

Campbell University
Department of History, Criminal Justice and Political Science
HSEC 350: Terrorism: Foundational Concepts
Spring 2017

“All students are subject to the academic integrity and behavioral expectations of the University.”

Instructor: Amanda M. Sharp Parker, Ph.D.

Location: D Rich 116

Time:MWF 11-11:50

Office: D Rich 110

Phone: 239-893-1983

Email:aparker@campbell.edu

Office Hours:

MWF: 12-12:50pm

W: 10-10:50am

T/Th: 2-2:50pm

Or by appointment

Course Description

Terrorism is one of the most critical national and international security threats and issues. This course on Terrorism: Foundational Concepts focuses on the problem and the solution of international terrorism from a policy-makers perspective. Much of the course material concentrates on the operational aspects of international terrorism and thereby allows for subsequent analysis for counterterrorism policy formulation. Comprehensive in scope, this course will cover a wide range of relevant topics from the historical background and roots to the sociological, economic, and psychological aspects of Terrorism to the actual operational factors of Terrorism. This concept of Terrorism will be explored in an operational light and within the context of the policymaker and the national and international security policy formulation, execution and evaluation domain.

Disclaimer: This class will, at times, involve material that may be graphic in nature. Sensitive topics may be discussed; however these discussions will be academic in nature and will not be presented in a biased manner. If you feel uncomfortable with such discussions, you may want to reconsider taking this class. If, during the course of the class, you feel uncomfortable or experience feelings of sadness/depression, please be aware that counseling services are available to all students through the CU Counseling Center. For counseling services, contact:

Christy Jordan, University Counselor

95 Pope Street

910-814-5707

Mission of Campbell University

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

To fulfill its mission, the University:

- I. presents a worldview informed by Christian principles and perspectives;
- II. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
- III. influences development of moral courage, social sensitivity, and ethical responsibility;
- IV. gathers a diverse community of learners;
- V. delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels;
- VI. transfers to students the vast body of knowledge and values accumulated over the ages;
- VII. encourages students to think critically and creatively;
- VIII. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
- IX. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- X. provides students with servant leadership opportunities;
- XI. cooperates with other educational institutions to expand learning opportunities for students;
- XII. offers service and other opportunities to the greater community through athletics, continuing education, cultural enrichment programming, and extended-campus education.

Required Course Prerequisites

HSEC 200 or Instructor permission

Required Course Materials

- Martin, Gus. *Understanding Terrorism*. Sage Publications, Thousand Oaks, CA. 2013. Fourth Edition. ISBN: 978-1-4522-0582-3.
- Supplement readings as assigned and distributed by the Professor
- Students must have access to Microsoft Office (Word and Powerpoint) and a PDF reader (example→Adobe). These are available for use at the CU library.

Course Learning Outcomes

Note: italicized content refers to University general education competencies).

1. Students will discuss the major components of terrorism within a regional setting.
IV. Communication: Verbal and Non-Verbal
 1. *Students will learn to communicate verbally in written form.*
 - 1.1 *Students will be able to write an essay with a focused purpose.*
 - 1.2 *Students will be able to support the essay's purpose with a logical and organized sequence of ideas and evidence.*
2. Students will understand and discuss the evolution of terrorism.
IV. Communication: Verbal and Non-Verbal
 1. *Students will learn to communicate verbally in written form.*
 - 1.1 *Students will be able to write an essay with a focused purpose.*
 - 1.2 *Students will be able to support the essay's purpose with a logical and organized sequence of ideas and evidence.*
3. Students will write a research paper, detailing a regional aspect of terrorism, conflict, or group.
III. Critical Thinking: Inquiry, Analysis and Solution
 1. *Students will be able to use a variety of discipline-specific methods to recognize the existence of a problem.*
 - 1.1 *Students will be able to use the proper methodologies to form questions about a problem at hand, and the implications of the question.*
 2. *Students will be able to solve a problem which has been discovered and defined.*
 - 2.1 *Students will learn to form relevant and concrete questions concerning evidence of a problem.*
 - 2.2 *Students will be able to analyze the evidence defining a problem.*
 - 2.3 *Students will be able to construct well-supported, clearly articulated, and sustained arguments based on evidence.*
4. Students will present on their regional group.
IV. Communication: Verbal and Non-Verbal
 - 1.4 *Students will be able to use the proper level of diction for the subject and the audience of their essay.*
 - 1.2 *Students will be able to support the essay's purpose with a logical and organized sequence of ideas and evidence.*
5. Students will develop their vocabulary concerning regional terrorism issues.
I. Reading: Textual and Non-Textual:
 1. *Students will be able to read competently in English from a variety of source types (e.g., mathematic, scientific, literary).*
 3. *Students will be able to read with understanding, so as to be able to apply discipline methodologies and theories in the areas of Fine Arts, Humanities, Mathematics, and the Sciences.*
 - 4.2. *Students will be able to comprehend conclusions based on numerical and graphed data.*

Grading Policy

The grade breakdown is as follows:

Research Paper	30%
Midterm	20%
Comprehensive Final	20%
Presentation	10%
In class work/exercises etc	10%
Discussion/Class Participation	10%
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Total	100%

Grade Distribution

A = 90-100

B = 80-89.9

C = 70-79.9

D = 60-69.9

F < 60

Course Attendance Policy

Attendance at Campbell is required. Absence from class will be considered unexcused, unless it is a documented emergency and the professor is contacted prior to class. This means that mild illnesses, forgetfulness, falling behind, personal problems, power outages, and problems with housing/work/scheduling/relationships/friends, will not be considered a valid excuse to warrant and unexcused absence. No make-up work will be allowed for unexcused absences. In line with Campbell's policy, anyone who acquires 20% unexcused absences will automatically fail the course

Students With Disabilities and Other Needs

Student Services:

Students with documented disabilities who desire modifications or accommodations must contact the office of Student Success located in the University's Student Services Building (between Carter Gym and the Wallace Student Center). No accommodations will be made without approval through the University's process. A medical, psychological or other diagnosis may rise to the level of a disability if it substantially limits one or more major life functions, one of which is learning. A disability may be temporary or ongoing. Please contact Student Success for more information if you believe you may need services.

For disability services, contact:

Laura Rich, Director of Access and Outreach

Student Services Bldg, room 113

910-814-4364, or richl@campbell.edu

Counseling Services:

All main campus undergraduate students can receive free confidential counseling through Counseling Services. To make an appointment, visit the office located at 233 Leslie Campbell

Avenue (brick house beside Memorial Baptist Church and across from Bob Barker Hall) or call 910-814-5709.

Student Success also aims to provide tutoring or other support programs to all students for any course offered on main campus. Assistance with choosing a major and preparing for the job or internship search process is also available through this office. See the Student Success website (www.campbell.edu/success) for details.

For academic support and career development, contact:
Betsy Dunn-Williams, Director of Academic Support and Career Development
Student Services Bldg, room 111
910-814-5707, or bwilliams@campbell.edu

Integrity and Class Conduct

Students are expected to conduct themselves in accordance with the rules and regulations of Campbell University. Academic dishonesty, and/or inappropriate conduct may result in failing the course along with additional penalties as defined by the College of Arts and Sciences, Campbell University. Campbell has an honor code that prohibits cheating. As an institution founded on Christian principles, students are required to adhere to the highest standards of integrity. Furthermore, the fields of criminal justice and homeland security are based upon the integrity of those people working in it. It is assumed that students taking this class will live up to the highest levels of academic honesty. If the instructor has reason to believe a student is cheating (or plagiarizing) or being academically dishonest in any way, proceedings may be instituted to have the student dismissed from the program and/or the University. For furthermore information, please see the Student Handbook and University Undergraduate Bulletin.

Students will be respectful to the instructor and other classmates. Students should not wear hats, sunglasses, chew gum, use tobacco products while in class. No food/beverages should be consumed in the classroom. Profanity is not tolerated. Students will not use electronic devices, including cell phones, laptops, tablets, MP-3 players, etc during class. Failure to follow this protocol will result in a deduction in participation points.

Online Conduct

At times, communication for this course will be accomplished via email and blackboard. All students are responsible for regularly checking their CU email accounts. E-mail will not be sent to other accounts. Students may have their email forwarded to another email account if they wish, however the establishment of such is solely the responsibility of the student.

Please note: CU faculty and instructors have a spam filter on their account, thus when electing to send an email from a non-CU account incurs the risk of non-receipt of email because of the spam filter. If you do not receive an email response from me within 24 hrs it means that I never received your email - please resend with a read receipt attachment. **Please properly address**

and sign all emails while indicating which course you are referring to. Please do not use texting shorthand.

A guiding point...you should email your professors the same way you would email a potential employer

**As I teach multiple classes, you should identify which class you are taking and your full name in all emails.

Inclement Weather Policy

Campbell University maintains an inclement weather policy to address adverse weather conditions. This policy is stated in the Student Handbook. Radio, television (WTVD- Durham Channel 11, WRAL-Raleigh Channel 5, WNCN-Raleigh Channel 17, WRDC-Raleigh/Durham Channel 28), the Campbell webpage and a telephone hotline (on campus dial 5700; local but not on campus, dial 910-814-5700; long distance 1-800-760-8980) are used to relay information regarding cancellation of classes due to inclement weather.

ASSIGNMENTS

Research Paper

You will choose from a provided list of terrorist organizations, regional conflicts, or similar and provide a detailed analysis of the group/conflict, the historical aspects of the topic (where did this start, why?), the evolution of the groups goals, TTPs, and current status.

You are to evaluate the success/failure of the group either when they were in operation or at the present time. What role did security play? What lessons can be learned from examining the historical significance of your topic?

Research papers are to be 8-10 pages (12pt font, double spaced, one inch margins) EXCLUDING title page and bibliography. Students should utilize a MINIMUM of 3 DIFFERENT academic sources, not include the textbook. ****Note: Wikipedia is NOT an academic source and should not be used for this paper.** Academic journals, books, and government websites are the BEST source to use. Papers should include:

- (1) Title Page
- (2) Body of the paper (8-10 pages)
- (3) Bibliography

Note: If you are unsure of how to find academic sources, please consult the CU library for information on how to find academic journal articles. Remember that Homeland Security and terrorism studies are multidisciplinary, so you should consult journals outside the field of Criminal Justice.

****ALL research papers will be submitted via Turnitin**

It is necessary to CITE all information in your paper (See Appendix A). If you are unsure of how to do this, contact the writing center...they are there to help you. **Not citing information is**

considered plagiarism...and is not tolerated (see below). Remember, not knowing how or what to cite is not an excuse. Utilize the writing center!!

Presentation

You will present your research to the class. Presentations should be 5-8 minutes. At 8 minutes, you will be cut off due to time constraints. You are welcome to use powerpoint, have handouts, etc, but please make sure to arrive early on presentation day to set up your powerpoint.

Class Discussion/Participation

Students are required to participate in class, and to come to class prepared, with all readings completed. You will NOT pass this course if you do not participate. Tardiness and unexcused absences will result in a reduction in your discussion grade.

Midterm/Final Exam

Students will have Midterm Exam and a comprehensive Final Exam. You will have the entire class period to take the exam. Reviews will be offered. Format of the exam is up to the discretion of the instructor and may include true/false, multiple choice, match, short answer and/or essay. **There are NO make-ups for missing an exam**, except for in the case of a University excused absence, in which case the instructor **MUST** be contacted prior to the exam. This means that illnesses, forgetfulness, falling behind, and problems with housing/work/scheduling/relationships/friends, will not be considered a valid excuse to warrant a make-up. I will hold to this policy as written, thus take every precaution to ensure that you do not put yourself in this position, as it will prove detrimental to your grade.

If you come into class late, you will receive a 10 point deduction on your exam. Furthermore, you will only be permitted to take the exam if no one has completed the exam. You will not be granted extra time if you arrive late.

April 24, 25, 26

Presentations/Final Exam review

*****Final Exam Wednesday May 3, 8:00-10:50am**

Written Assignment Requirements for all Homeland Security Classes

1. Make sure that all work in your paper is your own.
2. Never turn a paper in for more than one class.
3. Outline your paper before you begin writing to see that it is well outlined.
4. Include a strong introduction and conclusion.
5. Change paragraphs at least twice per page and use paragraphs to organize the paper for your reader.
6. Cite the source of your information at least twice in each paragraph. (Typically beginning and end of the paragraph and whenever you change sources.)
7. When you paraphrase, you don't need quotations, when you copy words directly, you do need quotations. (Ideally, no more than 20% of your paper should be directly quoted).
8. When you use a direct quote, always include the page number.
9. Do not use your textbook as a source for your paper.
10. Do not use first person (I or me).
11. Check all grammar and spelling at least twice.
12. Submit all papers through the turnitin link on blackboard.
13. Use Times New Roman 12 point font.
14. Use 1 inch margins.
15. Use the Department of Government History and Justice cover page.
16. The writing center has readers to help edit your work for grammar, citation and content.
17. All works cited in your paper must go in the reference list. All sources in the reference page must be used in the paper.
18. Use APA citation guidelines, which means essentially follow 18 and 19.
19. In the text (manuscript) citation
APA style requires only the author's last name and year of publication separated by a comma and enclosed by parentheses. APA does NOT use footnotes. Example: One study of stress among police officers (Weisberg, 1998) shows a correlation between . . . or Weisberg's (1998) study of stress among police officers shows a correlation between . . .
20. Reference Page (list of ALL works cited or used)
Book by single author:
Peak, K. (2001). Justice Administration: Police, courts, and corrections management (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
Journal Article:
Zimmer, L. (1990). Proactive policing against street-level drug trafficking. *American Journal of Police*, 9, 43-57.

Failure to use these guidelines will result in point deductions from your paper.

Journal Article: paginated by issue, online and hardcopy

Devine, P. G., & Sherman, S. J. (1992). Intuitive versus rational judgment and the role of stereotyping in the human condition: Kirk or Spock? *Psychological Inquiry*, 3(2), 153-159.

Journal Article: paginated by volume, from a database or website

Hodges, F. M. (2003). The promised planet: Alliances and struggles of the gerontocracy in American television science fiction of the 1960s. *The Aging Male*, 6, 175-182. Retrieved from <http://www.informaworld.com/TheAgingMale>

Magazine Article

Mershon, D. H. (1998, November/December). Star trek on the brain: Alien minds, human minds. *American Scientist*, 86(6), 585.

Newspaper Article

Di Rado, A. (1995, March 15). Trekking through college: Classes explore modern society using the world of Star trek. *Los Angeles Times*, pp. A3, A20-A22.

[Newspaper website that does not include page numbers. The square brackets show that this is a review.]

Ebert, R. (2009, May 6). [Review of the motion picture *Star trek*, produced by Paramount, 2009]. *Chicago Sun-Times*. Retrieved from <http://rogerebert.suntimes.com>

Books

Okuda, M., & Okuda, D. (1993). *Star trek chronology: The history of the future*. New York, NY: Pocket Books.

[Book with no author]

Star trek: Four generations of stars, stories, and strange new worlds. (1995). Radnor, PA: News America Publications.

Book Article or Chapter

James, N. E. (1988). Two sides of paradise: The Eden myth according to Kirk and Spock. In D. Palumbo (Ed.), *Spectrum of the fantastic* (pp. 219-223). Westport, CT: Greenwood.

Encyclopedia Article

Sturgeon, T. (1995). Science fiction. In L. T. Lorimer et al. (Eds.), *The encyclopedia Americana* (Vol. 24, pp. 390-392). Danbury, CT: Grolier.

ERIC Document

Fuss-Reineck, M. (1993). *Sibling communication in Star trek: The next generation: Conflicts between brothers*. Retrieved from ERIC database. (ED364932)

Websites: [see notes below]

Epsicokhan, J. (2004, February 20). *Confessions of a closet trekkie*. Retrieved October 12, 2009, from Jammer's Reviews website: <http://www.jammersreviews.com/articles/confessions.php>

[Page with a corporate author and the name of the website is the same as the name of the author.]

National Aeronautics and Space Administration. (2009, May 28). *NASA astronaut watches new Star trek movie in space*. Retrieved from http://www.nasa.gov/mission_pages/station/behindscenes/star_trek.html

[Page with a corporate author and the name of the website is different from the name of the author.]

National Aeronautics and Space Administration, Jet Propulsion Laboratory. (2007, May 10). *Mission could seek out Spock's home planet*. Retrieved from PlanetQuest: Exoplanet Exploration website: <http://planetquest.jpl.nasa.gov/news/planetVulcan.cfm>

[Page with a no author.]

The Roddenberry legacy of human potential: If only, if only. (2007, October 24). Retrieved January 7, 2009, from Star Trek Official Site website: <http://www.startrek.com/startrek/view/news/editorials/article/2310913.html>

Company and Industry Reports: from Hoovers, Mergent, Value Line, Standard & Poor's NetAdvantage, etc.

[Include the URL of the database's homepage instead of the complete link.]

Industry custom report: Advertising agencies. (2013, February 25). Retrieved from Hoover's website: <http://subscriber.hoovers.com/H/home/index.html>

[You have the option of using the database's name as the author instead of the publisher.]

Hoover's Inc. (2013, February 25). *Industry custom report: Advertising agencies*. Retrieved from <http://subscriber.hoovers.com/H/home/index.html>

[Report with no date.]

Microsoft Corporation profile. (n.d.). Retrieved April 16, 2013, from Hoover's website: <http://subscriber.hoovers.com/H/home/index.html>

[Spreadsheet data.]

Microsoft: Quarterly income statement [Data file]. (2013). Retrieved from Hoover's website: <http://subscriber.hoovers.com/H/home/index.html>

[A company's annual report, 10k, etc.]

Microsoft Corporation. (2012). *2012 annual report*. Retrieved from Mergent Online website: <http://www.mergentonline.com/basicsearch.php>

Internet Video

Crusade2267. (2006, November 02). For the uniform: One fan's obsession with Star trek, part 1 [Video file]. Retrieved from <http://www.youtube.com/watch?v=ul5q4PTME-M>

PowerPoint Presentation

Oard, D. W. (2001). *Bringing Star trek to life: Computers that speak and listen* [PowerPoint slides]. Retrieved from University of Maryland TerpConnect website: <http://terpconnect.umd.edu/~oard/papers/cpsp118t.ppt>

Parenthetical References

The sources that you use should be cited in the text of your paper, either in a parentheses or as part of the text itself:

During the turbulent 1960s, science fiction programs on television reflected the public's attitudes toward the older generation (Hodges, 2000).

Hodges (2000) discussed how, during the turbulent 1960s, science fiction programs on television reflected the public's attitudes toward the older generation.

In a 2000 article, Hodges discussed how, during the turbulent 1960s, science fiction programs on television reflected the public's attitudes toward the older generation.

The references above refer to the entire source in a general way. If you are referring to **a specific part of the source - or quoting exactly - include the specific page number(s) of that part:**

(Hodges, 2000, p. 179)

(Devine & Sherman, 1992, pp. 156-157)

(National Aeronautics and Space Administration, Jet Propulsion Laboratory, 2007, para.

3) [document has a corporate author]

("The Roddenberry Legacy," 2007, paras. 5-6) [document has no author; see notes]

(*Star Trek: Four Generations*, 1995, pp. 63-66) [document has no author; see notes]

("Star Trek Planet Classifications," n.d., Other Classes section, para. 2) [document has no author; see notes]

Sources with three through five authors:

(Kirk, Spock, McCoy, & Scott, 1966, p. 1701) [for the first time you cite it]

(Kirk et al., 1966, p. 1701) [for all other times you cite it]

Sources with six authors or more:

(Picard et al., 1987, p. 1701d) [for every time you cite it, but include up to seven authors in the full reference. If there are more, include the first six, followed by an ellipse (...) followed by the last of the names.]

