

Columbia College
Domestic and Global Terrorism (CRIM195)
Lecture 1
Course Outline

Semester Dates: February 05, 2018 - March 10, 2018

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Peter Copple

Email: peterc@columbia.ab.ca

Class Time: 8:30 AM - 5:00 PM (Sat.)

Room: 805-121

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

The course will begin with a unit looking at widely held myths about terrorism and the challenges in defining terrorism. The students will discover the trends and patterns in terrorist attacks over time and space. The course will then review the psychological factors at play in individual radicalization and recruitment into terrorism, followed by an analysis of terrorist group dynamics. The course will next look to factors that allow terrorist groups to successfully carry out attacks, such as their propaganda techniques, use of media, religious context, financing, recruitment, and training. The course will conclude by looking at a case study that drives terrorist groups and will bring the varied course concepts together through a detailed look at the case of al-Qa'ida and Canada's response and actions against terrorism.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Identify characteristics of and explain the challenges in defining terrorism.
- Compare and contrast terrorism from criminal, psychological and ideological behaviour.
- Explain the historical evolution of terrorism.
- Examine Canada's response to domestic and international terrorism with focus on Canadian legislative and law enforcement perspectives and initiatives.
- Discuss the role of social media and the media in terrorism.
- Outline the emerging issues and future challenges in enforcement of domestic and global terrorism for Canada.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

White, J.R. (2014) *Terrorism and Homeland Security 9th Ed.*) Wadsworth Cengage Learning; Belmont CA.

Martin's Annual Criminal Code 2017 (2017). Carswell, A Division of Thomson Reuters Canada Ltd; Toronto CA.

Haig, J., MacMillan, V., & Raikes, G. (2017). *Cites & Sources; an apa document guide* (5th ed.). Toronto, ON: Nelson Education Ltd.

Instructor handouts.

Recommended Readings and Resources:

Students may access this source from the College and from home.

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Homework Assignment Due for the First Class:

1. Read Chapters 1 and 2 (Text: *Terrorism and Homeland Security* - 9th edition)
2. Write down at least three (3) questions from the assigned readings that you would find beneficial to discuss in class.
3. Prepare for a test based on the assigned readings.
4. Read this course outline and be prepared to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests; at the start of class	Classes 1 through 8	20%
Daily Summary; at the end of class	Classes 1 through 8	10%
Term Paper	Class 6	20%
Presentation	Class 8 to 9	20%
Final exam	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia College's Commitment to Human Rights and Diversity Policy (ADM-P079)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> • Introduction and Course overview • Defining Terrorism in Modern History • The financing of terrorism • The Social Underpinnings of Terrorism 	<ul style="list-style-type: none"> • Chapter 1 , 2 & 3
2	<ul style="list-style-type: none"> • Terrorism and the Media • Gender Roles, Tactics and Force Multipliers in Terrorism. 	<ul style="list-style-type: none"> • Chapters 4 & 5
3	<ul style="list-style-type: none"> • Background in the Middle East • Terrorism in Israel & Palestine 	<ul style="list-style-type: none"> • Chapters 8 & 9
4	<ul style="list-style-type: none"> • Al Qaeda and Jihadist Networks 	<ul style="list-style-type: none"> • Chapter 11
5	<ul style="list-style-type: none"> • Domestic Terrorism 	<ul style="list-style-type: none"> • Chapters 12 • Term paper due
6	<ul style="list-style-type: none"> • Canada's response to domestic and international terrorism with focus on Canadian legislative and law enforcement perspectives and initiatives • Term Paper Due 	<ul style="list-style-type: none"> • Chapters 13
7	<ul style="list-style-type: none"> • Canada's response to domestic and international terrorism with focus on Canadian legislative and law enforcement perspectives and initiatives (cont.) 	<ul style="list-style-type: none"> • Chapter 14 • Presentations and handouts delivered on research findings to continue
8	<ul style="list-style-type: none"> • Law Enforcement and Homeland Security • Legislative and social policy issues 	<ul style="list-style-type: none"> • Chapter 16 • Presentations Begin
9	<ul style="list-style-type: none"> • Security, Terrorism and the Future 	<ul style="list-style-type: none"> • Presentations Continued • Review
10	<i>Final Exam – 3 hrs.</i>	TBA

Appendix 1 Assignment Outlines

Daily Tests

Due Date: Each class from classes 1 through 8.

Weight: 20% (2.5% per quiz)

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments. Other than approvals that have been established through the Request for Excused Absence form, no make-up quizzes will be permitted.

Class Summary

Due Date: Daily (at the conclusion of the class; 1 through 8)

Weight: 10%

Students will conclude each of the classes with a summary of the day's topic that answers the following: "What did I learn? What do I need to know more about? What steps do I need to do to be successful in light of what I learned today?" Be sure to specifically refer to what was discussed during the class. Write in a reflective journaling style and turn your answers into the facilitator for grading. The paper will have a minimum length of 250 words and contain insight into each of these three questions. Answers are to be written in the last 30 minutes of the class. No answers will be accepted that were prepared prior. If you are absent from the Summary Test, you will receive a "zero". Students will be evaluated according to the appended Short Writing Reflective Rubric.

Assignment – Critical Analysis Essay

Due Date: Class 6

Weight: 20%

Option 1: Students will prepare a critical analysis essay on the topic of Canada's challenges and opportunities in response to global and domestic terrorism; the lessons learned and the future of Canada in this perceived fight against terrorism.

Option 2: Students will prepare a research paper on trends and issues surrounding terrorism and the techniques used by terror groups.

Students should refer to their Moodle course site for information on writing their term paper and use of an electronic template. The *Cites* text is the College's official source to use as an APA Reference. The paper will have a minimum length of 1250 words, but is not to exceed a maximum length of 1400 words (not including the title page, references, appendixes, table, and figure captions). The paper should meet APA standards. No abstract is required. The paper should have at least three references from scholarly journals like Gale, in addition to the course text. Students will be evaluated according to the attached rubric: Critical Analysis Essay Rubric

Presentation

Due date: Class 8-9

Weight: 20%

Each student will make a 15-minute presentation to share the salient points of his/her Assignment paper and be prepared to respond to questions from class members. Students will demonstrate 2 different presentation techniques which may include but not limited to PowerPoint, Prezi, flip charts, 3D demonstration, handouts and exercises. Students will be evaluated according to the attached rubric before fellow students, invited guests and faculty.

Final Exam

Due Date: Class 10

Weight: 30%

Students will be required to write a final exam covering the content of classroom learning and assigned text and other readings. The exam may consist of multiple-choice, short answer and applied case study questions drawn from the entire course.

**Appendix 2
Assignment Rubrics**

**Columbia College
Short Writing Reflective Rubric
Last Revised: July 2017**

Student's Name Course Code Date Facilitator/Evaluator's Name

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter. Shows depth of critical thinking. Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. Uses well-chosen examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, some reflective statements are evident. Uses some examples to support ideas on the subject matter and reflections. 	<ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process 	<ul style="list-style-type: none"> Little to no reflection is present. Uses few to no examples. 	
	2		1.5		1-0	
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	<ul style="list-style-type: none"> Demonstrates control of the writing conventions with few errors. 		<ul style="list-style-type: none"> Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 		<ul style="list-style-type: none"> Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult. 	

Total Score out of 10:

Facilitator/Evaluator's Comments:

Columbia College
Critical Analysis Essay Marking Rubric
 Revised Jan. 2012

Student's Name _____

Course Code _____

Date _____

Facilitator/Evaluator's Name _____

	A	B	C-D	F
	5	4	3-2.5	2.4-0
Purpose Essential Information	<ul style="list-style-type: none"> Introduces and presents paper effectively and clearly; purpose is readily apparent to the reader. First paragraph identifies three of the following: title, date, author and essential background information on the author. 	<ul style="list-style-type: none"> Introduces and presents paper adequately; purpose is not consistently clear throughout the paper. First paragraph identifies only two of the following: the title, date, author and essential background information on the author. 	<ul style="list-style-type: none"> Introduces and presents paper somewhat effectively; writing has a clear purpose but may at times move away from that purpose. First paragraph identifies only one of the following: the title, author and essential background information on the author. 	<ul style="list-style-type: none"> Introduces and presents paper poorly; purpose is generally unclear. First paragraph does not identify the title, author and essential background information on the author.
	10-9	8-7	6-5	4-0
Essay Structure	<ul style="list-style-type: none"> Essay has a clear introduction, conclusion and well-developed essay body. Thesis is clearly stated and developed to demonstrate point of view. Paragraphs are logically developed both internally and externally, with transitions within and between paragraphs. 	<ul style="list-style-type: none"> Essay has required introduction, conclusion and essay body that adequately presents essay components. Thesis is presented clearly, but may need more development. Paragraphs are mostly logically developed, both internally and externally, with some transitions within and between paragraphs. 	<ul style="list-style-type: none"> Essay has required introduction, conclusion and essay body, but requires some further development. Thesis is presented but at times is slightly unclear. Paragraphs are not always logically developed, requiring attention to this area. Transitions are used but rarely. 	<ul style="list-style-type: none"> Essay does not have all the components – introduction, conclusion and body paragraphs. Thesis is difficult to identify. May be restatement of an obvious point. Paragraphs are poorly developed and do not show logical progression is ideas. Transitions are not used.

	A	B	C-D	F
	5	4	3-2.5	2.4-0
Argument	<ul style="list-style-type: none"> • Clearly identifies and summarizes the main issues • Effectively addresses all of the author's issue/s. • Identifies all embedded issues and how they relate to each other. • Formulates a clear and precise personal point of view • Critiques with insight. • Identifies and rigorously evaluates all important evidence offered. • After considering all the relevant information and evidence, identifies and thoroughly discusses the implications, conclusions and consequences of the issue. • Provides new data or information to be considered • Ideas are supported effectively and sources are clearly attributed. • Acknowledges objections and provides convincing replies to these 	<ul style="list-style-type: none"> • Successfully identifies and summarizes most of the main issues. • Explains most of the author's issue/s satisfactorily. • Identifies most embedded issues and how they relate to each other. • Formulates a clear and precise personal point of view • Critique is adequate. • Identifies all important evidence offered. • After considering most of the relevant information and evidence, identifies and briefly discusses the implications, conclusions and consequences of the issue. • Evaluates the information • Discusses alternate points of view. • Ideas are generally supported and paper includes clear attribution. 	<ul style="list-style-type: none"> • Identifies main issues, but requires more explanation to be effective. • Alludes to embedded issues without development or explanation. • Demonstrates a vague or indecisive point of view • Some critique provided, but requires more development. • Successfully identifies data and data and information that counts as evidence but does not thoroughly evaluate its credibility. • Suggests some implications, conclusions and consequences of the issue but without reference to the context and relevant information • Considers weak alternative views. • Some ideas are substantiated, but more attention is needed to this area. 	<ul style="list-style-type: none"> • Fails to identify, summarize, or explain the main problem or issue. • Represents the issues inaccurately. • Does not identify embedded issues. • No critique provided. • Fails to identify data and information that counts as credible evidence. • Fails to identify implications, conclusions and consequences of the issue • Fails to identify the key relationships between the context, data or evidence. • Difficult to determine point of view. • Attribution is missing, or sources given are poorly selected.

	A	B	C-D	F
	5	4	3-2.5	2.4-0
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. • Meets requirements for a well written academic response. • Meets requirements of the assignment. 	<ul style="list-style-type: none"> • Some errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with some errors. • Meets some requirements for an acceptable academic response. • Meets some of the requirements of the assignment. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • <input type="checkbox"/> Does not meet enough requirements for an acceptable academic response. • Does not meet enough requirements of the assignment.

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 30:

Facilitator/Evaluator’s Comments:

Columbia College
Oral Presentation Rubric
Last Revised: January 23, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	<ul style="list-style-type: none"> • Creates introduction that is unique, clearly focused and engages the audience. • Organizes content logically, making entire presentation easy to follow. • Builds main points through carefully selected and original examples/ references. • Has effective transition between sections. • Summarizes all key points and stimulates thought at the end. 	<ul style="list-style-type: none"> • Creates introduction that is original, clearly focused and gets the attention of the audience. • Organizes content logically, making most of the presentation easy to follow. • Builds main points through carefully selected examples/ references. • Has a transition between most sections. • Summarizes most key points and stimulates some thought at the end. 	<ul style="list-style-type: none"> • Creates an introduction that tends to be unfocused. • Doesn't engage the audience's interest. • Content appears disorganized, without logic and consistency. • Builds a few main points with details, but most ideas are unsupported. • Few to no transitions are evident. • Little to no summarizing evident. Ending does not stimulate much thought. 	<ul style="list-style-type: none"> • Presentation shows little to no logical organization. • Content is difficult to follow. • Not a thoughtful presentation. 	
Content	<ul style="list-style-type: none"> • Provides evidence of supporting research to back all main points. • Gives a complete explanation of all key points. • Uses relevant examples/ references. 	<ul style="list-style-type: none"> • Provides evidence of supporting research. To back most points. • Gives an explanation of most key points. • Uses some relevant examples/ references. 	<ul style="list-style-type: none"> • Provides evidence that not enough research has been done to support the content. • Gives an incomplete explanation of key points. • Uses a few relevant examples/ references. 	<ul style="list-style-type: none"> • Indicates little to no research. • Gives a limited explanation of a few points. • Uses little to no examples/ references. 	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Delivery Style: Nonverbal Effectiveness	<ul style="list-style-type: none"> • Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact. 	<ul style="list-style-type: none"> • Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact. 	<ul style="list-style-type: none"> • At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently. 	<ul style="list-style-type: none"> • Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. • Uses poor to no eye contact. 	
Delivery Style: Verbal Effectiveness	<ul style="list-style-type: none"> • Conveys passionate interest for the topic. • Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes no obvious grammatical errors. • Uses cue cards or other supports effectively and does not read the presentation. • Uses rich, precise, and varied vocabulary. • Well-rehearsed and prepared. 	<ul style="list-style-type: none"> • Conveys enthusiasm for the topic. • Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes few grammatical errors. • Most of the time uses cue cards or other supports appropriately, without reading the presentation. • Uses well-chosen and varied vocabulary. 	<ul style="list-style-type: none"> • Demonstrates minimal enthusiasm for the topic. • Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. • Uses too many unnecessary pauses (“ums”), distracting from the presentation. • Makes some grammatical errors. • Tends to not use cue cards effectively and mostly relies on reading the presentation. • Uses ineffective vocabulary. 	<ul style="list-style-type: none"> • No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. • Volume and rate of speech are often inappropriate, making comprehension difficult. • Uses too many unnecessary pauses “ums”, making comprehension difficult. • Makes frequent grammatical errors. • Reads presentation. • Uses inappropriate or simplistic vocabulary. 	

Total Score out of 40:

Facilitator/Evaluator’s Comments: