

SOCIOLOGY 4411 / SOC 4411H / SOC 5411

TERRORIST NETWORKS & COUNTERTERROR ORGANIZATIONS

Fall 2016, Blegen Hall 255 Tu & Th 2:30-3:45 p.m.

Professor: David Knoke

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Office Hours: Tuesdays & Thursdays 12:00-1:00 p.m., other times by appointment

Teaching Assistant: Mackenzie Rue

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Office Hours: 12:45-2:15 a.m. Mondays, other times by appointment

COURSE OBJECTIVES

Terror involves using violent actions to achieve political, religious, or social goals. This course undertakes a historical-comparative examination of theories and evidence about the social origins, development, and consequences of terrorist networks. It analyzes efforts to prevent, investigate, prosecute, and punish terrorists by counterterror organizations, including law enforcement, security, and military forces.

Classes consist of lectures, guest speakers from university and community, readings, video clips, role-playing activities, and discussions/debates about the issues raised by the reading assignments. It involves several writing assignments.

Among the topics are:

- (1) Distinguishing terror organizations and methods from similar instances of extra-state violence, such as guerilla insurgency and organized crime; relevance of political and social movement theories of collective action for explaining terrorism.
- (2) Identifying ethnic, cultural, religious, national, and international sociopolitical structural conditions that trigger, sustain, resist, and terminate terror; factors associated with successful and failed terror campaigns.
- (3) Investigating the individuals, groups, organizations, and states sponsoring and participating in terror actions - their beliefs, motives, networks, recruitment, tactics, and strategies.
- (4) Uncovering the social organization of domestic and international networks for terrorist funding, training, and operations; their ties to illegal cartels involved in drug and human trafficking.

- (5) Examining governmental responses and policies to fight terrorism, with a specific focus on the 9/11 events and subsequent wars in Afghanistan and Iraq.
- (6) Proposing policies for improving law enforcement, military, security, public health, and mass media systems to counter terror coalitions more effectively.

READINGS

The weekly schedule below lists reading assignments, usually two required and two supplementary articles per week. Students should read the articles before attending classes, because the lectures, discussions, and writing assignments require you to be familiar with them. Articles are accessible at UM Libraries Electronic Reserves:

<https://reserves.lib.umn.edu>

Login using your x.500 email username and password. Then search for the course or instructor's name to locate the specific items you want to view or download.

SOC4411 WRITING ASSIGNMENTS

This course has no examinations. Students taking the regular SOC4411 course must complete three shorter writing assignments (each 750 words maximum, approximately three pages), and one course paper due at the last class meeting (**2,000 words maximum, approximately 8 pages**). Reference lists are not counted as part of the word totals. All assignments are due at the end of class on the dates listed below. Any assignment turned in late will be penalized one point for each day or partial day late until all the available points for that assignment have evaporated. For assistance in developing writing skills, students may use the Center for Writing:

<http://writing.umn.edu/index.html>

For the **course paper**, students will choose individual topics, which include but not limited to: (a) critical analysis of a theory about terrorism or counterterrorism; (b) critical case study of a terrorist or counterterrorist network or organization (must be more than a historical or journalistic account); (c) a depth interview with an informant about a counterterrorist, security, or preparedness organization; (d) preparation of a research proposal to investigate some issue in terrorism or counterterrorism; (e) an extended review of an analytic book(s) (not a popular or journalistic account); obtain instructor approval for the specific volume(s). If you have another idea for a course paper, see or email me to discuss its acceptability.

Starting **October 25**, each student should **email a paragraph to the instructor describing** the intended course paper topic. This description is ungraded, but the instructor will provide written feedback.

All assignments and papers must be double-spaced, using 12-POINT Times

New Roman font, with 1-inch margins all around, and PAGINATED. Include your name, student ID#, & the word count.

SOC 4411H Honors WRITING ASSIGNMENTS

The course guide for this section of the course includes this sentence: “Honors students are expected to demonstrate greater depth of discussion, length of writing assignments, presentations, and leadership of students.” Honors students must complete the three shorter writing assignments described above (each 750 words maximum, approximately three pages), and a course paper due at the last class meeting (**3,000 words maximum, approximately 12 pages**). Reference lists are not counted as part of the word totals. All assignments are due at the end of class on the dates listed below. Any assignment turned in late will be penalized one point for each day or partial day late until all the available points for that assignment have evaporated. For assistance in developing writing skills, students may use the Center for Writing: <http://writing.umn.edu/index.html>

See SOC4411 Writing Assignments section above for more information about paper. Starting **October 25**, each student should **email a paragraph to the instructor describing** the intended course paper topic. This description is ungraded, but the instructor will provide written feedback.

SOC 5411 WRITING ASSIGNMENTS

Graduate students taking this course are expected to demonstrate greater depth of discussion, depth and to a degree length of writing assignments, and leadership of the students. Graduate students must complete the three shorter writing assignments described above (each 1,000 words maximum, approximately four pages), and a course paper due at the last class meeting (**5,000 words maximum, approximately 20 pages**). Reference lists are not counted as part of the word totals. All assignments are due at the end of class on the dates listed below. Any assignment turned in late will be penalized one point for each day or partial day late until all the available points for that assignment have evaporated. For assistance in developing writing skills, students may use the Center for Writing: <http://writing.umn.edu/index.html>

See SOC4411 Writing Assignments section above for more information about paper topics. Starting **October 25**, each student should **email a paragraph to the instructor describing** the intended course paper topic. This description is ungraded, but the instructor will provide written feedback.

TurnItIn Students are required to submit all their assignments and papers to TurnItIn.com online plagiarism prevention service. It enables the instructor and TA to check for text similarities against a variety of databases, archived web pages, “paper mills,” Internet literature, and previously submitted student papers. Specific procedures will be described in class before the first assignment is due.

COURSE GRADE

Success in this course depends on students' regular class attendance and frequent participation in group activities and discussions. Instead of grading student participation, and to encourage consistent class attendance, we keep an attendance list. **Any student with more than four unexcused absences cannot obtain a course grade higher than B+.**
No course incompletes will be given without a written explanation from a medical authority.

| | Regular Course | Honors Course | SOC 5411 |
|--|----------------|---------------|----------|
| 3 shorter writing assignments (20 points each) | 60 | 60 | 60 |
| 1 course paper (40 points) | 40 | 40 | 40 |
| Total course grade | 100 | 100 | 100 |

The following numerical ranges translate point totals into course letter grades: A+ = 96-100; A = 93-95; A- = 90-92; B+ = 86-89; B = 83-85; B- = 80-82; C+ = 76-79; C = 73-75; C- = 70-72; D+ = 66-69; D = 63-65; D- = 60-62; F = 59 and lower.

SCHOLASTIC DISHONESTY

By becoming a student at the University of Minnesota, you have agreed to abide by the University's student conduct code, including these provisions on scholastic dishonesty:

**From UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY
STUDENT CONDUCT CODE**

Section V. DISCIPLINARY OFFENSES

Subd. 1. Scholastic Dishonesty. Scholastic dishonesty mean plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

Plagiarism is the most relevant issue for this class. Webster's Ninth Collegiate Dictionary (1987:898) defines the verb *plagiarize* as "to steal or pass off (the ideas or words of another) as one's own: use (a created production) without crediting the source." We will discuss plagiarism in class, emphasizing proper procedures for quoting, citing, and referencing another author's ideas and published writing (including Web pages). You are encouraged to discuss your ideas for course papers with classmates, friends, teaching assistant, and me, but ultimately you must do the actual writing and attribute all ideas and words that are not your own to their original sources -- including verbal personal communications. If you are ever uncertain about correct acknowledgement, quotation, paraphrase, citation, or reference procedures in using others' works and words, please check with the instructor.

COLLEGE & DEPARTMENT POLICIES: See pages at the end of this document.

This material is available in alternative formats upon request. Please contact Ann Miller, Department of Sociology, 923 Social Sciences (612) 624-4300.

WEEKLY TOPICS FALL 2016

| WEEK | TOPICS, FILMS & READINGS |
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| | The first reading is required, the second is supplementary |
| Week 1 Sept 6 | <p>HOW SHOULD WE DEFINE TERRORISM?</p> <p>Reference Manuel: U.S. State Department. 2016. <i>Country Reports on Terrorism 2015</i> [DO NOT PRINT It's 407 pages!]</p> <p>Film: Mehdi Hasan & Martin McGuinness debate Terrorists or Freedom Fighters? (2015 TurthStartsNow3)</p> <p>Ganor, Boaz. 2008. "An Objective Definition of Terrorism: As a Crucial Tool for a New International Counterterrorism Architecture." <i>Journal of Counterterrorism & Homeland Security International</i> 14(2):18-20.</p> <p>Hodgson, Jacqueline S. and Victor Tadros. 2013. "The Impossibility of Defining Terrorism." <i>New Criminal Law Review</i> 16:494-526.</p> |
| Sept 8 | <p>VARIETIES OF ORGANIZED VIOLENCE</p> <p>Film: Max Boot on Guerilla Warfare (2014 Wall Street Journal/Hoover Institution)</p> <p>Asal, Victor et al. 2012. "Killing Civilians or Holding Territory? How to Think About Terrorism." <i>International Studies Review</i> 14:475-497.</p> <ul style="list-style-type: none"> • Read Pp. 481-484 "In Search of the Core of Terrorism," by Luis De la Calle and Ignacio Sánchez-Cuenca. • Read Pp. 485-90 "John Brown, American Revolutionary Guerillas in the South, the Treblinka Revolt and the Coding of Terrorist Organizations," by Victor Asal. <p>Kraus, Josef. 2016. "The Concept of State Terrorism in Relation to Iran." <i>Slovak Journal of Political Sciences</i> 16:35-59.</p> |
| Week 2 Sept 13 | <p>THEORIZING ABOUT TERRORISM</p> <p>Film: Dave Brannan & Anders Strindberg - Social Identity Theory: A Brief Overview of Terrorism Studies (2013)</p> <p>Newman, Edward. 2006. "Exploring the 'Root Causes' of Terrorism." <i>Studies in Conflict & Terrorism</i> 29:749-772.</p> <p>Ross, Jeffrey Ian. 1993. "Structural Causes of Oppositional Political Terrorism: Towards a Causal Model." <i>Journal of Peace Research</i> 30:317-329.</p> |
| Sept 15 | <p>SOCIOLOGICAL THEORIES</p> <p>Film: Peter Greste - Journalism in the Age of Terror (2015 UNSWTV)</p> <p>Black, Donald. 2004. "The Geometry of Terrorism." <i>Sociological Theory</i> 22:14-25.</p> <p>Malthaner, Stefan & Peter Waldmann. 2014. "The Radical Milieu: Conceptualizing the Supportive Social Environment of Terrorist Groups." <i>Studies in Conflict & Terrorism</i> 37:979-</p> |

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| | 998. |
| Week 3 Sept 20 | <p>SOCIAL NETWORK THEORIES Film: Edward Turzanski - The Possibility of Sleeper Cells in the US (2015 NewsmaxTV)</p> <p>Perliger, Arie and Ami Pedahzur. 2011. "Social Network Analysis in the Study of Terrorism and Political Violence." <i>PS: Political Science & Politics</i> 44:45-50.</p> <p>Harris-Hogan, Shandon. 2012. "Australian Neo-Jihadist Terrorism: Mapping the Network and Cell Analysis Using Wiretap Evidence." <i>Studies in Conflict & Terrorism</i> 35:298-314.</p> |
| Sept 22 | <p>ECONOMIC / RATIONAL CHOICE THEORIES Film: International Relations 101: Why Suicide Terrorism? (2013 William Spaniel)</p> <p>Sandler, Todd. 2014. "The Analytical Study of Terrorism: Taking Stock." <i>Journal of Peace Research</i> 51:257-271.</p> <p>Krueger, Alan B., and Jitka Malečková. 2003. "Education, Poverty and Terrorism: Is There a Causal Connection?" <i>Journal of Economic Perspectives</i> 17(4):119-144.</p> |
| Week 4 Sept 27 | <p>POLITICAL THEORIES Film: Interrogation scene from <i>In the Name of the Father</i> (1993)</p> <p>Callaway, Rhonda L. and Julie Harrelson-Stephens. 2006. "Toward a Theory of Terrorism: Human Security as a Determinant of Terrorism." <i>Studies in Conflict & Terrorism</i> 29:773-796.</p> <p>Abrahms, Max. 2011. "Does Terrorism Really Work? Evolution in the Conventional Wisdom since 9/11." <i>Defence and Peace Economics</i> 22:583-594.</p> |
| Sept 29 | <p>PSYCHOLOGICAL THEORIES Film: Jerrold M. Post & Louise Richardson - <i>The Mind of the Terrorist</i> (2008 Al Jazeera)</p> <p>Post, Jerrold M. 2010. "'When Hatred Is Bred in the Bone': The Social Psychology of Terrorism." <i>Annals of the New York Academy of Sciences</i> 1208:15-23.</p> <p>Brym, Robert J. and Bader Araj. 2012. "Are Suicide Bombers Suicidal?" <i>Studies in Conflict & Terrorism</i> 35:432-443.</p> |
| Week 5 Oct 4 | <p>CRIMINOLOGICAL THEORIES Film: How the DEA invented 'Narco-Terrorism' (2015 Vox)</p> <p>Teirila, Olli J. 2014. "The Challenges to Cooperation Posed by the Nexus of Terrorism and Organized Crime: Comparing the Situations between the Andean and the Sahel Regions." <i>Studies in Conflict & Terrorism</i> 37:18-40.</p> <p>Sharma, Divya. 2013. "Growing Overlap between Terrorism and Organized Crime in India: A Case Study." <i>Security Journal</i> 26:60-79.</p> |

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| <p>Oct 6</p> | <p>THURSDAY OCT 6: WRITING ASSIGNMENT #1 DUE RELIGIOUS & CULTURAL THEORIES Film: Michael Walzer on Just War Theory? (2011 Big Think)</p> <p>Silberman, Israela, E. T. Higgins and Carol S. Dweck. 2005. "Religion and World Change: Violence and Terrorism versus Peace." <i>Journal of Social Issues</i> 61:761-784.</p> <p>Sussmann, Naomi. 2013. "Can Just War Theory Delegitimize Terrorism?" <i>European Journal of Political Theory</i> 12:425-446.</p> |
| <p>Week 6 Oct 11</p> | <p>HISTORICAL WAVES OF TERROR Reference: Seth G Jones and Martin C. Libicki. 2008. <i>How Terrorist Groups End: Lessons for Countering al Qa'ida</i>. Santa Monica, CA: RAND Corporation. Film: Emma Goldman: An Exceedingly Dangerous Woman (2004 PBS NOVA); The Weather Underground (2002 Free History Project)</p> <p>Sedgwick, Mark. 2007. "Inspiration and the Origins of Global Waves of Terrorism." <i>Studies in Conflict & Terrorism</i> 30:97-112.</p> <p>Freilich, Joshua D., Steven M. Chermak and David Caspi. 2009. "Critical Events in the Life Trajectories of Domestic Extremist White Supremacist Groups: A Case Study Analysis of Four Violent Organizations." <i>Criminology & Public Policy</i> 8:497-530.</p> |
| <p>Oct 13</p> | <p>RADICAL ISLAMIST IDEOLOGIES Film: Inside the Muslim Brotherhood (2013 Guardian)</p> <p>Wood, Graeme. 2015. "What ISIS Really Wants." <i>The Atlantic</i> February 16, 2015.</p> <p>Eikmeier, Dale C. 2007. "Qutbism: An Ideology of Islamic-Fascism." <i>Parameters</i> 37:85-97.</p> |
| <p>Week 7 Oct 18</p> | <p>EVOLVING JIHADIST NETWORKS Film: Al Shabaab and the Rise of Jihad in Kenya (2014 Vice News); The War Against Boko Haram (2015 Vice News)</p> <p>Oriola, Temitope B. 2016. "'Unwilling Cocoons': Boko Haram's War Against Women." <i>Studies in Conflict & Terrorism</i> (forthcoming).</p> <p>Agbiboa, Daniel 3. 2014. "Ties that Bind: The Evolution and Links of Al-Shabab." <i>The Round Table</i> 103:581-597.</p> |
| <p>Oct 20</p> | <p>ISLAMIC STATE Film: Malcolm Nance - Defeating ISIS (2016 MSNBC)</p> <p>Zimmerman, Katherine. 2014. "Competing Jihad: The Islamic State and al Qaeda." <i>American Enterprise Institute Critical Threats Project</i> September 2, 2014.</p> <p>Pape, Robert A, Michael Rowley and Sarah Morell. 2014. "Why ISIL Beheads Its Victims." <i>Politico</i> October 7, 2014 <http://www.politico.com/magazine/story/2014/10/why-isil-beheads-its-victims-111684.html></p> |

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| <p>Week 8 Oct 25</p> | <p>Email Instructor a Paragraph Describing Your Course Paper MID-TERM STUDENT COURSE EVALUATIONS LONE WOLVES & HOME-GROWN JIHAD Film: Boston Marathon Bombers: Why They Did It (2015 CBC News) Press Conference S Attorney Andrew Lugar & FBI, Richard Thornton (2016 Somali TV of Minnesota)</p> <p>Hafez, Mohammed, and Creighton Mullins. 2015. "The Radicalization Puzzle: A Theoretical Synthesis of Empirical Approaches to Homegrown Extremism." <i>Studies in Conflict & Terrorism</i> 38:958-975.</p> <p>Becker, M. 2014. "Explaining Lone Wolf Target Selection in the United States." <i>Studies in Conflict & Terrorism</i> 37:959-978.</p> |
| <p>Oct 27</p> | <p>THURSDAY OCT 27: WRITING ASSIGNMENT #2 DUE DERADICALIZING EXTREMISTS Film: Minnesota Federal Court Creates Deradicalization Program (2016 Wochit News)</p> <p>Thomas, Paul. 2016. "Youth, Terrorism and Education: Britain's Prevent Programme." <i>International Journal of Lifelong Education</i> 35:171-187.</p> <p>Neumann, Peter R. 2013. "Options and Strategies for Countering Online Radicalization in the United States." <i>Studies in Conflict & Terrorism</i> 36:431-459.</p> |
| <p>Week 9 Nov 1</p> | <p>THE FOREVER WAR Film: Jeffrey Goldberg: The Obama Doctrine (2016 CBS)</p> <p>Kreig, Andreas. 2016. "Externalizing the Burden of War: The Obama Doctrine and US Foreign Policy in the Middle East." <i>International Affairs</i> 92:97-113.</p> <p>Mandel, Seth. 2013. "The Failed War on the 'War on Terror'." <i>Commentary</i> 136:17-25.</p> |
| <p>Nov 3</p> | <p>MILITARY RESPONSES Film: The Rise of the Drones (2014 PBS Nova)</p> <p>Coyne, Christopher J., and Abigail R. Hall-Blanco. 2016. "The Drone Paradox: Fighting Terrorism with Mechanized Terror." <i>SSRN</i> 2815135.</p> <p>Kattelman, Kyle T. 2016. "Party Structure, Information, and Coalition Durability: The Relevance of NATO in the Global War on Terror." <i>Studies in Conflict & Terrorism</i> 39:803-818.</p> |
| <p>Week 10 Nov 8</p> | <p>ISRAEL vs. HAMAS Film: What Is Hamas And Why Are They At War With Israel? (2014 Seeker Daily)</p> <p>Kurtulus, Ersun N. 2011. "The New Counterterrorism: Contemporary Counterterrorism Trends in the United States and Israel." <i>Studies in Conflict & Terrorism</i> 35:37-58.</p> <p>Singh, Rashmi. 2012. "The Discourse and Practice of 'Heroic Resistance' in the Israeli-Palestinian Conflict: The Case of Hamas." <i>Politics, Religion, & Ideology</i> 13:529-545</p> |

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| <p>Nov 10</p> | <p>INTELLIGENCE AGENCIES Film: The Silent Order NSA Sees Everything Hears Everything (2016 SpyTechGears)</p> <p>Pfeifer, Joseph W. 2012. "Network Fusion: Information and Intelligence Sharing for a Networked World." <i>Homeland Security Affairs</i> 8:1-19.</p> <p>Dahl, Erik J. 2011. "The Plots That Failed: Intelligence Lessons Learned from Unsuccessful Terrorist Attacks Against the United States." <i>Studies in Conflict & Terrorism</i> 34:621-648.</p> |
| <p>Week 11 Nov 15</p> | <p>PATRIOT ACT & DOMESTIC SURVEILLANCE Film: Edward Snowden Interview on Apple vs. FBI, Privacy, the NSA, and More (2016 Reason TV)</p> <p>Landau, Susan. 2013. "Making Sense from Snowden." <i>IEEE Security & Privacy</i> 11:54-63.</p> <p>Sanchez, Julian. 2011. <i>Leashing the Surveillance State: How to Reform Patriot Act Surveillance Authorities</i>. Washington: Cato Institute.</p> |
| <p>Nov 17</p> | <p>THURSDAY NOV 17: WRITING ASSIGNMENT #3 DUE TORTURE or 'ENHANCED INTERROGATION'? Film: 'US Interrogation Techniques Not Torture' Ex-CIA Lawyer (2014 BBC News)</p> <p>Wolfendale, Jessica. 2010. "The Necessity Defence and the Myth of the Noble Torturer." <i>Global Dialogue</i> 12:1-8.</p> <p>Barnes, Jamal. 2016. "The 'War on Terror' and the Battle for the Definition of Torture." <i>International Relations</i> 30:102-124.</p> |
| <p>Week 12 Nov 22</p> | <p>TERROR & INTERNATIONAL LAW Film: Guantánamo: Blacked Out Bay (2015 Vice News)</p> <p>Bruck, Connie. 2016. "Why Obama Has Failed to Close Guantánamo." <i>The New Yorker</i> 2016-08-01.</p> <p>Bellinger III, John B., and Vijay M. Padmanabhan. 2011. "Detention Operations in Contemporary Conflicts: Four Challenges for the Geneva Conventions and Other Existing Law." <i>American Journal of International Law</i> 105(2):201-243.</p> |
| <p>Nov 24</p> | <p>THANKSGIVING DAY – Eat Turkey!</p> |
| <p>Week 13 Nov 29</p> | <p>SECURING THE HOMELAND Film: A Face in the Crowd: Say Goodbye to Anonymity (2013 CBS 60 Minutes)</p> <p>Nguyen, Nicole. 2015. "Chokepoint: Regulating US Student Mobility through Biometrics." <i>Political Geography</i> 46:1-10.</p> <p>Bierschbach, Briana. 2016. "Minnesota's Real ID Debacle, Explained." <i>MinnPost</i> 2016-01-08.</p> |

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| <p>Dec 1</p> | <p>FINANCIAL COUNTERTERROR Film: Hawala: The Terrorists' ATM (2010 Russia Today)</p> <p>Freeman, Michael and Moyara Ruehsen. 2013. "Terrorism Financing Methods: An Overview." <i>Perspectives on Terrorism</i> 7(4):1-13.</p> <p>Dean, Aimen, Edwina Thompson and Tom Keatinge. 2013. "Draining the Ocean to Catch One Type of Fish: Evaluating the Effectiveness of the Global Counter-Terrorism Financing Regime." <i>Perspectives on Terrorism</i> 7(4):62-78.</p> |
| <p>Week 14 Dec 6</p> | <p>FINAL STUDENT COURSE EVALUATIONS CYBERTERROR & CYBERWAR Film: The Stuxnet Virus and 'Zero Days' the Movie (2016 TWiT Netcast Network)</p> <p>Kenney, Michael. 2015. "Cyber-Terrorism in a Post-Stuxnet World." <i>Orbis</i> 59:111-128.</p> <p>Gompert, David C. and Martin Libicki. 2015. "Waging Cyber War the American Way." <i>Survival</i> 57:7-28.</p> |
| <p>Dec 8</p> | <p>NUCLEAR NIGHTMARES Film: Dirty War (2004 HBO)</p> <p>Lieber, Keir A. and Daryl G. Press. 2013. "Why States Won't Give Nuclear Weapons to Terrorists." <i>International Security</i> 38:80-104.</p> <p>Sandström, Björn E., Håkan Eriksson, Lena Norlander, Mirko Thorstensson, and Gudrun Cassel. "Training of Public Health Personnel in Handling CBRN Emergencies: A Table-Top Exercise Card Concept." <i>Environment international</i> 72 (2014): 164-169.</p> |
| <p>Week 15 Dec 13</p> | <p>TUESDAY DEC 13: COURSE PAPER DUE THE FUTURES OF TERROR Film: Minority Report (2002 Amblin Entertainment)</p> <p>Nordenman, Magnus. 2013. "The End of the War on Terror and the Future of US Counterterrorism." <i>Mediterranean Quarterly</i> 24(3):6-19.</p> <p>Frank, Michael C. 2015. "Conjuring Up the Next Attack: The Future-Orientedness of Terror and the Counterterrorist Imagination." <i>Critical Studies on Terrorism</i> 8:90-109.</p> |
| <p>EXAM WEEK</p> | <p>NO FINAL EXAM!</p> |

COLLEGE OF LIBERAL ARTS POLICY

GRADES: University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in courses required for the major/minor. University regulations prescribe the grades that will be reported on your transcript.

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
- A- 3.67 grade points
- B+ 3.33 grade points
- B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
- B- 2.67 grade points
- C+ 2.33 grade points
- C Achievement that meets the basic course requirements in every respect (2.00 grade points)
- C- 1.67 grade points
- D+ 1.33 grade points
- D Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
- F Performance that fails to meet the basic course requirements (0 grade points)
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.
- N No credit. Its use is now restricted to students not earning an S on the S-N grade base
- I Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
- W Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

FINAL EXAMINATIONS (see schedule on the Calendar web site at <http://onestop.umn.edu/onestop/Calendars/FinalExams.html>): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

CLASS ATTENDANCE: As a CLA student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies (<http://advisingtools.class.umn.edu/cgep/>).

COURSE PERFORMANCE AND GRADING: Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

CLASSROOM BEHAVIOR: You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined in the CLA Classroom, Grading, and Examination Procedures on-line at <http://advisingtools.class.umn.edu/cgep/>).

ELECTRONIC DEVICES: University instructors may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. For the complete policy, visit: <http://policy.umn.edu/education/studentresp>

SCHOLASTIC CONDUCT: The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late

cancellation (also known as the "one-time-only drop"). For the complete policy, visit:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

STUDENT MENTAL HEALTH AND STRESS MANAGEMENT: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu/>.

A REMINDER OF RELEVANT POLICIES AND PROCEDURES * SOCIOLOGY DEPARTMENT POLICIES *

GRADE INFORMATION: Grades are due in the Office the Registrar within 3 business days after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through their computer account. They may do this by following the directions on the One Stop web site at <http://onestop.umn.edu/>.

INCOMPLETES: It is the instructor's responsibility to specify conditions under which an Incomplete (I) grade is assigned. Students should refer to the course syllabus and talk with the instructor as early as possible if they anticipate not completing the course work. Coursework submitted after the final examination will generally be evaluated down unless prior arrangements are made in writing by the instructor. University policy states that if completion of the work requires the student to attend class in substantial part a second time, assigning an "I" grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

MAKE-UP EXAMINATIONS: Arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements. Circumstances for missing an exam include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible.

GRADE CHANGES: Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor and/or teaching assistant.

Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department Director of Undergraduate Studies or the Coordinator of Undergraduate Advising (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked. See the departmental advisor in 923 Social Sciences to explore options.

DISABILITY SERVICES: Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. For more info contact Disability Resource Center in 180 McNamara.

SEXUAL HARASSMENT: University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office in 419 Morrill Hall.

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should view the online-information session about the major. Further information can be obtained from the following persons and offices or online at <http://cla.umn.edu/sociology>

General information, Sociology Department, 909 Social Sciences - 624-4300
Coordinator of Undergraduate Advising, Bobby Bryant, 923 Social Sciences – 624-4300
Director of Undergraduate Studies, Professor Kathy Hull, 1131 Social Sciences - 624-4339
Sociology Honors Advisor, Professor Joachim Savelsberg, 1144 Social Sciences - 624-0273
Director of Graduate Studies, Professor Jeylan Mortimer, 1014B Social Sciences – 624-4064 and/or
Graduate Program Associate, Becky Drasin, 927 Social Sciences - 624-2093

Undergraduate jobs, internships, volunteer and research opportunities, scholarships, and much more can be found in the Undergraduate Resources site - <https://sociologyundergrad.wordpress.com/>