

Global Perspectives on Terrorism A-PSMG 4347A--LAEC 6347 Spring 2016

St. Edward's University
New College
PSMG 4347A .01 Global Perspectives on Terrorism
Public Safety Management
Spring 2016

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Office Hours: *Doyle Hall 305*. Generally, Mondays 1-5:30; Tuesdays 5-6; Wednesdays 1-6; and other times by appointment call first if possible. I am available via e-mail at craigc@stedwards.edu. Skype: profcraig, please feel free to call me at 512-428-1063.

Catalog Description: *Global Perspectives on Terrorism:* The course will analyze from a global perspective issues of terrorism and responses to terrorism. Students will explore the subject of terrorism from the perspective of people from around the globe and from groups within the U.S. The role of religion and root causes of terrorism will be addressed including a historical perspective. (*Satisfies the non-Western and Global Issues requirement*)

Objectives:

1. Students will be able to analyze from different perspectives conflicts and responses to conflicts
2. Students will be able discuss globalization applying critical thinking skills to the key issues
3. Students will be able to analyze root causes of conflicts and terrorism
4. Students will be able to apply the moral reasoning model to appropriate strategy and policy responses to conflicts and the surrounding issues including an exploration of obligations, values, and consequences.
5. Students will discuss conflicting definitions of terrorism.
6. Students will be able to critique different approaches to political violence situations.
7. Students will be able to apply critical thinking skills to global issues.
8. Students will be able to discuss different perspectives of international conflicts.
9. Students will be able to analyze from different global perspectives issues of terrorism, responses to terrorism, and politically motivated violence
10. Students will be able discuss globalization applying critical thinking skills to the key issues
11. Students will be able to discuss political violence and terrorism from the perspective of people from other parts of the globe and groups within the U.S.
12. Students will be able to discuss how conflicts and violence begin and how they end.
13. Students will be able to discuss the role of religion in terrorism
14. Students will be able practice lifelong learning in a productive, critical, and open manner.
15. Students will be able to interpret various global indexes to determine a country's status.

Adult Learning Model

- Principle 1:** Good practice encourages student-faculty contact.
Principle 2: Good practice encourages cooperation among students.
Principle 3: Good practice encourages active learning.
Principle 4: Good practice gives prompt feedback.
Principle 5: Good practice emphasizes time on task.
Principle 6: Good practice communicates high expectations.
Principle 7: Good practice respects diverse talents and ways of learning.

Required Text: Readings posted in Canvas and as assigned.

Global Perspectives on Terrorism A-PSMG 4347A--LAEC 6347 Spring 2016

ASSIGNMENTS

Readings: Each student is expected to read, and is responsible for, the material in the readings as outlined in the syllabus. The readings should be read prior to discussions. Required readings will be designated. Other readings are optional but extra credit will be given for including them in the discussions. There will be videos to be watched that are streamed.

Tests/Quizzes: There will be two tests over readings, videos, and classroom discussions on a weekly basis through Canvas. Access to the quizzes will expire as prescribed in the schedule of the assignment week with a one-hour time limit due by Sunday.

Extra Credit

There will be various campus speakers during the semester. You will be given extra credit for attending and writing a short summary.

Class Presentation: Your team will present to the class information about perspectives on political violence from an assigned part of the globe. You may do it on a WordPress Blog or a short video presentation. The postings and video to the presentation should be **done by each individual** so that grading contributions may be determined. Writing and communicating is evolving to alternative forms of delivery. This is an opportunity to explore this skill. Grading will be lenient with much credit given towards effort with new modalities.

Paper: Each undergraduate student is expected to develop a research paper of 7-10 pages (double space) on an international terrorism topic including the perspective of another country or countries and MLA students should have at least fourteen pages (see the Paper Assessment Guidelines).

Paper Assessment Guidelines:

Pts.	Scoring Categories and Explanations
5 pts	INTRODUCTION. Does the introduction capture the reader's attention? Does it clearly state the main theme/thesis of the paper? Is any necessary background information provided? Are any key/specialized terms clearly defined for the reader?
35 pts	CONTENT ANALYSIS. Is the supporting material persuasive, informative? Are the central ideas thoroughly developed? Does the writing interpret and/or synthesize information or simply just report? Is critical thinking demonstrated? Is moral reasoning demonstrated? Was a global perspective analyzed? Does the analysis include identifying the impact of politics, society, geography, history, and economy?
20 pts	ORGANIZATION (COHERENCE, UNITY, AND FLOW). Is the paper well organized so that each section flows smoothly into the next? Are choppy or over-long paragraphs avoided? Are paragraphs developed around unified ideas that advance the topic? Are digressions avoided? Does the writer use a variety of sentences and transitional techniques?
10 pts	CONCLUSION. Does the ending present an emphatic closing statement that is well supported by the content of the paper? Does the conclusion close the entire paper in a way that satisfies the reader that the topic has been fully treated?
10 pts	INTERNAL DOCUMENTATION. Is the internal documentation properly handled according to MLA or APA guidelines? Are quotations, full and partial, presented effectively and correctly? Are sources cited for paraphrased material? Is it clear where source material ends and your own words begin?
10 pts	WORKS CITED. Are the required sources (books, databases, and articles) authoritative and appropriate for the topic and research question? Are additional sources, such as newspaper articles, properly cited? Is the Works Cited page (bibliography) alphabetized and presented in proper MLA or APA format? For <u>undergraduates</u> are there at least six sources with at least three being professional or scholarly? For <u>graduates</u> are there at least ten sources with at least five being professional or scholarly?
10 pts	GRAMMAR, PUNCTUATION, AND MECHANICS. Is the paper free of grammatical and punctuation errors? Are sentences well constructed? Is spelling accurate (be sure to check for typos). Papers with

Global Perspectives on Terrorism A-PSMG 4347A--LAEC 6347 Spring 2016

excessive grammar, punctuation, and errors with mechanics may be returned without a grade.

Global Perspectives on Terrorism A-PSMG 4347A--LAEC 6347 Spring 2016

GRADING CRITERIA UNDERGRADUATES		GRADING SCALE		
Quizzes/Tests	20%	90-	100	A
Discussion	35%	80-	89	B
Area Presentation Blog or Video	15%	70-	79	C
Research paper	30%	60-	69	D
		0-	59	F

The Importance of Discussions: Brookfield and Preskill have identified benefits of classroom discussions.

1. It helps students explore a diversity of perspectives.
2. It increases students' awareness of and toleration for ambiguity or complexity.
3. It helps students recognize and investigate their assumptions.
4. It encourages attentive, respectful listening.
5. It develops new appreciation for continuing differences.
6. It increases intellectual agility.
7. It helps students become more connected to a topic.
8. It shows respect for students' voices and experiences.
9. It helps students learn the processes and habits of democratic discourse.
10. It affirms students as co-creators of knowledge.
11. It develops the capacity for the clear communication of ideas and meaning.
12. It develops habits of collaborative learning.
13. It increase breadth and make students more empathetic.
14. It helps students develop skills of synthesis and integration.
15. It leads to transformation.

Meeting times: This is an online course that requires interaction with others in the class several times a week. During those discussions, you should present information and questions that you have from the readings and materials. THIS IS NOT A MOOC. You are expected to be **very** involved in interacting with each other and me on different issues. . You may subscribe to the Discussion Board Forum to receive a notice of new posts.

Classroom Participation and Online Discussions.

Since this is an online class, you are expected to participate in the online discussions. Each student is a resource for the class. Your experiences make the class richer and more valuable for all. You must make **at least two thoughtful and cogent** posts per topic thread using the readings as support. You will be graded on the quality of your posts. A discussion grade is given weekly during the semester. A good or excellent posting consists of demonstrating knowledge of all the week's readings, audios or videos, if applicable, etc. by referencing page numbers, if appropriate, and how the materials relate to or explain the question at hand. You are responding not only to me but to your classmates as well, raising your own questions concerning the material, giving us more than only four or five sentences per post, and **ESPECIALLY** supporting your views from the readings - this constitutes an excellent discussion grade. Simply offering your opinion without documentation will not help your grade. Hassling your classmates will not be tolerated. If after one warning, you continue, you will be removed from the discussion forum and assigned a grade of "F" in the course.

General Guidelines for Online Discussions.

1. Not only respond to my questions, but **carry on a dialogue with your classmates** as well. These are discussions, not just a question and answer sessions. Good discussions are one of the items that make a good online course and establish community. If you only respond to my question, it makes our discussion more of an "exam" rather than a dialogue. You are encouraged to **ask questions about materials** yourself to promote discussions and clarify materials.
2. Do not get caught up in "winning" the debate. We are here to learn the material, have fun, and to discuss matters of importance with others.

Global Perspectives on Terrorism A-PSMG 4347A--LAEC 6347 Spring 2016

3. Read **all** postings from your classmates, not just those from the teacher. Sometimes exams question are based on the insights of your classmates. A weekly summary posting from each group to the whole class is expected. Leadership for this is rotated within the group with each member doing it at least once.
4. If you have questions over the reading material ask those as soon as possible. These could be either things you do not understand, disagree with, or agree with.
5. When you reply to a post, **don't just say "I agree."** Give the person or person's name you are agreeing with, a brief, sentence or two summary of what they said you are agreeing with, and then your views. You might also consider changing the subject line to reflect your posts. Make it easy for us to figure out who you are talking to and what you are talking about.
6. If you express an opinion **support it** with material from our readings or other sources. When you quote, summarize, or paraphrase from the text be sure to give the page number(s).
7. When in doubt, ask. If your classmates cannot answer your question, then probably I can.
8. This is **not** a correspondence course. **If you cannot participate at least twice most weeks**, then you should withdraw from the course.

Discussion Grade Guidelines

These are general guidelines that will be applied when grading your weekly discussion both by me and the class leaders. If you have questions, please contact me.

- For an "A" : a weekly discussion grade of "A" will require you to have all your postings completed by the deadlines, demonstrate *excellent* knowledge and understanding of the week's readings, responses (be tactful and nice) and questions for your classmates, and probably three or more **quality** postings and replies to posts per week spread out over the entire week. Your views, opinions, thoughts, must be documented from the class material. For example, if you express an opinion try to support it with material from our readings and indicate the page number, if appropriate, where you found the support.
- For a "B": a weekly discussion grade of "B" will require you to have all your postings completed by the deadlines, demonstrate *good* knowledge and understanding of the weeks' readings, responses (be tactful and nice) and questions for your classmates, and at least two or more good postings per week spread out over the entire session. Your views, opinions, thoughts, must be documented from the class material. For example, if you express an opinion try to support it with material from our readings (a page number will suffice and indicate the page number where you found the support).
- For a "C": a weekly discussion grade of "C" will require you to have your postings completed by the deadlines, demonstrate *average* knowledge and understanding of the week's assignments, responses (be tactful and nice) and questions for your classmates, and two substantial postings per week. Your views, opinions, thoughts, must be documented from the class material. For example, if you express an opinion try to support it with material from our readings (a page number will suffice)
- For a "D": a weekly discussion grade of "D" will require you to have one or two posts demonstrating some knowledge of the week's assignments and responses (be tactful and nice) and questions for your classmates.
- For an "F": simply do nothing or offer only postings that are strictly your opinion without any support from the class materials. Rudeness to your classmates also helps you achieve this goal.

CRITICAL THINKING

Learning to think critically is one of the primary and enduring benefits of higher education. Critical thinking can be defined as a strategy for gathering, evaluating, analyzing, and synthesizing information for drawing conclusions and making decisions. The process of thinking critically involves **asking the right questions, determining when further information is needed, and measuring the strengths and weaknesses of bodies of argumentation.** When students realize that virtually every argument has strengths and weaknesses and that few people, arguments, or studies are absolutely right or wrong, they are better able to make careful and considered judgments in our complex world. Although there are no ironclad rules for developing the ability to think critically, the following considerations are generally thought to be central to this skill.

1. **Differentiate between fact and opinion.** A fact is a statement that can be proven true by other verifiable facts. An opinion is a statement of a person's feelings or impressions.
2. **Recognize and evaluate author bias and rhetoric.** After reading any piece of persuasive writing always ask the following questions: (1) what qualifications does the author have for writing on the subject, and what are the qualifications of the individuals the author quotes?; (2) when and where was the writing first published, and does this information affect the creditability of the article?; (3) what do you think the author wants his readers to think or do?; and (4) **have I identified my own confirmation biases and double checked my opinions?**
3. **Determine cause and effect relationships.** Through attentive reading you may come to understand that one situation of determinable fact may (or may not) generate a second, fundamentally related situation. The issue is to first determine factual data and then determine its effect.
4. **Determine the accuracy and completeness of the information presented.** The key question here is whether or not the article provides enough information for an unbiased assessment of the situation. In this regard, you should always consider three basic questions: (1) what facts do all the articles in the discussion use; (2) what important facts are used in some of the articles, but not in all of them?; and (3) what sources could be used to check the information presented in each of the articles?
5. **Recognize logical fallacies and faulty reasoning.** Critical thinking requires the ability to recognize faulty logic. There are seven basic categories of faulty reasoning that you should be able to recognize: (1) incorrect assumption of cause and effect relationships; (2) inaccurate or fraudulent distortion of statistical or numerical data; (3) faulty analogy (comparison carried too far, or comparison of things that have nothing in common); (4) oversimplification, especially where potentially relevant information is ignored in order to make a point; (5) stereotyping, where people or objects are lumped together under simplistic labels; (6) ignoring the question or at issue at hand, by digression or obfuscation; and (7) faulty generalization, where a judgment is based on insufficient evidence. Notice that several of these are variations of the criteria for critical thinking.
6. **Compare and Contrast information and points of view.** By comparing and contrasting you can identify facts and draw conclusions more readily.
7. **Make well-informed judgments and draw well-founded logical conclusions.** Making judgments and drawing conclusions require the implementation of all previously listed criteria for critical thinking. Questions such as the following can help you successfully grasp the information that has been presented to you: (1) what are the conclusions drawn by the author of the article; (2) do you agree or disagree with the author's conclusions, and why?; (3) what other conclusion is it possible to draw from the same information; and (4) what other information might it be important to know before making any judgment of the value and import of the article?

OTHER POLICIES

Special Circumstances: If you have any specific physical, psychiatric, or learning disability and require special accommodations, please inform me. Please give me notice early enough in the semester so that

Global Perspectives on Terrorism A-PSMG 4347A--LAEC 6347 Spring 2016

any special accommodations you may require can be requested and delivered in a timely fashion. Please provide the Learning Assistance Center (LAC, MH116) with documentation of your disability. Tutors who have been trained to work with individuals with disabilities are available there to help you with your learning.

Scholastic Dishonesty: Scholastic dishonesty of any kind will not be tolerated. Any student who is found guilty of scholastic dishonesty will, at the least, receive an "F" for this course (See "Academic Integrity," St. Edward's University New College Bulletin). Plagiarism is literary theft; the stealing of *another's writing and passing it off as one's own*. *Do not copy the original text of another and present it as your literary creation*. If you lift a sentence directly from the assigned text, make absolutely certain you put the sentence in quotation marks, and cite the page from whence you took the sentence. If you quote from something that you wrote, it must be cited. You may **not** submit a paper from another class. You must submit an electronic copy of your paper through *Canvas* which will result in a *Turnitin.com* test.

Miscellaneous: We will use Canvas to communicate, distribute materials, and post grades. I strongly encourage you to use discussion boards to communicate with me about the class [just like raising your hand and asking a question in class]. For personal questions, please use email. Because I will use e-mail to communicate with you, I expect you to review your St. Edward's e-mail on a regular basis. I encourage you to discuss with me any problems or concerns you may have with this (or any other) class.

COURSE CALENDAR

Module	Week of	Activity	Assignments	Possible or Expected Time
1	3/7	Introduction, overview, Region Selection	Videos and Assigned Readings	11 hours
2	3/21	WordPress,	Videos and Assigned Readings	12.5 hours
3	3/28	Discussions, information exchange.	Videos and Assigned Readings	15 hours
4	4/4	Discussions, information exchange. TEST	Videos and Assigned Readings	14 hours
5	4/11	Discussions, information exchange. Quiz.	Videos and Assigned Readings	15 hours
6	4/18	Area Reports, discussions, information exchange. Quiz	Videos and Assigned Readings	22 hours
7	4/25	Area Reports, discussions, information exchange. Quiz	Videos and Assigned Readings	14 hours
8	5/1	Paper Due ONLINE	Submit online through	26 hours
	5/1	TEST		GT 135.5 hrs

Addendum for MLA Students

MLA Students First Half Schedule

Module	Thursday	Activity	Assignments	
A	1/14	Introductions	Videos and Assigned Readings	CLASS
B	1/21	Introduction - Chapter 1	Videos and Assigned Readings	ONLINE
C	1/28	Chapter 2	Videos and Assigned Readings	CLASS
D	2/4	Chapter 3	Videos and Assigned Readings	CLASS
E	2/11	Chapter 4	Videos and Assigned Readings	ONLINE
F	2/18	Chapter 5	Videos and Assigned Readings	CLASS
G	2/25	Chapter 6-7	Videos and Assigned Readings	ONLINE
	3/6	Book Review Due	Book Review Online	

MLA Text : Audrey Cronin, How Terrorism Ends.

MLA Grading Criteria

GRADING CRITERIA		GRADING SCALE		
Quizzes/Tests	10%	90-	100	A
Discussion	35%	80-	89	B
Area Presentation Blog or Video	15%	70-	79	C
Research paper	30%	60-	69	D
Book Review	10%	0-	59	F