

WARNING: DO NOT DISCLOSE ANY GOVERNMENT CLASSIFIED MATERIALS IN THIS COURSE. NO EXCEPTION! ONLY MATERIALS AVAILABLE TO THE PUBLIC WILL BE USED THROUGHOUT THE COURSE.

CREDIT: Strategic Planning and Budgeting for Homeland Security is one of the 12 courses comprising the Homeland Security Master's Degree curriculum. This version of the course has been developed by Dr. Robert Bach and David Kaufman for the Center for Homeland Defense and Security (CHDS) located at Naval Postgraduate School in Monterey, CA and CHDS partnering universities. A portion of this syllabus and materials are provided by CHDS.

Course Name and Number: CJA708

Course dates: 10/7/2013 – 12/15/2013

Instructor Name: Jeffrey Ahn, MS

Instructor Contact Information

Office Phone: [808-230-4691 \(cell\)](tel:808-230-4691) ([Please leave a message if I do not answer your call right away. I will call you back.](#)) I am available from 4 p.m.-9 p.m. Hawaii Standard Time (HST) on most days, but I attempt to reserve Sunday for my family. On Saturdays, I tend to be online in the morning only. If these times are not convenient for you, please let me know. I will be happy to accommodate your schedule, if possible. I provide you with these times to make it easier to communicate with me, and not to limit our contact. I want you to know that, should you need to contact me outside these periods, you should not hesitate to do so. If or when you call my phone, please leave a message; however, I check our classroom almost every day.

For emergencies, when you are not able to gain access to messages on the eCollege, please send a message to my CUH e-mail address. In the event a third party needs to contact me, please direct them to my contact information listed under "facilitator information." No third party should use your login credentials to gain access to the classroom.

E-mail Address: Please use an e-mail function within eCollege first. [jeffrey.ahn@adjunct.chaminade.edu \(secondary\)](mailto:jeffrey.ahn@adjunct.chaminade.edu) / [theahn2003@gmail.com \(emergency\)](mailto:theahn2003@gmail.com), use them only when you have problems with eCollege e-mail with prior telephonic approval from the instructor. (Please check my e-mail address spelling. Some students claimed they sent their assignments to my CUH e-mail address, but I found out later they misspelled my e-mail address, especially my first name).

Course Information

Course Description

Examination of terrorist organizations, activities, threats posed to a free society, guerrillas, national and international organizations. Focus is upon application of knowledge to policy choices and implications for justice system agencies.

PROGRAM LINKING STATEMENT:

The events that have followed since September 11, 2001 have changed the world. However, terrorism has been around much longer than that and this course will examine the history and definitions of terrorism from a global perspective to allow the student to get a very broad view of this major topic.

COURSE DESCRIPTION:

Terrorism has become a household term played upon by media and political figures. But what exactly is terrorism? How long has it existed? What is America doing to combat terrorism, and are the tactics working? This course seeks to theoretically and analytically examine the concept of terrorism presently and historically. We will begin the course with some of the definitional problems, as well as some of the general tactics and concepts of terrorism. We will then turn the discussion to issues of domestic terrorism, religious terrorism, and suicide terrorism. This course concludes with some of the major implications of the "war on terror," the Patriot Act, and immigration. It is my hope that students will leave this course with not only a better understanding of terrorism, but also have the ability to critically evaluate the mainstream messages served to the American public.

Graded Areas	Possible Maximum Points
Weekly Writing Assignment (Weeks 1 through 9) - Weekly discussion/response/activity	180
Weekly quiz (Weeks 1 through 9)	180
Research Paper (Week 10)	100
Aggregation	460

Student Learning Outcomes: Upon completion of this course students will demonstrate and understanding of:

- Understand and differentiate between terrorists' acts and ordinary criminal acts.
- Understand how individual terrorism can grow into a national or religious crusade and how terrorists use the different types of resources to achieve their goals.
- Examine the events that led up to 911, what has happened since then, the types of homegrown terrorism in the US and how they compare to the rest of the world.
- Understand the terrorist organizations throughout the world
- Gain knowledge on the long standing history of problems related to political, religious, and economic turmoil throughout the world and its connection to terrorism.
- Understand the various ongoing efforts around the world to counter the terrorist activities.

Prerequisites and Co-requisites: None.

Course Topics:

- Week 1 – Chapters 1 & 3
- Week 2 – Chapters 2 & 5
- Week 3 – Chapter 4

- Week 4 – Chapters 8 & 9
- Week 5 – Chapters 6 & 7
- Week 6 – Chapters 10 & 11
- Week 7 – Chapter 12
- Week 8 – Chapters 13 & 14
- Week 9 – Chapters 15 & 16
- Week 10 – Research Paper

Specific Course Requirements: None.

Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Textbooks:

- White, J. (2012). *Terrorism and homeland security* (8th Ed.). Belmont, CA: Wadsworth Cengage Learning, ISBN: 1-285-06196-9.

Highly recommended materials:

1. APA Format - APA format is required for all written assignments. Please refer to the APA Publications Manual, **6th Edition (6th printing)**. ISBN: 1-4338-0561-8
2. Grammar Manual - The Gregg Reference Manual, 10th Edition, is the standard writing manual for this course. ISBN: 0-07-293653-3
3. Dictionary - Merriam-Webster Collegiate, 11th Edition, as identified as the standard spelling reference for APA journals and books. ISBN: 0-87779-809-5. Your assignments should not have any spelling errors. Review and check your works using the aforementioned dictionaries; and do not trust a dictionary in Microsoft Word ® or other applications alone.

Supplementary Materials: None.

Course Web site address: <http://chaminade.college.com>

Hardware Requirements: eCollege is accessible from most PCs and Macintosh computers with a reliable internet connection.

Software Requirements: You are required to submit writing assignments following the American Psychology Association (APA) format using various applications, such as Microsoft Word®; and present your research using presentation software, such as Microsoft PowerPoint®. You are not required to purchase these programs and use other applications; however, I will not grade your work if I cannot open or view them. I am using both Microsoft Office Mac Suite ® and Sun Microsystems OpenOffice.org. When or if you use OpenOffice, please save your assignments using “.doc” file extension for documents and “.ppt” for presentation, respectively. Please ensure you can access to an Adobe reader as well. You will need the Adobe reader to review my feedback and other materials.

Assessment and Grading

Grading Procedure: Letter grades are given as your final grade for this course. Grades are calculated from the student's attendance, class participation, weekly article reviews, presentations, case study, and research papers. The grades are interpreted as follows:

- A - Outstanding scholarship and an unusual degree of intellectual initiative.
- B - Superior work done in a consistent and intellectual manner.
- C - Average grade indicating a competent grasp of subject matter.
- D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
- F - Failure to grasp the minimum subject matter; no credit given.
- W - Withdrawal before published deadline (see your counselor or academic calendar for details).
- I* - Did not complete a small portion of the work or final examination due to circumstances beyond the student's control. This grade will not be given except under circumstances of extreme hardship (see CUH Student Handbook for details).

Grading Scale:

Score	Grade
91-100% of possible total points	A
81-90% of possible total points	B
71-80% of possible total points	C
51-60% of possible total points	F

Assignments and Participation Requirements

1. Weekly Writing Assignments (20 points each, Week 1 through Week 9): This is a writing and research intensive course; and each student is expected to submit a weekly writing assignment. This paper will be completed in accordance with the APA Manual. Your classroom eCollege will have weekly discussions or activities. Follow instructions closely.

NOTE: No partial credits will be provided for partial completion or submission. You must submit both article reviews and complete weekly discussions/responses/activities in order to receive a full credit for the week's required activities. These assignments must be submitted using "Dropbox" in eCollege no later than Sunday (MST). **Late submission will not be allowed.**

2. Nine (9) quizzes (20 points each): These quizzes are not cumulative and will include only materials covered weekly in the specified chapters, except for Week 10. **Topics for these quizzes are posted in this syllabus.** Items on the exam will come from your textbook. Quizzes may be fill-in blanks and/or essay format.

- **NOTE: Missed quizzes/examination cannot be made up** unless the absence is for a documented emergency, documented medical reasons, documented mandatory service to the University, documented mandatory military obligations, or other acceptable reason as deemed by the instructor. The instructor must approve any make-up examination. Delay in contacting the instructor after a missed quiz/examination is reason to deny a make-up.

- Answers for the quizzes are from your textbook, even you may disagree with your view or experiences.

3. One (1) Research Paper (100 points): Select a terrorist group (foreign or domestic) and write a report explaining why you believe your selected terrorist group will be more dangerous to us (United States) than other terrorist groups:

- Research CUH online library or visit CUH library or government web sites (only available to public) to select appropriate materials (see Library section of this syllabus for a list of unacceptable academic materials).
- Format: They must be typed and double-spaced with 1-inch margins at all sides and in Times New Roman 12 point type.
- Use only active voice in writing assignments.
- Required length: 2500-3000 words (excluding cover and reference pages). Any under or over the required length will be penalized.
- Abstract is not required
- Table of index is not required.
- Figures and tables are welcomed; however, your paper should be assembled in accordance with the APA Publication Manual, 6th Edition (6th Printing).
- No lengthy direct quotation will be accepted (40 or more words).
- Short direction quotation is allowed; however, it should be less than 10% of total length.
- Late submission will not be allowed.
- NOTE: Refer to pp. 41-60, APA Publication Manual for an example format of your research paper.

NOTE: Your research paper must be submitted using "Dropbox" in eCollege no later than December 15, 2013 (MST).

Feedback: Each week, scores, or comments on assignment and quiz by within 6 days of when they were submitted will be delivered to you via eCollege. Please check your dropbox and grade book as frequent as possible. You must have a version of Adobe Reader to review my comments on your assignments. Please review my comments to avoid repeating same errors for better results.

Course Ground Rules

ACADEMIC HONESTY: Students are responsible for promoting academic honesty at this university by not participating in or facilitating others' participation in any act of academic dishonesty, and by reporting incidences of academic dishonesty (such as theft of tests, records, and other confidential materials, altering grades, and/or plagiarism) to their instructors. Questions of academic dishonesty are reviewed first by the instructor, followed by the Director, who supervises the faculty teaching the courses.

PLAGIARISM: Chaminade University policies regarding academic honesty are explicit. The standards as clearly stated in the Academic Catalog will be strictly enforced. There is no excuse for using anthers work and turning it in as your own, and absolutely no value in irreparably damaging your reputation and your class grade.

LATE ASSIGNMENTS: Assignments/Quizzes must be posted and completed by Sundays, due dates (MST) using eCollege. Otherwise loss of all credit will occur. **Any late submission will not be accepted unless you provide me with supporting documents for my review and approval.** Early submission is highly encouraged.

PUNCTUALITY/CONSISTENCY: A key to succeed in an asynchronous learning environment is to keep up with your required tasks and submit your work in a timely manner. Visit your class in eCollege as frequently as possible to learn how to navigate in eCollege; keep abreast of course announcement; address technical problems immediately, check gradebook for updated scores, just to list a few as tips.

Guidelines for Communications (observe course netiquette at all times)

E-mail:

- Use the Chaminade e-mail account provided.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your e-mails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Discussion Posting (not applicable to this course; however, you should review and use them in your activities):

- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of others thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

Library

Visit your library at (www.chaminade.edu/library, at a minimum for your article review and research resources. ***The following are not acceptable as scholarly academic journals for purposes of article reviews and research paper and you will receive no points for your work if you use them in the assignments:***

Newspapers

News Magazines (Newsweek, Time, People)

Trade Magazines

FBI Law Enforcement Bulletin

Corrections Today

Police Chief

Prisons Today

On the Line

Law and Order

American Jails

Wikipedia.com (your paper will be scored zero if it contains anything from any pedia.com).

Students With Disabilities

It is the student's responsibility to self-identify with the Director of Personal Counseling in order to receive accommodations. Only those students with appropriate documentation will receive services. Contact the Director of Personal Counseling at (808) 739-4603 or e-mail: jyasuhar@chaminade.edu.

Technical Support

For technical questions: contact the Chaminade eCollege helpdesk at: helpdesk@chaminade.college.com, or call toll free at: (866) 647-0654.

eCollege Account Support

Call 808-739-8327 or e-mail jnakason@chaminade.edu.

HINTS FOR TAKING ONLINE COURSE

- Visit your classroom in eCollege as frequently as possible to see if there is anything new or last minute changes.
- Avoid turning in weekly required works last minute.
- Using Outlook® or an appointment reminder from you mobile phone or PC/Mac, if you have, to track your activities.
- Visit your gradebook in eCollege so that you know where you are and what you need to do to improve or maintain your grade.
- Check your work before you submit them. You will save many points from avoidable mistakes, particularly APA format
- Ask me questions before, not after.

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith - Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education - In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit - Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace - The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change - In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton. Each of these characteristics is integrated, to varying degrees, in this course.
