TERRORISM – The New Threat FALL 2020

DEMS 4709, Section A

Course Director: Walter Perchal

356 Atkinson College

Welcome to a year like no other. In this course you will be joining me on a learning journey. But, in our current circumstances we will no doubt be challenged along the way. For example, as I live in the country I have no doubt that sooner of later my satellite connection to the rest of you may struggle. We will get through that and all else. In terms of structure my intention is to present this course synchronously by way of Zoom. Accordingly, the lecture materials will be delivered as per the scheduled time. However, the course journey will be delivered through a combination of modalities and requirements. The core delivery for all of these components will be the course Moodle site that will make materials available asynchronously. Should there be a communication failure at any given time on that system you will receive an email, so, make sure that the program has your updated and accurate email address.

For each week, in addition to the lecture, you will be given an appropriate reading and/or AV site for your review. Your task (Part 1) will be to identify the most important idea(s) from each of these modalities as they contribute to your learning. Once identified you will briefly explain why they are important to you. You will record those conclusions in an electronic course e learning journal.

Having completed that you will proceed to (Part 2) addressing what you, or, you in the company of others can or should do about these ideas complete with how that can or should be done. Clearly, this is a call to have you ground your education and take ownership of your engagement in this topic.

On the second last class of term you will submit your e learning journal to me.

You will also prepare two e papers for the course. The first is an introductory study due the last week of October. The second is your major paper that you will submit

two weeks before the end of the second term. Particulars will be presented both in the first class and on the Moodle site.

Along the way, in addition to expected technical issues, there will be other challenges. A journey is defined by the relationships that give it context. This particular journey is going to be directed by me. It will occur in a safe space designed to respectfully accommodate all.

Speaking for myself, I am an unusual person with an unusual background. I intend to use all of my training both academic and other and my experiences to challenge you, to push you, to encourage you to learn. All of this is to have you learn how to learn about this subject wherein you will be asked to: see not just look, listen not just hear, and, understand not just write.

By way of an additional note please be advised that because of the challenging nature of lecture materials they are solely for the use of course participants. They are not to be recorded for any other use nor are they to reproduced or distributed.

Finally, with all of that said and more to follow this course is dedicated to those who question, to those who seek, and, to those who look to know. COURAGE.

OUTLINE

There is a broad spectrum of challenges to life in the 21st century. Among these challenges is the growing spectre of an ancient activity – terrorism.

While long practiced, it is fundamentally different in our own time. Not only is it growing in frequency, lethality, and, consequences, but also, it is increasingly destabilizing the prospects for our collective future.

The single event of 911 redefined our time. There are many who now think in pre and post 911 terms. For whatever your view on that event, it is certainly true that everything is now different. For some of you in this course those differences are very real.

My purpose is to introduce students to this phenomenon. We will do this by applying a transdisciplinary social science perspective that will invite you not, to believe, but to critically explore, with a view to understanding the concept and its consequences.

REQUIRED TEXT

INSIDE TERRORISM, Bruce Hoffman, Third Edition, 2017, Columbia University Press

OTHER RECOMMENDED TEXTS

TBA

COURSE REQUIREMENTS

An Introductory Essay 20 % Due: Week of 19-25 Oct

Journal 40 % Due: Week of 23-29 Nov

Major Paper 40 % Due: Week of 23-29 Nov

Term Outline

Introduction

 Who You Are

 Who I Am

 The Course

 Safe Place and STOP

 Deliverables

 Outcomes

 Questions

The Actor, The Actors, and, The Audience

 The Nature of the Actor

 Terrorism as Theatre

 A Definition?

 Terrorism in Our Time

 Text: Chapter 1

Terrorism in Perspective

 History

 Text: Chapter 2

Who Are the Terrorists?

 A Growing List

 Text: Chapter 3

Psychodynamics and Why People Join

 Person

 People

 Place

 Pain

 Purpose

 Power

The Intelligence Cycle

 A Method for Understanding

How Do Terrorists Operate

 Methods

 Text: Chapter 7

 Text: Chapter 8

Responses to Terrorism

 5 D’s

 Define

 Detect

 Deter

 Detain

 Destroy

Current Trends and Future Prospects

 A New Nexus

 WMD’s / Technology

 Text: Chapter 9

Emerging Issues / New Threats

 Text: Chapter 10

The Canadian Question -Security vs Rights

What’s Next?

**RELEVANT UNIVERSITY/LA&PS/SCHOOL REGULATIONS**

**Applicable to all ADMS and DEMS courses**

**Deferred Final Exams:**Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a “Doctor’s Note” will not be accepted.

DSA Form: <http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf>

Attending Physician's Statement form: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

In order to apply for deferred standing, students must register at:

[**http://sas-app.laps.yorku.ca**](http://sas-app.laps.yorku.ca)

Followed by handing in a completed original Deferred Standing Agreement (DSA) form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form.  **During this time of remote learning, you will be required to submit the forms via email to** **apsas@yorku.ca****.**  The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam.  These requests will be considered on their merit and decisions will be made available by logging into the above-mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. **Deferred exams might take place during the regular exams period or in subsequent weeks depending on the course**; precise dates are known when the Office of the Registrar publishes the final exam schedule of the term. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not.

 **Academic Honesty**: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

**Grading Scheme and Feedback Policy:**The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

*Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.* For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/univsec/policies/document.php?document=86>

**In-Class Tests and Exams - the 20% Rule**: For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

**Reappraisals**: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work.  Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

**Accommodation Procedures:** LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

**Religious Accommodation**: York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:
<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

**Academic Accommodation for Students with Disabilities (Senate Policy)**

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Student Accessibility Services (formerly known as Counselling and Disability Services) website at [https://accessibility.students.yorku.ca](https://accessibility.students.yorku.ca/)

York’s disabilities offices and the Registrar’s Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.