COURSE APPROVAL DOCUMENT  
Southeast Missouri State University

Department  Political Science, Philosophy, and Religion
Course No.  UI458

Title of Course: Terrorism & Political Violence
Date 1/2012

Please check:  X New  □ Revised

I. Catalog Description and Credit Hours of Course:

Critical analysis of the political, cultural, and psychological aspects of global terrorism and political violence both historically and currently. (3)

II. Prerequisite(s):

Junior or senior standing and completion of University Studies Core Curriculum, or consent of instructor.

III. Purposes or Objectives of the Course:

1) Students will be assisted in learning how to demonstrate the ability to access and use resources appropriate to the disciplines. This will include an introduction to the START (Study of Terrorism and Responses of Terrorism) Global Terrorism Database, RAND Database of Worldwide Terrorism Incidents, and public opinion polls related to fears of and acceptability of terrorism across the world.

2) Students will hone critical thinking skills—focusing on efforts to help them synthesize how global terrorism is largely a consequence of myriad of factors, including culture, religion, politics, economics, and psychology.

3) Students will hone communication skills. Through an oral presentation and a written research project, students will work with faculty to assure growth and development across the semester.

4) Students will demonstrate the ability to describe and explain the historical context of global terrorism along with an understanding of how the historical context has shaped the present state of terrorism. Focus will be paid to development and operations of al Qaeda and ISIS/ISIL.

5) Students will demonstrate the ability to identify and explain how culture has affected global terrorism and political violence along with how said terrorism has, in turn, affected culture.

6) Students will demonstrate the ability to integrate various disciplines (namely political science, history, cultural anthropology, sociology, and psychology) in addition to integrating content within each discipline to gain a holistic understand of global terrorism.
7) Students will demonstrate the ability to identify the values explicit in global terrorism and political violence, to describe the issues and values involved in the complex nature of state and group conflict that often leads to global terrorism, and to provide rational solutions to the dilemmas posed.

8) Students will demonstrate an understanding of how terrorism impacts global society. Through critical discussions and analyses, students will be able to articulate how terrorism impacts society and society, in turn, impacts terrorism.

IV. Student Learning Outcomes:

1) Demonstrate an understanding of the interrelationships between regional, national, and global socio-political and cultural conditions and collective violent behavior.

2) Analyze multiple perspectives (e.g. religious, psychological, and sociological) on domestic, transnational, and international terrorism.

3) Demonstrate an understanding of the issues of defining and conceptualizing terrorism.

V. Expectations of Students

1) To attend consistently all scheduled classes and be prepared in all assigned work.

2) To participate and engage actively in class discussion and dialogue with other students and the instructor.

3) To maintain diligently a systematic set of class notes and to finish all required reading assignments on time.

4) To take two major examinations (including a final exam), that will be composites of objective questions (multiple choice and/or identification) and analytical essay questions in which they clearly demonstrate comprehension of the critical thinking skills and substantive material of the course.

5) To prepare and orally respond to a series of analytical questions posed at the end of each prior session.

6) To prepare an oral presentation on a terroristic event, individual, or group from history.

7) To prepare an interdisciplinary (18-20 page) written research paper.

8) To comprehend the diverse conceptual frames of reference by which various theories and interpretations of terrorism are designed and articulated.

9) To be able to evaluate critically scholarly research in the study of global terrorism and political violence.
VI. Course Outline

<table>
<thead>
<tr>
<th>Section</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Defining Terrorism and the Origins of Contemporary Global Terrorism</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>This section of the course will focus on the determining the political, cultural, sociological, psychological, and religious definitions of terrorism. Further, it will touch on historical acts along with the more recent history of terrorism.</td>
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</tr>
<tr>
<td>B. Religion and Terrorism</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>This section will focus on religiously motivated terrorism, including cultural and sociological influences of religion.</td>
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</tr>
<tr>
<td>C. Suicide Terrorism</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>In this section, we will examine suicide terrorism. In particular, we will look at the psychology of suicide terrorism and the effects such acts have on victims.</td>
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</tr>
<tr>
<td>D. Radical Terrorist Groups</td>
<td>12 hrs.</td>
</tr>
<tr>
<td>We will examine in detail the development of radical terror groups around the world, including groups within the United States, Ireland, the Occupied Territories, and Islamist groups more generally, like that of Al Qaeda. Focus will be devoted to why these groups have grown in certain areas more successfully than in others. We will also look at their organizational structure and activities.</td>
<td></td>
</tr>
<tr>
<td>E. Counter-Terrorism</td>
<td>8 hrs.</td>
</tr>
<tr>
<td>This section of the course will focus on the tactics, targets, tradecraft, and technology utilized by modern terrorists.</td>
<td></td>
</tr>
<tr>
<td>F. Future Threats</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>In this concluding section, we will synthesize our learning about the political, religious, cultural, sociological, and psychological frames of terrorism to assess the potential future of global terrorism and political violence.</td>
<td></td>
</tr>
</tbody>
</table>

VII. Textbook(s) and Course Materials


VIII. Basis of Student Evaluations

<table>
<thead>
<tr>
<th>Element</th>
<th>Percent of Total Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2)</td>
<td>50%</td>
</tr>
</tbody>
</table>

Composites of objective questions (i.e. identification) and analytical essay questions

**Interdisciplinary Research Paper**

18-20 pages, examining a question of interest to the student related to global terrorism and political violence. Must include examination of political, psychological, and cultural elements of global terrorism. 25%

**Presentation**

10-15 minute oral presentation on a terroristic event, individual, or group from history focusing on political, psychological, and cultural elements. 10%

**Participation**

Active, engaged participation during class sessions. 15%

Signature: __________________________ Date ____________
Chair

Signature: __________________________ Date ____________
Dean

US 1. Extensive Course Description:

This course consists of a critical examination of the intellectual, cultural, philosophical, political and historical origins and development of global terrorism and political violence. Further, we will examine the psychological causes of terrorism along with the psychological impacts terrorism has on...
those who survive. Students will partake on an extensive analysis of several major political, philosophical, intellectual, historical, religious, and cultural works that have contributed to the deep insights and raising of significant questions related to global terrorism and political violence. In particular, we will examine key concepts and issues such as: defining terrorism, the cultural and historical origins of terrorism, the internationalization of terrorism, the development of terrorist groups (like al Qaeda), the cultural causes and impacts of global terrorism, the growth of suicide terrorism, the psychological causes and impacts of suicide terrorism, old media and new media coverage of terrorism, the psychological mindset of terrorists today, and the future of global terrorism.

US 2. Interdisciplinary Nature of the Course:

This particular course will analyze political concepts, normative principles, and issues from the interconnected perspectives of politics (political systems), culture, religion, and social philosophy (social systems), and psychological theory (behavioral systems). These themes naturally present themselves within the literature as modern academic research has worked to critically examine global terrorism and political violence through these same frames. Consider the events of September 11th—a religiously motivated attack carried out by individuals unhappy with American capitalism and culture who hailed from regions where terrorism had spread for cultural and sociological reasons motivated by their own psychological tendencies to carry out suicide missions. Further, the course addresses the idea of living in an interdependent universe as much of our discussions focus on how the spread of religious values and economic prosperity has led to terrorist activities across the world.

US 3. Purposes or Objectives of the Course:

1) Students will be assisted in learning how to demonstrate the ability to access and use resources appropriate to the disciplines. This will include an introduction to the START (Study of Terrorism and Responses of Terrorism) Global Terrorism Database, RAND Database of Worldwide Terrorism Incidents, and public opinion polls related to fears of and acceptability of terrorism across the world.

**US Objective:** 1

**Emphasis:** Significant

2) Students will hone critical thinking skills focusing on efforts to help them synthesize how global terrorism is largely a consequence of myriad of factors, including culture, religion, politics, economics, and psychology.

**US Objective:** 2

**Emphasis:** Significant

3) Students will hone communication skills. Through an oral presentation and a written research project, students will work with faculty to assure growth and development across the semester.

**US Objective:** 3

**Emphasis:** Significant

4) Students will demonstrate the ability to describe and explain the historical context of global terrorism along with an understanding of how the historical context has shaped the present state
of terrorism. Focus will be paid to development and modern operations of al Qaeda and ISIS/ISIL.

**US Objective:** 4
**Emphasis:** Significant

5) Students will demonstrate the ability to identify and explain how culture has affected global terrorism and political violence along with how said terrorism has, in turn, affected culture.

**US Objective:** 5
**Emphasis:** Significant

6) Students will demonstrate the ability to integrate various disciplines (namely political science, history, cultural anthropology, sociology, and psychology) in addition to integrating content within each discipline to gain a holistic understanding of global terrorism.

**US Objective:** 6
**Emphasis:** Significant

7) Students will demonstrate the ability to identify the values explicit in global terrorism and political violence, to describe the issues and values involved in the complex nature of state and group conflict that often leads to global terrorism, and to provide rational solutions to the dilemmas posed.

**US Objective:** 7
**Emphasis:** Significant

8) Students will demonstrate an understanding of how terrorism impacts global society. Through critical discussions and analyses, students will be able to articulate how terrorism impacts society and society, in turn, impacts terrorism.

**US Objective:** 9
**Emphasis:** Some

**US 4. Student Learning Outcomes:**

1) Demonstrate an understanding of the interrelationships between regional, national, and global socio-political and cultural conditions and collective violent behavior.

**US Objective:** 5
**Emphasis:** Significant

2) Analyze multiple perspectives (e.g. religious, psychological, and sociological) on domestic, transnational, and international terrorism.

**US Objective:** 6
**Emphasis:** Significant

3) Demonstrate an understanding of the many issues of defining and conceptualizing terrorism.

**US Objective:** 2
**Emphasis:** Significant

**US 5. Course Outline:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Hours</th>
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This section of the course will focus on the determining the political, cultural, sociological, psychological, and religious definitions of terrorism. Further, it will touch on historical acts along with the more recent history of terrorism.

B. Religion and Terrorism
This section will focus on religiously motivated terrorism, including cultural and sociological influences of religion.

C. Suicide Terrorism
In this section, we will examine suicide terrorism. In particular, we will look at the psychology of suicide terrorism and the effects such acts have on victims.

D. Radical Terrorist Groups
We will examine in detail the development of radical terror groups around the world, including groups within the United States, Ireland, the Occupied Territories, and Islamist groups more generally, like that of Al Qaeda. Focus will be devoted to why these groups have grown in certain areas more successfully than in others. We will also look at their organizational structure and activities.

E. Counter-Terrorism
This section of the course will focus on the tactics, targets, tradecraft, and technology utilized by modern terrorists.

F. Future Threats
In this concluding section, we will synthesize our learning about the political, religious, cultural, sociological, and psychological frames of terrorism to assess the potential future of global terrorism and political violence.

US 6. Justification for Inclusion in the University Studies Program

US Objective 1: Demonstrate the ability to locate and gather information
   Emphasis: Significant

A. Content: Databases will be used over the course of the class that will require students to be able to navigate through them to find required information.

B. Teaching Strategies: Given the interdisciplinary requirements of students’ individual research papers and oral presentations, I will be including in-class instructions on how to manage the most relevant sources of information along with how to manage databases.

C. Student Assignments: Successful research papers and oral presentations will require the synthesis of various sources from various disciplines. Students will be charged with assuring they use a series of reliable sources.

D. Student Evaluation: Student presentations and research papers will be evaluated in part on the quality and spectrum of sources utilized.

US Objective 2: Critical Thinking
   Emphasis: Significant
A. **Content:** Given the complexity of the subject material—particularly when compared to typical student presumptions—critical thinking will be the key component of this course. All materials utilized in the course will push students to critically assess theories and events.

B. **Teaching Strategies:** The overarching goal of the course is to help students see how every act of terrorism is a complex puzzle. As scholars, we must work to determine what pieces go into the puzzle. Through critical thinking, we can help students begin to fully understand the complexity of these incidents.

C. **Student Assignments:** Examinations, the research paper, and the oral presentation will all require students to demonstrate the ability to think critically. Likewise, participation in class will be judged on the ability of students to respond to critical thinking questions offered by the instructor.

D. **Student Evaluation:** Students who do not critically assess class material will struggle to successfully complete examinations. Their papers and presentations will also see a negative impact from a lack of critical assessment.

**US Objective 3: Communication**

**Emphasis:** Significant

A. **Content:** Effective written and oral communication will be necessary throughout the entire course. In each section, students will be expected to effectively communicate with the instructor along with fellow classmates.

B. **Teaching Strategies:** Students will be instructed on best practices for oral presentations along with effective written communication.

C. **Student Assignments:** The oral presentation and research paper will both rely on effective communication. Further, examinations and in-class participation will require effective communication.

D. **Student Evaluation:** Proper academic writing and professional presentation skills will be required as part of those assignments. Students will be scored accordingly.

**US Objective 4: Understand and Relate Human Experiences**

**Emphasis:** Some

A. **Content:** Much of our understanding of global terrorism and political violence will depend on the historical context of the spread of global terrorism. Content will look at this context and account for how politics, culture, and psychology all contribute to it.

B. **Teaching Strategies:** The instructor will aim to assure students regularly return to the issue of context when assessing terrorists, terroristic events, and the spread of global terrorism.

C. **Student Assignments:** This objective will be built into assignments but will not be a direct focus.

D. **Student Evaluation:** This objective will be built into assignments but will not be a direct focus.

**US Objective 5: Various Cultures and Interrelationships**

**Emphasis:** Significant

A. **Content:** Much of the course content discusses the relationship between global terrorism and culture. Scholars directly discuss how culture impacts where we are likely to see terrorism (or terrorists) along with how such acts in turn impact culture.

B. **Teaching Strategies:** This objective will be built into teaching but will not be a direct focus.

C. **Student Assignments:** Student research papers will be expected to discuss cultural linkages with terrorism in the context of the event selected by students.

D. **Student Evaluation:** Failure to include a cultural component to research papers will lead to a significant loss of points. Further, such a component will regularly appear on examinations.
US Objective 6: Breadth and Diversity  
Emphasis: Significant  
A. Content: This particular course will analyze political concepts, normative principles, and issues from the interconnected perspectives of politics (political systems), culture, religion, and social philosophy (social systems), and psychological theory (behavioral systems).  
B. Teaching Strategies: Class discussions will be held weekly to assure students are continually drawing links back to all of the disciplines within the study of terrorism.  
C. Student Assignments: Examinations—along with the research paper—will require students to be able to assess terrorism as a holistic concept and be able to critically discuss the component disciplines that frame it.  
D. Student Evaluation: Specific examination questions will be used to assess student ability to demonstrate their understanding of discipline integration. Further, their research papers will ask them to do the same.

US Objective 7: Valuing  
Emphasis: Significant  
A. Content: Content in the course will present the moral/ethical side of terrorism from both the perspective of the terrorist and that of the target. By taking such an approach, we assure a holistic examination before simply deeming terrorists to be heinous actors.  
B. Teaching Strategies: Instructors should be willing to play devil’s advocate in order to assure that the perspective of the terrorist is presented in an effort to push students beyond their comfort zones.  
C. Student Assignments: Assignments will ask students to assess the motivations (psychological, political, religious, etc.) that drives individuals to commit act of terrorism and to assess the merit of these motivations.  
D. Student Evaluation: Students will be required to consider these points as part of their research papers and on exams.

US Objective 8: Aesthetic responses  
Emphasis: Not emphasized  
A. Content: Not emphasized.  
B. Teaching Strategies: Not emphasized.  
C. Student Assignments: Not emphasized.  
D. Student Evaluation: Not emphasized.

US Objective 9: Responsible Function in Natural, Social, and Political Environments  
Emphasis: Some  
A. Content: The course will include critical discussions and analyses of an issue of global concern, based on relevant written authorities and standards.  
B. Teaching Strategies: This objective will be built into instruction but will not be a direct focus.  
C. Student Assignments: This objective will be built into assignments but will not be a direct focus.  
D. Student Evaluation: This objective will be built into assignments but will not be a direct focus.

US 7. Instructor Background
Instructors will need to possess expertise and background in the history and growth of global terrorism, the causes and consequences of global terrorism, the psychology of suicide terrorism, cultural impacts on global terrorism, and the religious underpinnings of much global terrorism.

**US 8. Class Size**

Optimal class size will be 15 students.

Signature:__________________________________ Date______________

Chair

Signature:__________________________________ Date______________

Dean
UI 458-01: Terrorism and Political Violence
Spring 2014
MWF 11-11:50 AM
Carnahan Hall 210
(3 credit hours)

Dr. Debra Holzhauer
Office: Carnahan Hall 211J
Office Phone: (573) 651-5137
Office Hours: MWF 1:30-2:30 PM, by appointment in my office, and by instant messaging through Window’s Live Messenger/Skype
Email address: dholzhauer@semo.edu (Students must use their SE key for, and indicate their section number in the subject line in all email correspondence to the instructor.) I will usually respond to all emails within 48 hours of receiving them.

Course Overview and Format:
Hi, and welcome to this offering on peculiar form of political violence known as terrorism. Among the topics that will be covered are the following:

• What does terrorism mean? How does it differ from other forms of political violence?
• What kinds of factors are associated with the conduct of terrorism?
• How has terrorism been practiced throughout history? Is this changing? If so, why and how?
• How have states and the international community combated terrorism? What kinds of political challenges are associated with counter-terrorist strategies and tactics?

This course—which combines lecture, in-class activities, and discussion—relies heavily upon student participation. As such, students are expected to attend class regularly and to participate actively. As a courtesy to both the instructor and your fellow classmates, please come to class on time and prepared. Please note that this class incorporates elements of technology, utilizing online (i.e. Moodle) exams, an gradebook, and dropbox.

Prerequisites: None

Course Objectives:
This course has the following objectives:
1. Introduce students to the history of terrorism and the landscape of terrorist organizations
2. Familiarize students with the main themes and debates in the academic literature concerning terrorism
3. Acquaint students with some basic policy choices regarding counter-terrorism efforts and the dilemmas and potential problems that arise from these
4. Sensitize students to the challenges involved in studying and understanding terrorism
5. Equip students with the perspectives and tools to better understand terrorism and those who practice it
6. Enhance student communication, analytical and reasoning skills. Overall, it is hoped that by the end of the course, students should be independent thinkers capable of addressing the difficult questions surrounding terrorism.

**Student Learning Objectives:**
At the successful conclusion of this course, students should be able to:
- Analyze various definitions of terrorism
- Explain how different ideologies are associated with terrorism
- Describe and assess the strengths and weaknesses of, and the political dilemmas associated with various counter-terrorist strategies and tactics

**Course Materials:**
- Two texts are available for purchase at the SEMO bookstore:
- Additional readings will be made available through links on the class web site and/or reserve readings.
- Finally, you should make an effort to stay abreast of current events regarding terrorism by regular reading of reputable news sources.

**Course Requirements:**
1. Regularly assigned reading
   - Complete all reading assignments prior to coming to class.
2. Participation and Discussion
   - Students are expected to actively participate in this class and obviously those who do not attend class cannot do so. In this class, every student starts out with 100 course participation/discussion points. Absences beyond the fourth one will decrease this point total by 5 points each. Use your four "freebies" wisely, for family affairs, job interviews, minor health problems, religious observances, funerals, etc. but NOT on the days when assignments are due. An (excused or otherwise) absence on the due date does not mean that you can make the assignment up.
   - In order to assess your attendance (and your expected participation), I will pass around a signup sheet at the beginning of each class. It is your responsibility to sign this sheet.
   - A note about excused absences: In general, I count as an excused absence, any that occur due to: a university-sanctioned event or activity, serious illnesses, or deaths in the family. You MUST, however, inform me of such events and provide supporting evidence otherwise these become unexcused absences (and remember, you only have 4 freebies).
   - The University’s official statement about attendance can be found at: [http://www.semo.edu/pdf/2013_Admisions.pdf](http://www.semo.edu/pdf/2013_Admisions.pdf), p. 19.
3. Two online tests
While the exams in this class are not cumulative per se, they are progressive in that you will have to retain some knowledge of the materials covered throughout the course.

Both exams will be taken online and they will consist only of “open-ended” questions (essays, short answer, identification). Because the exams are online, they are effectively open-book meaning that you have access to all of your notes and readings. My grading of the exams will reflect this.

Study guides will be distributed through the class web site one week prior to each exam.

ONLY UNDER SEVERE CIRCUMSTANCES will you be allowed to make up an exam and even then only if the instructor is contacted PRIOR to the start of the exam and only when supporting documentation can be provided. In addition, should you experience any technical difficulties while taking the exams, you MUST CONTACT me ASAP. Only by doing so will you be permitted to retake the exam or continue to take it from the point where the difficulty occurred.

4. Presentation
- Students are expected to complete 1 oral presentation on a terroristic event, individual, or group from history. More information about this assignment will be handed during the first couple of weeks in class.

5. Research Paper
- Throughout the semester, you will complete an 18-20 page research paper, on a topic of your choice.
- Some general information about these assignments:
  - This assignment must be word processed, with proper margins and pagination. In addition, I only accept .doc, .docX, and .txt documents in this class.
  - It MUST be turned in electronically through the appropriate Moodle dropbox. E-mailed and physical copies will not be graded.
  - Late papers will NOT be accepted. You have ample time to write and submit your paper. Do not wait until the last moment to do so.
  - More information about each of these assignments can be located after the class schedule (at the end of the syllabus, pp. 7-10).

6. Extra credit
- Throughout the semester, there will be opportunities for you to earn extra credit. These will be announced well in advance on the class web site.
- You will be eligible to earn up to 5% of the total amount of possible points for this class through extra credit.

**Course Grading:** Your final grade will be computed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Discussion</td>
<td>75 points</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150 points</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation</td>
<td>50 points</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>125 points</td>
<td>25%</td>
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<tr>
<td>Extra Credit</td>
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<tr>
<td>Total points</td>
<td>500 points</td>
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</table>

(A=90% and above, B=80-89%, C=70-79%, D=60-69%, F=59% and below)

Class Etiquette Policies:
1. Students are encouraged to bring their smart phones, tablets, and/or laptops to class as we will incorporate some usage of technology in this classroom.
2. While portable technology (e.g. tablets, laptops, PDAs, electronic dictionaries, and recording devices, etc…) is allowed in this class, I reserve the right to rescind this if students abuse this privilege.
3. You must make every attempt to come to class on time and to not leave early. It is disruptive to the class, and especially for me, when people walk in late and/or leave early.
4. In addition, please **DO NOT** carry on any extraneous conversations in class with your fellow classmates during the course of our classes (e.g. during instructor lectures). Your conversations can, and do, interfere with the learning atmosphere in this class.
5. Finally, please be respectful to everyone in this class; this includes maintaining an atmosphere of civility and one free from harassment. Alleged violations of the Code of Student Conduct will be adjudicated in accordance with the established procedures of the judicial system. ([http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf](http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf)) Examples of uncivil behavior include carrying on extraneous conversations in class (these interfere with the learning atmosphere in the classroom), harassing a fellow student or the instructor (both within class and in emails; this includes sexual harassment), using unacceptable language towards someone in class or in emails, and physical violence.

It is important to note that all of these rules will apply throughout the semester. If anyone breaks these rules, I reserve the right to take remedial action as I see fit, unless already specified.

**Disabilities:**
If any student in this class has any special needs due to a disability, please notify me during the first week of class. I will do my best to accommodate your needs.

Students may obtain official information about the University’s policies and services surrounding physical or learning disabilities from Learning Assistance and Disability Support Services at [http://www.semo.edu/pdf/old/ds_working_with_studentsS2.pdf](http://www.semo.edu/pdf/old/ds_working_with_studentsS2.pdf) Students can contact Disability Support Services at 573-651-5927.

**Academic Honesty:**
I am very concerned about academic honesty in this class and expect you to take this code very seriously. Academic dishonesty as defined by Southeast Missouri State University includes “those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the
commission of an above-mentioned act is also academic dishonesty." (p.20) Academic dishonesty includes the acts of plagiarism and cheating.

Please be aware that if I find any instance of academic dishonesty, I will require that you meet with me about the assignment under question, as per University policy. After conferring with you about this issue, if I feel that the violation is not egregious, it is up to my discretion to resolve this issue with you informally by having you repeat the assignment, after you have received additional instruction as provided by the University Library, Writing Center, or other University resources. Once you have repeated the assignment, the matter will be considered by me and the University to be resolved. If on the other hand, I feel that the violation is egregious, I consider it to be within my power to simply award you a "0" for the assignment. In addition, your actions will be referred to the Departmental Chairperson (of Political Science, Philosophy, and Religion) for judicial action.

I would suggest that everyone takes the time to read this code fully as I have not listed all elements or steps associated with this code. The University’s official statement about academic honesty, including plagiarism, may be accessed at:

http://www.semo.edu/facultysenate/handbook/5d.html

An Unabashed Plug for SEMO’s Model United Nations Club:
Located here on campus is a Model United Nations Club of which I am the faculty advisor. In addition to discussing matters relevant to the UN, the club also hosts a Model UN for area high schools and participates in several simulated United Nations events throughout the school year. Typically, the club attends at least two conferences each year (one per semester). If you are interested in learning more about the club, please feel free to stop by and talk to me.

Any questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class should be taken to Dr. Hamner Hill, Department Chairperson.

CLASS SCHEDULE

Disclaimer: All assignment due dates and details may be subject to change. You should check the class web page for periodic updates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecture/Reading</th>
<th>Other</th>
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<tbody>
<tr>
<td>1/22</td>
<td>Course Intro</td>
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<td>1/24</td>
<td>Definitions, Distinctions and Data</td>
<td>LAW, introduction</td>
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<td>COMBS, Chapter 1</td>
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<td>Boaz Ganor. “Defining Terrorism: Is One Man’s Terrorist Another Man’s Freedom Fighter?” International Institute for Counter-Terrorism. (linked to class web site)</td>
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<td>1/27</td>
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<tr>
<td>Date</td>
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<td>References</td>
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</tr>
</tbody>
</table>
| 1/31 | Explaining Political Violence and Terrorism | COMBS, Chapter 4<br>Robert Agnew, "A General Strain Theory of Terrorism" (linked to class website)  
Hoffinan, Bruce. (2003). "The Logic of Suicide Terrorism." *Atlantic Magazine* (linked to class web site)  
| 2/3  | Cont.                                      |                                                                           |
| 2/5  | Ideology and Terrorism                     | COMBS, Chapter 3                                                          |
| 2/7  | Cont.                                      |                                                                           |
| 2/10 | A Brief History of Terrorism               | COMBS, Chapters 2, 6  
LAW, Chapters 1-6 (SKIM), 13                                               |
| 2/12 | Cont.                                      |                                                                           |
| 2/14 | Cont.                                      |                                                                           |
| 2/17 | Cont.                                      |                                                                           |
| 2/19 | Cont.                                      |                                                                           |
| 2/21 | Cont.                                      |                                                                           |
| 2/24 | Cont.                                      |                                                                           |
| 2/26 | A Closer Look: Terrorism in the US         | LAW, Chapters 7, 8  
COMBS, Chapter 9                                                           |
| 2/28 | Cont.                                      |                                                                           |
| 3/3  | A Closer Look: Palestinian Terrorism       | LAW, Chapters 9, 11, 12 (continue through the next section)  
Wikipedia article on “Palestinian Political Violence” (linked to class web site) |
<p>| 3/5  | Cont.                                      |                                                                           |</p>
<table>
<thead>
<tr>
<th>3/7</th>
<th>A Closer Look: IRA Terrorism</th>
<th>Finish readings in LAW Wikipedia article on “The Troubles” (linked to the class web site)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/10</td>
<td>Cont.</td>
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<tr>
<td>3/12</td>
<td>A Closer Look: Al Qaeda</td>
<td>LAW, Chapter 14</td>
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<tr>
<td></td>
<td></td>
<td><em>Political Science Quarterly</em> 121(2): 295-319.</td>
</tr>
<tr>
<td>3/14</td>
<td>Cont.</td>
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</tr>
<tr>
<td>3/17 - 3/21</td>
<td>NO CLASS - Spring Break</td>
<td>No Class</td>
</tr>
<tr>
<td>3/24</td>
<td>CATCH UP DAY</td>
<td>Cont.</td>
</tr>
<tr>
<td>3/26</td>
<td>NO CLASS – Exam 1</td>
<td>Exam 1</td>
</tr>
<tr>
<td></td>
<td>This will be an online exam.</td>
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<tr>
<td></td>
<td></td>
<td>NOTE: A study guide for this exam will be posted to the class website 1 week in advance of the exam.</td>
</tr>
<tr>
<td>3/28</td>
<td>NO CLASS – ISA Conference</td>
<td>No Class.</td>
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<tr>
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<td></td>
<td>In lieu of class, you are expected to use this time to start working on Assignment #3.</td>
</tr>
<tr>
<td>3/31</td>
<td>Tactics and Operations</td>
<td>COMBS, Chapters 7, 14</td>
</tr>
<tr>
<td>4/2</td>
<td>Cont.</td>
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<td>4/4</td>
<td>Cont.</td>
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<tr>
<td>4/7</td>
<td>Cont.</td>
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</tr>
<tr>
<td>4/9</td>
<td>Media and Terrorism</td>
<td>COMBS, Chapter 8</td>
</tr>
<tr>
<td>4/11</td>
<td>Cont.</td>
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<tr>
<td>4/14</td>
<td>State Terrorism</td>
<td>COMBS, Chapter 5</td>
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<tr>
<td></td>
<td>LAW, Chapter 10</td>
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<td>4/16</td>
<td>Cont.</td>
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<tr>
<td>4/18</td>
<td>NO CLASS – Designated Holiday</td>
<td>No Class</td>
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<tr>
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<td>No Class</td>
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<tr>
<td>4/21</td>
<td>Cont.</td>
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<tr>
<td>4/23</td>
<td>Counter-Terrorism</td>
<td>COMBS, Chapters 10-13</td>
</tr>
<tr>
<td></td>
<td>LAW, Chapter 16</td>
<td></td>
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<tr>
<td>Date</td>
<td>Notes</td>
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<tr>
<td>4/25</td>
<td>Cont.</td>
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<td>4/28</td>
<td>Cont.</td>
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<tr>
<td>4/30</td>
<td>Cont.</td>
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<tr>
<td>5/2</td>
<td>Cont.</td>
<td><strong>DUE:</strong> Your Research paper is due today by 11 AM on Wednesday 7 May.</td>
</tr>
<tr>
<td>5/5</td>
<td>Cont.</td>
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</tr>
<tr>
<td>5/7</td>
<td><strong>CATCH UP DAY</strong></td>
<td></td>
</tr>
<tr>
<td>5/9</td>
<td><strong>Course Conclusion</strong></td>
<td>No assigned readings for today.</td>
</tr>
<tr>
<td>5/14</td>
<td><strong>NO CLASS-Exam 2</strong>&lt;br&gt;This will be an online exam.</td>
<td><strong>Exam 2</strong></td>
</tr>
</tbody>
</table>