

ID 300J TERRORISM (3 credits) SPRING 2022

GENERAL EDUCATION COMPETENCY AREA: Interdisciplinary Capstone: Integrative Seminar in Ethics and Values

INSTRUCTOR CONTACT INFORMATION

Instructor: Angela Wartel

Email: arwartel@lcsc.edu

Office Hours: Tuesdays and Thursdays 12:00-2:00 or by appointment

Telephone: 208-792-2851

PREFERRED METHOD OF CONTACT: I can be reached via email through Canvas by clicking the email link on the left of the course page. Please send emails through Canvas or to arwartel@lcsc.edu. I check both regularly. Allow at least 24 hours for a response during the week and 48 hours during the weekend.

COURSE DESCRIPTION: This course is an interdisciplinary survey of the phenomena of political violence and terrorism. Historical, ethnic, religious, and ideological roots of terrorism are examined to put this behavior in sound, ethical perspectives with respect to the values of society and the goals of its perpetrators. This writing-integrated course will investigate social, cultural, scientific, and ethical questions as applied to terrorism and extremist ideologies. Students will develop and implement critical thinking, inquiry, and problem-solving skills.

GENERAL EDUCATION LEARNING OUTCOMES: Upon successful completion of this course, you should be able to demonstrate the following competencies:

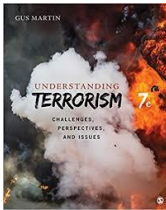
1. Evaluate concepts and perspectives from multiple disciplines related to ethics and values.
2. Analyze how individuals and societies are shaped by ethics and values.
3. Demonstrate self-reflection, broadened perspective, and respect for diverse viewpoints by exploring issues related to ethics and values.
4. Integrate and apply accumulated knowledge to develop strategies that address issues of ethics and values.

COURSE SPECIFIC/ADDITIONAL LEARNING OUTCOMES: In this course, you will do the following, which are linked to the above General Education Learning Outcomes, as noted in parentheses:

- Describe major theories and questions related to terrorism. (i, ii, iii, iv)
- Explain the motives, origins, and rationales for extremist beliefs and terrorist behavior. (i, ii, iii, iv)
- Apply references from American extremism and terrorism cases toward developing a global framework for understanding extremist beliefs and terrorist behaviors in other countries and cultures. (i, ii, iii, iv)
- Identify bias and stereotypes when studying terrorism. (i, ii, iii, iv)
- Evaluate information sources for point-of-view, accuracy, and usefulness. (i, ii, iii, iv)
- Communicate informed opinions and discuss current issues and events related to terrorism. (i, ii, iii, iv)

- Critically assess both military and law enforcement responses to terrorism. (i, ii, iii, iv)
- Identify the lifecycles of different historical terrorist organizations. (i, ii, iii, iv)

REQUIRED TEXTS



Martin, G. (2020). *Understanding Terrorism: Challenges, Perspectives, and Issues* (7th ed.). Sage. ISBN: 9781544375861

COURSE OVERVIEW: The goal of this course is to understand the motives, origins, and rationales for extremist beliefs and terrorist behavior, as well as how governments respond to these phenomena. Students will exercise critical thinking to assess extremist ideology and the practice of terrorism. Students will be challenged to evaluate the notion that the practice of terrorism is limited exclusively to the "lunatic fringe" - indeed, is one person's terrorist another person's freedom fighter?

COURSE TECHNOLOGY: This course has a web presence on Canvas. If you have any problems accessing the site, please notify IT (208-792- 2231) as soon as possible. The Canvas site will have a copy of the syllabus and schedule, weekly modules, assignments, a section for your grades, and a link to email me. You must log in to this site at least twice a week.

Email: You are expected to check your LCMAIL and Canvas emails regularly. Important course information (such as assignments and course changes) may be sent through email.

Technological Requirements: You must have a reliable internet connection.

PARTICIPATION: Online courses are not self-paced. They require active participation. If you cannot participate at least two times per week, your grade will suffer. Your active participation is a necessary and integral part of the course. It is vital that you complete the readings and required works to succeed. Due dates are not suggested dates for assignments. Plan your work accordingly. Do not wait until the last minute to complete your coursework. It creates unnecessary stress and can impact the quality of your work. You CAN work ahead in this course, do not get behind!

COURSE REQUIREMENTS

Your grade in this course will be based on the following, which correspond to the General Education Learning Outcomes (GELOs), as noted in parentheses:

Syllabus Quiz (10 points): The syllabus quiz is a short quiz that must be completed by all students entering the course. This quiz will cover basic information from the syllabus. There is no time limit for the quiz, and it can be retaken one time.

Introduction Post (5 points): Write a paragraph or two introducing yourself to the discussion forum. Some ideas to include - your year in college, major, hobbies, future goals, hometown,

family, pets, jobs, or anything else you are comfortable sharing. Include a photograph of you or something important to you (pets, hobbies, favorite place, etc.). If you post a picture with another person, make sure you have permission to do so.

Discussion Posts (10 @ 20 points each): There will be ten discussion forums covering the assigned course readings this semester. You are required to submit one original detailed post (due two days before replies) and two responses to others by the discussion due date. Your discussion posts should be written in proper English. Avoid “text-speak.” Fourteen points (of the overall 20) will be allotted for your post answering the discussion questions. The other six points will go towards your two replies (3 points each).

Discussion Guidelines

- Thoroughly answer all discussion questions in one forum posting. Do not start a new thread for each question presented.
- Do not assume that others have the same knowledge or experiences that you do. Provide a brief context to your postings.
- Do not attach documents or photographs to the discussion forum (except for your introduction post photo). Attachments will not be graded.
- All posts are expected to be respectful and friendly.

Original Post Grading will be based on:

- The level of knowledge and understanding demonstrated towards the course readings and discussion prompts. Postings should be thoughtful and analyze the content and questions asked. Answers must be organized and easy to read.
- Depth: Evidence of college-level thinking that displays critical thinking and analytical ability.
- Detail: There should be no doubt that you have read the assigned readings and viewed all required course material. *Cite relevant passages from the text and other course material in your original post.* When citing sources, the correct format must be used (MLA or APA), both in-text and out.
- Originality: Students should answer the material in their own words, adding their thoughts and ideas to the concepts discussed. Original posts cannot be a direct copy of the views or opinions of other students. This is academic dishonesty and will result in an “F.”

Discussion Response Grading

- Responses should be respectful, courteous, and polite. Inappropriate postings (those that attack or are aggressive to another) are unacceptable and will result in an “F” for that discussion.
- Responses should demonstrate knowledge and understanding of the readings. Provide supporting statements with examples or experiences.
- Responses must help continue the conversation by asking a relevant question, bringing in new information, or relating the post to another phenomenon.
- Only posts that demonstrate excellence in continuing the conversation and providing detail will be given full credit. *One or two sentence replies are unacceptable and will not be considered for grading. Responses should be at least two full paragraphs to be considered for maximum points.*

Check the discussions often. You are not required to post a response to every student, but you should take the time to read all the postings from classmates. The free exchange of ideas (within the assignment confines) will help you get more out of the course.

Discussions close at 11:59 PM on the due date indicated on the schedule. Discussion grades will be available in the “Course Grade” section within one week of the due date. (i, ii, iii, iv)

Short Papers (2 @ 30 points each): Students are required to write two short papers. Paper topics will be provided ahead of time and will reflect the material covered in the course. Papers should summarize and analyze the core ethical issues associated with the subject and incorporate relevant course readings. All sources need to be cited correctly in MLA or APA format. Papers should be no less than four full pages and no more than five total pages, double spaced, 1” margins, and size 10 or 12 font.

Papers should be submitted in docx or pdf format. All assignments will be submitted through Unicheck to ensure proper citations. Citations should be paraphrased and properly cited. Papers that contain over a 15% matching rate will be scrutinized for appropriate citations. If plagiarism is detected, students may be referred to Student Services and may fail the course. Assignments will be graded within a week of the due date. (i, ii, iii, iv).

Examinations (4 @ 75 points each): Four exams will be administered online using Respondus Monitor. Students will have a 90-minute time limit. Although you may use your textbook, try to avoid doing so because you will run out of time. To be successful, you must know the concepts and ideas from the course before starting the exam. The exams may contain true/false, multiple-choice, matching, and essay questions. Each test must be completed before the ending date/time indicated on the schedule. **Exams cannot be submitted late.** Study guides will be provided in the module section of the course.

Note- working with another student or individual on exams constitutes cheating. If discovered, both individuals will receive an F in the course and will be referred to the appropriate LCSC authorities for further action.

With the exception of essay questions, exams will grade instantly once submitted. For your reference, the correct answers for the exam will be displayed after the test due date. (i, ii, iv)

Semester Grade Determination and Grading Scale Grading Breakdown

<i>Assignment</i>	<i>Points</i>
Introduction	5
Syllabus Quiz	10
Discussions (10@ 20 points)	200
Exams (4 @ 75 points)	300
Short Papers (2 @30 points)	60
Total Points	575

Overall Point Breakdown

<i>Letter Grade</i>	<i>Points</i>
A (93-100)	535-575
A- (90-92)	518-534
B+ (87-89)	500-517
B (83-86)	477-499
B- (80-82)	460-476
C+ (77-79)	442-459
C (73-76)	420-441
C- (70-72)	402-419
D+ (67-69)	385-401
D (60-66)	345-384
F (59 and below)	344 & Below

I do not round up grades. Every point counts!

Table of GELOs and corresponding assignments for ID 300: Terrorism

General Education Learning Outcomes	Assignments through which students will demonstrate the GELO
i. Evaluate concepts and perspectives from multiple disciplines related to ethics and values.	<ul style="list-style-type: none"> • Exams • Discussions • Paper 1 & Paper 2
ii. Analyze how individuals and societies are shaped by ethics and values.	<ul style="list-style-type: none"> • Exams • Discussions • Paper 1 & Paper 2
iii. Demonstrate self-reflection, broadened perspective, and respect for diverse viewpoints by exploring issues related to ethics and values.	<ul style="list-style-type: none"> • Discussions • Paper 1 & Paper 2
iv. Integrate and apply accumulated knowledge to develop strategies that address issues of ethics and values.	<ul style="list-style-type: none"> • Exams • Discussions • Paper 1 & Paper 2

Course Policies

Late Work and Incompletes: Exams cannot be submitted late. Discussions and papers can be submitted late, at a 30% grade deduction, for up to one week after the due date. Late work submitted after one week will not be accepted. If an emergency arises that prevents you from completing your work on time, email as soon as possible to make arrangements. Emergencies are defined as anything serious and unexpected. Examples of emergencies are car accidents, a serious health crisis of the student or the student's immediate family, etc. Examples of non-emergencies are weddings, vacations, or any other event which can be planned around. Even within the one-week late submission range, no late work will be accepted after May 1.

Students are expected to complete all work in a timely fashion. Incompletes are granted at the instructor's discretion after at least 80% of all coursework is completed successfully (D+ or higher). Incompletes are reserved only for documented catastrophic or extenuating circumstances. The instructor reserves the right to set the course completion deadline, which may be at any time before the end of the following semester. Incompletes revert to an F if the work is not completed by the expiration deadline.

Course Etiquette: This course will bring together students from diverse backgrounds. We are working together to develop an inclusive and respectful community for all students. The goal of inclusiveness encourages and appreciates expressions of different views so that conversations can turn into the opportunity for intellectual and personal growth. We will be discussing controversial topics, which will challenge you to analyze your own views and the views of others. In keeping with this goal, hate speech, racist, sexist, homophobic, or other discriminatory language and behavior will not be tolerated. It is okay to disagree, but it must be done civilly. Mutual respect, civility, and recognizing others' views are crucial to critical thinking. Active, thoughtful, and respectful participation will make this course productive and engaging.

Flexibility Clause: The instructor reserves the right to modify the course requirements and other related policies as circumstances dictate and with sufficient notification to all students. Even the professor can have an unanticipated emergency, and the college—or the community at large—may experience an emergency that requires changing the class schedule or requirements. I do not expect to invoke this clause, but you will be notified as soon as possible if I do. Any change will also be posted to Canvas.

Keep up to date on the [LCSC Social Sciences Division](#) and the [LCSC Justice Studies Club](#)

ID 300 Course Schedule

All course readings and assignment due dates are listed on this schedule. This document should be your first stop for all questions related to reading and assignment due dates. For this class, each week starts on Monday and ends on Sunday.

Dates	Topic and Required Readings	Assignments Due
Week One (1/17-1/23)	Introduction to the Course/What is Terrorism and Extremism? <i>Readings:</i> Martin, Chapter 1	<input type="checkbox"/> Introduction Post (1/21) <input type="checkbox"/> Discussion #1 (Original post 1/21, replies 1/23) <input type="checkbox"/> Syllabus Quiz (1/23)
Week Two (1/24-1/30)	Defining Terrorism and Extremism and the Roots of Terrorism and Extremism <i>Readings:</i> Martin, Chapter 2-3	<input type="checkbox"/> Discussion #2 (Original post 1/28, replies 1/30)
Weeks Three and Four (1/31-2/13)	Terror from Above- Terrorism by the State and Terror from Below- Terrorism by Dissidents <i>Readings:</i> Martin, Chapter 4-5	<input type="checkbox"/> Discussion #3 (Original post 2/4, replies 2/6) <input type="checkbox"/> Exam #1 over Ch 1-3 (2/13)
Weeks Five and Six (2/14-2/27)	Violence in the Name of the Faith: Religious Terrorism <i>Readings:</i> Martin, Chapter 6	<input type="checkbox"/> Discussion #4 (Original post 2/18, replies 2/20) <input type="checkbox"/> Short Paper #1 (2/27)
Week Seven (2/28-3/6)	Violent Ideologies- Terrorism from the Left and Right <i>Readings:</i> Martin, Chapter 7	<input type="checkbox"/> Discussion #5 (Original post 3/4, replies 3/6)
Week Eight (3/7-3/13)	Terrorist Spillovers-International Terrorism <i>Readings:</i> Martin, Chapter 8	<input type="checkbox"/> Discussion #6 (Original post 3/11, replies 3/13)
Weeks Nine and Ten (3/14-3/27)	Gender-Selective and Criminal Dissident Terrorism <i>Readings:</i> Martin, Chapter 9	<input type="checkbox"/> Discussion #7(Original post 3/18, replies 3/20) <input type="checkbox"/> Exam #2 over Ch 4-9 (3/27)
Week Eleven	Spring Break	<input type="checkbox"/> Spring Break
Weeks Twelve (4/4-4/10)	Tactics and Targets of Terrorists and Propaganda and the Role of the Media <i>Readings:</i> Martin, Chapter 10-11	<input type="checkbox"/> Discussion #8 (Original post 4/8, replies 4/10) <input type="checkbox"/> Short Paper #2 (4/10)
Week Thirteen and Fourteen 4/11-4/24	Terrorism in the United States and Counterterrorism <i>Readings:</i> Martin, Chapter 12-13	<input type="checkbox"/> Discussion #9 (Original post 4/15, replies 4/17) <input type="checkbox"/> Exam #3 over Ch 10-12 (4/24)
Weeks Fifteen and Sixteen (4/25-5/8)	The Era of Homeland Security and the Future <i>Readings:</i> Martin, Chapter 14-15	<input type="checkbox"/> Discussion #10 (Original post 4/29, replies 5/1) <input type="checkbox"/> Exam #4 over Ch 13-15 (5/8)