



**SCHOOL OF CONTINUING STUDIES  
HOMELAND SECURITY STUDIES  
GRADUATE LEVEL**

**COURSE SYLLABUS  
HMLS 7225 Terrorism and Counter-Terrorism**

**Spring 2017**

<b><u>Course Title</u></b>	HMLS 7225 Terrorism and Counter-Terrorism
<b><u>Academic Term</u></b>	Spring 2017
<b><u>Campus</u></b>	Distance Learning
<b><u>Class Location</u></b>	Online
<b><u>Day &amp; Time</u></b>	Online
<b><u>Credit Allotment</u></b>	3 credit hours
<b><u>Instructor</u></b>	Mark Rosen
<b><u>Contact Information</u></b>	Tulane Email: mrosen8@tulane.edu Cell: 914-582-7087
<b><u>Tulane Websites</u></b>	<a href="#">Tulane School of Continuing Studies</a> <a href="#">Tulane University</a>
<b><u>Required Readings</u></b>	<i>Terrorism and Counterterrorism</i> , Brigitte L. Nacos, 5 <sup>th</sup> edition. ["Nacos"] Taylor, 2016. ISBN: 978-1-138-19014-6  <i>The Law of Emergencies</i> , Nan D. Hunter. ["LoE"] Elsevier, 2009. ISBN: 978-1-85617-547-0
<b><u>Supplemental Readings</u></b>	<i>National Commission on Terrorist Attacks Upon the United States</i> ["911 Report"] <a href="http://www.gpoaccess.gov/911/index.html">www.gpoaccess.gov/911/index.html</a>  <i>National Strategy for Counterterrorism</i> (June 2011) ["National Strategy"] <a href="http://www.whitehouse.gov/sites/default/files/counterterrorism_strategy.pdf">www.whitehouse.gov/sites/default/files/counterterrorism_strategy.pdf</a>  <i>Department of Justice White Paper</i> (obtained February 2013) ["DoJ"] <a href="http://msnbcmedia.msn.com/i/msnbc/sections/news/020413_DOJ_White_Paper.pdf">http://msnbcmedia.msn.com/i/msnbc/sections/news/020413_DOJ_White_Paper.pdf</a>

## **Course Overview And Description**

Students will employ critical analysis to examine key policy issues and balances that must be addressed in strategic counterterrorism planning within the context of civil jurisdiction and rule of law. The course will examine terrorist threats to the homeland and how these threats can be met by the application of various soft and hard sources of power, to include the application of science and technology. Policy issues that address the balance between security and civil liberties that must be resolved to effectively counter terrorism will be discussed. These issues will be addressed from the governance perspective of a liberal democracy. Strategic planning principles that integrate capabilities of current and future applied technology and the key legal and policy issues that must be resolved in order to make effective use of information as balanced against civil liberties will be explored as well.

## **Instructional Methods, Procedures and Assessments**

The course requirements (assigned readings, etc.) are paced out as in a typical weekly class schedule with corresponding weekly assignment due-dates. There will be a series of class content (e.g., lecture material, presentations, videos) provided prior to each weekly due-date.

There will also be a monthly live component for Q & A and case study discussions (schedule to be published after coordination with student calendars).

The weekly course requirement will typically consist of a short, objective, open-book **quiz** designed to gauge understanding of the readings.

Additionally, on most weeks, the instructor will typically publish a **Discussion Question (DQ)** that students will need to answer *prior* to that week's assignment due date.

Each week students will typically submit a written assignment responding to the DQ from four to six paragraphs in length. Written and reading assignments are designed to give you the opportunity to examine and apply the principles, policies and strategies identified in the readings and discussions. Your DQ analyses will be posted for all students to read and learn from. Additionally, each student should provide constructive critique on one or more other students' DQ's to fulfill the overall requirement and to ensure rich remote (online) dialogue and learning among classmates.

## **Canvas**

This is an online class that will be facilitated through the learning management system (LMS) Canvas. To access Canvas, go to the Gibson Portal by going to [Gibson.tulane.edu](http://Gibson.tulane.edu), click the "Student" tab, click "Canvas" on the menu located on the left side of the webpage.

You can also access the Canvas LMS by simply going to [Tulane.instructure.com](http://Tulane.instructure.com)

The Student Handbook contains important information including policies and procedures and the Code of Student Conduct found at: [Student Guide for Policies and Procedures 2016-2017](#)

## **Reading Assignments**

Various reading selections are assigned to give you the opportunity to apply the principles, policies, and strategies lectured. Reading assignments should be completed prior to each class in order to facilitate intelligent in-class/online discussions.

## **Written Assignments**

See Instructional Methods and Procedures section for weekly DQ and Quiz assignments. These assignments must be completed NLT the due-dates stated for each respective class.

Additionally, beyond the weekly DQ's, there will be two major written assignments. The content and format is described below (next section).

These papers will afford a deeper penetration into the critical terrorism and counter-terrorism issues of our day. The two papers will focus on one global terrorist group, movement or ideology that currently is both a substantial threat to our global partners and to the US homeland. The first paper will describe and assess the characteristics of your chosen subject area using the analytical frameworks provided in the first half of the course focused on explaining terrorism. The second paper will pick up where the first paper left off by leveraging the counter-terrorism frameworks in the second half of the course to recommend the optimal counter-terrorism strategy to address the terrorist threat. The second paper should clearly build on your knowledge base synthesized in the first paper. This also falls in line with the logical approach to crafting an effective counter-terrorism strategy: effective counter-terrorism strategies must first build upon an accurate understanding of the relevant terrorism context (e.g., the strengths and weaknesses, opportunities and constraints, of the terrorist organization/ environment, and the context of the U.S. and her partners). Students are welcome to leverage DQ research and writings for integration into these extended written assignments if appropriate.

The grading of these papers will be based on the quality of analysis which includes supporting clear and important theses and supporting hypotheses and topic sentences. The quality of analysis in support of your argument will be judged based on the quality of supporting theory and frameworks (correctly applied), evidence, facts and logic. Of course, the quality of the writing in terms of grammar, clarity, etc. is also important.

The papers will be graded primarily on substance as described above, and not based on length and word count. Concise, clear and powerful prose with strong, well-supported arguments is always more impactful than long, wordy, imprecise papers.

## **Research Paper Content and Format**

**First Paper.** The first paper will be between ten to twenty-five (10-25) pages in length (not including MLA citations). You will identify a terrorist group/organization/network related to radical Islamic terrorism that poses the greatest threat to U.S. homeland and national security. Explain why you view the group/network as the greatest threat. And, explain its history (briefly), ideology, goals, targets, organization, approaches, strengths and weaknesses, and its likely actions in the near and longer term. Utilize the frameworks in the course to assess all of the *most relevant and important* elements. The purpose of this terrorism analysis is to establish a clear picture by which to create an effective counter-terrorism strategy (the requirement for the Second Paper).

**Due 26 February**

**Second Paper.** The second paper will be between fifteen to twenty-five (15-25) pages in length (not including MLA citations). You will leverage the frameworks in the course to craft a high-level counter-terrorism strategy that will most effectively address the terrorist threat that you have assessed in your first paper. Provide *specific* recommendations, with an analysis of the pros and cons and competing factors. Ensure you address the *most relevant and important* aspects of counter-terrorism addressed in the course (e.g., hard power, soft power, balancing security and human rights, prevention and preparedness, etc.)—*as they pertain to your selected focus group/network*. Your recommendations should include at least 5-7 areas to substantially improve upon, since publication of the 9/11 Commission Report, *that are most critical to effectively addressing the terrorist threat*.

**Due 26 April**

### **Modern Language Association (MLA) Standards**

It is expected that you will conduct independent research. Each written assignment will be prepared in accordance with Modern Language Association (MLA) standards for format, citing and documentation of references, etc. Each assignment should include at minimum, 6 (six) credible references.

Modern Language Association (MLA) standards for format, citing, and documentation of references etc. are detailed below and at the MLA General Guidelines website: [Modern Language Association](#)

1. Papers must be typed on a computer and printed on standard white paper 8.5 in. by 11 in., portrait.
2. The text of the paper must be double-spaced using Times New Roman, 12 point only.
3. Leave only one space after periods and other punctuation marks.
4. The margins of the document must be one inch on all sides. Paragraphs are to be indented one-half inch from the left margin (five spaces or press "Tab" once).
5. All pages are to be numbered consecutively in the upper right-hand corner, one-half inch from the top, and flush with the right margin.
6. Use either italics or underlining consistently throughout the document for the titles of longer works and, only when necessary, to provide emphasis.
7. Endnotes are to be on a separate page before the Works Cited page.

*(MLA assistance also available online at the [Purdue Owl](#) website.)*

### **Assessments**

There will be two assessments, a mid-term and final. Both assessments will be taken online during a set, constrained timeframe (TBD) and will consist of "true/false," "multiple-choice" and "short essay" sections.

### **Semester Grades**

Student semester grades will be computed as follows:

Weekly quizzes:	5%
Discussion Question (DQ) responses:	15%
Written assignment 1:	20%
Written assignment 2:	25%
Mid Term Assessment:	15%
Final Assessment:	20%

Semester grades will be based on the following scale:

93 and over = A	80 – 82 = B-	67 – 69 = D+
90 – 92 = A-	77 – 79 = C+	63 – 66 = D
87 – 89 = B+	73 – 76 = C	60 – 62 = D-
83 – 86 = B	70 – 72 = C-	Below 60 = F

### **Disability Statement**

For more information about these services, please visit the website at [Disability Services](#). For information on all Student Health Services visit the website at <http://www2.tulane.edu/health/>.

### **Honor Code Violation**

Any student behavior that indicates a lack of academic honesty and integrity is considered a violation of the Tulane University Honor Code. A complete description of the Honor Code, violation definitions with emphasis on plagiarism, disciplinary procedures, consequences and actions can be found at the following site:

<http://tulane.edu/college/code.cfm>.

Rules and Requirements, Student Code, and other important information can be found here:

<http://www.scs.tulane.edu/academics/rules.html>.

## **CLASS SCHEDULE   HMLS 7225-10 Spring 2017**

<b><u>CLASS NLT DATE</u></b>	<b><u>ASSIGNMENTS</u></b>
<b>17 January</b>	Classes begin
<b>22 January</b>	CLASS ONE: What is terrorism? Nacos, Chapters 1 and 2 [Due NLT 22 Jan: Quiz; No DQ Due]
<b>29 January</b>	CLASS TWO: How has context impacted global versus American forms of terrorism? Nacos, Chapters 3 and 4; National Strategy [Due NLT 28 Jan: Quiz; NLT 29 Jan: DQ]
<b>5 February</b>	CLASS THREE: What causes terrorism & terrorists? How is religious terrorism different? Nacos, Chapters 5, 6 and 7 [Due NLT 4 Feb: Quiz; NLT 5 Feb: DQ]
<b>12 February</b>	CLASS FOUR: What impacts varying terrorist groups' objectives and organizations? Nacos, Chapters 8 and 9 [Due NLT 11 Feb: Quiz; NLT 12 Feb: DQ]
<b>19 February</b>	CLASS FIVE: How has social media and internet changed terrorism? Plus, terrorism case study (part 1): Rise of Bin Laden and Al-Qaeda Nacos, Chapters 14 and 15; 9/11 Report, Chapters 1 and 2 [Due NLT 18 Feb: Quiz; NLT 19 Feb: Paper 1 Outline]
<b>26 February</b>	<b>CLASS SIX: Mid Term Assessment (Due NLT 25 Feb); <u>First Paper Due</u> (Due NLT 26 Feb)</b>
<b>27-28 February</b>	Mardi Gras, No Classes
<b>5 March</b>	CLASS SEVEN: What is the legal framework governing our counter-terrorism efforts? LoE, Chapters 1, 2, 4 and 12 [Due NLT 5 Mar: Quiz; No DQ Due]
<b>12 March</b>	CLASS EIGHT: What national security tools are most effective in countering terrorism? Nacos, Chapters 10 and 11; DoJ [Due NLT 11 Mar: Quiz; NLT 12 Mar: DQ]
<b>19 March</b>	CLASS NINE: What are optimal policies for balancing security and civil rights? Nacos, Chpts 12, 16 and 17; National Security [Due NLT 18 Mar: Quiz; NLT 19 Mar: DQ]
<b>25 March</b>	CLASS TEN: What changes could we make to improve prevention and preparedness? Nacos, Chapter 13; LoE, Chapters 9 and 11 [Due NLT 25 Mar: Quiz; No DQ Due]
<b>26 March-2 April</b>	Spring Break, No Classes
<b>9 April</b>	CLASS ELEVEN: Case study (part 2): 9/11 and resultant changes to CT strategy 9/11 Report, Skim all, and read chapters 2, 4, 5, 6 and 12 [Due NLT 8 Apr: Quiz; NLT 9 Apr: DQ]
<b>14-17 April</b>	Easter Break, No Classes
<b>19 April</b>	CLASS TWELVE: Are we prepared for the most likely, catastrophic scenarios? LoE, Chapters 7, 15, 16 [Due NLT 18 Apr: Quiz; NLT 19 Apr: Paper 2 Outline]
<b>26 April</b>	<b><u>Second Paper Due</u> (Due NLT 26 Apr)</b>
<b>2 May</b>	Last day of classes
<b>7 May</b>	<b>CLASS THIRTEEN: Final Assessment</b> (Due NLT 7 May; Note: Exam period runs 3-9 May)

## **Tulane Academic Calendar**

The SCS Tulane Academic Calendar with college deadlines and dates is listed here:

<http://scs.tulane.edu/academics/calendar.html>

## **Syllabus Change Policy**

The syllabus will not be changed in a substantial manner, however the order in which the course material is presented may be changed if needed. The basis for grade determination and the date of final the examination will not be changed. For this reason, it is important for you [the student] to check your Tulane.edu e-mail account and Canvas on a regular basis so you are informed of any changes to the course syllabus.

## **Additional Information**

### **Help With Writing Assignments**

Tulane Writing Center serves all undergraduate students in all disciplines where writing is assigned. The Writing Center is a free tutoring service that provides students with assistance on papers in the English language for most Tulane undergraduate courses. Location: front desk at the Tutoring Center is on the first floor of the Mechanical Engineering Building, #14, TU Uptown Campus. Phone Number: 504-865-5103. More information online at their web Page:

<http://www2.tulane.edu/advising/tasc/peerlearningsupport/writing.cfm>

Stay Connected with Tulane University School of Continuing Studies on Facebook ([facebook.com/scstulane](https://facebook.com/scstulane)) and LinkedIn (Tulane University School of Continuing Studies).



Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As “One Wave,” Tulane is committed to providing an environment free of all forms of discrimination based on race, ethnicity, creed, religion, gender, gender identity and sexual orientation, as well as all forms of sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you (or someone you know) has experienced or experiences discrimination, domestic violence, sexual assault or sexual harassment, know that you are not alone. Resources and support are available. Learn more at [onewave.tulane.edu](http://onewave.tulane.edu). Any and all of your communications on these matters will be treated as either “Strictly Confidential” or “Mostly Confidential” as explained in the chart below.

<b>Strictly Confidential</b>	<b>Mostly Confidential</b>
<i>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
<b>Counseling &amp; Psychological Services (CAPS)   (504) 314-2277</b>	<b>Coordinator of Violence Prevention   (504) 314-2161</b>
<b>Student Health Center   (504) 865-5255</b>	<b>Tulane University Police (TUPD)   (504) 865-5911</b>
<b>Sexual Aggression Peer Hotline and Education   (504) 654-9543</b>	<b>Office of Institutional Equity   (504) 862-8083</b>