

**San José State University**  
**Department of Justice Studies**  
**JS123-02 Terrorism, Security, and Intelligence, Spring 2019**

**Course and Contact Information**

**Instructor:** Stephen J. Morewitz, Ph.D.

**Office Location:** TBA

**Telephone:** TBA (email preferred)

**Email:** [stephen.morewitz@sjsu.edu](mailto:stephen.morewitz@sjsu.edu)

**Office Hours:** Tues., 3:15-4:15 pm

**Class Days/Time:** Tues., 4:30-7:15 pm

**Classroom:** MacQuarrie Hall 520

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, can be found on the Canvas learning management system course website. You are responsible for regularly checking with the email system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

**Course Syllabus Course Name: CJ-123-02: Terrorism, Security, and Intelligence**

**Program Goal:** This essential course is a clear and comprehensive introduction to the complex issues surrounding terrorism, security, and intelligence, perhaps the most pressing major issues facing criminal justice professionals in the 21st century. Students will learn to think critically about the causes of terrorism, both domestic and international. No subject is off limits. Students are encouraged to contemplate and understand the various religious, ideological, nationalistic, and ethnic terrorist movements taking place around the world, their origins, their outlook, and their aims.

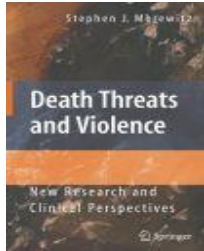
Subjects examined in this exciting and fast-paced course include: suicide bombings, the specter of nuclear, biological and chemical terrorism, cyber-terrorism, Jihadism, the new economy of terrorism, and the organization, function and bureaucracy of homeland security which is continuously evolving to counter the increasing threat of terrorism. The

student is challenged to come to grips with the reality of terrorism and to be prepared to confront it as a criminal justice professional.

**Required Text:**

***Terrorism and Homeland Security*, 9th Edition Jonathan R. White, Grand Valley State University. Only MindTap or MindTap + loose-leaf Edition, ISBN: 9781305660205**

**Recommended Text:**



***Death Threats and Violence: New Research and Clinical Perspectives / Edition: 1***

Author:

Stephen J. Morewitz

ISBN:

9780387766614

Publication Date:

08/28/2008

Publisher:

Springer New York

**Other Readings**

*Additional readings will be posted on Canvas.*

**Teaching Method:** Written assignments will be completed and submitted by the due date. Class time will be devoted to discussing content, presenting enrichment materials, answering student questions, working on in-class exercises, in-class quizzes, and additional learning activities.

**Features and Benefits of *Terrorism and Homeland Security*, 9th Edition:** Students will benefit from using the Cengage MindTap to improve their learning outcomes in real time. “Self-Check,” “Another Perspective,” “Expanding the Concept,” and other textbook features in different chapters highlight a concept or controversy, giving students the opportunity to sharpen their critical thinking skills by grappling with real-world challenges. These educational tools introduce controversial opinions and alternative understandings of social processes, giving students a deeper understanding of all the challenges involved. • Providing maximum learning reinforcement, each chapter's Learning Objectives are carefully matched to end-of-chapter summary sections. Chapters

are enhanced with diagrams and flow charts to illustrate key concepts and keep students visually engaged. • Terrorism frequently blurs the line between law enforcement and national security intelligence. The text's unique emphasis on intelligence helps students see the difference. Sections in Part IV spotlight law enforcement intelligence systems, fusion centers, and national security intelligence--equipping students with a solid understanding of today's intelligence initiatives

**Course Contents: (From the following chapters) Part I: TERRORISM IN HISTORICAL AND SOCIAL CONTEXTS. 1. Shifting Definitions of Terrorism 2. Practical Criminology, Radicalization, and Types of Terrorism. 3. The Organization and Financing of Terrorism. 4. Terrorism and the Media. 5. Gender Roles, Tactics, and Force Multipliers in Terrorism. 6. The Roots of Modern Terrorism. Part II: INTERNATIONAL TERRORISM: NATIONAL AND ETHNIC MOVEMENTS. 7. Long-Term Separatist Terrorism. 8. Nationalistic and Endemic Terrorism. 9. Background to the Middle East. 10. Terrorism in Israel and Palestine. Part III: INTERNATIONAL TERRORISM: IDEOLOGICAL AND RELIGIOUS MOVEMENTS. 11. Revolutionary, Counter Revolutionary, and Religious Terrorism. 12. Al Qaeda and Jihadist Networks. Part IV: DOMESTIC TERRORISM AND HOMELAND SECURITY. 13. Domestic Terrorism. 14. An Introduction to Homeland Security. 15. Law Enforcement and Homeland Security. 16. Homeland Security and Constitutional Issues. 17. Security, Terrorism, and the Future.**

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

1. *CLO 1 Critically evaluate the shifting definitions of terrorism*
2. *CLO 2 Identify concepts and theories related to the historical and social contexts of terrorism*
3. *CLO 3 Describe practical criminology, radicalization, and types of terrorism*
4. *CLO 4 Critically evaluate the concepts and theories about the organization and financing of terrorism*
5. *CLO 5 Identify the link impact of the media on terrorism*
6. *CLO 6 Describe gender roles, tactics, and force multipliers in terrorism*
7. *CLO 7 Identify the roots of modern terrorism*
8. *CLO 8 Critically evaluate national and ethnic movements as foundations of international terrorism*
9. *CLO 9 Critically discuss ideological and religious movements as the roots of international terrorism*
10. *CLO 10 Identify the organizational structure of homeland security and its impact on domestic terrorism*
11. *CLO 11 Identify agencies charged with preventing and interdicting terrorism*
12. *CLO 12 Critically assess issues in building intelligence systems*

13. *CLO 13 Critically evaluate intelligence reform and the future of security and terrorism*
14. *CLO 14 Terrorists' use of death threats and other terrorist threats in the family, workplace, government, and conflict/war situations*
15. *CLO 15 Describe the social structure in which death threats and other terrorist threats are made*
16. *CLO 16 Evaluate the strengths and weaknesses in research methods that are used to study death threats and other terrorist threats*

### **Course Requirements and Assignments**

SJSU classes are designed such that to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.
- [Office of Graduate and Undergraduate Programs' Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

1. **Midterm (Take-Home Short Essay) (20% of total grade)**
2. **Critique Paper (20% of total grade):**
  - a. *Evaluate important claims made in a peer-review article on terrorism, security, and intelligence*
  - b. *Analyze what the author has really demonstrated*
  - c. *Evaluate the strengths and weaknesses of the arguments made*
  - d. *Discuss research questions raised by the article*
  - e. *Analyze potential policy consequences of the article*
  - f. *Write three typed pages, double-space, title page, and list of at least five peer-review references using only the APA format*
3. **Quiz (Short-Essay/Answer and Multiple-Choice and True/False Items) (20% of total grade)**
4. **Quiz (Short-Essay/Answer and Multiple-Choice and True/False Items) (20% of total grade)**
5. **Final Exam (Take Home or Multiple-choice and True/False Test Items) (20% of total grade)**
6. **In-Class Assignments**

*Students will work solo and in teams to complete other in-class assignments such as completing in-class quizzes, participating in debates, preparing key terms, and writing essay questions.*

## **Grading Policy**

According to the Departmental policy, all recorded grades are FINAL. The faculty member will not change any grade after it is recorded unless the faculty member has made an error in calculation. Students will not be permitted to re-submit assignments for a better grade.

## **Grading Scale**

		92.1%-100% = A	
Midterm	20%	90 %-92% =A-	
Critique	20%	88%-89.9%=B+	
Quiz	20%	82.1%-87.9%= B	70%-72% = C-
Quiz	20%	80%-82%= B-	68%-69.9% = D+
Final Exam	20%	78%-79.9% = C+	62.1%-67.9% = D
In-Class Assignments		72.1%-77.9%=C	60%-62% = D-

(See discussion of the in-class assignments)

## **STUDENT CONCERNS/COMPLAINTS ABOUT GRADES**

Students with concerns and/or complaints relating to grades must first communicate with the professor and allow the professor to settle the matter fairly with the student directly using office hours or some other appropriate means of discussion and review. All University policies and procedures regarding grades are followed in this course to guarantee fairness and due process. Please refer to the University Catalog for more information on the University's grading policy.

## ***Grading Criteria for In-Class Assignments***

*In terms of participation, students must complete 75% of all in-class assignments by the end of the last class session of the semester to receive full credit. Otherwise, students will lose 10 points from their final grade. Students who complete 100% of the assignments and participate in class may get **one or more points extra credit** added to their final grade depending on the final grade distribution. However, if the students do very well, no extra credit may be possible.*

## ***Grading Criteria for Writing Assignments***

Students will receive the following written break-down and explanation of points for their grade:

Relevance to terrorism, security, and intelligence (5 points)

Adequacy of the analysis of peer-review journal articles and books (20 points)

Adequacy of critically analyzing major theories and/or findings (20 points)

Creativity (5 points)

Critical Thinking Skills/Clarity/Logic/Grammar/Five Peer-Review  
References/APA Report Format (50 points)

1. Passing This Course: Passing this course requires consistent good effort to turn in all materials, use correct grammar, and know the conventions of writing in the social sciences. Poor attendance, sloppy papers written in one night (I know this is possible for some of you), or consistently turning materials in late, usually result in lower overall points, and the possibility of not passing.

2. Late Assignment Penalty: All late major assignments will lose **10** points for each class meeting that the assignment is late. Your major assignments must also be submitted electronically on the same day of the hard-copy submission date. I will allow assignments to be turned within one week in-class, and there will still be a late paper penalty. Assignments must be turned in during class (**hard copy**) and not just emailed to the instructor. Papers CANNOT be turned into the department office.

## Classroom Protocol

### Participation and Attendance:

*Attendance is mandatory and attendance may be taken twice: at the beginning of class and at another time during class. Do not leave class early. If you miss class, you are responsible for contacting classmates to make up the work. In addition, you must review the Canvas postings to submit your in-class assignments for the day that you missed. Please do not email the instructor to ask about missed work.*

*Do not use any electronic devices in class unless you are using them for preparing assignments in class. Do not carry on conversations with classmates unless they are related to class discussions and specific assignments.*

*Students must complete 75% of all in-class assignments by the end of the last class session of the semester to receive full credit. Otherwise, students will lose 10 points from their final grade. Students who complete 100% of the assignments and participate in class **MAY get one or more points extra credit** added to their final grade depending on the final grade distribution. However, if students do well, no extra credit will be possible.*

Being on Time: Attendance and being on time is critical on the days that we have in-class assignments. If you do not have your assignment, then you can still do the assignment. While attendance cannot be graded, expect that absences and/or late arrivals could affect

your grade should you miss (parts of) in-class exercises or assignments. If you miss announcements, lecture material, hand-outs, you need to be sure to pick them up and have someone else to get them for you.

**Contacting Your Professor:** I receive A LOT of email, so be sure to put in your SUBJECT line: **JS 123**. That way I know why you are contacting me. Please sign your full name at the end of your email so that I know who you are! Don't expect me to email you a copy of anything if I can post it on Canvas, it will be there. I try to respond to email within 24-48 hours only between Mondays and Fridays.

**Hand-outs, Readings, and Other Learning Materials:** Purchase the books!! These books are useful for your entire career at SJSU. I recommend bringing the books and the Powerpoint lecture outlines to class, as I frequently explain and lecture from the material in the book. I post my hand-outs on Canvas.

**Professor's Revisions to the Syllabus:** I reserve the right to adjust assignments, material, and time schedule to fit the needs of the class. I will not however, add additional material to what is already stated in the syllabus. Students will be notified of all changes in the syllabus.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the syllabus include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic Integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.



## **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## JS 123 Spring 2019 Semester Course Schedule

List the agenda for the semester. Schedule is subject to change with fair notice.

### Course Schedule

W=White, Terrorism and Homeland Security, 9<sup>th</sup> Edit.

M=Morewitz, Death Threats and Violence

Week	Date	Topics, Readings, Assignments, Deadlines
1	1.29	W, CH 1 Shifting Definitions of Terrorism; M, CH 1-2; Preface; Appendix A, Research Methods & Appendix B, Study Results
2	2.5	W, CH 2 Practical Criminology, Radicalization, and Types of Terrorism
3	2.12	W, CH 3 The Organization and Financing of Terrorism; M, CH 1 Homicidal Threats; <b>Quiz</b>
4	2.19	W, CH 4 Terrorism and the Media
5	2.26	W, CH 5 Gender Roles, Tactics, and Force Multipliers in Terrorism
6	2.7	W, CH 6 The Roots of Modern Terrorism; M, CH 2 Death Threat Makers
7	3.5	W, CH 7 Long-Term Separatist Terrorism; <b>Review for Midterm</b>
8	3.12	W, CH 8 Nationalistic and Endemic Terrorism; M, CH 3 Death Threat Victims <b>Midterm</b>
9	3.19	W, CH 9 Background to the Middle East
10	3.26	W, CH 10 Terrorism in Israel and Palestine; M, CH 4 Stalking and Homicidal Threats, <b>Quiz</b>
11	4.2 <b>Spring Recess</b>	W, CH 11 Revolutionary, Counter Revolutionary, and Religious Terrorism; M, CH 5 Death Threats and Weapon Use;
12	4.9	W, CH 12 Al Qaeda and Jihadist Networks, <b>Critique</b>
13	4.16	W, CH 13 Domestic Terrorism
14	4.23	W, CH 14 An Introduction to Homeland Security; M, CH 6 Substance Use and Abuse and Homicidal Threats
15	4.30	W, CH 15 Law Enforcement and Homeland Security; <b>Review for Final Exam</b>
16	5.7	W, CH 16 Homeland Security and Constitutional Issues; W, CH 17 Security, Terrorism, and the Future. M, CH 7 Death Threats and Violence at Schools and Colleges; <b>Review for Final Exam</b>

