



AJ-517: INTRODUCTION TO TERRORISM AND HOMELAND SECURITY (FORMERLY AJ-117)

Effective Term

Fall 2025

BOT Approval Date

01/16/2025

Discipline

AJ - Administration of Justice

Course Number

517

Course Title

Introduction to Terrorism and Homeland Security (formerly AJ-117)

Short Title

Introduction to Terrorism

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course covers the historical and contemporary issues interrelating terrorism, intelligence and homeland security. The course represents not only a strong scholarly approach to the study of terrorism, but also incorporates the real-world experience of federal agents and police officers tasked with preventing terrorism in our country. It is designed to help students develop a working knowledge of people, ideas, organizations, and current issues in the field of homeland security and terrorism. (formerly AJ-117)

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Codes

TOP Code (CB 03)

2105.00* - *Administration of Justice

CIP Code

43.9999 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze and explain the foundations of Homeland Security in the United States.
2. Formulate and document the evolution of Homeland Security as it relates to terrorism.
3. Examine and validate the origins of modern terrorism and terrorist organizations.
4. Consider and differentiate between Homeland Security and law enforcement.
5. Compare and contrast the USA PATRIOT ACT and USA Freedom ACT, and the conflicts between the First, Fourth, Fifth, and Sixth Amendments to the U.S. Constitution.
6. Debate and judge the use of torture in intelligence functions to include issues of race, culture, religion, ethnicity, and gender.
7. Assess the role of the Federal Emergency Management Agency (FEMA) relating to terrorism and disaster response.
8. Measure and consider broad trends in terrorism, including general statistics about frequency, location, and targets of attacks.
9. Describe the role and impact of modern media in terrorism.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will be able to describe the historical context and ideology of terrorism.
2. Students will be able to evaluate and categorize the profiles of a terrorist.
3. Students will be able to compare and contrast domestic, international, and lone wolf terrorism.
4. Students will be able to research and identify trends in terrorism and homeland security.
5. Students will be able to identify the different law enforcement agencies involved in terrorism response and homeland security and their specific roles.
6. Students will be able to examine the Constitutional Amendments known as the Bill of Rights and assess the impact each might have on terrorism and homeland security.
7. Students will be able to demonstrate an understanding of landmark case decisions and the impact these decisions have on terrorism and homeland security enforcement efforts.

Program Learning Outcomes

Learning Outcome

Demonstrate the essential qualifications for employment in the criminal justice field to include the mastery of core criminal justice principles and the ability to think critically and to speak and write effectively.

Demonstrate an understanding of personal and civic responsibility as they apply to the criminal justice system.

Demonstrate a critical awareness of race, cultural diversity, and inequality as manifested in the criminal justice system both locally and nationally and apply these understandings to both study and practice. This includes identifying transformative forces generating social change on a micro and macro level.

Demonstrate the knowledge of ethical analysis, research, and practice in applying the law, as well as the ability to reason and think critically in the application of these principles and/or laws within the criminal justice field.

Demonstrate the competency to apply criminological theory, research methods, and appropriate technology to assess, evaluate, and address both current and future issues in the practice of criminal justice.

Demonstrate a meaningful understanding of how discretion permeates every phase of the criminal justice system and create ethical dilemmas for criminal justice professionals.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic

classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Defining, Conceptualizing, and Understanding Terrorism
 - a. The Concept of Terrorism
 - b. Old Terrorism
 - c. New Terrorism
 - d. Domestic Terrorism
 1. Homegrown Terrorism
 - e. International Terrorism
 1. Taliban
 2. Al Qaeda
 3. Usama Bin Laden
 - f. Weapons of Mass Destruction
 1. Terrorism: Individual Perspective and Culture
 - g. Defining Terrorism
 1. FBI
 - h. Individual Perspective
 - i. Cultural Perspective
 1. Terrorism is a Contested Concept
 - j. Bermuda Triangle of Terrorism
 1. Evidence Base for Terrorism
 - k. Contested Concepts
 - l. Definition Triangle
 - m. The United States View of Hezbollah
 - n. Who are Terrorists?
2. Political Ideology and the Historical Roots of Terrorism
 - a. Revolutionary Ideology and Terror
 - b. Anarchism
 - b. Marxism
 - c. The Vanguard
 1. Latin American Leftist Groups
 2. European Leftist Groups
 - d. Historical Roots of Terrorism in the Middle East
 1. Colonialism and the Mandate System
 - e. The Impact of World War II and the Establishment of Israel
 - f. The Palestinian Resistance Movement
 - g. Politics, Oil, and Terrorism in the Modern Era
3. Understanding the Middle East and Islam
 - a. The Middle East: Strife, Misunderstandings, and Turmoil
 - b. The Middle East: Geography
 - c. The Middle East: History
 - d. The Middle East: Culture

- e. Americans Ask – Why Attack Us?
 - 1. How Muslims and Westerners See Each Other
- f. The Prophet Muhammad and the Beginning of Islam
 - 1. Muhammad
 - 2. Muslim v. Secular
 - 3. The Qur'an
- g. The Emergence of Two Muslim Traditions
 - 1. Sunni
 - 2. Shi'a or Shi'ite
 - 3. Abu Bakr
- h. The Concept of Jihad
 - 1. Jihad Defined
 - 2. Holy War
- i. The Concept of Terrorism
- j. The Five Pillars of Islam
 - 1. Testimony of Faith (Shahada)
 - 2. Prayer (Salat)
 - 3. Giving Alms (Zakat)
 - 4. Fasting (Sawm)
 - 5. Pilgrimage to Mecca (Hajj)
- 4. The Rise of Radical Islam
 - a. Fundamentalism
 - 1. Selective Interpretation of Scripture and Doctrine
 - 2. Misinterpretation of Symbolic Words
 - 3. The Justification of Use of Violence Called by God
 - 4. White's Work on the Eschatology of Terrorism
 - b. Charismatic Leadership
 - c. The Political Dimension of Islamic Fundamentalism
 - d. The Arab Revolution
 - 1. Arab Spring
 - e. The Historical Roots of Islamic Fundamentalism
 - f. Islamic Ideologies
 - 1. Diaspora
 - 2. Sharia
 - 3. Secularism
 - 4. Modernity
 - g. The Ideologies of Islamic Fundamentalists
 - h. The Wahhabi Movement
 - i. The Muslim Brotherhood
 - j. The Salafi Movement
 - k. The Rise of Palestinian Jihad
 - 1. Al-Aqsa Martyrs Brigade
 - 2. Palestinian Hamas
 - l. Jihadist Salafism
 - 1. al-Qaeda
 - m. Evolution of Terrorist Groups
 - 1. The Islamic State Today
 - o. The Ideology of al-Qaeda
 - p. Khomeinism

q. Hezbollah

5. Terrorist Organizations and Structures

a. Dilemmas of Terrorism Organizations

b. Action Versus Secrecy

c. Growth Versus Control

1. Active Supporters

2. Passive Supporters

3. Hardcore Leadership

d. Recruitment Versus Retention

e. Success Versus Longevity

1. The Islamic State and Recruiting

f. Resource Acquisition

g. Terrorist Organization Models

1. Lone Wolf Organizational Model

2. Homegrown Jihadist

h. Cell Organization Models

1. Cell Defined

2. Homegrown Jihadist Cell

3. Leaderless Resistance Cell

4. Wolfpack (cell)

i. Sleeper Cells

1. Command and Control Cell

2. Tactical Operations Cell

3. Intelligence Cell

4. Logistics Cell

5. Fundraising Cells

j. Network Organization Models

1. The Chain Network

2. Hub or Star Network

3. The Wheel Network

4. All Channel Network

k. Hierarchical Organizational Model

1. Principles of Hierarchy

2. Chain of Command

3. Umbrella Organizational Model

4. Virtual Organizational Model

l. Target Selection and Attacks

m. Suicide Bombing Attacks

1. Requirements for Handler

2. Requirements for Bomber

n. How do Terrorist Organizations End?

6. Critical Processes of Terrorist organizations

a. Terrorist Motivations and Capabilities

b. The Two Essential Sets of Terrorist Organizational Tools

c. The Four Organizational Tools

1. Ideology

2. Leadership

3. Recruiting

4. Publicity

- b. The Six Operational Tools
 - 1. Command and Control System
 - 2. Acquiring Weapons
 - 3. Operational Space
 - 4. Training
 - 5. Intelligence and Counterintelligence
 - 6 Finance
 - c. Narco-Terrorism
 - 1. Hawalas
 - 2. Bitcoin
 - d. Traditional For-Profit Crimes
 - e. Sponsorship, Donations, Charities
 - f. Convergence
7. Typologies of Terrorism: State Involved and Single or Special Issue Movements
- a. A Political Orientation Based Typology; the Four Waves of Terrorism
 - 1. Anarchist Wave
 - 2. Anti-Colonial Wave
 - 3. New Left Wave
 - 4. Religious Wave
 - b. Defining Religious Violence
 - c. The Islamic State
 - 1. Sources of Revenue
 - d. Motivation Based Typologies
 - e. State Involved Terrorism
 - 1. State Terrorism
 - 2. Genocide
 - 3. Parsley Massacre
 - 4. Tonton Massacre
 - 5. Khmer Rouge
 - 6. Zero Year
 - f. State Enabled Terrorism
 - g. State Sponsored Terrorism
 - h. State Perpetrated International Terrorism
 - i. Single Issue or Special Issue Threats and Extremism
 - 1. Hacktivist
 - 2. The Animal Liberation Front
 - 3. The Earth Liberation Front
 - 4. Greenpeace
 - j. Anti-Genetically Modified Organism Groups
 - k. Anti-Technologist
 - 1. The Unabomber / Ted Kaczynski
 - l. Anti-Abortionists
 - 1. Army of God
8. Typologies of Terrorism: The Right and Left Wings, Separatist and Nationalists
- a. The Right-Wing in the United States
 - b. The International Right Wing
 - c. Issues in Defining the Right Wing.
 - d. Right Wing Attacks and Ideology in America
 - e. The Three Major Ideological Right-Wing Movements in the U.S.

-
1. White Supremacy Movement
 - a. Neo-Nazism
 - b. Skinheads
 2. Anti-Federalist Movement
 - a. Sovereign Citizen Movement
 - b. Ruby Ridge
 - c. David Koresh
 3. Christian Identity Movement
 - f. The Left-Wing Movement
 - g. Issues in Defining the Left Wing
 - h. Left Wing Attacks and Ideology in America
 1. The Black Panther Party
 2. Patty Hearst and the Symbionese Liberation Army
 3. Antifa
 - i. Separatist or National Movements
 - j. Chinese Separatists/Terrorist Attacks
 9. Intelligence and Terrorism
 - a. Defining Intelligence and Counterintelligence
 1. Intelligence
 2. Counterintelligence
 - b. Overview of the U.S. Intelligence Community
 - c. The National Counterterrorism Center (NCTC)
 - d. The Central Intelligence Agency (CIA)
 - e. The Federal Bureau of Investigation (FBI)
 1. Joint Terrorism Taskforce (JTTF)
 2. Blurred Lines and Conflicting Roles
 - f. The National Security Agency (NSA)
 1. Intelligence and Cyberterrorism
 - g. Other Agencies within the Intelligence Community
 - h. The Defense Intelligence Agency (DIA)
 - i. National Geospatial Intelligence Agency (NGA)
 - j. National Reconnaissance Office (NRO)
 - k. State Bureau of Intelligence and Research
 - l. U.S. Department of Homeland Security, Office of Intelligence and Analysis
 1. Intelligence at the State and Local Level
 2. The Intelligence Process and Cycle
 3. Fusion Centers
 - n. U.S. Department of Homeland Security and Fusion Centers
 10. Intelligence, Terrorism, and the U.S. Constitution
 - a. The USA PATRIOT Act
 1. Search Warrants
 2. Sneak and Peek Warrants
 3. Pen Registers
 4. Trap and Trace
 - b. The Reauthorized USA Patriot Act 2006
 - c. The Reauthorized USA Patriot Act 2011
 - d. The USA Freedom Act 2015
 - e. Constitutional Rights and the USA Patriot Act
 - a. The First Amendment

- b. The Fourth Amendment
 - 1. Wiretaps
 - 2. FISA Court
- c. The Fifth Amendment
 - 1. Extraordinary Rendition
- d. The Sixth Amendment
- f. The Foreign Intelligence Surveillance Act (FISA)
- g. Balancing Acts: Issues for Modern Intelligence
- h. NYPD and intelligence
- i. The Military and policing Functions: Posse Comitatus
- j. The Use of Domestic Drones
- k. Intelligence and Torture
 - 1. Category I
 - 2. Category II
 - 3. Category III
 - 4. Enemy Combatants
- l. Torture and the U.S. Constitution
- j. Torture and Issues of Race, Culture, Religion, and Gender.
- k. Torture and Ethical Issues
- l. Outing Intelligence: Leaks and Insecurity
 - 1. Wikileaks
 - 2. PRISM
- 11. Homeland Security
 - a. Overview of the U.S. Department of Homeland Security
 - 1. Homeland Security Early Years
 - a. National Security Act of 1947
 - 2. Homeland Security Present
 - b. Strategic Priorities for Homeland Security
 - c. Core Missions of the U.S. Department of Homeland Security
 - 1. Preventing Terrorism and Enhancing Security
 - 2. Secure and Manage the Borders
 - 3. Enforce/Administer Immigration Laws
 - 4. Safeguard and Secure Cyberspace
 - 5. Ensure Resilience to Disasters
 - d. Major Components of the U.S. Department of Homeland Security
 - 1. Customs and Border Protection
 - 2. Federal Emergency Management Agency (FEMA)
 - 3. U.S. Coast Guard (USCG)
 - 4. Transportation Security Administration (TSA)
 - 5. U.S. Immigration and Customs Enforcement (ICE)
 - 6. U.S. Secret Service (USSS)
 - 7. U.S. Citizenship and immigration Services (USCIS)
 - 8. DHS and Other Homeland Security Unit
- 12. America's Vulnerability to Terrorism
 - a. Critical Infrastructure
 - 1. All Hazards Model
 - b. The Impact of 9/11 and the USA Patriot Act
 - c. The Role of the Federal Bureau of Investigation (FBI)
 - 1. National Counterterrorism Center

-
- 2. Strategic Information and Operations Center
 - 3. Counterterrorism FLY Team
 - 4. Terrorism Watch List
 - d. The Role of the Federal Emergency Management Agency (FEMA)
 - 1. Consequence Management
 - 2. Mitigation
 - e. The National Infrastructure Protection Plan
 - 1. Communication Sector
 - 2. Emergency Services Sector
 - 3. Energy Sector
 - 4. Dams Sector
 - 5. Nuclear Sector
 - 6. Water Sector
 - 7. Chemical Sector
 - 8. Commercial Facilities Sector
 - 9. Healthcare and Public Health Sector
 - 10. Food and Agriculture Sector
 - 11. Critical Manufacturing
 - 12. Government Facilities Sector
 - 13. Banking and Finance Sector
 - 14. Defense Industrial Base Sector
 - 15. Information Technology Sector
 - 13. Emergency Management
 - a. Categories of Threats/Hazards
 - 1. Natural
 - 2. Technological/Accidental
 - 3. Terrorist/Human Caused
 - b. The Severity Continuum Mutual Aid Agreements
 - 1. Emergency
 - 2. Disaster
 - 3. Catastrophe
 - 4. Extinction Event
 - c. The Evolution of Emergency Management
 - 1. Mutual Aid
 - 2. American Red Cross
 - d. Pre-Planning and Core Capabilities
 - 1. The Recovery Continuum
 - 2. THIRA Model
 - e. World War I to the 1930's
 - f. The Impact of World War II
 - g. The 1950's and 1960's
 - h. The 1970's and the Emergence of FEMA
 - i. The 1980's to Present
 - j. Weapons of Mass Destruction and CBRNE Attacks
 - 1. Chemical
 - 2. Biological
 - 3. Radiological
 - 4. Nuclear
 - 5. Explosive

- k. HAZMAT
 - 1. CBRNE
 - 2. PPE
- l. The U.S. Military and CBRNE Attacks
- m. The Centers for Disease Control and Prevention
 - 1. Pandemic
- n. The National Incident Management System (NIMS)
- o. The Incident Command System (ICS)
- p. The Emergency Operations Center (EOC)
 - 1. Incident Command
 - 2. Unified Command
- q. The National Preparedness System
 - 1. Preparedness Goals
 - 2. Preparedness Systems
 - 3. Preparedness Reports
- 14. Combatting Terrorism and the Future
 - a. National Security Policy and Strategy
 - b. Overview of Anti-Terrorism
 - c. Anti-Terrorism Organizations and Activities
 - 1. U.S. Northern Command
 - 2. U.S. Department of the Treasury
 - 3. Federal Bureau of Investigation
 - 4. Immigration and Customs Enforcement
 - 5. U.S. Marine Corps
 - 6. U.S. Attorney's Office
 - 7. Transportation and Security Administration
 - 8. U.S. Department of Energy
 - d. U.S. Special Operations Command
 - e. Overview of Counterterrorism
 - f. Counterterrorism and Forms of Military Action
 - 1. Open Warfare
 - 2. Raids
 - 3. Preemptive Strikes
 - 4. Direct Action
 - 5. Hostage Rescue
 - g. Counterterrorism Organizations and Activities
 - 1. U.S. Army and Special Forces – Green Berets
 - 2. U.S. Army - Delta Force
 - 3. U.S. Navy – SEAL Teams
 - 4. U.S. Army – 75th Ranger Regiment
 - h. Central Intelligence Agency Special Activities
 - 1. Federal Bureau of investigation – Hostage Rescue Team (HRT)
 - j. Foreign Counterterrorism Organizations
 - 1. Great Britain
 - a. 22nd Special Air Service
 - 2. Germany
 - a. GSG9
 - 3. Israel
 - a. Sayeret

- b. Matkal
- c. Shayeter-13
- 4. Mistavarim

15. Terrorism, Intelligence and Homeland Security: The Future

- a. Trends in Terrorist Attacks
 - 1. What the Data Reveals
- b. Terrorism and the United States
- c. Homegrown and Lone Wolf Terrorists
- d. Predicting Terrorism
- e. Social Media and Jihad
 - 1. Deep Web
 - 2. Tor Network
- f. Crude Devices and non-Sophisticated Weapons
- g. AL-Qaeda, Fractionalization, and the Rest of the World
- h. Transportation Hubs and Other Terrorist Targets
- i. Future Attacks on Critical Infrastructure
 - 1. Dirty Bombs
- j. The Role of Modern Media in Terrorism
- k. Strategy, Policy, and Beyond Sector
 - 1. Transportation Sector
 - 2. Government Facilities Sector
 - 3. Banking and Finance Sector
 - 4. Defense Industrial Base Sector
- l. Information Technology Sector Information Warfare

Methods of Instruction

Method

Discussion

Integration

Discussions will be guided by faculty to examine and evaluate selected topics in the study of terrorism and homeland security. These selected topics will assist students in understanding, analyzing, and conceptualizing terrorism, terrorist ideology, organizational structure, tactics and recruitment. For example, students may be asked to explain domestic terrorism and how it differs from international terrorism. Discussions may be accomplished in small or large groups, synchronous or asynchronous, using closed-captioned videos, audio/visual media, journals, articles, or discussion board forums.

DE Adaptations for MOI

Discussions will be guided by faculty to examine and evaluate selected topics in terrorism and homeland security. Class participation in discussions will encourage additional comprehension of the course material. Discussions will be administered through the regular use of the discussions area in the course management system (CMS). Discussions may be accomplished in small or large groups, synchronous or asynchronous, using closed-captioned videos, audio/visual media, journals, articles, or discussion board forums. All online discussions will meet accessibility requirements and instructors will provide feedback weekly through the CMS.

Method

Lecture

Integration

Lectures in which Introduction to Terrorism and Homeland Security course content will be presented to students to illustrate, explain, and reinforce concepts, ideology, theory, and other related content. Course material may be presented in many formats; audio/visual aids, printed materials, digital presentation software, closed captioned video, digital pictures, and/or digital slides. For example, lectures can include an overview of FEMA and their responsibility responding to major disasters, terrorism incidents, or other related incidents.



DE Adaptations for MOI

Online courses will include lectures on Introduction to Terrorism and Homeland Security course content. Lectures can be delivered synchronously through accessible video conferencing tools or asynchronously through the course management system (CMS). Presentation materials such as accessible digital slide presentations, closed captioned videos, external links to articles, or other accessible content may be incorporated and made available through the CMS.

Method

Papers and Reports

Integration

Papers/case studies will be assigned to gauge the comprehension of course materials or a specific topic. Papers serve as exercises in which students apply concepts and theories related to terrorism and homeland security. These papers will address the student's ability to analyze and value ideologies (theories) on the root causes and impacts of terrorism. For example, students may be asked to explore the Theodore (Ted) Kaczynski (Unabomber) case and how a mathematician and Harvard college professor could become a lone wolf terrorist. Papers and case studies will be evaluated based on the following criteria: thoroughness, clarity, critical thinking, ideology, and accuracy.

DE Adaptations for MOI

Papers/case studies administered in an online format will use the course management system (CMS) functions to facilitate student submissions. Evaluation feedback of papers/case studies will be provided for students in a timely manner using the gradebook, live stream or accessible video conferencing tools, inbox messaging, or other functions available through the CMS. Papers and case studies will be evaluated based on the following criteria: demonstration of organization and clarity, critical thinking, identification, understanding and application of theory. All papers/case studies, submissions, and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Visiting Lecturers

Integration

Visiting lecturers (current or former practitioners) may speak and/or offer a presentation on a topic covered in the Introduction to Terrorism and Homeland Security course content. Guest speakers in the field of law enforcement, homeland security, terrorism response, emergency management, or other content specialists may offer presentations face-to-face, through the course management system (CMS), or other video conferencing tools/platforms. Examples of presentations topics may include responding to terrorist events, structure and tactics of terrorist organizations, sleeper cells, ideology, and information versus intelligence (fusion centers).

DE Adaptations for MOI

Visiting lecturers may speak and/or offer presentations through accessible video conferencing platforms or through a pre-recorded presentation that can be uploaded and made available by using accessible tools to students in the CMS. Faculty can facilitate a debriefing discussion through the accessible video conferencing platform's chat feature assignment's are or through the discussion board function in the CMS.

Method

Role Playing/Simulation

Integration

A "table top" exercise is a facilitated / guided discussion based scenario where students meet in a classroom setting and perform certain roles during an emergency response. Students will participate in a "table top" exercise of a simulated disaster or terrorism event. Example: major earthquake or similar.

DE Adaptations for MOI

For online courses, students will view selected video scenarios of major disasters or terrorist events. Students will evaluate/analyze the scenario and create a response plan (recommend courses of action) to be taken (depending upon the incident type). Students will be evaluated on their overall knowledge of the incident, depth of their response plan, and it's applicability to the course material. Accessible video scenarios and other media will be closed captioned and meet ADA guidelines.



Methods of Evaluation

Method

Exams/Tests

Integration

Exams and/or tests will formatively cover the major content of the Introduction to Terrorism and Homeland Security content and align with the learning objectives. A combination of multiple choice, true/false, or short answer questions may be included. Exams/test will be evaluated based on a demonstration of subject matter to include understanding and defining terrorism, terrorist organizations and structure, terrorism ideology and tactics, intelligence and the U.S. Constitution, homeland security, and emergency management. For example, lectures can include an overview of FEMA and their responsibility responding to major disasters, terrorism incidents, or other related incidents.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through the CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding, and application of major topics as described in the course content. Exams/tests will be multiple choice, true-false, fill in the blank, or short answer questions. Exams/tests will be graded (or evaluated if short answer questions) based on accuracy and completeness. Feedback for multiple choice, true-false, and fill in the blank will be immediate using the online grading system (grade book). Feedback for short answer questions will be within one week via the grade book, chat, or other accessible conferencing tools.

Method

Group Projects

Integration

Students will participate in group projects (written or presentations) to identify, compare, and contrast various terrorist organizations. Examples include, but are not limited to, the Taliban, al-Qa'ida (or al-Qaeda), Islamic State, Hamas, Hezbollah, and more. Students will be evaluated on content, accuracy, and completeness.

DE Adaptations for MOE

Group or individual projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through discussion boards, chat, or other conferencing tools. The student will be evaluated on their writing skills as well as their adherence to the APA/MLA format in their completed research assignments. Students may also be required to present their results through the creation of a digital slide presentation, written report, accessible video, or live video conference and the presentations may be made available to the entire class (with student approval) through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within two weeks of the due date, via comments within the assignments area along with a corresponding rubric.

Method

Homework

Integration

Homework in the form of selected essay questions at the end of each textbook chapter to appraise comprehension of the course material (e.g. Define the term "Asymmetric Warfare" and how this applies to terrorism?). Homework assignments will be evaluated on accuracy and completeness.

DE Adaptations for MOE

Students will complete homework assignments in the form of short essay questions found at the end of each chapter in the textbook. Assignments will be posted in the assignment area of the CMS. Students will be evaluated on their ability to research and assess the topic and their successful application of the course material in the responses. Questions will be posted in the assignments or discussions areas in the CMS. Students will upload completed assignments via the CMS for instructor review and grading. Feedback will be provided through the grade book, chat, or other accessible conferencing tools in the CMS.

Method

Research Projects



Integration

The class will be required to complete a research project examining the constitutional issues surrounding investigative techniques, laws, and technology used during terrorism investigations to evaluate the student's understanding of the course material. Example: Compare and contrast the USA Patriot Act and USA Freedom Act, and identify any disparate, racial, or unconstitutional issues you might find. The project will be submitted for instructor review and grading and will be evaluated on content, accuracy, and thoroughness.

DE Adaptations for MOE

Group or individual projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through discussion boards, chat, or other conferencing tools. The student will be evaluated on their writing skills as well as their adherence to the APA/MLA format in their completed research assignments. Students may also be required to present their results through the creation of a digital slide presentation, written report, accessible video, or live video conference and the presentations may be made available to the entire class (with student approval) through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within two weeks of the due date, via comments within the assignments area along with a corresponding rubric.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Write a three-page research paper on the "ticking time bomb" scenario. Discuss whether the use of torture in intelligence functions is acceptable in certain situations. Also, what about Alan Dershowitz "torture" warrants. Would this be an acceptable alternative? The research paper is to be cited and formatted using the APA style guidelines. Students will be evaluated on content, accuracy, and completeness.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

The September 11, 2001, terrorist attack on the United States led President George W. Bush to declare a War on Terror and Congress to pass the USA PATRIOT Act. Supporters said the law would make America safer. Critics argued it gave the government too much power to pry into the private lives of citizens and violated constitutional liberties.



Read Chapter 10 (Intelligence, Terrorism, and the U.S. Constitution), and write a three-to-five-page research paper on the USA PATRIOT ACT and the USA FREEDOM ACT. As part of this research consider other equally important question; the impact the PATRIOT ACT has on the First, Fourth, Fifth, and Sixth Amendments to the U.S. Constitution, the objectives of the Foreign Intelligence Surveillance Act (FISA), the need for information and intelligence to combat terrorism, deterrence, public opinion and the influence of politics, culture, and social structure on public opinion and use of technology. The research paper is to be cited and formatted using the APA style guidelines. Charts and graphs depicting data are also permitted. Students will be evaluated on content, accuracy, and completeness.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read and analyze the portion of Chapter 5 covering, "Terrorist Organizations and Structures." Then, individually or in small groups, be prepared to define and distinguish between domestic terrorism, international terrorism, home-grown terrorism, and lone-wolf terrorism. Your discussion should include ethical considerations, racial bias/profiling, and constitutional issues.

How assignment will be adapted in online format

The reading assignment and subsequent discussions will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within one week of the due date. All materials must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Assignment: Discuss the use of torture in intelligence functions to include issues of race, culture, religion, ethnicity, and gender.

How assignment will be adapted in online format

Using the discussions area in the CMS, students will respond to a discussion board prompt (or question) regarding a specific topic relating to terrorism and homeland security. Students will also respond to a minimum of two other students' posts. Students will submit their posts using the discussions area within the CMS and will receive instructor feedback through the grade book, messaging, or other accessible conferencing tools within one week. Discussions will be evaluated on their content, relevance, and accuracy.



Course Materials

Textbooks

Taylor, R., Swanson, C (2019). Terrorism, Intelligence and Homeland Security, 2nd Edition, Pearson Publishing. ISBN: 9780133517125.

White, J., Chermak, S. (2023). Terrorism and Homeland Security 10th Edition, Pearson Publishing ISBN #9780357633847.

Martin, G. (2024). Understanding Homeland Security, 4th Edition, Sage Publishing. ISBN #9781071893951.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision includes additional content related to diversity and inclusion within the course materials and in the discussion areas; specifically, as it pertains to race, gender, and cultural differences. Language has been included in the course to be inclusive of these items through awareness of audience and differences when researching topics such as understanding the Middle East and Islam, terrorist ideology, terrorist recruitment, and Terrorist organizations and structure. As students are gathering data and learning about this process, it is important to include all applicable voices in their research, covered in the COR and the course materials. The class involves students of all genders and races and encourages class participation from all students. In this course, students will learn to research and identify future trends in terrorism and homeland security as well as real-world applications. One of the objectives is that students will be able to identify the different law enforcement agencies involved in terrorism response and homeland security and their specific roles.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is structured to ensure equitable access and participation for diverse learners. Students have equal opportunities to all learning resources as well as one on one capabilities via accessible video conferencing platforms with the professor. Discussion boards are designed to facilitate interactions in two formats: student-to-student and student-to-professor, providing all students with equal opportunities for both engagement and support. To accommodate different learning preferences and accessibility needs, various media formats, including accessible video are incorporated into the curriculum. Live accessible video lectures are also supplemented with recorded sessions for students unable to attend live, promoting inclusivity and flexibility. Students will participate in class via discussions in asynchronous discussions using accessible CMS video conferencing platforms. For discussions and other exercises, students can submit in one of two formats: written or via recorded video using Canvas Studio within the CMS. All Power-points will be uploaded on to Canvas for student use. Exams and/ or tests are administered fully online. They will be evaluated through CMS. The format may include multiple choice, short answer, essay, or other formats. Exams/ tests will be evaluated based on the demonstration of identification and understanding of the applications of major topics and described in the course content. This is in alignment with the learning objectives. All exams/ tests must meet accessibility guidelines. Instructor feedback will be provided via CMS, within 2 weeks. The class has been revised with the focus on accessibility. The course has been revised with a focus on accessibility, with the most current texts being used to promote students' academic pursuits. Through instructor-to-student and student-to-student engagement, students are encouraged to reflect on equitable treatment of each other and their communities.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course (AJ-517) incorporates student-to-student interaction through various collaborative learning methods and activities such as discussions, chapter exercises, case studies, and projects. Students will participate in small group discussions to analyze terrorist ideologies, terrorist groups, and theories, and their application to past and current events, fostering peer learning and diverse perspectives. Collaborative projects may involve case studies where students work together to examine homeland security and terrorism response policy issues affecting different communities, encouraging the sharing of varied insights. Online discussion forums will allow students to respond to each other's ideas, promoting critical thinking and respectful dialogue outside the classroom. Peer review sessions will enable students to give and receive feedback on assignments, enhancing their analytical skills and understanding of course material.

Explain how the course will incorporate instructor-to-student interaction.

This course (AJ-517) will incorporate instructor-to-student interaction through regular lectures, feedback, and open communication networks. The instructor will provide interactive lectures, encouraging questions and discussions to clarify complex concepts relating to terrorism and homeland security. Student support hours will offer students opportunities for one-on-one discussions with the instructor, addressing individual learning needs and interests (students can also schedule meetings). Timely and constructive feedback on assignments will guide students in their understanding of terrorism, terrorism ideology, cultural issues and methodology, and those agencies involved in terrorism response. The instructor will facilitate classroom and online discussions, posing thought-provoking questions and engaging with student responses to deepen the learning experience. Regular announcements and check-ins will keep students informed and connected to the course.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be fostered through a variety of instructional methods, learning materials and activities that promote active engagement with the course content. Students will research and read key informational source documents such as landmark U.S. Supreme Court case decisions, significant case briefs or other related articles/writings on terrorism. Interactive assignments, such as analyzing current trends in terrorism, international political issues, and ideological theories, will enable students to apply concepts to real-world situations. Multimedia resources, including videos, podcasts, and online simulations, will provide diverse ways to explore these issues. Regular quizzes and reflective essays will prompt students to think critically about the material and assess their understanding.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course (AJ-517) will encourage student-to-self interaction by promoting metacognitive activities that help students reflect on their learning processes and personal development. Metacognition involves not only understanding the content but also understanding one's own thinking processes and strategies for learning. Reflective papers, article, or case studies will be assigned, where students critically examine their evolving understanding of terrorist groups, ideology, or political concepts relating to terrorism, and their own beliefs about government and policy. Self-assessment exercises will enable students to identify their strengths and areas for improvement, setting personal learning goals. Students may be asked to write reflective papers on how both historical and recent developments in terrorism and homeland security have influenced their rights and responsibilities as citizens, connecting course content to their personal experiences. Class discussions will often include prompts that encourage students to consider how their identities and backgrounds shape their perspectives on these issues. Ultimately, the goal of this metacognitive approach is to empower students to become more aware of their own learning processes and to develop strategies for effective learning and critical thinking that extend outside of the classroom.

Key: 112