



Dr. Stephen W. Verrill

CJ 05-01W Terrorism

Course Syllabus: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Dr. Stephen Verrill

Virtual Office Hours: I am available daily during weekdays by Email.

University Email Address: Stephen.Verrill@tamuc.edu

Personal Cell Phone:

I may be contacted by telephone on Mondays, 1:00 pm-6:00 pm Eastern time zone at (580) 230-8981. That is my cell phone. Please do not call at other times without an appointment. I do not respond to text messages.

COURSE INFORMATION

Textbook(s)

Borgeson, K. & Valeri, R.M. (Eds.), (2009). *Terrorism in America*. Sudbury, MA: Jones and Bartlett. ISBN 978-0-7637-5524-9

Singh, R. N. (2012). *Terrorism: Its global overview, explanation, and prevention*. New Delhi: Atlantic Publishers. ISBN 13: 978-8126917174

The syllabus/schedule are subject to change.

Additional Required Readings

Other materials/readings will be assigned and posted online.

Course Description

This course will provide a theoretical and empirical explanation of terrorism. It will identify various analytical approaches to the study of terrorism: identifying terrorist groups, reviewing terrorist tactics, and examining police and governmental responses to reduce or prevent the incidence of crimes related to terrorism.

Student Learning Outcomes

At the end of the course the student will be able to:

1. Think critically about important issues in terrorism
2. Realistically assess threats of terrorism
3. Understand terrorist acts and their impact
4. Explore problem-solving and criminology solutions and preventions in issues of terrorism
5. Examine police and governmental responses to terrorism
6. Enhance communication skills and reading/research acumen

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

This course is 100% ONLINE.

Student Responsibilities or Tips for Success in the Course

Students are expected to read all assigned material. It is also expected that students will submit all assignments on time. If students experience any difficulties with the course content and/or face unexpected situations, PLEASE CONTACT ME AS QUICKLY AS POSSIBLE.

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GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Introduction by stds.	1	0	Not
Course Pre-test	1	0	Not
Discussion Posts	5	100	500
Comment Posts	25	10	250
ASSIGNMENT # I	1	100	100
ASSIGNMENT # II	1	100	100
ASSIGNMENT # III	1	100	100
ASSIGNMENT # IV	1	100	100
FINAL EXAM	1	100	100
Course Post-test	1	0	Not
		Total	1250

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course. LATE SUBMISSIONS WILL NOT BE ACCEPTED.

Below is the overall point scale/grading schema for the course. Total points possible for the term = 1250. Grades will not be rounded.

1125—1250 = A
1000-1124 = B
875-999 = C
750-874 = D
749 and below =

The syllabus/schedule are subject to change.

Grades will be available in the grade book so that students can track their progress in the course on an ongoing basis.

This syllabus represents an agreement between you, as the student, and me, as the professor for this course so that you know exactly what is expected of you. The syllabus will be altered only in the event of circumstances that necessitate a change. In such situations, I will notify you.

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Grades will not be rounded.

Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week, you will work toward achieving these outcomes through discussions/comments, readings, and papers. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week, you will work toward achieving these outcomes through discussions/comments, readings, and an assigned paper. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Please note that a core competency of this course is critical thinking. Critical thinking requires students to think through situations, facts, and issues in an open-minded and objective way in an effort to analyze and evaluate information in an informed manner. Qualities of a critical thinker (and of arguments that embody critical thinking) include:

- **Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration**—in other words, just because the book tells you it is true, doesn't mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone—should be used to determine truth.
- **Critical thinkers are not only independent thinkers; they are also fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration**—your way of thinking may not necessarily be the only way or the right way of thinking. Consider other perspectives
- **Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)**—in other words, gather information from credible sources and evaluate these sources/factual information in the context of what you have been asked to discuss/evaluate.

The syllabus/schedule are subject to change.

As defined by the National Council for Excellence in Critical Thinking, critical thinking is:

“The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.” Scriven, M. & Paul, R. Presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987.

When preparing discussions/comments/assignments/papers/presentations, use the following to help you critically think through task. You will be graded (in part) on how well you are able to perform this skill.

- ❖ *Decide the problem/issue you are trying to solve. Make sure you remain open-minded and objective and be aware of your own biases on the subject and put them aside;*
- ❖ *Develop a hypothesis and/or possible solution to the problem/issue. Brainstorm other possible solutions. Think about the pros and cons of the problem/issue;*
- ❖ *Gather information on the problem/issue that may support or contradict your position;*
- ❖ *Analyze your facts. Don't assume anything. Evaluate the facts objectively;*
- ❖ *Determine a reasonable conclusion based on all of the facts; and*
- ❖ *Make sure of your facts (and the reporting of the facts) are accurate. You may assume a causal relationship but there might be other possible conclusions to be drawn based on other factors. Be sure to evaluate what those might be.*

FIVE WEEKLY DISCUSSIONS YOU MUST PARTICIPATE IN:

1. **Discussion Posts:** (5 discussion posts @ 100 points each = 500 course points)

The **Discussions** are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post (See information later in the syllabus for more information on citing utilizing APA citation format).

These posts should be **the equivalent of about 1-2 pages in length or a minimum of 250 words and should include at least one reference source assigned reading for the week/course).** **Posts are due by 11:59PM CST on Saturday during each week of the course. NO EXCEPTION.**

The syllabus/schedule are subject to change.

Assessment Method: Discussion posts will be graded on criteria such as clarity of arguments, and a demonstration of critical thinking and adequacy of coverage of main points under the assigned readings.

2. Comment Posts: (5 comments per week @ 10 points each = 250 course points)

Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are required to make a minimum of five (5) comments each week.

Comment posts should be **meaningful**. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in **critical thinking**.

NO LATE COMMENTS ARE ACCEPTED. All comment posts are due by 11:59PM CST on **Saturdays for each week** in the course.

*****FIVE DISCUSSION/COMMENTS POSTS LISTED:**

Discussion/Comments Post for Week 1:

Terrorism has existed in various forms in human society; though its meanings, forms, strategies, and styles have changed over the years. What are some of the emerging trends in defining as well as using 'newer' styles by certain countries and groups in various parts of the world during past few decades? Why and how the Western or economically advanced countries becoming targets of terror of various kind? Please reflect on your understanding of this highly complex issue.

Discussion/Comments Post for Week 2:

Why do hate groups and homegrown terrorists groups pose threats for the United States? Consider the implications of the killing of Osama bin Laden and other recent incidents relevant to terrorism showing how terrorist organizations, large and small, have changed to meet new threats using knowledge, a more interconnected world, and operational capabilities.

Discussion/Comments Post for Week 3:

It's no secret that many terrorist groups use religion and elements of politics as a conduit to distribute propaganda and incite fear and uneasiness among the world's populations. Some of the best examples of this are frequently given in the literature, citing terrorist bombers, suicide bombers (also referred to as homicide bombers), and the Japanese Kamikaze pilots of WW2. Should governments in different countries counter such abuses of even noble institutions such as religion and mass media? How can that be done?

Discussion/Comments Post for Week 4:

What role may the legal statutes (federal, state, or local), courts, and criminal justice agencies/officers play (or should/should not play) in effectively dealing with terrorism? Would you suggest any possible reforms in criminal justice modes and programs to becoming efficient and productive in dealing with hostages and victims of terrorist activities? Realizing that each of you can write a book on this broad subject, I would like you reflect on how the criminal justice in our country handles issues related to terrorism or in what area they might need to change so we can have some debate.

Discussion/Comments Post for Week 5:

What are the ways can we stop/prevent terrorism to protect our future generations on this planet? Can we or can't we prevent terrorism? What may be other ways of reducing the damages done by this unpredictable and potentially dangerous problem of violence? How do you personally feel about it?

A. FOUR ASSIGNMENTS & FINAL EXAM:

C

Week 1. Popular Media Review Paper (1 paper @ 100 points)

Locate one article on any aspect of terrorism that has been published in a popular magazine or newspaper (e.g., Time, Newsweek, M.S., Redbook, Popular Psychology, Dallas Morning News, New York Times, etc.).

Discuss your chosen article by writing a 4 page critical review based on the following questions:

1. What is the implicit or explicit definition of terrorism in the popular media?
2. According to your article, how common is terrorism around the globe?
3. What was done to the offender? For the victim?
4. What treatment or prevention program is recommended in the article?
5. How do you estimate the value of this article, particularly from a criminal justice perspective?

The syllabus/schedule are subject to change.

This assignment is due by 11:59 PM CST on **Friday of Week #1** of the course.

Week 2. Position Paper (100 course points)

Assignment Instructions: Students are required to prepare a position paper on any topic or issue relevant to such topics as (1) the meaning and forms of violence, terrorism, and 'terrorcide,' (2) the impact of terrorism on society, particularly on law-enforcement systems, (3) the use/abuse of the institution of religion in terrorist activities, and (4) the prevention of terrorism.

The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rationale for that position. The position paper is based on facts that provide a solid foundation for your argument. In the position paper you should:

- Use evidence to support your position, such as statistical evidence or dates and events.
- Validate your position with authoritative references or primary source quotations.
- Examine the strengths and weaknesses of your position.
- Evaluate possible solutions and suggest courses of action.

Choose an issue based on critical thinking and reasoning and facts. You may choose an issue on which you have already formed an opinion. However, in writing about this issue you must examine your opinion of the issue critically. Prior to writing your position paper, define your position or related issues carefully.

Consider feasibility, cost-effectiveness and political/social climate when evaluating possible solutions and courses of action. Students must utilize a minimum of **four outside** sources to inform their paper. These sources **must** be peer-reviewed publications **or** governmental reports. This paper should be a **minimum** of 3- 4 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. Refer to the position paper guidelines in the assignment module. This assignment is due by 11:59 PM CST on **Friday of Week #2** of the course.

Assessment Method: ***Grading will be based on completeness of presentation according to the assignment instructions.***

Week 3: Short Essay (100 course points)

Assignment Instructions: From a criminal justice perspective, select a terroristic event (such as a recent terroristic incident during past 3 years in America or elsewhere, or other related 'sensational' news in media). Discuss what role popular media played in narrating & assessing that event and its consequences. Did you find any discrepancies in dealing with the incident among various sources of media? What steps might have been taken by media that "could" have led to a more positive outcome for the victims and/or criminal justice systems involved?

The syllabus/schedule are subject to change.

With the media playing such a wide, varied, and (one would hope) unintentional role in keeping terrorism in the forefront of daily life, both for those affected and for the terrorists, fighting for their cause; consider your position on media censorship. Where do we go from here?

The essay should be 2-3 pages in length (does not include references), maximum 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on Friday of Week #3 of the course.

Week 4. Literature Review of a Scholarly Article (100 course points)

Assignment Instructions: Locate a peer-reviewed article of your choice relating to any of the terrorism topics discussed in this course. Read, review, and summarize this article. How does this article complement or contradict what you have read in the text and other assigned course materials? How is a paper based on scholarly research differed from popular media article you reviewed earlier in this course?

This paper should be **at least** 2-3 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on **Friday of Week #4** of the course.

Assessment Method: ***Grading will be based on completeness of presentation according to the assignment instructions.***

Week 5. Closed Book Final Examination (100 course points)

I will provide you in timed closed book final exam five essay questions to answer based on the following list of topics:(thoroughly prepare all these topics):

1. Meaning of terrorism and explain what distinguishes terrorism from other forms of violence.
 2. Uniqueness of terroricide and its explanation. Provide several examples of why you think suicide bombing is a “tactical” choice of terrorist groups? Explain your answers.
 3. List and explain, at least, five factors that have contributed to the escalation of terrorism in contemporary world.
 4. Consequences of terrorism.
 5. Use/abuse of religion in terrorism.
 6. Identify, define, and give examples of three distinct ways for preventing terrorism into the future.
- The syllabus/schedule are subject to change.*

7. Use of media, democratization, secularism, and nonviolent strategies in promoting peace.

This exam will be taken all day on-line on **Friday by 11:59 PM CST of Week #5** of the course.

**NOTE THAT YOU WILL NEED TO TAKE EXAM ONLY ON WEEK 5
FRIDAY, NO EXCEPTION NOR EXTENSION.**

**Course Pre/Post-test (required but not included in the
overall course grade)**

Pre and post-tests allow the professor to assess your baseline (foundation) knowledge of a particular subject at the time that you enter a course and the degree of increase in knowledge at the end of the course. This pre/post- test is comprised of no more than 10 questions that will assess your knowledge. You will be asked to complete the pre-test by **Friday** of Week #1 and your post-test by **Saturday** of Week #5. **These tests will not be included in your overall course grade** (they are used for assessment purposes only).

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L

Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
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The syllabus/schedule are subject to change.

Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Device	Operating System	Browser	Supported Browser Version(s)
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer

The syllabus/schedule are subject to change

- Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
 - Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled. Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\)https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor. *The syllabus/schedule are subject to change.*

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or on the words "[click here](#)" to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

I am available by email and cell phone. Please allow me 24-48 hours to return email communication. Please allow me at least 24 hours to respond to phone calls/text messages. When communicating by email and/or by phone, please identify yourself by name.....Hello Dr. Pirtle I am Jane Doe and I am a student in your CJ 583 Policy course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Work

(LATE WORK WILL NOT BE ACCEPTED) (THERE WILL BE NO EXTRA CREDIT)

This may be an ideal time to remind the student that since this course is internet based (online), and since the student will have limited contact with the professor, I encourage each of you to take your time, class work and the deadlines or due dates very seriously.

If an assignment is missed or late the professor reserves the right not to accept the assignment. No excuses will be acceptable. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments.

I want to reiterate that personal computer/access problems will not be an acceptable excuse for failing to turn in assignments on time or meeting the deadlines. Again, make use of the tutorial program. You want to be familiar with any limitations you or your computer may have. If your internet access is frequently interrupted then you will want to have a backup or alternative plan so that you can make all deadlines.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#). *The syllabus/schedule are subject to change.*

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#). <http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce Gee Library-
Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, *The syllabus/schedule are subject to change.*

national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M- Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE/CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University e-mail and in Announcements. I reserve the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below VERY CAREFULLY so that you are sure to complete readings as assigned and turn your assignments in on time.

WEEK #1

READ TEXTBOOKS:

Chapters 1 & 2 in Singh's book Chapter I in Borgeson & Valeri **ARTICLES:** Ganor, Boaz. (June, 2011). ICT Special Report: The Death of Osama bin Laden. Retrieved from <http://www.ict.org.il/LinkClick.aspx?fileticket=1qj2yu1dYl8%3d&tabid=428>

Info on additional sources will be e-mailed to you.

Work on ASSIGNMENT #1 on popular media as stated earlier in the syllabus.

DISCUSSION/COMMENT: Discuss & post 5 commentaries as stated earlier for Week 1

WEEK #2

The syllabus/schedule are subject to change.

READ TEXTBOOKS:

Chapter 3 & 4 in Singh's book Chapter 2 in Borgeson & Valeri book *ARTICLE:* European commission under the sixth framework programme. (2008). *Terrorism and the media* [Data file]. Retrieved from <http://www.transnationalterrorism.eu/tekst/publications/WP4%20Del%206>

Info on additional sources will be e-mailed to you. ASSIGNMENT:
Position paper on Assignment II as outlined earlier in this course syllabus.

DISCUSSION/COMMENT: See discussion topic for Week 2 listed earlier.

WEEK #3

READ TEXTBOOKS:

Chapters 5 & 6 in Singh's book

Chapters 3 & 4 in Borgeson & Valeri book

ARTICLES:

European commission under the sixth framework programme. (2008). *Terrorism and the media* [Data file]. Retrieved from <http://www.transnationalterrorism.eu/tekst/publications/WP4%20Del%206>

Info on additional sources will be e-mailed to you. ASSIGNMENT:
Short Essay (topic chosen by professor), as outlined earlier in this course syllabus.

DISCUSSION/COMMENT See topic given earlier for Week 3

WEEK #4

READ TEXTBOOKS:

Chapters 7 & 8 in Singh's book

Chapters 5, 6, and 7 in Borgeson & Valeri book

ASSIGNMENT:

Scholarly Literature Review as outlined earlier in this course syllabus.

DISCUSSION/COMMENT: See title for discussion given earlier in the syllabus.

WEEK #5

ARTICLE:

European commission under the sixth framework programme. (2008). *Terrorism and the media* [Data file]. Retrieved from <http://www.transnationalterrorism.eu/tekst/publications/WP4%20Del%206>

ASSIGNMENT:

Final exam assignment as mentioned earlier in the syllabus. You were provided a list of Essay Topics earlier in this syllabus to prepare for this exam.

DISCUSSION/COMMENT: see discussion topic given earlier in the syllabus.