



Texas A&M University-Commerce

COURSE SYLLABUS

CJ 505: Terrorism

An online course

Fall 2016 (from November 14 to December 17)

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Textbooks:

1. Kevin Borgeson & Robin Valeri (editors), *Terrorism in America*, Jones and Bartlett Publishers, 2009, paperback, ISBN: 978-0-7637-5524-9.
2. R. N. Singh, *Terrorism: Its Global Overview, Explanation, and Prevention*. New Delhi: Atlantic Publications, 2012. ISBN#: 978-81-269-1693-1.

You can contact the Texas Book Store located in 115 Sam Rayburn Student Center on our campus in Commerce. Visit the book store online or call at 903-886-5215 to buy it. You may be able to buy *Terrorism in America* book through online sources.

Other materials/readings will be assigned and posted online.

Course Description/Explanation:

This course will provide a theoretical and empirical explanation of terrorism. It will identify various analytical approaches to the study of terrorism: identifying terrorist groups, reviewing terrorist tactics, and examining police and governmental responses to reduce or prevent the incidence of crimes related to terrorism.

Student Learning Outcomes/Core Competencies:

1. Think critically about important issues in terrorism
2. Realistically assess threats of terrorism

3. Understand terrorist acts and their impact
4. Explore problem-solving and criminology solutions and preventions in issues of terrorism
5. Examine police and governmental responses to terrorism
6. Enhance communication skills and reading/research acumen

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week, you will work toward achieving these outcomes through discussions/comments, readings, and an assigned paper. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Please note that a core competency of this course is critical thinking. Critical thinking requires students to think through situations, facts, and issues in an open-minded and objective way in an effort to analyze and evaluate information in an informed manner. Qualities of a critical thinker (and of arguments that embody critical thinking) include:

- **Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration**—in other words, just because the book tells you it is true, doesn't mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone—should be used to determine truth.
- **Critical thinkers are not only independent thinkers; they are also fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration**—your way of thinking may not necessarily be the only way or the right way of thinking. Consider other perspectives
- **Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)**—in other words, gather information from credible sources and evaluate these sources/factual information in the context of what you have been asked to discuss/evaluate.

As defined by the National Council for Excellence in Critical Thinking, critical thinking is:

“The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.” Scriven, M. & Paul, R. Presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987.

When preparing discussions/comments/assignments/papers/presentations, use the following to help you critically think through task. You will be graded (in part) on how well you are able to perform this skill.

- ❖ *Decide the problem/issue you are trying to solve. Make sure you remain open-minded and objective and be aware of your own biases on the subject and put them aside;*

- ❖ *Develop a hypothesis and/or possible solution to the problem/issue. Brainstorm other possible solutions. Think about the pros and cons of the problem/issue;*
- ❖ *Gather information on the problem/issue that may support or contradict your position;*
- ❖ *Analyze your facts. Don't assume anything. Evaluate the facts objectively;*
- ❖ *Determine a reasonable conclusion based on all of the facts; and*
- ❖ *Make sure of your facts (and the reporting of the facts) are accurate. You may assume a causal relationship but there might be other possible conclusions to be drawn based on other factors. Be sure to evaluate what those might be.*

DATES FOR 5 WEEKS IN FALL 2016:

- **Week 1: 11/14 to 11/19**
- **Week 2: 11/21 to 11/26**
- **Week 3: 11/28 to 12/3**
- **Week 4: 12/5 to 12/10**
- **Week 5: 12/12 to 12/17**

A. FIVE WEEKLY DISCUSSIONS YOU MUST PARTICIPATE IN:

1. Discussion Posts: (5 discussion posts @ 100 points each = 500 course points)

The **Discussions** are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post (See information later in the syllabus for more information on citing utilizing APA citation format).

These posts should be **the equivalent of about 1-2 pages in length or a minimum of 250 words and should include at least one reference source assigned reading for the week/course). Posts are due by 11:59PM CST on Saturday during each week of the course. NO EXCEPTION.**

Assessment Method: Discussion posts will be graded on criteria such as clarity of arguments, and a demonstration of critical thinking and adequacy of coverage of main points under the assigned readings.

2. Comment Posts: (5 comments per week @ 10 points each = 250 course points)

Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are required to make a minimum of five (5) comments each week.

Comment posts should be **meaningful**. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in **critical thinking**.

NO LATE COMMENTS ARE ACCEPTED. All comment posts are due by 11:59PM CST on **Saturdays for each week** in the course.

Discussion Post / Comment Post Grading Rubric For Your Information:

Discussion Post 100 points each week:

Assignment Instructions: Student follows the assignment directions ___/50

Critical Thinking Skills: Student employs critical thinking skills ___/25

Analysis, APA format: Student evaluates the issue/situation to demonstrate an understanding of the material and uses proper APA citation ___/20

Grammar & word usage: Student uses proper grammar and word usage ___/5

Five Comment Post Each Week Carrying 10 points each weekly total of 50 points):

Assignment Instructions: Student follows the assignment directions ___/4

Critical Thinking Skills: Student employs critical thinking skills ___/3

Analysis, APA format: Student evaluates the issue/situation sufficiently to demonstrate an understanding of the material and uses proper APA citation ___/2

Grammar & word usage: Student uses proper grammar and word usage ___/1

*****FIVE DISCUSSION/COMMENTS POSTS LISTED:**

Discussion/Comments Post for Week 1:

Terrorism has existed in various forms in human society; though its meanings, forms, strategies, and styles have changed over the years. What are some of the emerging trends in defining as well as using ‘newer’ styles by certain countries and groups in various parts of the world during past few decades? Why and how the Western or economically advanced countries becoming targets of terror of various kind? Please reflect on your understanding of this highly complex issue.

Discussion/Comments Post for Week 2:

Why do hate groups and homegrown terrorists groups pose threats for the United States? Consider the implications of the killing of Osama bin Laden and other recent incidents relevant to terrorism showing how terrorist organizations, large and small, have changed to meet new threats using knowledge, a more interconnected world, and operational capabilities.

Discussion/Comments Post for Week 3:

It’s no secret that many terrorist groups use religion and elements of politics as a conduit to distribute propaganda and incite fear and uneasiness among the world’s populations. Some of the best examples of this are frequently given in the literature, citing terrorist bombers, suicide bombers (also referred to as homicide bombers), and the Japanese Kamikaze pilots of WW2. Should governments in different countries counter such abuses of even noble institutions such as religion and mass media? How can that be done?

Discussion/Comments Post for Week 4:

What role may the legal statutes (federal, state, or local), courts, and criminal justice agencies/officers play (or should/should not play) in effectively dealing with terrorism? Would you suggest any possible reforms in criminal justice modes and programs to becoming efficient and productive in dealing with hostages and victims of terrorist activities? Realizing that each of you can write a book on this broad subject, I would like you reflect on how the criminal justice in our country handles issues related to terrorism or in what area they might need to change so we can have some debate.

Discussion/Comments Post for Week 5:

What are the ways can we stop/prevent terrorism to protect our future generations on this planet? Can we or can't we prevent terrorism? What may be other ways of reducing the damages done by this unpredictable and potentially dangerous problem of violence? How do you personally feel about it?

B. FOUR ASSIGNMENTS & FINAL EXAM:

C.

Week 1. Popular Media Review Paper (1 paper @ 100 points)

Locate one article on any aspect of terrorism that has been published in a popular magazine or newspaper (e.g., Time, Newsweek, M.S., Redbook, Popular Psychology, Dallas Morning News, New York Times, etc.).

Discuss your chosen article by writing a 4 page critical review based on the following questions:

1. What is the implicit or explicit definition of terrorism in the popular media?
2. According to your article, how common is terrorism around the globe?
3. What was done to the offender? For the victim?
4. What treatment or prevention program is recommended in the article?
5. How do you estimate the value of this article, particularly from a criminal justice perspective?

This assignment is due by 11:59 PM CST on **Friday of Week #1** of the course.

Week 2. Position Paper (100 course points)

Assignment Instructions: Students are required to prepare a position paper on any topic or issue relevant to such topics as (1) the meaning and forms of violence, terrorism, and 'terroricide,' (2) the impact of terrorism on society, particularly on law-enforcement systems, (3) the use/abuse of the institution of religion in terrorist activities, and (4) the prevention of terrorism.

The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rationale for that position. The position paper is based on facts that provide a solid foundation for your argument. In the position paper you should:

- Use evidence to support your position, such as statistical evidence or dates and events.
- Validate your position with authoritative references or primary source quotations.
- Examine the strengths and weaknesses of your position.
- Evaluate possible solutions and suggest courses of action.

Choose an issue based on critical thinking and reasoning and facts. You may choose an issue on which you have already formed an opinion. However, in writing about this issue you must examine your

opinion of the issue critically. Prior to writing your position paper, define your position or related issues carefully.

Consider feasibility, cost-effectiveness and political/social climate when evaluating possible solutions and courses of action. Students must utilize a minimum of **four outside** sources to inform their paper. These sources **must** be peer-reviewed publications **or** governmental reports. This paper should be a **minimum** of 3-4 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. Refer to the position paper guidelines in the assignment module. This assignment is due by 11:59 PM CST on **Friday of Week #2** of the course.

Assessment Method: *Grading will be based on completeness of presentation according to the assignment instructions.*

Week 3: Short Essay (100 course points)

Assignment Instructions: From a criminal justice perspective, select a terroristic event (such as a recent terroristic incident during past 3 years in America or elsewhere, or other related ‘sensational’ news in media). Discuss what role popular media played in narrating & assessing that event and its consequences. Did you find any discrepancies in dealing with the incident among various sources of media? What steps might have been taken by media that “could” have led to a more positive outcome for the victims and/or criminal justice systems involved?

With the media playing such a wide, varied, and (one would hope) unintentional role in keeping terrorism in the forefront of daily life, both for those affected and for the terrorists, fighting for their cause; consider your position on media censorship. Where do we go from here?

The essay should be 2-3 pages in length (does not include references), maximum 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on Friday of Week #3 of the course.

Assessment Method: Students will be assessed using the Essay Assignment Grading

Rubric.:

Clearly stated and explained Introduction ____/20

Main points identified and explained using specific references to facts, etc. ____/60

Summary of main points in conclusion ____/10

Grammar / word usage, Proper APA format ____/5

Followed assignment directions ____/5

Week 4. Literature Review of a Scholarly Article (100 course points)

Assignment Instructions: Locate a peer-reviewed article of your choice relating to any of the terrorism topics discussed in this course. Read, review, and summarize this article. How does this article complement or contradict what you have read in the text and other assigned course materials? How is a paper based on scholarly research differed from popular media article you reviewed earlier in this course?

This paper should be **at least** 2-3 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on **Friday of Week #4** of the course.

Assessment Method: *Grading will be based on completeness of presentation according to the assignment instructions.*

Week 5. Closed Book Final Examination (100 course points)

I will provide you in timed closed book final exam five essay questions to answer based on the following list of topics:(thoroughly prepare all these topics):

1. Meaning of terrorism and explain what distinguishes terrorism from other forms of violence.
2. Uniqueness of terrorcide and its explanation. Provide several examples of why you think suicide bombing is a “tactical” choice of terrorist groups? Explain your answers.
3. List and explain, at least, five factors that have contributed to the escalation of terrorism in contemporary world.
4. Consequences of terrorism.
5. Use/abuse of religion in terrorism.
6. Identify, define, and give examples of three distinct ways for preventing terrorism into the future..
7. Use of media, democratization, secularism, and nonviolent strategies in promoting peace.

This exam will be taken all day on-line on **Friday by 11:59 PM CST of Week #5** of the course.

NOTE THAT YOU WILL NEED TO TAKE EXAM ONLY ON WEEK 5 FRIDAY, NO EXCEPTION NOR EXTENSION.

Assessment Method: Students will be assessed using the exam grading rubric:

Exam Instructions: Student follows the exam instructions ___/5

Grammar/Word Usage: Student uses proper grammar and word uses ___/10

Introduction: Clearly stated and explained introduction to each essay___/15

Content: Main points identified and explained ___/60

Conclusion: Summary of main points in conclusion_____/10

Course Pre/Post-test (required but not included in the overall course grade)

Pre and post-tests allow the professor to assess your baseline (foundation) knowledge of a particular subject at the time that you enter a course and the degree of increase in knowledge at the end of the course. This pre/post-test is comprised of no more than 10 questions that will assess your knowledge. You will be asked to complete the pre-test by **Friday** of Week #1 and your post-test by **Saturday** of Week #5. **These tests will not be included in your overall course grade** (they are used for assessment purposes only).

GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Introduction by stds.	1	0	Not included
Course Pre-test	1	0	Not included
Discussion Posts	5	100	500
Comment Posts	25	10	250
ASSIGNMENT # I	1	100	100
ASSIGNMENT # II	1	100	100
ASSIGNMENT # III	1	100	100
ASSIGNMENT # IV	1	100	100
FINAL EXAM	1	100	100
Course Post-test	1	0	Not included
		Total Point:	1250

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course. Total points possible for the term = 1250.

1125—1250 = A
1000-1124 = B
875-999 = C
750-874 = D
749 and below = F

Grades will be available in the gradebook so that students can track their progress in the course on an ongoing basis.

TECHNOLOGY REQUIREMENTS

1. You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:

- Any current Flash-compliant browser (eg. Internet Explorer 7 or Firefox 3.0)
- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required – courses are heavily video intensive
- Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
- A sound card and speakers or headphones

Current anti-virus software must be installed and kept up to date.

Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

2. You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:

Adobe Reader

Adobe Flash Player

3. At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS/NAVIGATION AND SUPPORT

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To log in to the course, go to:

<https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or

helpdesk@tamu-commerce.edu. Once you log in to eCollege, click on My Courses and select CJ 505 – Terrorism.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course.

To launch a browser test, login to ECollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

All aspects of this course, including presentations, assignments, readings, and exams will be completed / turned in through eCollege. Your grades will also be available in eCollege.

After logging in to the course, students will notice that the weekly/unit content area is located on the left navigation bar. These weekly/unit content areas are identified as Week 1, Week 2, etc. (this corresponds to the course schedule located in the syllabus.)

Student should access course materials by clicking on the proper weekly/unit content area.

Students should read the weekly overview that contains information about what is to be covered in class, along with a series of weekly tasks (these tasks correspond to the links available in each weekly unit and to what appears in the syllabus).

Students should then click on the weekly content items links and take the time to read/view any material/presentations/assignments that are posted. The lecture/presentation is an attempt to integrate information

from the course readings and includes information from the text/readings as well as other information that are consider important to your understanding of the subject.

eCollege Student Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege

(i.e. How to submit to dropbox, How to post to discussions etc...)

For assistance with the library: To access the Library databases and Library tutorials you must open a separate browser session. Minimize your eCollege session and open another browser window going to the Library's web site directly: <http://www.tamu-commerce.edu/library> not from within eCollege.

Policy for Reporting Problems with eCollege: Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed.

- Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
- Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
- Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
- At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: those personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. Students are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. **ONLY** eCollege-based problems are legitimate.

Internet Access:

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

COMMUNICATION

Interaction with Instructor Statement:

My primary form of communication with the class will be through Email. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University Email regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

Cheating is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion is defined as:

- Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link for more detailed information. <http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx>

Attendance Policy: While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

APA Citation Format Policy:

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below and in the Getting Started section of your course.

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/resrch/citmanage/apa

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

Late Work:

In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies **ONLY** to your assignments and not to final exam and discussion or comment submissions.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late. Twenty (20) points will be deducted from all late assignments.

Drop Course Policy:

Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

University Specific Procedures

ADA Statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>.

Campus Concealed Carry Policy

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

((<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University Email and in Announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you are sure to complete readings as assigned and turn your assignments in on time.

WEEK #1

READ TEXTBOOKS:

Chapters 1 & 2 in Singh's book

Chapter I in Borgeson & Valeri

ARTICLES:

Ganor, Boaz. (June, 2011). ICT Special Report: The Death of Osama bin Laden. Retrieved from <http://www.ict.org.il/LinkClick.aspx?fileticket=1qj2yu1dYl8%3d&tabid=428>

Ariely, Gil. (June, 2003). Knowledge: The thermonuclear weapon for terrorists in the information age. Retrieved from <http://www.ict.org.il/Articles/tabid/66/Articlsid/97/currentpage/25/Default.aspx>

Info on additional sources will be e-mailed to you.

Work on ASSIGNMENT #1 on popular media as stated earlier in the syllabus.

DISCUSSION/COMMENT: Discuss & post 5 commentaries as stated earlier for Week 1

WEEK #2

READ TEXTBOOKS:

Chapter 3 & 4 in Singh's book

Chapter 2 in Borgeson & Valeri book

ARTICLE:

European commission under the sixth framework programme. (2008). *Terrorism and the media* [Data file]. Retrieved from <http://www.transnationalterrorism.eu/tekst/publications/WP4%20Del%206>

Info on additional sources will be e-mailed to you.

ASSIGNMENT:

Position paper on Assignment II as outlined earlier in this course syllabus.

DISCUSSION/COMMENT: See discussion topic for Week 2 listed earlier.

WEEK #3

READ TEXTBOOKS:

Chapters 5 & 6 in Singh's book

Chapters 3 & 4 in Borgeson & Valeri book

ARTICLES:

European commission under the sixth framework programme. (2008). *Terrorism and the media* [Data file]. Retrieved from <http://www.transnationalterrorism.eu/tekst/publications/WP4%20Del%206>

Info on additional sources will be e-mailed to you.

ASSIGNMENT:

Short Essay (topic chosen by professor), as outlined earlier in this course syllabus.

DISCUSSION/COMMENT See topic given earlier for Week 3

WEEK #4

READ TEXTBOOKS:

Chapters 7 & 8 in Singh's book

Chapters 5, 6, and 7 in Borgeson & Valeri book

ASSIGNMENT:

Scholarly Literature Review as outlined earlier in this course syllabus.

DISCUSSION/COMMENT: See title for discussion given earlier in the syllabus.

WEEK #5

ARTICLE:

European commission under the sixth framework programme. (2008). *Terrorism and the media* [Data file]. Retrieved from <http://www.transnationalterrorism.eu/tekst/publications/WP4%20Del%206>

ASSIGNMENT:

Final exam assignment as mentioned earlier in the syllabus. You were provided a list of Essay Topics earlier in this syllabus to prepare for this exam.

DISCUSSION/COMMENT: see discussion topic given earlier in the syllabus