelligence analysis and briefing process through a simulation exercise.

REQUIRED VIEWING AND READING

There are no textbooks or coursepacks to buy. Each week will begin with a "Professor Video" introducing the week's topic of study. It will be followed by one or more online videos related to the week's topics as well as reading assignments.

On some topics given the complexity of the issue or special events in the news that relate to the class, the Professor will record and post a video mini-lecture. All mini-lectures are required viewing. While most videos will be posted to D2L before the course starts, the Professor sometimes records the mini-lecture during the weekend before the topic of the week and posts the mini-lecture in the D2L folder for the week's lesson. In other cases the

mini-lecture will have been recorded for a previous section of the class and will be posted when the weekly folder is created. Postings of the "Professor Video" and new "Mini-Lectures" will typically no later than Sunday evening at the beginning of the Topic week. The goals of the mini-lecture are to provide substantive knowledge on contemporary issues.

All readings are either posted on D2L or hyperlinked to a source for each week's assignments. Additional readings may be assigned throughout the semester depending on current developments and new publications made available. If any additional readings are added, class members will be notified by e-mail.

Importantly, videos and readings have been selected to not only give insight about the week's topic but also to provide insights from different – sometimes competing – perspectives to provide a well rounded understanding of the issues.

NON-REQUIRED VIEWING AND READING MATERIALS

In addition to the readings above, students are urged to subscribe to the following newsletters (all are free) to gain current insights into issues of terrorism. The information from these newsletters and websites will be useful for your course projects as well as your career in counterterrorism.

1. Anti-Defamation League (ADL) <http://www.adl.org/learn/default.htm> – there are two newsletters – the Law Enforcement Newsletter and the “Breaking News”
2. Southern Poverty Law Center <https://www.splcenter.org/news>
3. National Consortium for the Study of Terrorism and Response to terrorism (START) -
- <http://www.start.umd.edu/newsletters>
4. United States Military Academy, Combating Terrorism Center (CTC) Newsletter --
<https://www.ctc.usma.edu/about/email-list?email-signup=Enter+your+email>

D2L News Stories. As you open the D2L course page, on the lower right side will be box for "News Stories". On a regular basis the Professor will post news stories and information about new research and reports related to the course topics. These are not required reading. However, they will assist you in your professional development and may be used as sources or illustrations in your course work.

IMPORTANT TECHNOLOGY NOTE

See the technical requirements for our course Learning Management System, Desire2Learn (D2L), to ensure your browser and system will work properly for the course. Go to <http://help.d2l.msu.edu/technical-requirements>.

Please remember you are responsible for having the technology to operate effectively in this class. The inability to submit an assignment because of technology limitations is not an accepted excuse for a missed assignment.

ON-LINE VIDEOS

To enrich the class material, a series of on-line videos have been included under the *Required Viewing and Reading* section of each week's assignment. In some cases the videos complement the readings; in other cases they take a contrary position to the readings. The intent is to broaden your educational experience. In some cases, there are multiple videos in one week; in these cases the videos are typically very short. In a few

cases, the videos are of conference panels: While not necessarily the most entertaining format, I have included a few of those because of the people who are involved on the panels and the subject matter discussion provides rich insights.

The videos are meant to supplement the readings. While all video links were checked before the semester began, sometimes a video is taken down without notice. In other cases some of you may not have sufficient consistent bandwidth to watch the video – notably the longer ones that will require a lot of buffering. In cases where the video is no longer available, you will obviously not be responsible for it. If technological reasons that are beyond your control do not permit you to view the videos, simply notify the Professor.

HOW MUCH TIME WILL THIS CLASS REQUIRE EACH WEEK?

As a general average, a graduate class will have about six (6) hours of work per week per credit to maximize your grade. *This is a 3 credit course, so that would be 18 hours per week for reading assignments, viewing assignments and required assignments* (both online postings and written assignments.) Of course, this is an average -- most weeks will likely take less, yet a few weeks will be more labor-intensive for you requiring more reading and/or viewing to effectively address the week's subject matter. My goal is not to have a certain number of hours of work per week, but providing you with the information and exercises to effectively meet the learning goals for the week's lessons.

I provide this information on weekly hours not because it is an expectation, but because it is a frequently asked question. The bottom line: The more time you spend on the class, the greater the likelihood that your grades will be higher.

CRITICAL DATES

- January 9, 2017 Classes Begin
- January 17, 2017 Threat Assessment Project Topic Due
- February 3, 2017 End of Tuition Refund Period
- March 1, 2017 Deadline to drop full-semester courses for the fall semester with no grade reported
- March 6-10, 2017 Spring Break – No Course Requirements this Week
- March 13, 2017 Mid-Term Examination Available on D2L at 8:00 AM ET
- March 15, 2017 Mid-Term Examination Due at 8:00 AM ET
- April 10, 2017 Threat Assessment Project due by 8:00 PM ET
- April 28, 2017 Last Day of Classes
- April 29, 2017 Final Examination Available on D2L at 8:00 AM ET
- May 2, 2017 Final Examination Due at 8:00 AM ET

The 5 Restricted Responses are due at 8:00 PM on each of the following Wednesdays -- see the Weekly Schedule or D2L Weekly Course Folder for more detail:

- Restricted Response 1 - 8:00 PM ET, Wednesday, January 25, 2017
- Restricted Response 2 - 8:00 PM ET, Wednesday, February 8, 2017
- Restricted Response 3 - 8:00 PM ET, Wednesday, February 22, 2017
- Restricted Response 4 - 8:00 PM ET, Wednesday, March 22, 2017
- Restricted Response 5 - 8:00 PM ET, Wednesday, April 5, 2017

PHILOSOPHY OF THE PROFESSOR

The professor assumes that students have a fundamental knowledge of the law enforcement function, law, and criminal justice processes, including civil rights. Similarly, the Professor assumes students will have an overview understanding of law enforcement intelligence and the intelligence process. As such, this course shall focus on the law enforcement intelligence function as it relates to the broader responsibilities of counterterrorism.

Most of the topics and areas discussed in this class are contemporary and reflect issues and information not available through traditional publications. As such, students are expected to monitor the newsletters as well as other sources to be alert to changing issues related to intelligence and terrorism.

The student should view this class just as one would an on-campus course. Due dates and times for assignments are *firm*. The entire semester's course requirements are clearly established by date on the course Weekly Schedule (which may be downloaded) as well as in each week's lesson folder under the course D2L Content menu. It is expected that the student will schedule his/her time for the course obligations, work and other obligations to meet these assignments. This is particularly true with respect to deadlines for the weekly postings, Restricted Responses, examinations and the Intelligence Project.

As a virtual university course, there is the additional burden on the student to demonstrate his/her knowledge and understanding of the subject matter. This includes participating in on-line discussions in addition to completing assignments.

Course policies for CJ837:

- ✓ All work is expected to be consistent to that of a graduate student at a Tier 1 research university.
- ✓ Deadlines for all assignments are clearly documented in the Weekly Schedule and will be adhered to without exception. Rigid adherence to deadlines is an important element in maintaining the integrity of a virtual university course.
- ✓ No extra credit work will be assigned or accepted.
- ✓ No late assignments will be accepted. Deadlines are clearly delineated as are alternate means to contact the Professor should technical problems arise.
- ✓ Because technology sometimes fails, experience has taught us that virtual university students must be **particularly vigilant in completing assignments early and submitting them**. Because of this warning and as a result of alternate means being offered for students to contact the Professor should problems arise, technology problems are not an excuse for missed assignments.
- ✓ Enrollment in this course implies that the student possesses or has access to all appropriate technology (hardware and software) and the appropriate technological skills to meet all assignments and course responsibilities. Neither the Professor nor Michigan State University are responsible for providing equipment, software, or instruction to use the technologies required for this course.

COURSE REQUIREMENTS AND GRADING

<i>All course materials will be graded on this grade scale→</i>	100% - 90% = 4.0
	89% - 86% = 3.5
	85% - 80% = 3.0
	79% - 76% = 2.5
	75% - 70% = 2.0
	69% - 66% = 1.5
	65% - 60% = 1.0
	59% and Below = 0.0

The grade earned on each of the five (5) graded assignment categories will equal the percentage of the course grade, as noted in this table →

Online Posting Responses=	15%
Restricted Responses=	20%
Threat Assessment Project=	25%
Mid-Term Examination=	20%
Final Examination=	20%
TOTAL=	100%

As a result, the course grade calculation is as follows:

$$C = ((\sum p/14) \cdot .15) + (E_1 \cdot .2) + (E_2 \cdot .2) + ((\sum r/5) \cdot .2) + (t \cdot .25)$$

Where...

C = Course Grade
 p = Posting Grades
 E₁ = Examination 1 Grade
 E₂ = Examination 2 Grade
 r = Restricted Response Grades
 t = Threat Assessment Project Grade

The resulting percentage will be converted to the grade on the 0.0-4.0 as noted on the above Course Grade Scale.

New students should note that MSU uses a numerical grading system rather than a letter grading system – for more information see [Registrar's statement](#) on course grades.¹

GRADING WRITTEN ASSIGNMENTS

Students often ask about the grading of written assignments, frequently in the context of seeking to earn 100% on an assignment or examination. I admire your desire to earn a grade of perfection and urge you to continue to strive for it. *Please remember, however, completing an assignment accurately and timely does not equate to perfection.*

As a graduate student at a Tier 1 research university our goals are not only to help you develop your substantive knowledge, but also your skills of reason and logic as well as your ability to articulate your knowledge and reasoning. We have grading *scales* because people perform at different levels, even when submitting essentially the same answers.

Written assignments – in particular your Restricted Responses, Essay Examinations and the Threat Assessment Project – are necessarily graded subjectively. Key factors the Professor considers in grading these materials are:

¹<http://reg.msu.edu/academicprograms/Print.asp?Section=521>

- Responsiveness to the question
- Accuracy of content
- Conceptual organization of your written work
- Logical organization supporting the presentation of your written work
- Rationale for your position in arguments/statements
- Ability to clearly and cogently articulate your written work
- Effort invested in research and presentation of your written work
- Creativity
- The extent to which superfluous wording is used versus substantive language
- Overall academic presentation of your written work
- Grammar, sentence structure and spelling
- Form and style (e.g., full and proper citations of references, layout)

Points are not awarded (or deducted) for each component; rather these factors are collectively viewed as a “package” when a grade is awarded. Two people may come to the same conclusion on a written assignment, but their grades may be different based on the way their responses are presented.

Comments on Graded Assignments. The Professor will provide written comments for you to review on every written assignment. In most cases, the comments will be brief noting how the response could have been stronger (i.e., what it would have taken to earn a higher grade) and/or the Professor will point out particularly good components of the response. Time and volume of work (for two classes) preclude lengthy comments; however, never hesitate to contact the Professor via e-mail, phone or video chat if you would like a more detailed explanation of the grade.

What does it take to earn 100%? Focus on the bullet points above and take the time to maximize each of them to the best of your ability.

Finally, for those of you who are a little obsessive, don't be disappointed if you don't receive a grade of 100% -- remember, at the end of the semester whether your average course grade is 100% or whether it is 90%, the course grade is still a 4.0!

SPECIFIC INFORMATION ON GRADED COURSE ASSIGNMENTS

Online Postings...

Each week there are discussion questions—referred to as **Online Postings**—for which you must respond on D2L. In the Content menu of the course there is a folder for each week's viewing, reading and assignments. At the bottom of each weekly folder is the link to post your response to the question on the course discussion forum.

At the minimum, you must post a response to each question. Merely responding to a question is not sufficient for a grade of 100% – it is a minimum requirement. The response will be graded for the quality of the response, including conceptual soundness, articulation, and consistency with the body of knowledge. Effort and commitment are also considered. Your commentary on other responses is evidence of active participation in the class for a higher grade.

Each person's Online Postings—both their direct response to the questions and comments on other class member's responses—will be reviewed and graded on a collective scale of 0% - 100%. As a general rule, a student's direct posting to a question will be in the 60%-85% range, depending on the *quality* (not quantity) of the response. This includes logic and relationship to readings and other literature. In order to get a weekly posting grade higher than 85%, the student must respond to other—not all—postings by class members. If no response is posted or if the response is not posted by the deadline, the student will receive a 0% grade for Online Postings for the week. **Initial online Postings will be reviewed and graded starting at 8:00 PM ET each Friday. Comments on the postings of other students in the class will be graded starting at 8:00 PM ET on the following Sunday each week.** Grades will be posted in the D2L grade book, however, please be patient for your grade because it is a time-consuming process to complete all of the grading. Online postings constitute 15% of the course grade.

In sum, students can receive 60% - 85% for the initial posting. Only students who respond to other postings will receive a grade greater than 85%. Failure to post a response to the weekly online posting questions will be given a zero (0%) for the assignment.

1. *Deadlines:*
 - a. Responses must be posted by 8:00 PM ET Friday of each week.
 - b. Comments on postings may be posted by 8:00 PM ET the following Sunday.
 - c. Responses not posted by the due time, as recorded by D2L, will receive a 0% for a grade.
2. *Content:*
 - a. Think of the posts as a conversation – it is not a research effort and citations to literature are not required – only use a citation to literature if it makes a specific point to support your logic.
 - b. Use full sentences and proper grammar – do not use texting shortcuts, abbreviations or messaging syntax.
 - c. We look for effort and accuracy – feel free to express opinions – no one is “graded down” for a diverse opinion
 - d. Be civil and respectful in your comments on other persons' posts – you can certainly disagree, but disagree civilly.
 - e. You may contact the Graduate Assistant to learn your posting grades.

For both the Online Postings and Restricted Responses, feel free to express your opinion. Feel free to agree or disagree with readings or postings of others—*points of view and opinions are not graded only your logic, creativity, and contribution to the discussion.* While you can freely disagree, make certain all comments are professional, respectful and appropriate as academic discourse. Insulting, demeaning or dismissive comments about the opinions of others will reduce your grade.

Restricted Responses...

In five selected weeks each student must respond to a question that is submitted directly to the Professor for grading (referred to as **Restricted Responses** on the *Weekly Schedule*). These are not posted in a general discussion area. Rather, they are direct responses restricted for review by the Professor for grading.

There is a D2L Quiz icon -  -- for you to submit your Restricted Response located in the folder under the Content menu for each of the five weeks the Restricted Responses are due.

There are five Restricted Responses. Each response will be graded on a scale of 0% - 100% depending on responsiveness to the issues in the question as related to reading assignments, logic, and general articulation of the response. The intent of the Restricted Responses is for students to demonstrate their mastery of the subject matter to that point of the semester. Restricted Responses should integrate diverse concepts of counterterrorism and intelligence in response to the question. **Restricted Responses must be submitted no later than 8:00 PM ET on Wednesday of the week the assignment is made.** Failure to meet the deadline will result of a grade of 0.0 for that assignment. The Weeks and due dates of the Restricted Responses are clearly noted on the Weekly Schedule and in folders under the D2L Content menu for Weeks 3, 5, 7, 10 and 12. The average grade of the five Restricted Responses will constitute 20% of the course grade.

Threat Assessment and Briefing Project...

Each person shall prepare a Threat Assessment and Briefing project as per the specific instructions found in the **Threat Assessment Project Topic Submission** folder located under the Content menu on the D2L course page. Each student is responsible for reading and following all instructions related to this assignment. Be certain to note requirements and due dates. Grading of the project will include all elements combined together—including topic submission, timeliness, meeting required elements of the paper, quality of the paper, etc—for one grade which will be recorded on a 0% - 100% scale. Be certain to note that there are specific elements or sections that must be in the project, including a PowerPoint briefing.

This project is not a typical research paper. Be certain to read the instructions for the Threat Assessment Project in detail, including submission and approval of your topic. The Threat Assessment Project constitutes 25% of the course grade.

I will use Turnitin as part of the Threat Assessment paper's source originality check. (Turnitin will not be used on any other assignment in this class.) For more information on Turnitin, see the following section.

Examinations...

There will be two essay examinations -- a Mid Term and Final -- throughout the semester. Each exam will have a maximum value of 300 points that will be converted to a percentage. There will be three essay questions on each exam -- each question will be assigned a percentage grade on the previously noted 0% - 100% scale with the average of the grades on the three questions constituting the exam grade. The earned grade on each exam constitutes 20% of the course grade. Explicit instructions will be sent to you prior to each examination. Instructions are also contained both on the Weekly Schedule and in the folder for each exam.

- The *Mid-Term Examination* will be in Week 9 and will cover the course materials assigned for Weeks 1 – 8. See the Weekly Schedule for exact dates and times of the exam. You will have a 2 day from which to select the time to take the Mid-Term Examination. Note the due time is 8:00 AM.
- The *Final Examination* will be during Final Examination week and will cover the course materials for Weeks 9 – 15. See the Weekly Schedule for exact dates and times of the exam. You will have a 3 day from which to select the time to take the Final Examination. Note the due time is 8:00 AM.

Special Note on Taking Exams on D2L: There have been a several instances when students were taking exams on D2L and the browser freezes during the exam. *The D2L Help Desk recommends that before taking any exam on D2L you first clear the cookies/cache from your browser -- see <https://kb.iu.edu/d/ahic> for information on how to do this -- and then restart your computer.* This should minimize the chance of a browser freeze.

USE OF "TURNITIN" FOR SUBMISSION OF THE THREAT ASSESSMENT PROJECT

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, I will make a complete assessment and judge the originality of your work. All submissions to this course may be checked using this tool.

You should submit your Research Paper to the Dropbox without identifying information included in the paper (e.g., name or student number). I will be able to link your submission to your name for grading purposes, but your identity will not be linked in the Turnitin repository. The Desire 2 Learn system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin. If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository. Your submissions will be retained only in the MSU repository hosted by Turnitin.

In choosing to use Turnitin in our class, I have agreed to follow five guidelines:

1. I will use Turnitin as part of a balanced approach to encourage academic integrity and foster student success.
2. I will openly disclose use of Turnitin in this course on the syllabus and at the time assignments are announced.
3. For a given assignment, I will use Turnitin for all papers.
4. I will make the final determination of originality and integrity.
5. To ensure privacy, I will ask students to remove identification (e.g., names and student numbers) from submissions.

If you have any questions about the use of Turnitin in this course, please bring them to my attention.

COMMERCIALIZED LECTURE NOTES

Commercialized lecture notes are not permitted in this course.

"ATTENDANCE", INCLUDING PARTICIPATION IN WEEKLY ASSIGNMENTS FOR ONLINE CLASSES (MSU Policy)

Students whose names do not appear on the official class list for this course may not attend/participate in this class. Students who fail to attend, or participate in the case of online classes, the first four sessions (or first four weekly class assignment for online classes) may be dropped from the class or have the course graded reduced by one full grade point. (See <https://msu.edu/unit/ombud/classroom-policies/index.html>)

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES (MSU Policy)

From the Resource Center for Persons with Disabilities (RCPD): *Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at <http://rcpd.msu.edu>. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please e-mail this form to the Professor at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.*

LIMITS TO CONFIDENTIALITY (MSU Policy)

MSU Required Notice on Confidentiality. *Essays, journals, research projects, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including Professors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the Professor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:*

- *Suspected child abuse/neglect, even if this maltreatment happened when you were a child,*
- *Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and*
- *Credible threats of harm to oneself or to others.*

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center².

ACADEMIC HONESTY (MSU Policy)

Please note the following Michigan State University statement on academic honesty:

Academic Honesty: Article 2.3.3 of the Academic Freedom Report³ states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide⁴ and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to

²<http://www.counseling.msu.edu/>

³<http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university>

⁴<http://splife.studentlife.msu.edu/>

complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#)⁵ webpage.)

DROPS AND ADDS (MSU Policy)

The last day to add this course is the end of the first week of classes. The university has explicit deadlines to drop a course with a 100 percent refund and no grade reported as well as a deadline to drop a course with no refund and no grade reported. These dates can be found on the Michigan State University Calendar of the Registrar's Office at <http://www.reg.msu.edu/ROInfo/Calendar/academic.aspx>. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

ON-LINE SIRS (Course Instructor Evaluations) (MSU Policy)

In order to increase the number of students who complete the On-Line instructor evaluations, the university has instituted a policy of "sequestering grades" until the On-Line SIRS has been completed. You will receive an e-mail toward the end of the course advising you when the On-Line SIRS are available. Please read the following statement from Provost's Office related to this policy (<https://sirsonline.msu.edu/FAQ.asp>):

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. This course utilizes the "online SIRS" system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future.

CRIMINAL JUSTICE STUDENT LISTSERV

The CJ-student listserv is an electronic forum just for criminal justice students. If you subscribe, you will receive information about scholarships, graduate assistantships, job opportunities, classroom and scheduling changes, upcoming school events, and more. You will also be able to distribute information related to your educational experiences at MSU. Faculty and staff will frequently distribute important information via Listserv, so all CJ students are strongly encouraged to sign up. To subscribe:

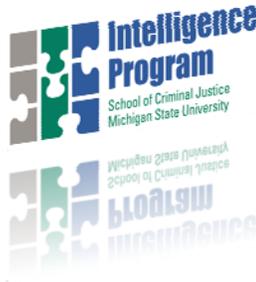
- Send an email to: listserv@h-net.msu.edu.
- Leave the subject line blank, and write this message in the text:
 - SUB(space) cj-student (space) your name

⁵<https://www.msu.edu/~ombud/academic-integrity/index.html>

- *Example:* Sub cj-student John Doe

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SCHOOL OF CRIMINAL JUSTICE
College of Social Sciences
Michigan State University
655 Auditorium Road
East Lansing, MI 48824



MICHIGAN STATE
UNIVERSITY

WEEKLY SCHEDULE

Fall 2017

CJ837-730 – Counterterrorism and Intelligence

The professor reserves the right to alter reading and viewing assignments, with one week's notification to the class, if such alteration facilitates presentation of the subject matter.

REMINDER: *Your Threat Assessment Project **topic** must be submitted for approval by 8:00 PM ET on Tuesday, January 17, 2017 in the Drop Box in the "Threat Assessment Project Topic Submission" folder under the Content Tab of the D2L course page. Specific instructions on the project are also located in this folder.*

Week 1: Posted Assignment Due 8:00 PM ET, Friday, January 13, 2017

This first week you should be familiarizing yourself with all the course materials and assignments and be preparing for Week 2. Your posting this week is simple: Post your biography in the online Discussion forum linked in the Week 1 folder. Write Your Biography that gives the class insight about your experience, interests and career goals.

Consider Setting up a News Feed: To monitor terrorism news that can be used in your weekly discussions or as illustrations in your written work, you can set up a news feed. There are several ways to do this - you can set up a News Alert or RSS feed (Rich Site Summary - see <http://www.whatisrss.com/>) in Google, Bing, Facebook, or from virtually any national or local news service. (Search "How to create an RSS news feed" for instructions.) You can also download News Feed apps for both the iPhone/iPad or Android device (most are free). In most News Feeds you can tailor your alert for words such as "terrorism", "extremism", "ISIS" or any other specific group, including the threat for your Threat Assessment Course Project. Current news feeds will then be delivered to your device. They can be cancelled at any time. This is not a class requirement, but a suggestion as an easy way to stay on top of current events related to the course.

Week 2: Posted Assignment Due 8:00 PM ET, Friday, January 20, 2017

The Concept of Law Enforcement Intelligence. Understanding the concept of law enforcement intelligence is essential for this course. The intent of this week's reading and assignment is to serve as a "refresher" on the concept of intelligence, current issues, and the intelligence process. It is important to ensure that all class members understand these issues and approach the remaining weeks' assignments from the same intelligence-led perspective.

Required Viewing and Reading:

Video: *Introduction and Endorsement of the National Criminal Intelligence Sharing Plan* (This C-Span video has a number of "important players" in law enforcement intelligence, brought together to show the multi-agency support for these new national standards.) (57 minutes)

<http://www.c-spanvideo.org/program/181860-1>

CARTER – The Concept of Law Enforcement Intelligence: An Overview (25 pp)
START - Understanding Law Enforcement Intelligence Processes (22 pp)

Video: A YouTube Video was made, likely by a Sovereign Citizen, in response to this START Report. Beyond looking at the short video, be certain to look at the comments by viewers.

Domestic Terrorist Threat by U.S. Law Enforcement. (4 minutes)

<https://www.youtube.com/watch?v=fl4LIEot90>

Optional Resources:

WEB SITE: <http://leiu-homepage.org/index.php>

WEB SITE: <http://ialeia.org>

WEB SITE: <http://www.nfcausa.org/>

On-Line Posting: In your view, what are the most difficult challenges for effective law enforcement intelligence operations?

Week 3: Posted Assignment Due 8:00 PM ET, Friday, January 27, 2017

Assessing Threats. One of the challenges facing intelligence leaders is determining the effectiveness of our intelligence initiatives. Intelligence is effective when it prevents an event from occurring – of course it is difficult to measure events that did not occur. Another challenge of measuring the effectiveness of intelligence is to ensure that our intelligence initiatives have identified and focused on the critical and appropriate threats.

Required Viewing and Reading:

Video: *What is a Fusion Center? (4 minutes)*

<http://vimeo.com/28440882>

NATIONAL THREAT ASSESSMENT CENTER -- Attacks on Federal Government 2001-2013 (69 pages)

- **NOTE:** Beyond describing the attacks, this document does a good job in outlining the threat assessment process. (This is the most current version of this report.)

RAND – Identify Enemies Among Us – Domestic Intelligence (34 pp)

HERITAGE - 60 Terrorists Acts Since 9/11: Continued Lessons in Domestic Terrorism (31 pp)

Optional Resources:

WEB SITE: http://www.it.ojp.gov/default.aspx?area=home&page=1224#cat_Intell

On-Line Posting: Based on the readings and viewing, what are the challenges for planning and implementing effective intelligence-based threat assessments?

RESTRICTED RESPONSE 1: In your view, how effective has law enforcement been in identifying domestic terrorism threats? Support your position. (*Due 8:00 PM ET, Wednesday, January 25, 2017*)

Week 4: Posted Assignment Due 8:00 PM ET, Friday, February 3, 2017

The National Counterterrorism Center. The *Intelligence Reform and Terrorism Prevention Act of 2004*, which established the Information Sharing Environment, has mandated the development of processes to share threat information and intelligence among different entities including the intelligence community, law enforcement at all levels of government, and the private sector. This information sharing is to include both national security intelligence as well as law enforcement intelligence. This has been a challenge, but one that must be overcome in order to protect America from terrorism.

Required Viewing and Reading:

Video: *National Counterterrorism Center (5 minutes)*

<http://www.youtube.com/watch?v=TFOOWATRbb8>

Triangle Center -- The Challenge and Promise of using Community Policing Strategies to Prevent Violent Extremism (86 pp)

PNSR - Toward Integrating Missions: Lessons Learned from the National Counterterrorism Center's Directorate of Strategic Operational Planning (196 pp)

NCTC - US-Based Violent Extremists' Targeting of Law Enforcement (5 pp)

Optional Resources:

WEB SITE: <http://www.dni.gov/index.php/about/organization/national-counterterrorism-center-who-we-are>

On-Line Posting: What does the NCTC need to do in order to better integrate its mission with America's law enforcement agencies?

Week 5: Posted Assignment Due 8:00 PM ET, Friday, February 10, 2017

The 9/11 Commission. A critical finding of the 9/11 Commission was related to "intelligence failures" that were the result of many factors including the "inability to connect the dots", "poor information sharing" and "a lack of raw information sources". Virtually all of the criticism was directed toward the intelligence community. Nonetheless, out of the 9/11 Commission findings and subsequent examinations of the intelligence processes, it has become clear that state and local law enforcement has a role in national security as well as homeland security.

Required Viewing and Reading:

Video: *The 9/11 Commission Chairs in Candid Conversation (27 minutes)*
http://www.youtube.com/watch?v=DvkQb3_SM_8

The 9/11 Commission Final Report (585 pp)

You are not required to read the entire document; rather you may selectively read segments of interest to understand the issues and recommendations.

FBI – 9-11 Review Commission (128 pp)

Optional Resources:

WEB SITE: <http://www.9-11commission.gov/>

On-Line Posting: In light of the specific recommendations and discussion in the 9/11 Commission Report, what role does law enforcement intelligence have in preventing another attack like 9/11?

RESTRICTED RESPONSE 2: In your opinion, what is the most important recommendation that emerged from the 9/11 Commission to prevent terrorist attacks in the U.S.? Justify your position. (*Due 8:00 PM ET, Wednesday, February 8, 2017*)

Week 6: Posted Assignment Due 8:00 PM ET, Friday, February 17, 2017

Responding to the Terrorism Threat. It has been clearly established in the previous readings, the pathway to preventing terrorism in the U.S. is through effective intelligence and information sharing. It is equally clear that changes need to be made in the concepts and processes of intelligence at all levels of government. While notable progress has been in the development of the law enforcement intelligence architecture, challenges remain: Widespread and consistent scientific analysis for the intelligence process; consistent "buy-in" and participation in intelligence processes at all levels of law enforcement; and developing the ability to nimbly and effectively respond to changes in terror threats.

Required Viewing and Reading:

Video: "Fighting Terrorism in New York City" (15 minutes)

http://www.youtube.com/watch?v=Nf_PzCfpPug

RAND - *State and Local Intelligence in the War on Terrorism* (92 pp)

RAND - *The Next Steps in Reshaping Intelligence* (48 pp)

Optional Resources:

WEB SITE: <https://www.ctc.usma.edu/>

WEB SITE: <http://www.rand.org/topics/terrorism-and-homeland-security.html>

On-Line Posting: Discuss two initiatives that law enforcement intelligence must embrace to increase the effectiveness of counterterrorism efforts.

Week 7: Posted Assignment Due 8:00 PM ET, Friday, February 24, 2017

Understanding the Terrorism Risk. Understanding the nature of terrorism, including its causes and the myths, is critical to developing intervention plans. If the true nature of terrorism is misunderstood, initiatives will be both inefficient and ineffective. A *threat* is a function of a criminal, terrorist or enemy's capability and intent to conduct attacks, whereas a *risk* is a function of the probability that your community will be the victim of an attack (either as a deliberate target or just in the wrong place at the wrong time) and the harm that such an attack would cause. Threat and Risk can be viewed as:

threat = capability x intent

*risk = probability x harm.*¹

Hence, understanding the terrorism risk is a critical step in developing effective terrorism responses.

¹<http://www.pilgrimgroup.com/news.php?id=94>

Required Viewing and Reading:

Video: *Giuliani on Terrorism Risk (2 minutes)*

<http://www.wsj.com/video/giuliani-on-america-terror-risk/AF7FE443-9178-4CCD-9F74-F1B51B800FF1.html>

Video: *Infamous Terrorists (3 minutes)*

<http://www.biography.com/people/groups/terrorists>

Video: *Capitol Hill Hearings on Terrorism (3 minutes)*

<http://video.foxnews.com/v/2538100963001/capitol-hill-hearings-on-improving-counter-terrorism-efforts/>

HAIMES - On the Complex Quantification of Risk-Systems-Based Perspective on Terrorism (13 pp)

IHSS - Building on Clues: Methods to Help State and Local Law Enforcement Detect and Characterize Terrorist Activity (18 pp)

DYSON - Three Years of Successful Investigations of Terrorists (17 pp)

AON – Terrorism Risk Map (1 pp)

Optional Resources:

WEB SITE: <http://www.cfr.org/issue/terrorism/ri13>

WEB SITE: <http://www.state.gov/j/ct/>

WEB SITE: <http://www.aon.com/terrorismmap/>

On-Line Posting: What critical factors must be changed to make law enforcement agencies more effective in understanding and preventing terrorism in the U.S.?

RESTRICTED RESPONSE 3: What is the primary role of law enforcement in counterterrorism? Support your response with rationale. (Due 8:00 PM ET, Wednesday, February 22, 2017.)

Week 8: Posted Assignment Due 8:00 PM ET, Friday, March 3, 2017

Cyberterrorism. The frequency and seriousness of cyber attacks demonstrate the comparative ease that such attacks can be made as well as our vulnerability. While there has been a great deal of rhetoric and a number of initiatives to stop cyber attacks, for the most part the U.S. government is still playing “catch up”. Beyond the obvious technological component of these attacks, there is always a human component of target selection as well as follow-up to the attack, particularly if information is stolen. The intelligence component of cyberterrorism is to deal with the human component, ideally to prevent the attack from occurring.

Required Viewing and Reading:

Video: *What is Cyber Terrorism? (7 minutes)*

<https://www.youtube.com/watch?v=cPTPpb8Ldz8>

Video: *Dealing With Cyber Terrorism (2 minutes)*

<http://www.msnbc.com/andrea-mitchell-reports/watch/dealing-with-cyberterrorism-480179779559>

Video: *Anonymous YouTube Channel - Select Videos to View to Understand Anonymous*

<https://www.youtube.com/user/AnonymousWorldvoce>

NOTE: Some government officials and law enforcement characterize the hacking group Anonymous as a cyber-terror threat others view them as a cyber-social movement. Regardless of one's view of Anonymous, at some point in time, an intelligence analyst is likely to encounter them. Having some insight on Anonymous will assist in one's research and understanding of them.

Also see their web site at: <http://anohq.com/>

CRS – Cyberwarfare and Cyberterrorism (15 pp)

SYMANTEC – Cyberterrorism (16 pp)

IJCSMC – Cyber Terrorism Attacks of the Contemporary Information Age (9 pp)

Optional Resources:

WEB SITE: <http://cyberterrorismcenter.org/>

WEB SITE: <http://cyb3rcrim3.blogspot.com/2006/06/c3-cybercrime-cyberterrorism-and.html>

On-Line Posting: What do you believe is the most effective means to prevent cyberterrorism through the use of intelligence?

SPRING BREAK

March 6 – 10, 2017 – No Course Requirements This Week

Week 9: Mid-Term Exam to be Completed by 8:00 AM ET, Wednesday, March 15, 2017

MID TERM EXAMINATION: Your Mid-term examination is located under the D2L Content menu in the Week 9 Folder titled “Mid-Term Examination”. The exam consists of three essay questions covering the material in the viewing and reading assignments for Weeks 1 through 8 of the course. The exam will open for your access to respond to the questions on **Monday, March 13 at 8:00 AM ET** – simply click the quiz icon –  – to open and begin the examination. **Once you start the exam, you will have 120 minutes to complete it.**

Your responses should be based on the viewing and reading assignments in the class as well as your own logic, experience and rationale. *Remember, you are not*

just providing responses to questions, you must demonstrate to me – convince me -- your knowledge of the subject matter and issues. The writing style and presentation should be consistent with that of a graduate student at a Tier 1 research university.

The exam will close on **Wednesday, March 15 at 8:00 AM ET** – thus, the latest you can start the exam and have the full 120 minutes is at 6 AM this date. This 2 day window to take the exam is to accommodate those of you who are working and taking other classes.

You will not be able to start the exam, stop it and re-start it/finish it later. Once you click the “Start Quiz” button, you will have 120 minutes to complete the three questions – it should not be a problem for anyone.

Remember, as noted in the Syllabus, because technological problems can occur, plan ahead. Do not wait until the deadline approaches to learn of a problem. Your responsibilities for completing and submitting the examination include planning.

Should a *significant unplanned event* arise – *not* an inconvenience or conflict – that precludes you from taking the exam, contact the Professor as soon as possible for a determination of whether the exam can be re-scheduled. Rescheduling is neither a guarantee nor a right of the student.

Week 10: Posted Assignment Due 8:00 PM ET, Friday, March 24, 2017

Radicalization and Homegrown Extremism. There appears to be a trend of persons who are United States citizens becoming “self-radicalized” with an extremist ideology and, in some cases, committing an act of terrorism in support of that extremist ideology. What causes individuals to turn their back on their homeland and commit these acts? What types of unique threats do they pose? These and other questions are paramount among intelligence officials who seek to identify threats on the horizon. Learning more about this threat is essential for effective counterterrorism.

Required Viewing and Reading:

Video: *What's Fueling Homegrown American Extremism?* (25 minutes)

<http://www.aljazeera.com/programmes/insidestory/2017/02/fuelling-homegrown-american-extremism-160219200249177.html>

Video: *How Serious a Threat is Homegrown Terrorism?* (3 minutes)

<http://www.newsy.com/videos/how-serious-a-threat-is-homegrown-extremism/>

SCT - Toward a Behavioral Model of Homegrown Radicalization Trajectories (18 pp)

NYPD - Radicalization in the West: The Homegrown Threat (92 pp)

RAND - Incidents of Jihadist Terrorist Radicalization in the United States Since September 11, 2001 (34 pp)

IDC – Trends and Developments in Lone Wolf Terrorism (23 pp)

NIJ – Lone Wolf Terrorism (28 pp)

Optional Resources:

WEB SITE: <http://www.adl.org/> (In the search box search for "terrorism")

WEB SITE: <http://securitydata.newamerica.net/extremists/analysis.html>
This site has interesting data on the characteristics of homegrown extremists

On-Line Posting: What are some of the challenges that a law enforcement agency faces in attempting to identify U.S. citizens who are becoming self-radicalized?

RESTRICTED RESPONSE 4: If you were an intelligence commander, how would you identify self-radicalized individuals who pose threats in your community? (*Due 8:00 PM ET, Wednesday, March 22, 2017*)

Week 11: Posted Assignment Due 8:00 PM ET, Friday, March 31, 2017

Special Issues in Becoming Radical. It has been established that radicalization among individuals in the U.S. has been on the rise bringing a new dimension to terrorism threats. The evidence has shown that two focal points have particular implications for radicalization: (1) The easy and widespread availability of radicalization information on the Internet and (2) radicalization of individuals in correctional institutions.

Required Viewing and Reading:

Video: *Chairman King Statement at Fifth Radicalization Hearing on American Muslim Response to Hearings (7 minutes)*

<http://www.youtube.com/watch?v=crZlqni3blk>

Video: *Congressman Calls for Radicalized Christian Hearings (3 minutes)*

<http://www.youtube.com/watch?v=OVOeiJrXS8>

Video: *Countering Violent Extremism in Los Angeles (11 minutes)*

<https://www.youtube.com/watch?v=YPM3M5qee7M>

CSS - The Concept of Countering Violent Extremism (4 pp)

CRS - Countering Violent Extremism in the United States (29 pages)

BORUM – Radicalization into Violent Extremism (28 pp)

Jihadist Guide on How to Survive in the West (71 pp)

Optional Resources:

WEB SITE: <http://www.fas.org/irp/threat/terror.htm>

WEB SITE: <https://www.whitehouse.gov/the-press-office/2015/02/18/fact-sheet-white-house-summit-countering-violent-extremism>

On-Line Posting: Do you believe that a generic approach of “countering violent extremism” is more effective than targeting violent extremists by ideology, such as jihadist or militias? Why or why not?

Week 12: Posted Assignment Due 8:00 PM ET, Friday, April 7, 2017

A Perspective on Islamic Extremism. By its very nature, all terrorism is based on a belief system. While it is important to identify individuals, to be most effective we need to understand the motives, methods and targets of extremists. These factors are at the heart of understanding the ideology. The phrase “Islamic extremism” is sometimes portrayed as an attack on Islam. Yet, it remains the most serious global terrorist threat. From the perspective of intelligence analysis, one must understand the motivation of terrorist – in this case, Jihadism – to develop prevention strategies. Complicating the matter is how Islamic Extremism has changed over recent years. The videos and readings this week address these diverse issues.

Required Viewing and Reading:

Video: *Islamic Extremism Threat* (117 minutes)

<http://www.c-span.org/video/?324256-1/hearing-islamic-extremism>

(While this is a long video, you will see there are portions you can move forward through quickly.)

Video: *Flash Point: What is ISIS?* (3 minutes)

<http://www.cbsnews.com/videos/flash-points-what-is-isis/>

Video: *Why Won't the White House Call it Islamic Extremism?* (18 minutes)

<http://www.msnbc.com/morning-joe/watch/joe--why-wont-wh-call-it-islamic-extremism--384114755914>

CRS -- ISIL Acolytes and the challenge they Pose for US Law Enforcement (pp 18)

CRS - American Jihadist Terrorism - Combating a Complex Threat (141 pages)

ISIL Youth Recruitment (6 pp)

Optional Resources:

WEB SITE: <https://www.oodaloo.com> (Search terrorism)

WEB SITE: <http://www.state.gov/j/ct/>

On-Line Posting: What are the most challenging factors for state and local law enforcement in preventing terrorist attacks by Islamic extremists?

RESTRICTED RESPONSE 5: Has U.S. policy and practice placed too much emphasis on fighting al Qaeda rather than looking at the broader issues of terrorism by Islamic extremists, such as ISIS/ISIL? (Due 8:00 PM ET, Wednesday, April 5, 2017)

ASSIGNMENT DUE: *Threat Assessment Project Paper and PowerPoint Briefing due by 8:00 PM ET on Monday, April 10, 2017. Submit the Paper and PowerPoint in the Drop Box located in the "Intelligence Project Drop Box" folder chronologically before the Week 13 folder under course content.*

Week 13: Posted Assignment Due 8:00 PM, Friday, April 14, 2017

Domestic Terrorism. Domestic terrorism typically refers to those extremist movements who have their base in the U.S. There are right wing extremists, left wing extremists and special interest extremist groups. The thing they all have in common is the desire to change the *status quo* of society to a status that reflects the beliefs of the individual group or ideology. The need to have an understanding of these different types of beliefs is obvious.

Required Viewing and Reading:

Video: *Domestic Terrorism (112 minutes)*
<http://www.c-spanvideo.org/program/199097-1>

KURZMAN AND SCHANZER - Law Enforcement Assessment of the Violent Extremist Threat (12 pp)

KCSTAR – Domestic Terrorism – Only a Matter of Time (18 pp)

SPLC -The Second Wave: Return of the Militias (24 pp)

ADL - The Aryan Circle: Crime in the Name of Hate (37 pp)

CFR – Militant Extremists in the United States (7 pp)

ADL -- Murder and Extremism in the US (7 pp)

Optional Resources:

WEB SITE: <http://www.justice.gov/usao/priority-areas/national-security/domestic-terrorism>

WEB SITE: <http://www.rand.org/topics/domestic-terrorism.html>

On-Line Posting: In light of the discussions in this week's readings, what is your perspective of domestic terrorism as a current threat?

Week 14: Posted Assignment Due 8:00 PM ET, Friday, April 21, 2017

Drug Trafficking and Violence in Latin America. While the Mexican drug cartels/traffickers are technically not terrorists (i.e., their motivation is money, not ideology), their tactics and the effects of their violence are similar to terrorism – for example, they seek to intimidate the government and others. Nearly every day there are stories in the media about the drug-related violence in Mexico. In recent days, gunfire in Juarez, Mexico crossed the border striking the El Paso City hall as well as buildings on the University of Texas at El Paso campus. Similarly, gunfire from Matamoros, Mexico struck buildings of the University of Texas at Brownsville campus. Beyond these instances, there have been increasing levels of violence in

Mexico that are having a “spillover effect” in the United States. These incidents present challenges for public safety, crime control and even the national security of the United States.

Required Viewing and Reading:

Video: *The Drug War in Mexico Full Documentary (50 minutes)*

<https://www.youtube.com/watch?v=HjZoybiJmDA>

Video: *Juarez Mexico Murder Capital of the World (10 minutes)*

<http://www.youtube.com/watch?v=q8Ay9JmZiNo&feature=related>

CRS - *Mexico’s Drug-Related Violence (27 pp)*

CRS - *Southwest Border Violence: Issues in Identifying and Measuring Spillover Violence (46)*

CRS - *Latin America and the Caribbean: Illicit Drug Trafficking and the U.S. Counterdrug Programs (38 pp)*

CRS - *Latin America: Terrorism Issues (6 pp)*

FOREIGN POLICY – *Think Again – Mexican Drug Cartels (9 pp)*

CRS – *Mexico DTOs – Source and Scope of Violence (50 pp)*

Optional Resources:

WEB SITE: <http://www.justice.gov/dea/index.htm> (search “Mexico”)

WEB SITE: <https://www.stratfor.com/topics/terrorism-and-security/tracking-mexicos-drug-cartels>

On-Line Posting: What steps need to be taken by the federal, state and local governments to protect American citizens from the violence associated with the Mexican drug cartels?

Week 15: Posted Assignment Due 8:00 PM ET, Friday, April 28, 2017

Sovereign Citizens. An extremist movement that has grown significantly over recent years is the Sovereign Citizens. While adherents to the sovereign ideology vary widely, as a rule they are not racists, they are not neo-Nazis, they have no relationship to any of the White Supremacy or Christian Identity movements of the past. Rather they are all driven by their anti-government beliefs, fueled by the poor economy, the apparent dysfunctionality of the Federal government, and distrust of politicians. What is particularly disconcerting about the sovereigns is that when they are pushed, they can become violent, particularly with violence directed toward law enforcement.

Required Viewing and Reading:

Video: *Sovereign Citizens and Law Enforcement (13 minutes)*

http://www.youtube.com/watch?v=d_y-gLm9Hrw&feature=player_embedded

Video: *Sovereign Citizens Training for Law Enforcement (15 minutes)*

https://www.youtube.com/watch?v=ALPs_n0WQaY

SLATT - Threats to Law Enforcement Officers and Communities from Ideological Extremists (11 pp)

NYPD – The Sovereign Citizens Movement - Understanding The Threat (29 pp)

MAGLOCLLEN -Sovereign Citizens and the Moorish Nation (24 pp)

FBI – Sovereign Citizen Extremism – A Primer (16 pp)

Optional Resources:

WEB SITE: <http://www.splcenter.org/get-informed/intelligence-files/ideology/sovereign-citizens-movement>

WEB SITE: <https://leb.fbi.gov/2011/september/sovereign-citizens-a-growing-domestic-threat-to-law-enforcement>

WEB SITE: <http://republicfortheunitedstates.org/> (**NOTE:** This is a Sovereign Citizen website.)

On-Line Posting: In your opinion, what critical factors have influenced the relatively rapid growth of the sovereign citizen movement?

Week 16: Final Exam to be Completed by 8:00 AM ET, Tuesday, May 2, 2017

FINAL EXAMINATION: Your Final Examination is located under the D2L Content menu in the Week 16 Folder titled “Final Examination”. The exam consists of three essay questions covering the material in the viewing and reading assignments for Weeks 10 through 15 of the course. The exam will open for your access to respond to the questions on **Saturday, April 29 at 8:00 AM ET** – simply click the quiz icon -  – to open and begin the examination. **Once you start the exam, you will have 120 minutes to complete it.**

Your responses should be based on the viewing and reading assignments in the class as well as your own logic, experience and rationale. *Remember, you are not just providing responses to questions, you must demonstrate to me – convince me -- your knowledge of the subject matter and issues.* The writing style and presentation should be consistent with that of a graduate student at a Tier 1 research university.

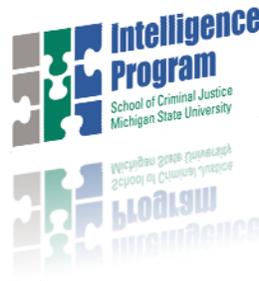
The exam will close on **May 2 at 8:00 AM ET** – thus, the latest you can start the exam and have the full 120 minutes is at 6 AM this date. This 3 day window to take the exam is to accommodate those of you who are working and taking other classes.

You will not be able to start the exam, stop it and re-start it/finish it later. Once you click the “Start Quiz” button, you will have 120 minutes to complete the three questions – it should not be a problem for anyone.

Remember, as noted in the Syllabus, because technological problems can occur, plan ahead. Do not wait until the deadline approaches to learn of a problem. Your responsibilities for completing and submitting the examination include planning.

Should a *significant unplanned event* arise – *not* an inconvenience or conflict – that precludes you from taking the exam, contact the Professor as soon as possible for a determination of whether the exam can be re-scheduled. Rescheduling is neither a guarantee nor a right of the student.

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MICHIGAN STATE
UNIVERSITY

THREAT ASSESSMENT **PROJECT INSTRUCTIONS**

Spring 2017

CJ837-730 – Counterterrorism and Intelligence

As a course requirement, all students must prepare a Law Enforcement Terrorism Threat Assessment and Briefing Project that is a domestic threat assessment of terrorism – you may select the specific threat to assess based on your personal interests. The project will be a comprehensive simulation of a counterterrorism intelligence assessment and briefing as would be performed by a law enforcement agency. The following information specifies the details of the project.

NOTE 1: This is not a traditional research paper – it is an analytic exercise. It is not a theoretical investigation but a policy-directed threat assessment. Keep these distinctions in mind as you prepare the project.

NOTE 2: This project involves only *domestic law enforcement intelligence*; projects related to national security intelligence *do not* meet the course requirement.

ASSIGNMENT—THESE ARE THE “INTELLIGENCE PRODUCTS” YOU WILL PREPARE:

Select a terrorist/criminal extremist domestic threat for your project. Your project topic must be submitted for approval by the Professor (details below). Based on the approved topic, you must prepare a comprehensive terrorism threat assessment that will consist of:

1. A comprehensive and formal final written paper that assesses the threat
2. An “intelligence briefing” via a PowerPoint presentation on your subject.

PURPOSE OF THIS ASSIGNMENT

The intent of this course is to understand how Law Enforcement Intelligence can be used to prevent and suppress terrorism. In developing the LEIA Master’s degree, our federal law enforcement partners stated that a critical skill that needed to be developed was to show critical thinking and analysis skills as well as an experience in developing briefings. As a result, this assignment is intended to simulate an intelligence-based threat assessment to meet those goals.

A great deal of intelligence work involves...

- Developing detailed knowledge about a subject area (e.g., such as a criminal extremist group – e.g., Sovereign Citizens – or method – e.g., Lone Wolves)

- in order to understand the dynamics of that entity for purposes of prevention and/or mitigation.
- Doing *creative* research, including verifying the validity and reliability of the information and corroborating the information.
 - Taking diverse pieces of information and integrating it in order to provide a comprehensive, meaningful, seamless and practical vision of the issue at hand so as to inform others who may have only limited understanding of the problem.
 - Developing a formal “briefing” on the subject to policy makers who will make decisions based on the results of your analysis (e.g., issues, trends, estimates, impact, vulnerability, etc.). Since this is an online class and you will not be able to give the actual presentation, however, you will develop a PowerPoint presentation from which you would do a briefing.

The goal of the content of your project is to provide law enforcement decision-makers the best possible information in order to make decisions on how to prevent or mitigate a terrorist attack and/or dismantle a terrorist group or terrorist support activity.

TOPIC SUBMISSION

You must submit the subject matter of your project to the Professor using the Dropbox In the “Threat Assessment Project Topic Submission” folder located under the Content menu of the course D2L page no later than **8:00 PM ET on Tuesday, January 17**. Part of your role in this project is to conduct research to develop your topic, so the Professor will not provide topic suggestions; however, feedback will be given to you on your selected topic. You will be informed in the Dropbox feedback if the topic is approved, if it is approved with modification and the reason for the modification or if it is rejected and why.

*In your submission, provide a brief statement of the background research you have done to select the topic. **Once approved, your topic cannot be changed.***

Importantly: When developing your topic make certain:

- You are using a law enforcement intelligence perspective (not national security intelligence)
- The threat is related to terrorism or criminal extremism
- Your topic poses some form of domestic threat (i.e., inside the U.S.) since law enforcement intelligence only has jurisdiction for domestic threats.
- There is sufficient open source information available for you to do your research and develop your project.

Make certain to do initial research before submitting your topic -- I have had students in the past select a topic only to find that there was insufficient material to write the paper and/or there was no current domestic threat. Remember, once approved, the topic cannot be changed - these are part of your responsibilities as a graduate student.

FINAL PROJECT SUBMISSION REQUIREMENTS AND DUE DATE

- The Threat Assessment Project Paper and PowerPoint Briefing are due no later than **8:00 PM ET on Monday, April 10, 2017**.
- Submit both the Paper and PowerPoint in the Dropbox located in the folder named “Threat Assessment Project Drop Box” chronologically located before Week 13 under the Content menu.
- The file names for your submissions should be:
 - **CJ837 Paper**
 - **CJ837 Briefing**
- Make certain your Project and PowerPoint are completed – do not submit more than one copy. The first copy submitted will be graded.

Project grades will be reduced by 10% for each day the project is late.

PROCESS

You should begin the basic research on your topic right away. That is, start learning as much as possible about your topic. As the class progresses through the first few weeks, you will have a better understanding of intelligence and the type of information that is needed in a briefing.

Here are steps that may help you developing your project:

Step 1: Understand the ideology/belief system/intent of the group/entity from the perspective of:

1. What is their goal? What do they seek to accomplish with their terrorism or illegal acts?
2. Provide a framework of the group's:
 - Motives
 - Methods
 - Targets and/or commodities
3. How are they funded?
4. Do they have collaborators? If so, who are they? What is the purpose of the collaboration?

Step 2: Provide a *brief* history of the movement and activities. The intent is to convey their commitment, consistency, and predictability based on past acts.

1. Are there any discernible trends of note and value?

Step 3: What is your *analysis* and *justification/rationale* for:

1. The type of threat, if any, they pose.
2. What is your forecast of their activities?
3. What should police administrators/managers know about the group?
4. What should investigators and patrol officers know about the group?

Generally speaking, the bulk of your research should be completed around Week 8. Results of research (which can include interviews with persons who have a demonstrated expertise in

threat assessments) should be analyzed to determine its meaning, how it would be presented, and the types of materials you will need to develop an effective briefing presentation. Development of the threat assessment paper — including any charts and graphics—should also begin. *Remember, it is very likely that, after you begin your analysis, more research will be needed to provide the most accurate and balanced picture of the issue.*

Remember, recommendations should be explicit and based upon policy actions an agency could take to deal with the problem you have investigated. *Be comprehensive, creative, contemporary, and professional in your report.*

FINAL PROJECT REPORT

Your Final Report should be a comprehensive discussion of issues and trends concerning your topic area. Remember, the report should have both *descriptions* and *analysis*—you are not only describing the subject of your investigation but you are giving “meaning” to the findings as a result of your research and analysis.

Because this is an academic graduate course, while the content of the paper is a threat assessment, the format for the paper must be consistent with academic standards. It should include:

- Title Page (Required -- Name and Student number not to be included -- see section of the Syllabus on "Turnitin".)
- Abstract (Optional)
- Table of Contents (Optional)
- List of Figures (Optional)
- Text of the Threat Assessment (Required)
 - An introduction which...
 - Defines and describes your problem area
 - Briefly discusses the processes you used to complete the project
 - A brief background of the problem and issues
 - A detailed discussion of current issues and status of the problem
 - An analysis of probable future issues, problems, and scenarios
 - Definitive conclusions and recommendations for policy makers to consider
- Bibliography (Required) (including documents, interviews, and web sites)
- Appendices (Optional) that provides additional insights or support but is not needed in the body of the paper.

FORMAT AND STYLE

The paper should be double spaced, 12 point font, 1 inch margins. There is no page length requirement because different topics will require different lengths. Focus on addressing the threat comprehensively, not on the number of pages that are written.

Be cognizant of how you organize the paper and use section headings to divide the paper logically.

Format and style should be consistent throughout the report. The *APA Style Manual* should be used as the form and style format guide (it is the standard used in the School of Criminal

Justice). You do not need to purchase the APA manual, simply use journal articles to look for illustrations of the APA format– most questions students have about form and style relate to references – as a resource for basic APA questions see <http://www.library.cornell.edu/resrch/citmanage/apa> -- in addition you may find the “Son of Citation Machine” a useful web site -- <http://citationmachine.net/index2.php>.

THE POWERPOINT BRIEFING

Once your report is complete, develop your PowerPoint presentation for the briefing. *The PowerPoint is not simply a summary of the entire project report. Rather it is a distillation of key factors related to the threat that law enforcement leaders need to know about a threat to make decisions.* During a briefing you will be asked questions -- the research you have done for the paper is what you would rely on to answer those questions.

Be creative, use graphics, illustrations, maps – anything to help facilitate understanding of the information you are presenting. Your PowerPoint should be aesthetic and clear -- think of developing a PowerPoint to educate a police chief about the threat you researched rather than developing a PowerPoint for a class. As you are developing your PowerPoint, envision that you will be standing in a conference room in front of a group of police leaders who need to learn from you about the threat facing your community and what actions they need to take to mitigate or prevent that threat. That is what your PowerPoint briefing should convey.

Let me repeat: *the PowerPoint Briefing is not simply a summary of your paper; it is a brief synopsis of critical points decision makers need to know about the threat.* (The paper is the analytic foundation and rationale for the threats described in your briefing.) A bibliography is *not* needed in the PowerPoint Briefing.

NOTE: There is no need to include any animations in your PowerPoint -- when it is submitted through D2L; animations are eliminated by the system. Similarly, I cannot view slide notes in D2L.

RESOURCES

As a graduate course at a Tier 1 research university, I expect some citations from scholarly journal articles as part of your research.

For your project research, there are a wide range of sources you should explore beyond journals, web sites and interviews. This list is meant to give you ideas for places to start. Be creative and aggressive in your research. From every resource you find, look for another until you get a comprehensive body of information on which you can base your analysis. Remember to include every resource you use—book, article, interview, web site, or anything else—in your Final Report’s Bibliography.

- Journal articles
- Open source resources
- "Think tank" publications (e.g., RAND, ADL, SPLC, FDD, Heritage, etc.)
- Textbooks
- Government documents
- Interviews
 - Talk to faculty members on campus (criminal justice; other departments)

- Faculty members elsewhere (look for authors of articles or books you discover and then call them for an interview)
- Make an appointment to meet with government agency personnel (all levels of government) who are knowledgeable about your topic.
- See: [MSU Libraries Criminal Justice Search options](#)
- See also [MSU Libraries Criminal Justice Resources Page](#)

NOTE: As a Michigan State University student you have online access to a wide range of fee-based journals and databases at no charge. Go to <http://libguides.lib.msu.edu/eresources?ref=q> - during your database search when you seek to access a fee-based publisher or provider you will be prompted to enter your MSU net user name and password. Once logged in you will be able to access all databases without a further log in.

- Resources that may help you in the *threat assessment*:
 - <https://www.ncjrs.gov/pdffiles1/bja/210680.pdf>
 - <https://www.sans.org/reading-room/whitepapers/auditing/overview-threat-risk-assessment-76>
 - <http://www.doe.in.gov/sites/default/files/safety/template.doc>
 - <https://www.wbdg.org/ccb/DHS/fema452.pdf>
- Resources that may help you in preparing your *briefing*:
 - <http://www.fromtheinside.us/multi-media/slides/effectivemilcomm.ppt>
 - <http://downloads.slugsite.com/Intel-Briefings.pdf>
 - <http://www.dummies.com/how-to/content/how-to-conduct-competitive-intelligence-briefings-.html>

A SPECIAL NOTE ON NEWS SOURCES AND WEB SITES

News sources are considered inherently unreliable beyond basic facts (e.g., date, time, location, general statement of an incident or occurrence). In your paper -- or in a "real world" situation, do not rely on news sources as a reputable and reliable source of information about details beyond the basic facts. Similarly, web sites such as Wikipedia are also considered unreliable sources.

CAVEATS TO HELP ENSURE SUCCESSFUL PROJECT COMPLETION

As a final point, when working throughout your project there are some issues for which you should remain cognizant. These include...

- *You must start now*—do not try and put your research off until the last minute. Because of the time required for logistics and analysis of the information, a late start will put you at a significant disadvantage.
- You must invest effort—don't take short cuts.
- Whenever you write something, proof read it then leave it for a day or so and re-read it.

GRADING

The Paper and PowerPoint are each valued at 100 points and will be graded on a 0% - 100% scale. The average of these two grades will be the Intelligence Project grade. The project grade will equal 25% of your course grade

Grading of the project will be based on several factors. Among the most important are:

- The appropriate completion of required elements of the project.
- The evidence of effort and initiative put into the total project.
- The quality and soundness of the research and analysis.
- The comprehensiveness of the work
- How contemporary the information is.
- Creativity in research, analysis, and presentation
- The degree of “professional quality” of the final report and PowerPoint briefing.

Do you want to enhance your grade for the project and presentation? Simply fulfilling the requirements of the assignment does not mean the grade is exceptional – it means the project is average. If you want to enhance your grade make sure that both the report and the presentation demonstrate hard work, research, creativity and commitment. Collectively, these facets of effort will be important to receive the highest grade possible.

TURNITIN PAPER ORIGINALITY CHECK:

When the paper is submitted in the D2L Dropbox it will automatically compare the text of the paper to previously written work using the Turnitin originality check. For policy on the use of Turnitin in the course see that section on page 10 of the Syllabus. For more information on Turnitin see <https://tech.msu.edu/teaching/tools/turnitin/>.