

**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.

**Course Name and Number:** CJA773

**Course dates:** 7/11/2014 – 9/14/2014

**Time:** Online

**Classroom:** eCollege

**Instructor Name:** Jeffrey Ahn, MS

### **Instructor Contact Information**

Office Phone: [808-230-4691](tel:808-230-4691) (cell) (Please leave a message if I do not answer your call right away. I will call you back). I am available from 5 p.m.-9 p.m. Hawaii Standard Time (HST) on most days, but I attempt to reserve Sunday for my family. 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.

E-mail Address: Please use my CUH e-mail, [jeffrey.ahn@adjunct.chaminade.edu](mailto:jeffrey.ahn@adjunct.chaminade.edu) (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**

This is an introduction to the operational and organizational dynamics of terrorism. It considers those who act as individuals, in small groups or in large organizations; it considers indigenous actors as well as those who come to the United States to raise money, recruit or commit their acts of violence. In every instance, its focus is on violent clandestine activity that, whatever its motivation, has a political purpose or effect. By the end of the course, students should be able to design effective measures for countering and responding to terrorism based on an understanding of the organizational and operational dynamics of terrorism.

#### **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

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of this major topic.

Graded Areas	Due Date	Possible Maximum Points
Weekly Writing Assignment (Weeks 1 through 9)	Sundays	180
Research Presentation (Week 10)	Sunday	100
<b>Aggregation</b>		<b>280</b>

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

- Define terrorism based on means, ends, and motives
- Understand and identify factors contributed to modern terrorism
- Understand and identify challenges in defining terrorism
- Understand how religious motivated terrorism affect counterterrorism measures
- Identify modern methods and modes of attack used by terrorists
- Understand the challenges of terrorism to a free society
- Develop strategies for combating terrorism
- Identify eclectic counter-terror approaches
- Discuss ways to win the “war on terrorism”

Prerequisites and Co-requisites: CJA771 HLSD, Introduction to Homeland Security.

Course Topics/Schedule:

Week	Topic/Required Readings	Assignment Submitted by
Week 1	<ul style="list-style-type: none"><li>• Cragin &amp; Daly (2004), Chapters 2 &amp; 3</li><li>• Howard &amp; Hoffman (2011), Chapter 1</li><li>• Article by Bunn &amp; Sagan (2014)</li><li>• Article Shinar &amp; Bratic (2010)</li></ul>	July 13
Week 2	Howard & Hoffman (2011), Chapters 2	July 20
Week 3	Howard & Hoffman (2011), Chapter 3	July 27
Week 4	Howard & Hoffman (2011), Chapters 4	Aug 3
Week 5	Howard & Hoffman (2011), Chapters 5	Aug 10
Week 6	Howard & Hoffman (2011), Chapters 6	Aug 17
Week 7	<ul style="list-style-type: none"><li>• Cragin &amp; Daly (2004), Chapters 2 &amp; 3</li><li>• Howard &amp; Hoffman (2011), Chapter 7</li></ul>	Aug 24
Week 8	Howard & Hoffman (2011), 8	Aug 31
Week 9	Howard & Hoffman (2011), Chapters 9 & 10	Sep 7
Week 10	Cragin & Daly (2004), Chapters 1, 3, and 4	Sep 14

Specific Course Requirements: None.

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## Textbooks, Supplementary Materials, Hardware and Software Requirements

### Required Textbooks:

- Cragin, K., & Daly, S. (2004). *The dynamic terrorist threat: An assessment of group motivations and capabilities in a changing world* (1<sup>st</sup> Ed.). RAND Corporation (ISBN: 978-0833034946)
- Howard, R., & Hoffman, B. (2011). *Terrorism and counterterrorism: Understanding the new security environment, readings and interpretations* (4<sup>th</sup> Ed.). McGraw-Hill/Dushkin (ISBN: 978-0073527789).

### Highly recommended materials:

1. **APA Format** - APA format is required for all written assignments. Please refer to the APA Publications Manual, 6th Edition (6<sup>th</sup> printing, ISBN: 1433805618). I only use this manual when I grade students' assignments.
2. **Grammar Manual** - The Gregg Reference Manual, Tribute Edition, is the standard writing manual for this course (ISBN: 007339710).
3. **Dictionary** – Merriam-Webster dictionaries are identified as the standard spelling references for APA formatted academic products. Your assignments should not have any spelling errors. Review and check your works using the aforementioned dictionaries or [www.m-w.com](http://www.m-w.com); and do **not** trust a dictionary in Microsoft Word ® or other applications alone.

Supplementary Materials: None.

Course Web site address: eCollege.

Hardware Requirements: Your CUH e-mail account is accessible from most PCs and Macintosh computers with a reliable internet connection. You are required to use your CUH student e-mail account during this course.

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,

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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.
- 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

- **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 via CUH eCollege. Select only one (1) question from a list of given questions each week based on required readings, you will submit a paper containing 750-1000 words justifying your responses based on one (1) or more academic peer-reviewed journals and two (2) or more nonacademic peer-reviewed journals (see "**Library**" section of this syllabus). This paper will be completed in accordance with the APA Manual. You are required to submit this assignment no later than Sundays. When you submit this assignment, it will also satisfy your attendance requirement as well. **Late submission will not be allowed.** You will find a writing rubric in "DocSharing" section in eCollege.

**NOTE:** ONLY MATERIALS AVAILABLE TO THE PUBLIC WILL BE USED THROUGHOUT THE COURSE.

- **One (1) Research Presentation (100 points):** Select a foreign or domestic terrorist group, conduct an assessment as used by Cragin and Daly (2004) (see Chapter 3), and prepare a presentation showing your research results following below:

### Requirement for the presentation:

1. Cover slide (name, title, school, and date)
2. Agenda
3. Body (depends on your topic, it can be between 10-15 slides, but they can be longer). Note section of each slide requires narration or scripts as I am reading your slide and present it to the leadership in your absence (150 words minimum).

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4. Conclusion
5. References (of course academic resources) following the APA standard

**NOTE: Professional appearance of slides and contents are a must (This brief is so important, because you might be terminated or promoted after this brief). Late submission will not be allowed.**

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**NOTE:** Your research presentation must be submitted no later than the end of Week 10, September 14, 2014.

**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 others 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.

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## 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](http://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 research presentation 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

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services. Contact the Director of Personal Counseling at (808) 739-4603 or e-mail:  
[jyasuhar@chaminade.edu](mailto:jyasuhar@chaminade.edu).

### Technical Support

For technical questions: contact the Chaminade eCollege helpdesk at:  
[helpdesk@chaminade.college.com](mailto: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](mailto: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.

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## 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.

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