



Instructor: Dr. Kristen Zgoba

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Office Hours: Office hours are by appointment, on an as needed basis. Always contact me at the email above. I check my email every day, with limited access on weekends. Please do not email me about an assignment, before it is due, and expect an immediate response.

Class: Political Terrorism- ONLINE, 01:202:311 SUMMER 2016, SECTION B1:04517 5/31-7/8

COURSE DESCRIPTION:

This course reviews the essential features and the international framework of terrorism, relying heavily on '9/11' as its present foundation, while providing comprehensive coverage of a number of major events since the 1920s. We address the responsibility over who is responsible for terrorist acts, constraints on the use of force and international human rights. Significant conversations and assignments will focus on how to define terrorism and who is responsible for setting that definition.

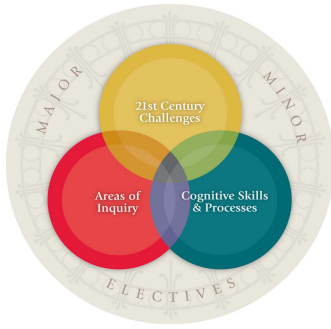
Because this class is online, it should not be assumed the class is easy and/or that the work requirements are lessened. Grading standards are high and I expect creative, well-written assignments that demonstrate effort and independent thinking.

A significant portion of the course consists of discussion groups, forums and assignments. In addition, there will be links to related readings, websites, and online videos. The online environment offers a potential advantage to the in-class experience by allowing repeated reviewing of the video lectures and by enabling student-student interactions through the discussion groups. In addition, the online environment allows a variety of engagement activities that can be used to stimulate student participation that can also be monitored through Sakai tools. It is expected that you are familiar with Sakai. This is not a computer course and you should be familiar prior to taking an online course. I will not answer sakai and computer related questions.

COURSE OBJECTIVES

At the completion of this course, students are responsible for:

- 1) Discuss the different definitions of terrorism and the drawbacks to each.
- 2) Identify various terrorist organizations and assign them to general categories.
- 3) Understand terrorist capabilities and group evolution.
- 4) Name various counter-terrorist organizations of foreign governments and explain unique capabilities.



Learning Goals: A Statement of Principles

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major.

These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

Learning Goals for Criminal Justice Majors

1. Competence:
 1. a.) Theory. Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.
 2. b.) Institutions. Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
 3. c.) Research Methods. Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is

used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

2. Critical Thinking:

Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.

3. Scholarship:

Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

REQUIRED READING (Book is not optional)

- 1) Taylor & Swanson. (2016). Terrorism, Intelligence and Homeland Security. Pearson Publishing. ISBN 9780133517125.

COURSE STRUCTURE AND EXPECTATIONS

The formal organization of this course consists of multiple parts: 1) power point lectures, 2) weekly quizzes/assessments, 3) midterm and final exam, 4) weekly chapter reading assignment, 5) intermittent journal or article reading, 6) intermittent video viewing and 7) structured student online participation through discussion boards.

Lectures: There are 14 power point lectures, uploaded into the weekly modules. The lectures will be broken into sections with a variety of engagements between sections. There are two PPT lectures posted a week (WITH TWO EXCEPTIONS).

Weekly quizzes: Each weekly module will be accompanied by an assessment/ quiz. The questions will range in type and extent and the assessment can be taken at any point after viewing the power point lecture. These assessments will automatically be graded and students will receive feedback upon submission. This allows students to know their grades throughout the semester, as does the interactive grade book. Quizzes make up 25% of the semester. Quizzes are fast paced- they are all timed. Most are 50 MC questions with an allocation of approximately 35 minutes. **You CANNOT use your book.**

Midterm and final exams: These will be given online in a variety of formats, multiple choice, fill in and short answer. Final topics for exams will be reviewed with the class. These are worth 50% of the course grade (25% each). **You CANNOT use your book.**

Weekly chapter reading assignment: Each weekly module will be accompanied by two/three chapters in the text book. This ties into the weekly quiz/assessment.

Intermittent journal or article reading: During various weekly modules, students will see that I have uploaded a relevant newspaper or journal article to be read. This will be tied to either the weekly quiz/assessment or the student weekly discussions.

Intermittent video viewing: During various weekly modules, students will see that I have uploaded a relevant video to be viewed. This will be tied to either the weekly quiz/assessment or the student weekly discussions.

Structured student online participation through discussion boards: In addition to assigned coursework, logging onto the class website, and viewing the prepared online material, students are expected to spend at least 10 hours over the course of the semester in structured participation. This will be monitored via the discussion boards and the mandatory weekly posts. Students will be graded on the level and quality of their participation and guidance will be given at the beginning of the semesters as to make students aware of expectations. The 6 weekly discussion board assignments are worth a total of 25% and each will be graded individually. All have a word minimum, usually of 500 words. Students are not allowed to use direct quotes from outside sources, as that will be removed from the word minimum. Everything that a student turns in and writes will be processed through the plagiarism software- TurnItIn. A percentage of 30% or higher on TurnItIn will cause for a failing grade. Each assignment also requires citations (bibliography) which does not count toward your word minimum.

COURSE REQUIREMENTS

Weekly Quizzes/Assessments = 25%

Midterm and Final = 50%

Student discussion boards= 25%

INSTRUCTOR-STUDENT CONTACT:

The instructor will be available via email and phone (except from July 2-8). Also, the instructor will monitor and (as necessary) contribute to each section's threaded discussions each and every week throughout the term. It is your responsibility to check your email AND assignment feedback every day, this is an online class and I email, post announcements and write graded comments frequently. You must check your grade book so that you can see the comments I write regarding your assignments. This is your responsibility. Also, please note that you cannot wait until the last minute with an assignment and expect an immediate response in order to meet the assignment deadline.

ACADEMIC DISHONESTY

Academic dishonesty will not be tolerated and any violation will be reported to the Dean of Students. No excuse will ever be tolerated for academic dishonesty, but it is even more important that students understand the repercussions of this unethical behavior. Academic dishonesty includes cheating, the fabrication or invention of information used in an assignment, plagiarism, facilitating the academic dishonesty of others or denying access to materials and resources.

Summer Session 1- 2016 CLASS SCHEDULE

Week 1- 5/31- 6/5 (Classes start on a Tuesday)	Chapter 1- “Defining, Conceptualizing & Understanding Terrorism” Chapter 2- “Political Ideology and the Historical Roots of Terrorism” Power points NO QUIZ THIS WEEK BECAUSE SOME MAY NOT HAVE BOOK Weekly Discussion Board/Assignment
Week 2 – 6/6- 6/12	Chapter 3- “Understanding the Middle East and Islam” Chapter 4- “The Rise of Radical Islam” Power points Weekly Quiz Weekly Discussion Board/ Assignment
Week 3- 6/13- 6/19	Chapter 5- “Understanding the Middle East and Islam” Chapter 6- “The Rise of Radical Islam” Chapter 7- “Typologies of Terrorism: State Involved Terrorism...” Power points Weekly Discussion Board/ Assignment MIDTERM EXAM OPEN ALL WEEK
Week 4- 6/20- 6/26	Chapter 8- “Typologies of Terrorism: The Right and Left Wings...Understanding the Middle East and Islam” Chapter 9- “Intelligence and Terrorism” Power points Weekly Quiz Weekly Discussion Board/ Assignment
Week 5- 6/27- 7/3	Chapter 10- “Intelligence, Terrorism and the US Constitution” Chapter 11- “Homeland Security” Power points Weekly Quiz Weekly Discussion Board/ Assignment
Week 6- 7/5-7/8 (Monday Holiday)	Chapter 12- “America’s Vulnerability to Terrorism” Chapter 13- “Emergency Management” Chapter 14- “Combatting Terrorism” Power points Weekly Discussion Board/ Assignment FINAL EXAM OPEN UNTIL 7/8

Student-Wellness Services:

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.