

**\*\*Disclaimer\*\***

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.



## **CRJ 553: WEAPONS OF MASS DESTRUCTION & TERRORISM**

### **Master Course Syllabus for Online Courses**

#### **FACULTY INFORMATION:**

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#### **COURSE MEETING TIMES AND LOCATION:**

This is an online course; therefore, there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies. You are expected to log into the Blackboard course regularly.

#### **OFFICE HOURS AND INSTRUCTOR COMMUNICATION:**

The Instructor will respond to online posts and emails within one full business day.

This course uses a “Three Before Me” policy for student to faculty communications. When questions arise during the course of this class, please remember to check **three** sources for an answer **before** emailing your instructor:

1. Course Syllabus
2. Announcements in Blackboard
3. The Q & A Forum

This policy will help you in potentially identifying answers before I can get back to you, and it also helps your instructor from answering similar questions or concerns multiple times.

***Although your classmates may be helpful in answering questions, please be aware that nothing in this forum constitutes official course policy. In the event of a conflict between information on the Q & A forum and information in the syllabus, always refer to the syllabus unless the information in the syllabus was formally changed by the instructor through an official course announcement. Please note that your instructor will respond to your Q&A Forum posts and to your emails within 24-48 hours on business days.***

***All instructor correspondence will be sent to your “@ASU.edu” e-mail account.*** Forwarded emails to and from your ASU to a personal account is not recommended, as often times course related emails are “lost” in cyberspace. ASU faculty will not respond to any e-mail address other than ASU account addressed emails.

## **COURSE DESCRIPTION:**

This course provides a penetrating examination on the global threat of terrorism and Weapons of Mass Destruction (WMD). The course explores the contemporary picture of “New Terrorism” blended within a historic context. Students will be able to provide analysis of the types; sources; and threats of WMDs, specifically chemical, radiological, biological, nuclear and explosives weapons (CRBNE). In addition, students will explore the motivation, response and future WMD threats to critical infrastructure.

## **LEARNING GOALS:**

Upon successful completion of the course, students should be able to:

1. Identify various types of Weapons of Mass Destruction (WMD), the current WMD threat picture, and WMD threat response processes.
2. Explain the classifications and dangers of chemical, biological, radiological, nuclear, and explosives weapons (CBRNE).
3. Describe the relationships between terrorist organizations and chemical, biological, radiological, nuclear, and explosives weapons (CBRNE).
4. Analyze empirical research related to terrorist organizations and weapons of mass destruction.
5. Evaluate WMD threat response policy and practice in in light of research.
6. Describe the limitations of prior research related to terrorist organizations and weapons of mass destruction.
7. Explain how future research might address the WMD threat.

## **REQUIRED BOOKS:**

### **Textbook(s):**

Forest, J. (2013). *Weapons of Mass Destruction and Terrorism* (2nd ed., Vol. 1). New York: McGraw Hill. ISBN 978—0-07-802-622-5

## **SUPPLEMENTAL READINGS:**

Clary, C (2004, December) AQ Khan and the Limits of the Non-Proliferation Regime. THE 2005 NPT REVIEW CONFERENCE, DISARMAMENT FORUM. Retrieved August 13, 2014, from <https://calhoun.nps.edu/handle/10945/40342?show=full>

Squassoni, S. (2006, September). Disarming Libya: Weapons of Mass Destruction. LIBRARY OF CONGRESS WASHINGTON DC CONGRESSIONAL RESEARCH SERVICE. Retrieved August 22, 2014, from <http://oai.dtic.mil/oai/oai?verb=getRecord&metadataPrefix=html&identifier=ADA475032>

Glick, S. (2014, August) Consequence, Weapons of Mass Destruction, and the Fourth Amendment's 'No-Win' Scenario. INDIANA LAW JOURNAL, VOL. 90, NO. 1, 2014; HOFSTRA UNIV. LEGAL

STUDIES RESEARCH PAPER NO. 2014-18. Retrieved September 4, 2014, from <http://ssrn.com/abstract=2478739>

Grundmann, O. (2011, January) Recent Advances in the Prevention of Bioterrorism Attacks. *Journal of Bioterrorism and Biodefense*. Retrieved October 14, 2014, from <http://omicsonline.org/2157-2526/2157-2526-2-103.php>

Scott, M., "18th Century Anarchism and Its Effect on Modern Day Domestic Terrorism" (2014). *Undergraduate Honors Theses*. Paper 239. Retrieved October 14, 2014, from <http://dc.etsu.edu/honors/239>

### **SUGGESTED READING:**

Lance, P. (2003). *1000 Years for Revenge: International Terrorism and the FBI--the Untold Story*. New York: HarperCollins. ISBN 0060597259

### **OTHER REQUIRED RESOURCES:**

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following hardware and software packages:

- A functioning computer, up-to-date within the last 5 years. Please note, ***mobile devices such as tablets or smartphones are not recommended for use with Blackboard***. The Blackboard mobile app can be used for occasionally checking on the course, but the mobile app will not display the course in its entirety. You must access the course regularly from a full-featured laptop or desktop computer.
- A web browser, updated to the most recent version. Chrome, Mozilla Firefox, or Safari are the preferred browsers for accessing Blackboard. *Internet Explorer is not recommended for use with Blackboard*.
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone and speaker attached to your computer
- A word processing software, such as Microsoft Word, Apple Pages, or Open Office.

You are responsible for having a reliable computer and internet connection throughout the course.

### **STATEMENT OF WORKLOAD EXPECTATIONS:**

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit." Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), *as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C)*. **This translates to 18 hours per week engaging with the learning assignments (i.e., readings, online lectures and activities, , assignments and assessments, and studying) for an online classes that meet over a 7.5 week-semester.** As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

## LEARNING ACTIVITIES:

1. Reading Assignments – Unless otherwise specifically assigned, reading assignments are taken from the required resources specified above. All assigned readings may be covered on quizzes, exams, or other assessments.
2. Discussions – There are 5 discussions each student must participate in. Each discussion cover content discussed in the course, and each discussion is worth 10 points. All students must make an initial post of 250- to 400-words, structured as a mini-thesis, with a recognizable thesis statement and supporting evidence. It is expected that students will cite, at a minimum, their textbook in their initial post, but they are encouraged to cite other resources as necessary. All students are also required to respond to at least two of their classmate's initial posts with well-reasoned and substantial feedback. It may be necessary to cite sources during responses, especially if students are discussing a contentious or critical point. Discussions are expected to be collegial and academic in nature.
3. Writing Assignment(s) – There are 7 writing assignment each student must complete, each worth 40 points. In each module, students will compose an analytical essay that responds to specific questions posed by the reading and resources. Responses should come in the form of an academic essay, with a strong thesis and exploration of each question, and include at least two academic sources, including the text. All written assignments must be composed using APA style guide requirements. Links to APA Style assistance can be found in the assignments. Each Rubrics are available for review in Canvas.

## ***SUBMITTING ASSIGNMENTS (required section, suggested wording)***

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

## ***SUMMARY OF GRADED ASSESSMENTS:***

**Table 1: Graded Assessments and their Values**

Assignments (7 total)	15%
Discussions (5 total)	75%
Total	100 %

## FINAL COURSE GRADING SCALE:

**Table 2: Grading Scale**

<b>Average Between</b>	<b>Equals</b>
97.00% and 100.00%	A+
94.00% and 96.99%	A
90.00% and 93.99%	A-

87.00% and 89.99%	B+
84.00% and 86.99%	B
80.00% and 83.99%	B-
77.00% and 79.99%	C+
70.00% and 76.99%	C
60.00% and 69.99%	D
0.00% and 59.99%	E

## ACADEMIC INTEGRITY:

1. Academic Dishonesty – In addition to academic performance, students are expected to demonstrate the qualities of honesty and integrity. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course ('XE') and in appropriate disciplinary action being initiated. The possible sanctions include, but are not limited to, grade penalties, permanent record on your transcript of academic dishonesty, loss of registration privileges, disqualification, and dismissal. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at:

<http://provost.asu.edu/academicintegrity>

2. Electronic Review– To ensure compliance with academic integrity policies, written submissions will be submitted to SafeAssign, TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.
3. Citation Style – Because this is a criminology and criminal justice course, students are required to use the citation style and format of either the American Psychological Association (APA) or the American Sociological Association (ASA). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook*.
4. Avoiding Plagiarism – Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To combat such ignorance, here are rules and resources to help you avoid any problems with plagiarism. Of course, these rules apply regardless of the citation form or style you may be using.
  - a. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
  - b. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few

words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.

- c. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
- d. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
- e. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
- f. Altering or Revising Your Own Prior Work – You should also be aware that altering or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking.

## **SPECIAL LEARNING NEEDS:**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

1. Establishing Eligibility for Disability Accommodations – Students who feel they will need disability accommodations in this class but have not registered with the DRC should contact the DRC immediately. Students should contact the DRC on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website: <https://eoss.asu.edu/drc>. DRC offices are open 8:00 A.M. to 5:00 P.M. Mondays through Fridays.
2. Disability Accommodations – Prior to receiving any disability accommodations, verification of eligibility from the DRC is required. Once registered with the DRC, students with disabilities

must meet with me to discuss what reasonable accommodations they will need to be successful in this course. For students with disabilities that are known at the time this course begins, I encourage you to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with me at the earliest possible time to arrange for accommodations of their learning needs. Disability information is confidential.

## **DUE DATES:**

Planned Excused Absences – In an online course, there is more flexibility in when lectures and other learning materials are accessed, compared to a face-to-face course, but **the course due dates are not flexible unless receiving approval from course instructor**. If you know that a future event will interfere with your ability to complete course work, you are encouraged to contact the instructor to make arrangements for completing the assignments. Provided that student informs the instructor of the reason for the absence at least one week in advance of the absence, the instructor will attempt to make arrangements, only when absences are due to any of the following three reasons:

- a. religious reasons;
- b. jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and
- c. university-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.).

## **LATE SUBMISSIONS:**

Written assignments are to be submitted by the due date. Late submissions will not be accepted unless: (1) an extension was granted by the professor in advance of the due date; or (2) documentation of an unforeseeable excused absence (as assessed in the professor's sole discretion) is provided.

## **MAKE-UP WORK:**

If you are seriously ill or you are injured in a manner that prevents you from completing your work, you should email me to let me know that you are sick or injured as soon as possible. The same is true for the death, injury, or serious illness of an immediate family member. Please be advised that for missed work based on an emergency situation to be excused, you may be required to submit corroboratory documentation, such as a note from a physician documenting the illness or injury (notes from family members will not suffice), a death certificate or other form of proof of a family member's death, etc.

## **WARNING:**

At times, we will be discussing material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or



extensive discussions of crimes and associated victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse); and depiction or discussion of discriminatory attitudes or actions. ***If you have experienced criminal victimization or some other type of trauma in your past that you feel may impact your ability to fully participate in the class, please notify me as soon as possible if we are covering material that causes you to experience distress. Students are responsible for any material presented in the course. In the alternative, if after discussing the situation with me you are completely unable to engage with the material, we can explore the option of an alternate assignment.*** If you ever wish to discuss your personal reactions to this material with me, I welcome such discussion as an appropriate part of our coursework. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material in criminology and criminal justice courses, I encourage you to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classrooms because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. Thus, you should expect to become exasperated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

## STUDENT CONDUCT:

The University and I expect all students to comport themselves professionally. Toward that end, I expect everyone to abide by the following rules of etiquette:

- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus:  
<http://www.azregents.edu/policymanual/default.aspx>
- Please use proper grammar, spelling, and punctuation in all course-related communications, whether that is in the discussion boards, emails to the instructor, or assignments. "Text lingo" and other invented spellings are not allowed.



## OTHER IMPORTANT POLICIES:

1. Drop/Withdrawal Policies – For information on dropping/withdrawing from a class, see this page on ASU's website: <https://students.asu.edu/drop-add>.
2. Extra Credit – There is no extra credit available in this course.
3. Copyright

All class materials are designed by the instructor and all class lectures are the intellectual property of the instructor and are protected by federal copyright law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Written permission must be secured from the instructor in order to sell the instructor's oral communication in the form of notes. Notes must have the note-taker's name as well as the instructor's name, the course number, and the date.

## **SEXUAL VIOLENCE AND HARASSMENT:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

## **TECHNICAL SUPPORT:**

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500

Toll free: 855-ASU-5080

Web: <http://my.asu.edu/service>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

## **SYLLABUS CHANGES:**

I view this course syllabus as an educational contract between myself and the students in the course. Accordingly, I will make every effort to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. I therefore reserve the right to make changes to the syllabus, other than to the attendance and grading policies.

## **COURSE SCHEDULE:**

Here is an outline of the material we may cover. We may vary from this schedule depending upon the time the professor feels we need to spend on any topic. Therefore, use this schedule with the caveat that assignments may be changed by the professor any given class session.

All assignments are due by 11:59 p.m., Arizona time, on the date indicated. It is highly advisable to complete your assignments well in advance of the due date, in case technical difficulties arise.

Dates and Topics	Read/Watch/Listen	Assignments	Due Date
Week 1 Terror Groups and Finances	Read Forest pages 5-37.	• Discussion: Introductions	5/21/20
		• <u>Assignment 1: Terrorist Groups and Finances Analysis</u>	5/21/20
Week 2 Weapons and Threats	Read Forest pages 85-297.	• Discussion 1: WMD Terrorist Attack	5/24/20
		• <u>Assignment 2: WMD Chemical Attack</u>	5/24/20
Week 3 Critical Infrastructure	Read Forest pages 301-410.	• Discussion 2: Biosecurity Threats	5/31/20
		• <u>Assignment 3: Impacts and Infrastructure</u>	5/31/20
Week 4 Strategy and Policy	Read Forest pages 411-696. Interview with FBI WMD Coordinator	• Discussion 3: Strategy Example	6/7/20
		• <u>Assignment 4: Counter Proliferation</u>	6/7/20
Week 5 Assessment, Predication, and Risk.	Read Forest pages 701-764.	• Discussion 4: WMD Dialogue	6/14/20
		• <u>Assignment 5: Standardization in the CBRNE Community</u>	6/14/20
Week 6 National Strategy	Read Forest pages 808-820.	• Discussion 5: Nuclear Proliferation	6/21/20
		• <u>Assignment 6: National Strategy</u>	6/21/20
Week 7 Course Synthesis	none	• Assignment 7: Emerging Trends	6/24/20 (End of course)