Assignment Description

Department of History, Criminal Justice and Political Science

This is a senior level capstone course that requires seniors to read, analyze, and apply advanced counterterrorism theory. Additionally, students are expected to integrate and articulate discussions from the paradigm of a Christian world view. Opportunity to demonstrate proficiency in these areas will occur in the following ways. First: students will be required to read a leading text on counterterrorism and are expected to complete all reading assignments and writings associated with them.

Second: seminar students will be expected to write an original research paper pertaining to an endemic or emerging issue substantively related to the study of counterterrorism. The senior capstone paper should reflect your best scholarly writing and demonstrate your ability to synthesize the relevant literature into a cogent summary of the topic researched. Since this class reflects a culmination of concepts and skills developed in previous Homeland Security classes, students will be required to successfully synthesize themes and knowledge from all of their prior courses and build upon that. They will further do a narrated presentation on their paper for the class. This course supports and complies with the University purpose and mission

**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:**

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

**Required Course Materials**

* Bunker et al (2015) Counterterrorism: Bridging Operations and Theory
* APA manual 6th edition (optional)
* 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).

**Course Learning Outcomes**

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

1. Students will read and discuss advanced concepts of counterterrorism.

*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.*

1. Students will discuss topics in writing for homeland security

*IV. Communication: Verbal and Non-Verbal*

1. *Students will learn to communicate verbally in written form.*

*1.1Students will be able to write an essay with a focused purpose.*

*1.2Students will be able to support the essay’s purpose with a logical and organized sequence of ideas and evidence.*

1. Students will discuss topics on writing and behavior post graduation and how to apply for employment

*IV. Communication: Verbal and Non-Verbal*

1. *Students will learn to communicate verbally in written form.*

*1.1Students will be able to write an essay with a focused purpose.*

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1. Students will write a formal research paper outlining a major counterterrorism

*IV. Communication: Verbal and Non-Verbal*

1. *Students will learn to communicate verbally in written form.*

*1.1Students will be able to write an essay with a focused purpose.*

*1.2Students will be able to support the essay’s purpose with a logical and organized sequence of ideas*

*and evidence.*

*VI Student Use of Technology in the Sciences, Arts, and Humanities*

*2. Students will learn to gather information using technology in the library and on the internet*

*2.1Students will learn to use the library’s digital resources to gain primary and secondary information*

*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.*

*1.1Students 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.*

*3.2 Students will be able to recognize a true solution and articulate the reasons for making that*

*recognition.*

1. Students will present an oral presentation to the class on a topic in advanced counterterrorism .

*3.1 Students will learn how to use technology to present the information they have gathered*

*3.2 Students will learn the processes of creating visual and oral presentations by using software such as Microsoft PowerPoint and Office.*

**Grading Policy**

The grade breakdown is as follows:

Research Paper 30%

Weekly Discussion/Writings 20%

Comprehensive Final 20%

Resume/CV etc 10%

Presentation 20%

# Grade Distribution

A = 90-100

B = 80-89.9

C =70-79.9

D = 60-69.9

F < 60

Internet and Email Policy

This course utilizes email and the Blackboard Learning system.  Students are required to have and regularly monitor a valid email address and internet service provider. A Campbell University email account must be used in this course.  Students will be contacted in most cases via the Blackboard platform. Students are directed to ensure that the email address entered in the Blackboard system is functional.

Students with Disabilities and Other Needs

Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services located in the University’s former Library Annex, now known as the Student Support Services building.

Integrity and Class Conduct

Academic Integrity

Please note that all students are subject to the academic integrity and behavioral expectations of the University.

In this course, acts of academic dishonesty will not be tolerated. All such acts are a moral insult to the University’s Christian principles, the academic experience, and the legal profession. Examples of academic dishonesty include (but are not limited to): submitting work done by another student but with your name on it, plagiarism, cheating, fabrication, and/or facilitating academic dishonesty. Students are expected to be fully aware of accepted practices for using and citing another person's work (both published and electronic). Any violations of academic integrity will AUTOMATICALLY RECEIVE A GRADE OF ―F for the course. Additionally, the student may suffer other possible University sanctions.

Perhaps the most common forms of academic dishonesty are plagiarism and collaboration. Plagiarism is the appropriation of the words, works, comments, ideas or other intellectual property of a third party without giving credit to that party. It most often occurs in term papers and other written assignments. Plagiarism does not have to be a word-for-word ―copying‖ of someone else’s writing or ―cut and paste‖ of electronic material; most cases, in fact, involve the use of a third party’s idea in the writer’s own word, where an effort has been made to make the reader believe that the idea originated with the writer him or herself. There are two important rules to remember in order to avoid plagiarism: (1) only common knowledge statements need not be cited in your work; and (2) if in doubt as to whether to cite a source, cite it—better safe than sorry!

As for collaboration on assignments, keep the following rules in mind: (1) unless specifically authorized by me, you are not to seek, provide or in any way accept outside assistance from a third party in preparing graded assignments in this class. This rule does not apply to studying for exams, which you may do in groups; it is also not to be construed to deny you the assistance of library staff in finding research materials in the library or on the web (finding, not reading or interpreting, which you must do on your own!). (2) You may not turn in any work for grading in this class that is wholly or substantially the product of work submitted for a grade in another class, nor may you turn in such work in another class that is the product of work for this class without prior permission from me and the other instructor(s) involved. (3) You must take exams and other assigned in-class work with a vow of confidentiality—you will not at any time discuss or divulge the material contained on such exams with any other person for any reason until such time as grades are posted for the assignment. (4) Do not inadvertently leave your work on a publicly accessible computer (i.e., upon completion of your work, remove the file(s) from the hard dive and memory before releasing the machine for another person’s use).

Class Conduct

The content of this course and conduct of this instructor seek to fulfill the University’s purpose and mission as outlined on pages 19-20 of the *Bulletin* including: helping students develop an integrated Christian personality and world view, critical judgment, and an appreciation of our intellectual, cultural, and religious heritage.

Please inform your instructor if you are challenged by a learning or physical disability and need special accommodations.

Due to Family Educational Privacy Act and requirements, grades will not be posted, given out over the phone, or released to anyone other than the student. Do not email me and ask questions about your grade. Come by during office hours. I will not regrade assignments, however; if I have made a math error, or an error in recording grades in Blackboard, I will be happy to correct that error. Again, make these requests during office hours. Keep up with the grades on Blackboard, as I will not entertain grade inquiries after the last day of class.

Unless otherwise stated in class, there are no extra credit assignments for this class.

As for due dates and times, the rule is singularly simple: when due dates are given in class or posted on the attached agenda, the assignment is due on that date, no later than the ending time for the class. If you’re so much as one minute late in submitting it, it will be considered a day late. Then, for each 24-hour period after that time, additional day-late penalties apply. The standard penalty for late assignments is 10 points (i.e., one letter grade) per day late, up to a maximum of 3 days. The instructor reserves the right to refuse any assignment turned in more than three days late. In extraordinary cases, the instructor reserves the right to waive all or part of the late penalty to be assessed against any given submission.

Opinions, counterpoints, and the contributions of other class members will be respected at all times.

There is no such thing as a stupid question in this class. Asking questions and raising issues is the way we all learn. I expect us all to act as learning adults who have enough respect for each other to entertain a diversity of questions, comments or points of view. To this extent, the walls of this classroom during our meeting times mark the boundaries of an inviolable intellectual haven—you should, at all times, feel safe and comfortable to participate in class discussions. If for some reason you do not, you should see me confidentially at your convenience to discuss how I might rectify the problem.

Inclement Weather Policy

Campbell University’s policy is to remain in operation during periods of inclement weather.  If extreme or emergency weather develops, the University will work through those situations as they develop. Distance Education courses will continue to run. Outages to the Blackboard server will be coordinated.

Distance Education Attendance/Course Participation Policy

Campbell University believes that students must attend class in order to attain the course learning outcomes. The expectation for students in online courses is no different in this regard than for traditional courses. The University attendance policy found in the Undergraduate Studies Bulletin requires students to attend at least 85% of the classes held in order to receive academic credit for a course.

Though with a different delivery mode and different definition of participation, the same class attendance/course participation expectations hold for online courses. Student attendance in online and applicable blended courses is defined as active and consistent participation in the course as described in the individual course syllabus. Online and blended courses will, at a minimum, have weekly requirements for student participation which can be documented by any or all of the following methods:

1. Completion of tests

2. Submission/completion of assignments as specified by the professor/instructor

3. Communication with the professor/instructor

Students in online or blended courses must demonstrate their participation by the last day of the published add/drop period for the term or semester in order to verify their enrollment. Students who fail to verify their enrollment will be dropped from the course. Students who fail to maintain active participation in an online or blended course will not receive credit for the course.

## ASSIGNMENTS

## Research Paper

Choose one topic from you text to be the focus of your research paper and presentations. You will become an “expert” on this subject. Your paper should deeply examin thissues surrounding your chosen topic. Once your topic is chosen, please notify the professor, so she can help guide your area of research.

Research papers are to be 20-22 pages (12pt font, double spaced, one inch margins) EXCLUDING title page and bibliography. Students should utilize a MINIMUM of 10 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 (20-22pgs)
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 create and narrate a powerpoint presentation 15-20 minutes in length on your choice of a topic. (Most students choose their paper topic)

**Online/Discussion/Participation**

Students are required to participate in class, You will NOT pass this course if you do not participate. Each week, questions will be posted in discussion forum. Students are expected to not only discuss the questions but actively participate in discussion with their classmates. Responses such as “good point”, I agree” etc do not count as substantive discussion.

**Final Exam**

Students will have comprehensive Final Exam. You will have 3 hours 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.

**Resume/CV/writing drafts, etc**

Throughout the course, students will work to revise/improve their resumes, cover letters, and CVs. Furthermore, writing drafts will be submitted. Completing these activities is pivotal to success in the class.

**Syllabus Subject to Change**:

The instructors reserve the right to make changes in this syllabus. *Should any changes be made, they will be announced IN CLASS and you will receive e-mail notification will be sent so you are informed well in advance.*

Schedule of Readings, Assignments and Exam

Week Of:

Week One Review Syllabus, introduce yourself, and

Lesson One: Writing

review powerpoint, answer discussion questions

\*Choose your topic for research paper and presentation and email the professor

Week Two Lesson Two: Terrorist Organizations

Read Abu Nidal (p.9), Al Qaeda (p.20)Boko Haram (p. 74), Hezbollah (p. 209) and Taliban (p. 372) and answer discussion questions

\*Writing exercise due

\*Begin working on resume and sample cover letter

Week Three Lesson Three: TTPs

Read: TTPs (p.363), Beheadings (p.48), Body Cavity Bombs (p. 65), Bombs (p. 81), Suicide Bombing (p. 342), and Mayrtodom (p.250) and answer discussion questions

\*Turn in CV and Resume for review

\*Turn in outline of research paper

Week Four Lesson Four: CBRN weapons

Read Anthrax (p. 30), Biocrimes (p.53), Biological Warfare (p. 56), Chemical weapons (p. 92), Nuclear Terrorism (p. 279) and answer discussion questions

\*Draft of research paper (6 pages) due

Week Five Lesson Five: Cyber Threats

Read black globalization (p.61), cyberwarfare (p.141), information sharing (p.218), netwar and network threats (p.272) and review powerpoints on ISIS use of social media and the deep web. Answer discussion questions

\*Final Revision of Resume and Cover Letter due

Week Six Lesson Six: Narcoterrorism

Read Drugs (p.160), Narcoterrorism (p.263), and research the gray area between terrorism and organized crime, specifically concerning FARC. Answer discussion questions.

\*Rough draft of research paper due

Week Seven Lesson Seven: Psychology of Terrorism Read Deception (p.146), Definition of Terrorism (p.155), and Psychological Operations (p.313) and answer discussion questions

Week Eight Lesson Eight: Globalization

Read Conditions Promoting Terrorism (p.102), Global Insurgency (p. 185), Globalization (p.194), Threat Convergence (p. 288) and Urban Terrorism (p.400)

And answer discussion questions

**Appendix A: APA Citation Examples**

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| Journal Article: [paginated by issue](http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm#paginated), 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](http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm#paginated), 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 AngelesTimes,* 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](http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm#noauthor)] *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](http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm#websites) 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](http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm#websites) 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](http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm#websites) 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](http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm#websites).] *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 |

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| http://www2.liu.edu/cwis/cwp/library/workshop/space.gif |

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| **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](http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm#Parenthetical)]  ("The Roddenberry Legacy," 2007, paras. 5-6)   [document has no author; see [notes](http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm#Parenthetical)]  (*Star Trek: Four Generations*, 1995, pp. 63-66)   [document has no author; see [notes](http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm#Parenthetical)]  ("Star Trek Planet Classifications," n.d., Other Classes section, para. 2)   [document has no author; see [notes](http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm#Parenthetical)]  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.] |