**SYLLABUS fall 2014**

**ADJUS 251 Terrorism and Weapons of Mass Destruction**

**Hybrid online course with class meetings Wednesdays from 8:10- 10:00 pm, with 9 class meetings.**

Instructor: Dr. Rick Ramos

Office Location: AA 126

Office Hours: Wednesdays: 4:30-5:30 PM, I expect to be in my office and also will have D2L on. You may text me using the pager (text) feature in D2L, or call me.

Phone: Cell 510-501-8706

**Mandatory class meetings Wednesdays: 8:10-10:00 pm AA 142**

This is a hybrid course that meets weekly to conduct class discussion and work on your research project You may start the work early. It is important that you read the chapters and listen to the assigned lectures on Itunes before you come to class. In addition, we will work on your writing assignments and test preparation in the live class sessions. Bring laptops or notebooks to take advantage of writing sessions.

I pads: The D2L system has a new feature for I pads called binder. You can download files with one click to your pad, however you need a desktop of laptop to download the lectures to then sync them to your I pad or phone. In addition, it is recommended you type the three projects on a computer with Microsoft Office and PowerPoint.

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| This course is an introduction to contemporary terrorism with an emphasis on homegrown violent extremism and weapons of mass destruction. Students will discuss the motivational factors of international and domestic terrorism organizations and how we can leverage disciplines towards a counterterrorism profession. This course meets the California bureau of Security and Investigative services requirement for training in weapons of mass destruction. The course is conducted as a hybrid course with 30% of the course work online. |

**COURSE RULES:**

1. All students are required to participate in the orientation and participate on class meeting days. It is your responsibility to use the online student support materials to become familiar with how to find and submit: Discussions, Drop box assignments, Group work and Exams.
2. The first thing you need to do is provide a your contact information in the your profile area at the top right of your home screen. Include you phone, your email and allow the system to send you text message for News announcements, upcoming test and assignment due dates.
3. Assigned readings: You are required to read between 20-70 pages per week to study for this class. You cannot do that without a textbook, so if you expect to be successful you must get a textbook by the orientation.
4. All of the work you will submit must be in MS word. I cannot open and grade other types of files. As an online student you can buy a very cheap copy from the bookstore.
5. **Late work is not accepted**, except with special circumstances (one time). This is on a case-by-case basis and is up to the discretion of the instructor.
6. **Content:** If you go to D2L and open the dropdown menu under *Course Materials>Content*. You will find all of the course work laid out in chronological order. All the study materials, audio lectures, reading assignments, discussion, dropbox homework and exams will be lined up in order for you to complete.
7. Module closure dates are not changeable. If you do not complete all the work in the module before the closure date and time, the tests and assignments will close down and you will loose the points for all assignments in that module.
8. You are required to **participate in discussions** for each module. You will have to reply with an intelligent response based on the course content to the instructor lead questions and they you are required to read you classmates comments and provide feedback, add or disagree (respectfully).
9. **Office hours:** Wednesdays: 4:40-5:30pm AA 126
10. **Attendance:** Students are required to attend live session unless they have prior permission from the instructor. In addition, students who do not log into D2L for more then two weeks may be dropped for lack of attendance.

Intended Student Learning Outcomes:

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| Define terrorism and discuss homegrown violent extremism. |
| Differentiate the various sects and types of terrorist organizations. |
| Define and discuss the radicalization pathways. |
| Discuss weapons of mass destructions and how they have been used to further terrorist objectives. |
| Discuss possible terrorist targets in California. |
| Discuss the importance of fostering community engagement to curb terrorism. |

**STUDENT LEARNING OUTCOMES**

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| Identify the characteristics manifested by violent extremists. |
| Identify and discuss the components of the radicalization pathway |
| Discuss the challenges associated with containing and reducing the violent extremist threat to our local communities. |
| Explain the characteristics of the different weapons on mass destruction used by terrorist groups. |
| Develop a safety plan to deter a terrorist attack. |

**COURSE CONTENT**

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| Terrorism and violent extremism |
| Ideological motivation |
| The radicalization pathway (recruitment) |
| Weapons of Mass Destruction |
| Target development |
| Leveraging disciplines toward a counterterrorism profession |
| Counterterrorism planning |
| The mosaic of engagement |
| Terrorism and violent extremism |
| Ideological motivation |
| The radicalization pathway (recruitment) |
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Units: 3

Method of Instruction:

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| Lecture (Live or online podcasts) |
| Demonstrations, discussions, role playing |
| Group work |
| Audio-visual instruction |
| Self-paced computer projects |
| D2L Learning Management System |

**REQUIRED TEXT:**

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| Textbook Title: | Homegrown Violent Extremism |
| Author: | Erroll Southers |
| Publisher: | Anderson |
| Edition/Date: | 2013 |
| Textbook Reading Level: | 13 |
| Justification Statement: | *(For textbook beyond 7 years)* |
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| Student Workbook | Weapons of Mass Destruction & Terrorism Awareness for Security Professionals |
| Author: | State of California |
| Publisher: | Consumer Affairs |
| Edition/Date: | 2014 |

The student WOMD workbook will be provided free to students as a PDF in D2L.

**STUDENT EVALUATION**:

Grading Policy:

Letter Grade

900 or more = A

800-899 = B

700-799 = C

600-699 = D

599 or less points = F

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| 150 | 3 quizzes @ 50 each |
| 200 | Final Exam |
| 200 | Oral presentation 4@50 points each |
| 250 | PTEA reports 5 @50 each |
| 100 | Devil’s advocate plan |
| 100 | Safety plan |
| 1000 | **Total Points including bonuses** |

The live sessions are designed to help you complete your homework in class under my supervision and coaching. Students are required to participate in discussion about the work and help each other with the writing assignments. Students who do not show up to the four assigned class meetings will loose 25 points for each absence. If this is a problem it is suggested you **not take this class\*\*\*.**

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| **Outside of Class Weekly Assignments** | **Hours per week** |

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| Weekly Reading Assignments *(Include detailed assignment below, if applicable)* | 3 |

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| Read one chapter per week and take the homework quiz associated with that chapter. In addition, Each student will read one chapter in the text per week, in addition to one section in the reader. Each student will become 'devil's advocate' to one of the authors covered in the course. Using library sources, they will write a point paper discussing the opposite viewpoint of the author and defend it. |

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| Weekly Writing Assignments *(Include detailed assignment below, if applicable)* | 3 |

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| 1. Write an analysis of a short story from the reading of two authors who took the same stand on domestic or international Terrorism. 2. Examine different stories, covered in class and create a historical timelines and develop trends of future attacks. 3. Formulate a definition of the nature and characteristics of international terrorism with reference to who the targets are and what will be the reactions from that given population. 4. Examine media reports of terrorism and compare these current reports with the stories on media covered by the authors.  As a follow up assignment, students will conduct surveys of possible local community targets and create a safety plan and report. |

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| Weekly Math Problems *(Include detailed assignment below, if applicable)* |  |

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| Lab or Software Application Assignments *(Include detailed assignment below, if applicable)* | 3 |

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| Participate in the facilitated discussions based on the state provided software and participate in learning activities that require the analysis of intelligence information, a critical reflection of the material and the development of new theories about terrorist future targets, recruitment of new members and the development of investigative skills to combat terrorism. As a result of this interaction, students will answer essay questions or develop written documents to explain the results of their analysis. |

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| Other Performance Assignments *(Include detailed assignment below, if applicable)* |  |

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**Live Class Meetings: ???**

**CLASS SCHEDULE**

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| **MODULE** | **Lecture topics** | **Assigned Reading** | **Complete the student workbook learning activity** | **Text book Assignments** |
| Orientation |  | Syllabus | Complete **Activity 1** on the first night of class before instruction begins.  (Pretest) |  |
| Module one | Role of the Public Safety Professional   * Intro to terrorism * California as a target * Overview of roles and tasks | Read Chapter one and two in the textbook. | **Activity 2** part A to be completed as **quiz 1** in D2L, Part B will be completed in small groups during class and turned in via **dropbox** 1, as a homework assignment. Students will report out on there finding for part B in class. **Activity 3** Part A will be completed in class after small group discussion and report to the class. Part B will be completed as a **quiz 2** in D2L | 1. Select one of the research articles in the back of chapter one and two complete two PTEA research forms. 2. Dropbox 1 3. Presentation 1 4. Presentation 2 5. Quiz 1 and 2 |
| Module Two | The nature of terrorism   * Introduction * The nature of terrorism * Pre-incident indicators | Read Chapter three and four in the textbook. | Activity 3 Part A will be completed in class after small group discussion and **presentation** to the class. Part B will be completed as a **quiz 3** in D2L | 1. Select one of the research articles in the back of chapter three and four and complete two PTEA research forms. 2. Presentation 3 3. Quiz 3 |
| Module Three | Weapons of Mass Destruction   * Introduction * Explosives and other WMD * Response strategies | Read chapter Five | Activity 4 will require you to play devil’s advocate and plan a terrorist attach as a group and create presentation for the class. Students will upload a paper on their results to **dropbox.** Students should draw on resources from both the workbook and textbook for this activity. | 1. Select one of the research articles in the back of chapter five and complete a PTEA form. 2. Presentation 4-terrorist plan. 3. Dropbox 2-terrorist planning. |
| Module 4 | Coordination of critical information   * Overview of information flow * Conclusion |  | Activity 5,6,7 and 8 will be used as the **final exam** for this course of instruction. | Dropbox 3:Safety plan |

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| 150 | 3 quizzes @ 50 each |
| 200 | Final Exam |
| 200 | Oral presentation 4@50 points each |
| 250 | PTEA reports 5 @50 each |
| 50 | Devil’s advocate plan |
| 150 | Safety plan |
| 1000 | **Total Points including bonuses** |

**ASSIGNMENTS**

**PTEA Research summaries (5@50=250 points possible)**

Students will read research articles and summarize them using the following template:

1. Purpose
2. Theory
3. Evidence
4. Analysis

**WOMD Activity dropbox assignments (2@25=50)**

Students will complete group and individual assignments and turn them in via the D2L Dropbox. See dropbox for assignment directions.

**Safety Plan (Service learning activity) 100 points.**

Student will synthesize the information from the workbook and textbook to analyze a potential terrorist target in our community (Monuments, shopping mall, industrial site, your workplace). The student will identify site weaknesses and develop a safety plan for the site. Student may interview site management or security personnel to further develop their paper and provide the analysis to appropriate site personnel for consideration.

Instructor Biography

Dr. Rick Ramos has been teaching in community colleges since 1982. He holds a doctorate degree in Educational Leadership from San Francisco State University, as well as a M.S. and B.S. in Criminal Justice Administration from Sacramento and East Bay Universities. He has been the department chair of the Administration of Justice program at Contra Costa College since 1995. He has previous experience as a law enforcement officer and manager with the city of Berkeley, in addition to security experience working for the Oakland Raiders executive security team.

"The Rehabilitation Act of 1973, Section 504, requires Contra Costa College to make all programs accessible to qualified individuals with learning, physical, or psychological disabilities. Students who would like to receive accommodations for their learning, physical, or psychological disabilities should contact the Disabled Students Programs & Services (DSPS) office (SSC-109) and schedule an appointment. See instructor for more information.