



CRJ 412: International Terrorism

May 16, 2024 – June 26, 2024

Sessions: 42038 and 41683

Faculty Information

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Office hours: Can be arranged via email for appointments. Ideally will be using Zoom meetings.

Office: Can be virtual

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Teaching Philosophy

Active Learning and Engagement: Active learning promotes deeper understanding and retention of knowledge. Most Instructors, to include myself incorporate a variety of interactive and experiential learning activities, such as group discussions, problem-solving exercises, case studies, hands-on projects, and technology integration. These activities encourage students to actively engage with the material, apply concepts to real-world situations, and develop critical thinking and problem-solving skills.

Land Acknowledgement

Arizona State University acknowledges, with respect, that its physical locations are within the ancestral homelands of those American Indian tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O'odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O'odham peoples.

Statement of Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective. At Watts College, we echo these sentiments through [Our Aspirations](#) to be a vehicle through which we make the world a better place.

Course Information

Course Catalog Description

This course provides a systematic examination of the structural, organizational, political and legal characteristics of international terrorism.

Course Enrollment Requirements

Prereqs w/C or better: Crimnlgy & Crim Just major; CRJ 302; CRJ 303 OR Publ Serv & Publ Pol (Crimnlgy or Emer Mgt & Homeland Sec or Law & Pol) major; PAF 301; PAF 302; Credit allowed for CRJ 412 or CRJ 494 (Intl Terrorism) OR Visiting University Student

Course Overview

The primary goal of this course is to give you an understanding of the motives, origins, and rationales for extremist beliefs and terrorist behavior, as well as how governments respond to these phenomena. You will be challenged to critically assess extremist ideology and the practice of terrorism.

Course Learning Objectives

At the completion of the course, students will be able to:

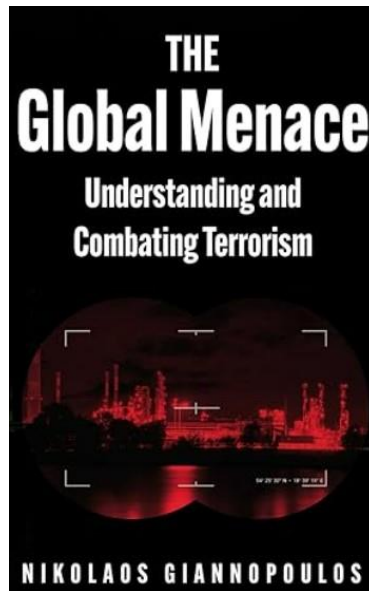
1. Describe international threats from both political and religious perspectives.
2. Explain the philosophical concepts associated with the will to harm individuals in large numbers.
3. Identify & discuss the multiple theoretical approaches to defending against international threats and examine historical significance of past events.
4. Explain international threats as they apply in today's world
5. Describe the history of terrorist events and, through weekly reading and postings.
6. Explain the historical progression of international terrorist events
7. Explain international threats as they apply in today's world regarding the Middle East, Africa, Central and East Asia.
8. Describe the history of terrorist events and, through weekly reading and postings, explain the historical progression of international terrorist events concerning Europe, North and South America.
9. From a futurist perspective, explain in detail, through discussions, research and postings, a specific application of preventative measures against international security threats
10. From a futurist perspective and from postings and class presentations, explain how the world is more secure post-9/11 from a threat perspective
11. From a futurist standpoint, explain the role of being a "leader in a changing threat environment" as it relates to solving short and long-term dynamic issues facing the international community.

Course Materials

Required Textbook

The Global Menace: Understanding and Combating Terrorism April 14, 2023
Nikolaos Giannopoulos (Author)

ISBN 979-8390622728



Computer Requirements

- **Computer System:** Windows or Apple desktop or laptop computer manufactured within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU's online courses.
- **Operating System:** Windows-based computers should be running the most recent version of Windows. Apple computers must be running a recent version of macOS. For operating systems recently released (the last few months), consider maintaining the next most recent release for a few months until bugs in the OS have been addressed.
- **Required Software:** [Microsoft Office 365](#) (available for all students at ASU); [Adobe Acrobat Reader DC](#) (free)
- **Web Browser:** Use a recent version of Firefox or Chrome. Students are also advised to have both browsers installed on their computer.
- **Internet Connection:** Courses are best viewed with high-speed internet and a reliable internet connection.
- **Speakers and a microphone:** Built-in, USB plug-in, or wireless Bluetooth. A headset with microphone is recommended for privacy and clarity of audio.
- **Webcam:** Built-in or USB plug-in

Detailed Requirements by Application:

- [Canvas LMS computer requirements](#)
- [Zoom computer requirements](#)

Need Help? Students needing help with technical issues can contact a 24/7 live chat service at contact.asu.edu or [My ASU Service Center](#) for help.

Assignments and Evaluation Procedures

Reading Assignments: Unless otherwise specifically assigned, reading assignments are taken from the required resources specified above. The reading assignments listed for each class are those readings which a student must complete before the class in order to be prepared for class that week.

Summary of Assignments

Assignment	Points	Percentage
Discussions	100	29%
Assignment One	50	14%
Assignment Two	50	14%
Midterm	50	14%
Final	200	29%

Reading and Media Assignments

Unless otherwise specifically assigned, reading assignments are taken from the required materials specified above. The reading assignments listed for each class are those readings which a student must complete *before* the class in order to be prepared for class that week. Not all of the assigned readings will be discussed in class; however, all assigned readings may be covered on quizzes, exams, or other assessments.

Discussion Boards

Discussion Board Posts: The students are expected to participate in all discussion boards with 1-Original/Initial Postings and 2-Responses. You are expected to post to discussion boards just as you would be expected to participate in a physical classroom.

Original/Initial Postings in Discussion Boards

Each student's Original/Initial Posting should be viewed as an on-line mini essay. While there are not a minimum number of words expected, students should expect to write a minimum of three paragraphs for each original posting and thoroughly answer each question. These postings require advance

preparation, and will be judged on the basis of such items as content, knowledge of the topic, length, research, grammar and spelling, and quality of writing. 4 4 of 15 5

Responses in Discussion Boards

These responses are reactions to the other student's posting. The responses require less advance preparation than the initial post. Again, while there are not a minimum number of words expected, students are expected to engage with other students in meaningful responses a minimum of one time, beyond your initial posting in EACH discussion board. Therefore, the expectation is that students will make an initial posting and then response to a minimum of one student. Always keep in mind, students who engage in the discussion more than the minimum expectations typically have a better understand of the concepts in the Modules and earn better scores in the Discussion Boards

Individual Case Responses

Each student must select a topic we cover in the course and conduct a brief review of relevant legal and social science literature on the topic using three (3) primary source, scholarly journal articles that are not otherwise assigned as part of the required readings for the course. Students must summarize each of their three sources and critique each source in light of the material in the textbook and what we cover in class. The length of any given paper is left to the discretion of the submitting student, but it is anticipated that papers will be approximately 2 to 3 double-spaced, typed pages in length (in 12-point font with one-inch margins). Scholarly article reviews will be assessed on a 45-point scale using the rubric posted in Canvas.

Midterm: Will be announced by the instructor one week prior to the exam.

Final Exam Presentation: Will be announced by the instructor one week prior.

Submitting Assignments

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.

Grading

Grading Procedure

In order to successfully pass this course, you must submit all assignments and discussion posts. Grades reflect your performance on assignments and adherence to deadlines. Review individual assignments for grading criteria. Graded assignments will be available within 48 hours of the due.

Although statistical methods will be used to determine final course grade in accordance with the specifics set forth in the summary of assignments and the grade scale, final grades will roughly follow these descriptions. Note that to earn the grade indicated, a student must meet all of the descriptors associated with that grade; satisfying only some of the criteria is insufficient.

- A: Outstanding, Superior. Oral and written work is presented using Standard English and demonstrates a mastery of the subject matter at degree-appropriate levels. Public speaking presentations are poised, articulate, tactful, and convincing. Meets all course expectations promptly. Shows clear grasp of concepts and demonstrates ability to synthesize materials from

both inside and outside the classroom. Participates regularly and enthusiastically in the classroom.

- B: Very good. Clearly above average. Oral and written work is presented using Standard English with only a few minor flaws and demonstrates proficiency in the subject matter at degree-appropriate levels. Public speaking presentations are poised, articulate, tactful, and convincing, with only minor flaws in style. Meets course expectations promptly. Shows an adequate grasp of concepts and demonstrates ability to relate materials from both inside and outside the classroom. Participates regularly and enthusiastically in the classroom.
- C: Good. Average. Student met minimal expectations for the course. Oral and written work is presented using Standard English with minor flaws too numerous to be overlooked. Public speaking presentations are periodically marred by problems with poise, diction, tact, or convincingness. Student shows a reasonable grasp of the subject matter for the applicable degree-appropriate level and demonstrates a reasonable ability to process materials from both inside and outside the classroom. Participates satisfactorily in the classroom.
- D: Below expectations. Below that which one would normally expect from a student at the applicable degree- level. Oral and writing work is marred by major mechanical problems. Public speaking presentations are routinely marred by problems with poise, diction, tact, or convincingness. Exam performance fails to demonstrate a reasonable grasp of the material. Student fails to participate appropriately in class.
- F: Unacceptable. Oral and written work consistently falls below degree-appropriate levels. Student fails to use appropriate resources for help (including the Writing Center) when so directed by the professor. Student is consistently late in meeting course expectations. Shows little or no grasp of concepts and is unable to process or relate materials from inside and outside the classroom. Public speaking presentations are routinely marred by significant problems with poise, diction, tact, or convincingness. Student fails to participate appropriately in class. Alternatively, regardless of the quality of a student's work, this grade may be assigned for: (1) failure to comply with the attendance or participation policies for the course; (2) repeated failure to come to class adequately prepared to engage in trial simulation exercises in a meaningful manner; (3) failure to submit a required writing assignment; and/or (4) any act of academic dishonesty committed by the student.
- Y: Satisfactory. The "Y" grade is generally used as a grade for successfully completed internships, projects, readings and conference, research, seminars, theses, dissertations, and workshops. The grade may be awarded in select regular coursework. Thus, in this course, the grade of "Y" may be a possibility for students who perform satisfactorily, but that grade will only be awarded at the discretion of your professor and after approval by relevant College-level personnel. Note that students earn credit hours for a "Y" grade, but the grade is not used for computing GPAs.

With these expectations in mind, nothing in these qualitative descriptions is meant to supplant the quantitative grading criteria for the course. Rather, these descriptions are guideposts to my general expectations concerning grades. The determinative factor for final grades will be the cumulative weighted average earned by a student using the percentages specified in the Summary of Assignments. Final grades will then be assigned by translating the weighted average in the course into a letter grade as defined in the Grade Scale section unless special permission is granted for a grade of "Y" if earned and warranted.

Grade Scale

This course uses a +/- grading system as defined below.

Grade	Percentage	Points Range
A+	97.00 % – 100 %	436 – 450
A	94.00 % – 96.99 %	423 – 435
A-	90.00 % – 93.99 %	405 – 422
B+	87.00 % – 89.99 %	391 – 404
B	84.00 % – 86.99 %	378 – 390
B-	80.00 % – 83.99 %	360 – 377
C+	76.00 % – 79.99 %	342 – 359
C	70.00 % – 75.99 %	315 – 341
D	60.00 % – 69.99 %	270 – 314
E	Below 60.00%	269 and below

Course Participation and Absences

When any of the following three reasons directly conflict with class meeting times, students are responsible for informing the professor of the reason for the absence at least one week in advance of the absence: (1) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); (2) 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.); or (3) religious reasons.

Missed Classes Due to University-Sanctioned Activities

In accordance with ACD 304–02, students who participate in university-sanctioned activities that require classes to be missed will be given opportunities to make up examinations and other graded in-class work without penalty, if possible. However, absence from class or examinations due to university-sanctioned activities do not relieve students from responsibility for any part of the course work required during the period of the absence. Thus, if making-up with work is not possible, then the student may receive an incomplete contingent upon making arrangements with the professor to complete the final coursework and earning a final grade.

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in [The Bluebook: A Uniform System of Citation](#) in all papers.

Communication

Look for the answer first. When questions arise during the course of this class, please remember to check these three sources for an answer before contacting your instructor:

- Course Syllabus
- Announcements in Canvas
- The Q & A Forum/Hallway Conversations

Where to post your questions. If you cannot find an answer to your question, and it is a question of a general nature (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A Forum Discussion Board (DB). This DB can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. I will post answers on the Q & A Forum within 1 business day.

For questions of a personal nature, email me directly.

Course Conduct

Prohibition of Sharing Copyrighted Materials and Course Content

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property 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 and Arizona State University. Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student's original work, unless the students first comply with all applicable copyright laws. Faculty members reserve the right to delete materials on grounds of suspected copyright infringement. Sharing of assignment submissions and results to websites advertising themselves as “study sites” (e.g. Course Hero) or other similar course information sharing sites are expressly prohibited. Copyright violations will subject students to disciplinary charges for academic integrity and/or Code of Conduct violations. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

Student Conduct

Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. In addition,

1. Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.
2. 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: <https://www.azregents.edu/board-committees/policy-manual>.

3. Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct. that is in addition to the [Watts Conduct Policies](#).

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Drop and Add Dates/Withdrawals

This course adheres to a schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Due Dates, Late, or Missed Assignments

Written assignments are to be submitted on the due date by the times specified (Arizona Time, which is always Mountain Standard Time since Arizona does not observe Daylight Savings Time). Late submissions will not be accepted unless an extension was granted by the professor in advance of the due date. Alternatively, the instructor reserves the right to accept a late assignment for good cause (even if that cause does not rise to the level of warranting an unforeseeable excused absence) and reduce the grade on the assignment by a full letter grade for each day the assignment is late.

Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account.***

Generative AI

GenAI **may not be used** for any course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

- Incorporating any part of a GenAI generated response in an assignment;
- Using GenAI to brainstorm, formulate arguments, or template ideas for assignments;

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Warning of Course Content

At times, we may discuss 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, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged 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 classes 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. You may become frustrated 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.

Course Policies

For information regarding course and college policies, please refer to the [Course Policies link](#) on the course menu. Students are responsible for reviewing and complying with all ASU policies. In this page, you will find important information related to the following:

- Academic Integrity
- Accessibility
- Attendance, including accommodations.
- Conduct
- Student Success Resources

Module Learning Objectives

Module 1: Introduction to International Terrorism

By the end of this module, you will be able to:

1. **Understanding International Terrorism:** Develop a comprehensive understanding of International terrorism, including its definition, motivations, and objectives. Learn about the evolving nature of International terrorism and its impact on national security and global stability.
2. **International Threat Landscape:** Stay updated on the latest threat landscape and the tactics, techniques, and procedures (TTPs) employed by International terrorists.
3. **International Terrorist Groups and Actors:** Explore various International terrorist groups and actors, their ideologies, and their capabilities. Learn about the key International terrorist organizations and notable individuals associated with International terrorism activities.
4. **International Terrorism Attack Techniques:** Acquire knowledge of the specific attack techniques used by International terrorists.
5. **Critical Infrastructure Protection:** Understand the vulnerabilities and risks associated with critical infrastructure systems and your potential exploitation by International terrorists. Learn about strategies and best practices for protecting critical infrastructure from their attacks.

Module 2: Structure, Strategies and Goals of Terrorist Groups

By the end of this module, you will be able to find out their following goals and objectives:

1. **Political Objectives:** Many terrorist groups seek to achieve political change, challenging existing governments or political systems. Their goals may include overthrowing the government, establishing an independent state, or promoting a specific ideology.
2. **Religious or Ideological Goals:** Some groups are driven by religious or ideological motivations. They aim to impose their interpretation of religion or ideology on society or target groups they perceive as enemies or threats.
3. **Nationalist or Separatist Goals:** Certain terrorist groups pursue nationalist or separatist goals, seeking self-determination or autonomy for a specific ethnic or regional group.
4. **Revenge or Retaliation:** In some cases, terrorist groups engage in acts of violence as a form of revenge or retaliation against perceived injustices or grievances.

Module 3: Casual Theories of Terrorism and Defense Against Terrorism

By the end of this module, you will be able to understand Casual theories of terrorism, explain the causes and motivations behind terrorist actions, while defense against terrorism involves strategies and measures aimed at preventing and mitigating the threat of terrorism.

Defense Against Terrorism:

1. **Intelligence and Information Sharing:** Effective intelligence gathering and sharing among national and international agencies play a crucial role in identifying and disrupting terrorist activities. Information sharing enables the timely detection and prevention of attacks.
2. **Law Enforcement and Counterterrorism Operations:** This approach involves the use of law enforcement agencies to investigate and apprehend terrorists, disrupt their networks, and prosecute individuals involved in terrorist activities.
3. **Border Control and Immigration Policies:** Ensuring secure borders and implementing robust immigration policies aim to prevent the entry of potential terrorists and disrupt the movement of individuals associated with terrorist organizations.
4. **Counterterrorism Legislation:** Governments enact specific laws and regulations to provide legal frameworks for combating terrorism, including provisions for surveillance, prosecution, asset freezing, and intelligence gathering.
5. **Community Engagement and Countering Radicalization:** This approach focuses on building trust and partnerships with communities to identify and address radicalization early on. It involves initiatives such as promoting social inclusion, education, religious and community leaders' involvement, and deradicalization programs.
6. **International Cooperation:** Combating terrorism requires international cooperation, including sharing intelligence, coordinating efforts, and implementing joint operations to disrupt transnational terrorist networks.

Module 4: Terrorism in European Nations

By the end of this module, you will be able to highlight some of the instances where European nations have been affected by terrorism. It is important to recognize that counterterrorism efforts are ongoing in these countries, involving intelligence sharing, law enforcement operations, border control measures, and community engagement initiatives to prevent and respond to terrorist threats.

Module 5: Terrorism in the Middle East

The study of terrorism in the Middle East is a complex and multidisciplinary field that involves examining various aspects of terrorism, including its causes, dynamics, tactics, and impacts. Scholars and researchers employ diverse methodologies and approaches to gain a deeper understanding of this phenomenon.

Module 6: Terrorism in Central, East Asia and South East Asia.

Central Asia, East Asia, and Southeast Asia have experienced various regional conflicts and insurgencies that involve terrorist elements. Scholars study the causes, dynamics, and consequences of these conflicts, including conflicts in Afghanistan, Xinjiang, the Southern Philippines, and the Southern Thailand insurgency. This module, we will analyze counterterrorism policies and strategies adopted by governments in Central Asia, East Asia, and Southeast Asia. This includes studying security measures, intelligence sharing, law enforcement operations, border control policies, and efforts to prevent radicalization and promote deradicalization.

Module 7: Terrorism in North/South America and Future trends

By the end of this module, you will be able to conduct studies of homegrown terrorism that focuses on individuals or groups within North America who are inspired by extremist ideologies and carry out acts of terrorism domestically. Analyze the radicalization process, online recruitment, lone-wolf attacks, and the influence of social, political, and religious factors.

Pacing, and Content Availability

This Course Uses “Requirements” and “Prerequisites” to control access to modules. In other words, certain tasks in one module must be completed before students will have access to a subsequent module. *Requirements* are conditions that must be completed for students to complete a module. Requirements include viewing particular pages in a module, completing assignments, or contributing to discussions, and so on. *Prerequisites* are conditions that must be completed for students to begin a module. Prerequisite conditions check whether students have completed particular requirements. Some prerequisites may be set to require completion of multiple requirements, thereby making students complete multiple tasks before being able to see new materials.

Course Structure and Schedule

This course is a fully online course with no required meetings. However, we will meet in the designated Zoom room for bi-weekly class meetings.

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 for any given class session.

Module 1: Introduction to IT and Class introductions	Points	Due Dates
First live Zoom class: Friday May 17 at 18:00 hrs. (PX time)	0	n/a
Self Introductions to the class and week one discussion	25	Sunday May 19 by Midnight
Module 2: Structure, Strategies & Goals of Terrorist Groups		
Critical Thinking Essay: Benghazi attack	35	Saturday May 25 by Midnight
Module 3: Casual Theories of Terrorism and Defense Against Terrorism		
Pick & Choose Topic of your choice from Canvas	25	Saturday June 1 by Midnight
Module 4: Terrorism in European Nations		
Midterm Exam	50	Saturday June 8 by Midnight
Module 5: Terrorism in the Middle East		
Module 5 Discussion: Middle Eastern and African Terrorism	25	Saturday June 15 by Midnight
Module 6: Terrorism in Central, East Asia and South-East Asia.		
Critical Thinking Essay	35	Saturday June 22 by Midnight
Module 7: Terrorism in North/South America and Future trends and FINAL Exam		
Final Exam	100	Tuesday June 25 by Midnight

{ASU policy specifically ***prohibits*** faculty members from administering final exams (or similar summative assessments) during the final week of classes for all in-person courses. Thus, all instructional faculty members are required to teach for the 15 weeks of the semester and then administer a final assessment during finals week, which is the 16th and final week of the semester.

By contrast, faculty teaching online are required to administer their final exams (or similar summative assessments) on the last day of an online session. For more information, consult ASU's official policy on final exams at this link: <https://www.asu.edu/aad/manuals/acd/acd304-01.html>.)}