

SYLLABUS

CRLS 3560- Conflict and Terror – Spring 2016

Instructor: Olga B. Semukhina, PhD, MS, JD/LLM

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Office Hours: Tuesdays: 1:30 p.m.-3:00 p.m. Lalumiere Language Hall 414
If you are unable to meet with me during my office hours, please contact me via e-mail for an appointment. I am glad to answer questions and respond to class issues via email and will usually respond within 24 hours.

Class Meeting Time: Mondays, Wednesdays 1:00- 1:50 pm
Friday classes are substituted by the self-learning online sessions on D2L

Class Meeting Room: Lalumiere Language Hall, 392

Course Text: Jonathan R. White, Terrorism and Homeland Security. Thomson-Wadsworth Publishing, 8th Edition.

Additional reading materials and movies are being provided on the course's D2L site.

Course Description: The historical origins, causes, consequences, major institutional actors, and public policy choices associated with contemporary international and domestic terrorism will be examined. Political, economic, technological, law enforcement, and militarily based counterterrorism strategies and tactics will be explored.

Course format: *This is a blended learning class.* This means that you will attend TWO "face-to-face" classes every Monday and Wednesday and will also be required to logon to the web portion of D2L each week to read additional materials. The D2L modules (called self-learning session) are substitutes for the class meetings on Fridays and are mandatory for the successful completion of this class.

Learning Objectives: By the end of the semester, students should be able to:

1. Identify major international and domestic terrorist groups currently in operation.
2. Understand the historical roots behind the rise of these terrorist organizations.
3. Discuss the range of possible underlying conditions that may facilitate the emergence of terrorist organizations.
4. Describe the major counterterrorism strategies and tactics available and employed by the United States government including statutory changes, human intelligence, economic tools, law enforcement operations, surveillance and artificial intelligence based technologies, and the use of the armed forces to thwart and combat terrorist organizations and activities.
5. Through the use of case studies and critical analysis of empirical research, assess the effectiveness of the continuum of individual and combined counterterrorism strategies that could be utilized by the United States. A key element of both internationally and domestically based successful strategies will be the formulation and maintenance of partnerships between public, private, and third sector organizations in a networked response to terror.
6. Demonstrate an understanding of how the international environment associated with the globalization of the 21st century presents both new opportunities and potential threats for homeland security in the United States.
7. Possess enhanced critical thinking skills and have a better appreciation for how events within the global community of the 21st century will impact civic and economic life for all Americans.

Teaching Methods: The instructor believes that students must be active agents in their learning. Together, we accept shared responsibility for positive and meaningful educational outcomes. This course represents an evidence-based approach to instruction which embeds outcomes within the course curriculum and utilizes appropriate diagnostic tools to assess student performance. Therefore, this class will feature a wide range of student centered learning opportunities involving engaging class discussions, a continuous electronic classroom via D2L, research paper, and student presentations.

Expectations: In accordance with the idea that both instructor and student share joint responsibility for achieving learning objectives outlined above, students will:

1. Come to class having completed the required assigned reading and online lecture.
2. Complete midterm and final examinations on time
3. Complete research paper on time.
4. Attend in-class meetings and be an active participant in class discussions.
5. Complete weekly homework assignments

Assessment of Learning:

1. **Online quizzes** – After reading textbook and review the online lecture for each module, students are expected to take online quiz. Each quiz will contain 10 questions and will focus on major terms and concepts from the textbook and lecture. Quizzes are due at 11:59 p.m. every Monday of the week following the module. The first quiz is due at 11:59 p.m. on January 25, 2016. Quizzes are responsible for 10% of your final grade (100 pts).
2. **Research Paper** – Each student will produce a research paper between fifteen to twenty pages in length, which examines a key topic that will be presented within this course. The instructor will be glad to discuss the appropriateness of topics with students well in advance of the due date of the research paper. Students should submit research paper topics for the instructor's approval by February 10, 2016. Students may not write on a topic that they wrote a paper on for a previous class. The paper should introduce the significance of the topic, examine all major aspects of it, present and critically analyze competing views on the subject, and deliver a conclusion, which outlines any emerging trends or avenues of future research or needed public policy options. Papers should employ a minimum of ten (10) citations from journal articles, government reports, published books, etc. Students must follow APA format and the instructor will provide links to web resources, which fully discuss the requirements of this formats. The research paper is due on April 22, 2016. The paper should be submitted electronically via “dropbox” feature of D2L. The instructor will provide additional guidelines for research paper using D2L site, 250 pts (25%).
 - *** The research paper must be turned in on the assigned date unless prior approval has been granted by the instructor on the basis of valid and extenuating events. Otherwise, 20% will be deducted from the final grade of the research paper for every day it is late past the assigned date.
3. **In-class discussions**– During each class meeting, students will be asked to participate in discussion of various topics. Often, this discussion will be based on the homework assignments that students completed for each module. (25%)
 - *** Generally, there are no make-up points for missed discussions. Each missed discussion will result in a penalty of 2% of your total grade. Make-up points will only be given upon reasonable advance notice to the instructor and in case of a verifiable excuse (i.e. serious illness).
4. **Midterm exam**– Midterm exam will be a take-home exam. It will be due on March 9, 2016 at 1:50 p.m. according to the university schedule. Midterm exam will consist of one essay question. Midterm exam will cover Chapters 1-6 in the textbook and all additional readings. Students are responsible for major concepts discussed in the textbook, online discussion and during the class meetings. The midterm exam should be submitted electronically via the “dropbox” feature of D2L. 100 pts (10%).

5. **Homework assignments** – Weekly modules will be accompanied by online homework assignments. Students are expected to complete their homework by the next in-class meeting in Monday. In some cases, homework would be discussed in the online boards or submitted via drop-box. The instructor will provide additional guidelines on homework assignments for each weekly module using D2L site. Each homework is worth 10 pts x 15 self-learning sessions= 150 pts (15%)
6. **Final exam** – The final exam will be a take-home exam. It will be due on May 13, 2016 at 12:30 p.m. according to the university schedule. Final exam will consist of one essay question. Final exam is cumulative and will cover Chapters 1-16 in the textbook and all additional readings/movies. Students are responsible for major concepts discussed in the textbook, online lectures, and during the class meetings. The final exam should be submitted electronically via the “dropbox” feature of D2L, 150 pts (15%).

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|-----------------------------|----------------|
| Online quizzes | 100 pts |
| Research Paper | 250 pts |
| In-class discussions | 250 pts |
| Midterm exam | 100 pts |
| Homework assignments | 150 pts |
| Final exam | 150 pts |
| Final Grade | 1000pts |

Final Grade:

Based upon grades received from all four elements evaluating student performance in the course, your final grade will be:

| | |
|-------------|-------------|
| A 93-100% | C 73-77.9% |
| AB 88-92.9% | CD 68-72.9% |
| B 83-87.9% | D 60-67.9% |
| BC 78-82.9% | F below 60% |

Academic Honesty Policy: Students are expected to adhere to the highest standards of integrity, professionalism, and scholarship. Cheating in any form is a despicable act in a community of scholars and represents an egregious violation of the values of the Marquette University. Students suspected of cheating on research paper will be fully prosecuted according to the standards, policies, and process outlined by the Academic Honesty Policy in *2015-2016 Undergraduate Bulletin*. It is responsibility of each student in this class to:

1. Refraining from cheating and plagiarism.
 2. Refusing to aid or abet any form of academic dishonesty.
 3. Notifying professors and/or their advisor about observed incidents of academic misconduct.
- The anonymity of a student reporting an incident of academic dishonesty will be protected to the extent permitted by law.

Disability Statement: Marquette University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must receive an accommodation letter signed by the coordinator from the Office of Disability Services, Alumni Memorial Union, 317, P.O. Box 1881, Milwaukee, WI, 53201-1881; (414) 288-1645 (Voice/TDD) before requesting accommodations from the professor.

Course Schedule:

Please note that this schedule is subject to change. Students should always read at least one chapter ahead to guarantee that they are fully prepared to discuss the reading and material that may be presented on a given day.

| Date | D2L Module | Description | Reading |
|---------|------------|--|-----------|
| 1.20.16 | 1 | Class meeting (CM): Definition of terrorism. Early history of terrorism | |
| 1.22.16 | 1 | Self-learning session on D2L (SL): Definition of terrorism. Early history of terrorism | Ch. 1 |
| 1.25.16 | 1 | CM: Definition of terrorism. Early history of terrorism | Ch. 1 |
| 1.27.16 | 2 | CM: Social underpinning of terrorism | Ch. 2 |
| 1.29.16 | 2 | SL: Social underpinning of terrorism | Ch. 2 |
| 2.1.16 | 2 | CM: Social underpinning of terrorism | Ch. 2 |
| 2.3.16 | 3 | CM: Organization and financing of terrorism | Ch. 3 |
| 2.5.16 | 3 | SL: Organization and financing of terrorism | Ch. 3 |
| 2.8.16 | 3 | CM: Organization and financing of terrorism | Ch. 3 |
| 2.10.16 | 4 | CM: Terrorism and media | |
| 2.12.16 | 4 | SL: Terrorism and media. | Ch. 4 |
| 2.15.16 | 4 | CM: Terrorism and media | Ch. 4 |
| 2.17.16 | 5 | CM: Gender roles, tactics and force multipliers | Ch. 4 |
| 2.19.16 | 5 | SL: Gender roles, tactics and force multipliers | Ch. 5 |
| 2.22.16 | 5 | CM: Gender roles, tactics and force multipliers | Ch. 5 |
| 2.24.16 | 6 | CM: Long-term separatism | Ch. 5 |
| 2.26.16 | 6 | SL: Long-term separatism | Ch. 6 |
| 2.29.16 | 6 | CM: Long-term separatism | Ch. 6 |
| 3.2.16 | 7 | CM: Nationalistic and endemic terrorism | Ch. 7 |
| 3.4.16 | 7 | SL: Nationalistic and endemic terrorism | Ch. 7 |
| 3.7.16 | | <i>No class. Prepare for your midterm exam</i> | |
| 3.9.16 | | <i>Midterm exam is due</i> | Ch. 1-6 |
| 3.14.16 | | No-class, library time for research paper | |
| 3.16.16 | | | |
| | | <i>Easter and Spring break</i> | |
| 3.30.16 | 8 | CM: Overview of Muslim and Arab world and early history of jihad | Ch. 8 |
| 4.1.16 | 8 | SL: Overview of Muslim and Arab world and early history of jihad | Ch. 8 |
| 4.4.16 | 8 | CM: Overview of Muslim and Arab world and early history of jihad | Ch. 8 |
| 4.6.16 | 9 | CM: Terrorism in Israel and Palestine | Ch.8 |
| 4.8.16 | 9 | SL: Terrorism in Israel and Palestine | Ch. 9 |
| 4.11.16 | 9 | CM: Terrorism in Israel and Palestine | Ch. 9 |
| 4.13.16 | 10 | CM: Al Qaeda and Jihadist networks | Ch.11 |
| 4.15.16 | 10 | SL: Al Qaeda and Jihadist networks | Ch. 11 |
| 4.18.16 | 10 | CM: Al Qaeda and Jihadist networks | Ch. 11 |
| 4.20.16 | 11 | CM: Revolutionary, counter-revolutionary and religious terrorism | Ch. 10 |
| 4.22.16 | 11 | SL: Revolutionary, counter-revolutionary and religious terrorism | Ch. 10 |
| 4.25.16 | 11 | CM: Revolutionary, counter-revolutionary and religious terrorism | Ch. 10 |
| 4.27.16 | 12 | CM: Domestic terrorism | Ch. 12 |
| 4.29.16 | 12 | SL: Domestic terrorism. | Ch.12 |
| 5.2.16 | 12 | CM: Domestic terrorism | Ch. 12 |
| 5.4.16 | 13 | CM: Homeland security | |
| 5.6.16 | 13 | SL: Homeland security | Ch. 12-13 |
| 5.13.16 | | <i>Final exam is due</i> | |