> **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:** Terrorism and Justice, CJA708

**Course dates:** 1/12/2015 – 3/22/2015

**Time:** 0001-2400

**Classroom:** eCollege

**Instructor Name:** Jeffrey Ahn, MSA

## Instructor Contact Information

Office Phone: 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 (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 Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA 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. Focus is upon application of knowledge to policy choices and implications for justice system agencies.

| Graded Areas | Due Date | Possible Maximum Points |
|---|---|---|
| Weekly Research Writing Assignment (Weeks 1 through 9) | Sundays | 10 points per each question |
| Research Presentation (Week 10) | March 22, 2015 | 100 |
| Aggregation | | TBD |

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 9/11, 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.
➢ Apply knowledge of terrorism to policy choices and implications for justice system agencies.

Prerequisites and Co-requisites: None.

Course Topics/Schedule:

| Week | Topic |
|---|---|
| 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 Presentation |

Specific Course Requirements:  None.

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**Textbooks, Supplementary Materials, Hardware and Software Requirements**

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Required Textbook:

➢ White, J. (2012). *Terrorism and homeland security* (8th Ed.). Belmont, CA: Wadsworth Cengage Learning (ISBN:  978-1-285-06196-2).

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:  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; and do **not** trust a dictionary in Microsoft Word ® or other applications alone.

Supplementary Materials:  None.

Course Web site address:  Not Applicable.

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.

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**Assessment and Grading**

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Grading Procedure:  Letter grades are given as your final grade for this course. Grades are calculated from the student's weekly writing assignments and research presentation. 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 |

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**Assignments and Participation Requirements**

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➢ **Weekly Writing Assignments (10 points each question, Week 1 through Week 9, the number of questions in each week varies):** This is a writing and research intensive course; and each student is expected to submit a weekly writing assignment via CUH e-mail.  This paper will be completed in accordance with the APA Manual.  You are required to submit this assignment no later than Sundays midnight (HST).  Late submission will not be allowed.

➢ Writing Assignment Submission Instruction:  The assignment name should include your last name, first initial in upper letter, course number, dash, and assignment number (DoeJXXX0000-1) without spaces between characters. For example, Jeff Ahn's first week individual assignment should look like AhnJCJA708-1.doc or AhnJCJA708-1.docx (depends on a version of your Microsoft Word).  Present your weekly individual writing assignments in

an APA-formatted paper. You will submit a reference page(s) (see example in the "Doc Sharing" in eCollege); however, words on your reference pages will not be counted towards the required length.  Please stay within the required length. Penalty will be assessed for both under or over the required length.  Title page, abstract, and table of contents are not required.  I do require you to have a **minimum of one (1)** or more of academic references per question; however, there is no limit in using nonacademic references in addition to the required academic reference.

➢ **One (1) Research Presentation (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 and focused upon application of knowledge to policy choices and implications for justice system agencies to combat your selected terrorist group.  Your target audience can be American public or a special interest group within government bodies.
➢ Requirement for the presentation:
   o Cover slide (name, title)
   o Agenda
   o Body (depends on your topic, it can 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).
   o Conclusion
   o References (of course academic resources) following the APA standard
➢ Professional appearance of slides and contents are a must (This brief is so important, because you might be terminated or promoted after this brief.  Please review "Death by PowerPoint" by Don McMillian at https://www.youtube.com/watch?v=MjcO2ExtH so you will learn what to avoid in your presentation submission.)
➢ I do require you to have a **minimum of five (5)** or more of academic reference for this assignment; however, there is no limit in using nonacademic references in addition to the required academic references.
➢ Late submission will not be allowed.

**NOTE:**  Your research presentation must be submitted to eCollege no later than March 22, 2015.

Feedback:  Each week, scores, or comments on assignment 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** |
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**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; however, you will not receive any extra points for early submission.

**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)** |
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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** |
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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*

**TERRORISM AND JUSTICE**
Winter 2015
Syllabus – Online

*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).** (My position/view: Please do not use "wikipedia" as your source during any classes with me. Let me illustrate to you the reason I forbids students from using it. Brafman and Beckstrom (2006) reported that "there are seven steps [before an article being posted in Wikipedia.com]: assignment, finding a lead reviewer, lead review, open review, lead copyediting, open copyediting, and final approval and markup." (p. 73) Issues for Wikipedia are not recognized as reliable or academic sources, because everything posted in the Wikipedia has to be academically challenged, verified, and certified, etc. This is what it does not have. Wiki in the Hawaiian language means "fast."

Reference: Brafman, C. & Beckstrom, R. (2006). The starfish and the spider: The unstoppable power of leaderless organizations. New York, New York: Portfolio.

If you submit anything with Wikipedia or anything from pedia web sites, I will not accept your work and you will receive "0" point for the work. No resubmission will be allowed.

## 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.ecollege.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.
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