

Course #: BLHV-274-140 CRN: 40257 Politics of Terrorism

# **Dates**: **WED Aug 25-FRI Dec 17**

**Required Class Zoom Meetings Wed 5:20-7:50 pm EST Graded part of 25% Course credit**

**Location**: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](https://canvas.georgetown.edu/student-resources/).

**Faculty**: **William J. Buckley PhD MA and Paul Lewis JD**

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**Virtual Office Hours**: TBD

# COURSE DESCRIPTION

**How do bullets and ballots affect each other? This exciting course explores the reality and interpretations of Transnational and Domestic Terrorism(s), Cyber-terrorism, Authoritarian Populisms, Torture, Drones, Humanitarian Interventions and shifts in the “global war on terror”. *For example, are 09/11 and responses, the “***[***Capitol Attack***](https://en.wikipedia.org/wiki/2021_United_States_Capitol_attack)***” (01/06/21),*** [***“Black Lives Matter Protests”***](https://en.wikipedia.org/wiki/Black_Lives_Matter) ***(from 05/25/20), and ongoing*** [***cyberattacks***](https://en.wikipedia.org/wiki/Cyberattack) ***examples of***

* ***war ([domestic/foreign] counter-]terrorism),***
* ***crime (political extremism),***
* ***novel global commerce (economics),***
* ***culture (socially performed meanings) or***
* ***politics (mass mobilizations, even populist in questioning or asserting the “[de]legitimacy” of public authorities)?***

***How are events and processes alike or distinct and how did each reflect or influence elections?* “Politics of Terrorism” focuses on the roles of such issues in American national elections by means of readings, lectures, media, research and focused discussions. This course is different than other courses which examine** [***“Political Theory,”***](https://static.scs.georgetown.edu/upload/files/syllabi/term_202030/course_BLHV-282/section_01/GU_BLHV282_01_Fall_2020DRAFT062920c_1.docx) ***“***[***Ethics of Covid***](https://static.scs.georgetown.edu/upload/files/syllabi/term_202110/course_BLHS-063/section_01/BLHS_100_-_Ethics_of_Covid-19_Syllabus.docx)***,”* and**[***“Biotechnology and Global Health.”***](https://static.scs.georgetown.edu/upload/files/syllabi/term_202010/course_BLHS-032/section_101/BLHS-032_Spring_2020_Syllabus.pdf) **“Politics of Terrorism” weighs vibrant electoral processes, living institutions and actual, historical personalities exercising executive power, with pressing foreign policy challenges and nuanced theories of international law, international relations and domestic terrorism (e.g. termed realism, liberalism, constructivism, postmodernism, gender). For over two centuries, Americans have debated whether and how a “politics of terrorism” are matters of executive prerogatives, congressional oversight, judicial review-or even matters driven by (limits of) foreign powers or interests, popular support, cultural assumptions (e.g. democratic ambitions, ethnicity, religion) or private enterprise (markets). For example, do wars and warlike behaviors make presidents into kings— “act[ing] on executive power as… accelerant, causing it to burn hotter, brighter, and swifter” or do they actually constrain leaders with fewer real choices (Yoo, 2009, vii in Howell, 2015)? Close examination of political lessons learned from actual cases, yields different, arguably contending if not sometimes rival interpretive frameworks. Weekly online practice in learning and applying these interpretive skills to our cyclical national elections enables students to gain new insights into the politics of terrorism, here and elsewhere.**

# COURSE LEARNING OBJECTIVES

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

* *Critically analyze and engage* with historical, contemporary, and enduring questions of the human experience.
* *Understand* fundamental concepts and methodologies in the humanities, the sciences and mathematics/statistics, and the social sciences; apply these methods to the analysis of complex problems.
* *Discover and analyze* primary and secondary sources relevant to specific research questions in particular academic disciplines.
* *Recognize and respond* to social justice issues, locally and globally; enact ethics-based approaches in study and work.
* *Write well and present* information clearly for specific audiences in appropriate forms and media.
* *Demonstrate* the ability to apply intercultural knowledge and competence by meaningfully and ethically engaging others.
* *Gain a comprehensive understanding* of international relations, the different types of actors and institutions, the possibilities and limits of international action, and a sense of the most pressing contemporary issues facing the globe. Students will understand these topics from legal perspectives as well as through theoretical and analytical foundations;
* *Identify and offer critical analysis* of complex international issues, drawing from the body of Western intellectual and moral tradition;
* *Identify and characterize* the major social, political and economic developments in a specific country or regional grouping;
* *Analyze* global issues and international relations with an emphasis on questions of global social justice.

# REQUIRED READINGS

**Textbook: ALL REQUIRED COURSE TEXTS/VIDEOS/AUDIOS are provided FREE OF CHARGE** **ONLINE** to all registered students. Student may choose to purchase any texts/videos/audios, but such purchase is not required; readings are listed under each module.

For example, our **guest lecturers** have *internationally recognized publications*. Students may choose to purchase their works separately: Bruce Hoffman’s important work, *Inside Terrorism*. New York: Columbia University Press 3rd Edition, 2017; Frederick Lemieux’s significant works, Current and Emerging Trends in Cyber Operations: Policy, Strategy and Practice (Palgrave Studies in Cybercrime and Cybersecurity). Palgrave Macmillan, 2015; Frederic Lemieux, Intelligence and State Surveillance in Modern Societies: An International Perspective. Emerald Publishing Limited, 2018; Charlie Savage’s critically acclaimed [analyses of USA national security and law](https://charliesavage.com/books/).

## COURSE REQUIREMENTS

### Course Structure

This course consists of 14 ASSIGNMENT WEEK MODULES of a full semester (condensed from 15 weeks). Each module corresponds to approximately 1 week of study. Once the course opens, you should complete the Orientation module prior to beginning Module 1.

The modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates. See the Weekly Schedule for details.

WHAT MUST I DO AS STUDENT?

This course is highly interactive. You don’t need to buy anything for the course; all course readings, videos, notes and outline materials are posted online (but one inexpensive book is recommended). You should expect to spend more than 7-10 hours per week on the course. Follow GU CANVAS for the latest INSTRUCTIONS and versions of weekly readings and POSTS at https://georgetown.instructure.com.

Each week, students do **Eight Items Online**:

1. review posted learning goals,
2. watch posted video(s),
3. read selected posted readings,
4. post a one-page essay (250 words) that answers selected assigned posted questions about the readings and video(s) with quotations from readings and page citations,
5. post a “Muddiest Point” about readings,
6. post responses to at least TWO other student answers by Wed classtime,
7. and work on a self-chosen end of semester research project of five pages with the Instructor.
8. Every week, students must participate in a real-time Zoom online chat with course

Instructors. Detailed instructions, outlines, transcripts and notes for all course materials are available online.

Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

* 1. Communicate via email including sending attachments.
  2. Navigate the internet using a Web browser.
  3. Use office applications such as Microsoft Office or Google Docs to create documents.
  4. Learn how to submit assignments in Canvas.
  5. Communicate with peers using discussion boards and other platforms.
  6. Upload and download saved files.
  7. Have easy access to the Internet.
  8. Navigate Canvas, including using the email component within Canvas.
  9. Use a microphone to record audio through your computer.
  10. Use an internal or external camera to record video through your computer.

In this course we will use *TurnItIn* and *Zoom*; you might find *Internet Basics* and *Digital Skills* helpful. (See “Technical Support” below)

### Computer Requirements

**Canvas Caution about Cellphones and IPads:** Students should use desktops or laptops to accurately access complete course syllabus and website content on Canvas.

* Students may push Assignment Deadlines from Canvas into cell phones.
* **Due Diligence Warning**: Cellphones and iPads do **not** adequately access all content on Canvas course website; that is, some content is not viewable such as some GU SCS weblinks, Instructor and Peer Responses to work, some pdf/doc files of readings, some media/videos.
* Students are responsible for all GU SCS/Instructor posted content on syllabus and website.
* Cell phones and iPads can enhance but do not replace desktop and laptop access to syllabus and website content at GU SCS and Canvas.

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by [Canvas in the Instructure Guides](https://canvas.georgetown.edu/student-resources/).

**Audio and Video Capability**

* You will need an internal or external microphone. Most computers now come with them built in.
* You will need an internal or external camera. Most computers now come with them built in.

## COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas.

Student Expectations

This course consists of 14 weeks. You are expected to do the readings, watch the videos, answer assigned/selected questions, post muddiest points, reply to peers and to engage with the course material in depth. Your responsibilities include completing all the assignments. Participation is essential to your success in this class. In order to get full credit for participation, you will have to complete all of your discussions.

### TIME EXPECTATIONS

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately **7-10 hours per week** on the work for each online module.

## ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

### Plagiarism

Stealing someone else’s work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another,” and “reposting work” without permission participating instructors. More guidance is available through the Gervase Programs. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out Plagiarism.org.

## COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due date on Canvas. **DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES**. Follow-ups and class participation are contingent on the timely submission of your initial responses.

**Late Submission Policy:**

As stated under “Grade Weighting,” Course Assignments (Weekly Postings, Final Paper) drop one letter grade for each hour they are submitted online that are late. As stated in the Student Handbook, students must notify the instructor and obtain approval for any extensions. An extension for assignments *may be granted* (at Instructor discretion) as long as the request is made by e-mail at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. Be aware that no late submissions or extensions are permitted for the last week, unless in exceptional circumstances. This course does not have “extra credit” or “make up work” for course credit. All work for credit must be submitted by Friday, Dec 17; there are no substitutions or extensions.

### **Discussions and Assignments**

Your course grade will be based on your completion of course activities and assignments. You will read full details about each of them in the Canvas course.

|  |  |
| --- | --- |
| Assignments | % of Grade |
| Final Research Paper Due MON NOV 29 Midnight. (Grade drops 1 grade each hour late; no extensions or substitutions as stated in syllabus and posted) | **35%** |
| Weekly Postings  Discussion fora provide you with a means to have conversations with your fellow learners and are reflective by nature. They allow you to read others’ perspectives about the concepts you are learning and carefully consider a response, thus supporting critical thinking.     * ***Sunday 11:59 PM Deadline: Each hour late drops one letter grade*** n/5 x 14 weeks = total n/70 = total n/250 points * ***Instructor Grade based on your Participation [Weekly Readings, Replies to Peers, Muddiest Points, Contributions to Course]*** | **25%**    **Instructor**  **Grade: 25%**    **Total: 50%** |
| Peer Assessment | **20%** |
| TOTAL (Inclusive of Extra Credit) | 105% |

#### Attendance Policy

Since this is an online course, you need to “attend” a Canvas “class” at specific times; these count for part of course grade. Also, be aware that there are assignment deadlines at the end of every week (every Sunday at 11:59 p.m. EST for Course posts and Muddiest points; every Wed for peer replies). In order to be successful in this course, we recommend that you login to Canvas at least three times per week, if not daily. This will ensure that you commit sufficient time to reading and watching course material, engaging in class discussions, and completing assignments.

#### Time Commitment

Online courses meet the same academic standards as on campus courses. Each module is equal to the same level of participation, commitment, and academic rigor as a face-to-face class. For a 15-week, 3credit course, you should allocate *7-10 hours per week* for each online module.

#### Submission Policy

Submit all assignments to the Canvas course website. Assignments submitted through email are not acceptable and will be considered missing/and or late.

##### Citation Policy

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here:

* School of Continuing Studies Library: APA 6th Edition
* For an online summary of the APA Style:

http://trexler.muhlenberg.edu/library/media/contentassets/library/docs/APA%20Citation%20Guide %20Fall%202018.pdf

* Further resources for this citation style are available through
* Georgetown Library Citation Guide
* APA Style Guidebook

## GRADING

**WHAT COUNTS FOR GRADES?** Course Grades: Weighting and Scale

**Weighting Of Assigned Work** (*How is different coursework weighed together?*)

* **25%** Class weekly postings: Sun midnight deadline ***(Each hour late drops one letter grade);*n/5x14weeks=total n/70=total n/250 points**
* **20%** Peer Review
* **35%** Final Paper ***(MON NOV 29 MIDNIGHT Deadline Each hour late drops one letter grade)***
* **25%** Instructor Grade based on your Participation (Includes Required Zoom attendance and Participation, Weekly Readings, Replies to Peers, Muddiest Points, Contributions to Course)

**SCALE of Grades: 105% on scale of 1050 points** *(How is all my coursework measured/assessed?)*

Grading in this course will be determine by the following grading scale that [Georgetown SCS](https://docs.google.com/document/d/1Cr3gLBclIjSriGsKmo512lqUG0Z6HMklSeJE-qrJeuo/edit) follows:

**Letter Grading Descriptions:**

Listed below are grades and their corresponding academic standards.

**A = 95-100[+]%**

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

**A- = 90-94.99%**

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. The presentation is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

**B+ = 87-89.99%**

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. The presentation is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

**B = 83-86.99 %**

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

**B- = 80-82.99 %**

Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

**C = 70-79.99%**

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

**F = 69.99% and below**

Fails to meet minimum acceptable standards.

## ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; ) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

## STUDENT SUPPORT SERVICES

### Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

* Academic Resource Center
* 202-687-8354 | arc@georgetown.edu
* Counseling and Psychiatric Services
* 202-687-6985
* Institutional Diversity, Equity & Affirmative Action (IDEAA) ● (202) 687-4798

### Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System’s eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the Library’s Homepage by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

### Research Guide

The Project Management program has an extensive online Library Research Guide designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

### Learning Resources

SCS offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.

* Use the SCS Tutoring and Writing Center
* The Writing Center offers professional writing support through its online peer tutoring service.
* Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

### Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the Canvas Student Guide and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use TurnItIn and Zoom; you might find Internet Basics and Digital Skills helpful.

* **TurnItIn** is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Technical support for TurnItIn is available.
* **Zoom** enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Technical support for Zoom is available.
* **Computer & Internet Basics**   wireless To successfully participate in an online course or online component of an on-campus course you need a basic knowledge about your computer and how to perform frequent tasks, such as managing files, handling e-mail, and creating, attaching or uploading documents. Students should have basic familiarity with the Internet, including locating University course website, external web sites, downloading files, participating in chats or discussion lists using email, including attaching files to e-mail communications. Click the links below to view tutorials on the computer and internet basics you’ll need to know.
* [Personal Computers](https://www.gcflearnfree.org/computerbasics/)
* [Windows 10](https://www.gcflearnfree.org/windows10/)
* [Windows 8](https://www.gcflearnfree.org/windows8/)

* [Office 2016](https://www.gcflearnfree.org/topics/office2016/)
* [Internet Basics](https://www.gcflearnfree.org/internetbasics/)
* [Downloading and Uploading](https://www.gcflearnfree.org/internetbasics/downloading-and-uploading/1/)

* [Internet Access](https://uis.georgetown.edu/internet-access/)
* [GU: Frequently Asked Questions (WiFi)](https://uis.georgetown.edu/wifi-faq/)
* GU: [Are You Having Home Internet Connectivity Issues?](https://uis.georgetown.edu/internet-access/home-internet-connectivity-issues/)
* [GU: Q/Help with Canvas](https://canvas.georgetown.edu/student-resources/)
* GU: [Computers, Technology & the Internet: digital literacy, personal identity, data ownership](https://georgetown.domains/get-started/)
* GU: [Evaluating Internet Resources](https://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content)
* [Internet Safety](https://www.gcflearnfree.org/internetsafety/)
* [Email](https://www.gcflearnfree.org/email101/)
* [iPad Basics](https://www.gcflearnfree.org/ipadbasics/)

* [Technology Buying Guide](https://www.gcflearnfree.org/technology-buying-guide/)
* [Search Engines](https://www.gcflearnfree.org/searchbetter/all-about-online-search/2/)
* [Browser Basics](https://www.gcflearnfree.org/internetbasics/using-a-web-browser/1/)
* [Web Browsers](https://www.gcflearnfree.org/topics/internet/)
* **VoiceThread** is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. Technical support for VoiceThread is available.
* [**Digital Skills Bootcamps**](https://scs.georgetown.edu/digital-skills-bootcamps/) Georgetown’s bootcamps are a complete package of technical skills, critical and strategic thinking, collaboration, and creative skills, bundled with individualized career coaching—all taught by our renowned faculty.

COMMUNICATIONS GUIDELINES

### Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

* **Use accurate spelling and grammar in all discussion boards and assignments**. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar.

Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.

* **Discussion boards:** Postings are of three kinds: (1) Your weekly edited, written paper which should use apt quotations and page citations (see posted samples); (2) Your muddiest point (a question about readings) (3) Your peer replies. Your weekly paper and muddiest point should be **carefully written and edited** **responses to readings/posted questions** with quotes and proper citations using a thesis statement (See posted student Sample Answers). Your peer responses are reflective answers of college students not cell phone blogs or hashtags but should respond to each other and use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language in peer responses is only minimally acceptable. Responses should be thoughtful responses to each other’s work. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your coworkers; you are making a point and engaging in conversation. Discussion Boards help you share with friends and practice the art of “conversation”. Learning this art of conversation means understanding how to be an empathetic listener and meet the expectations of your interlocutor that you will be

“coherent” and “reasonable” to be “convincing” in ways to “advance the argument”.

* **Your assignments are assumed to be client-ready**. While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding too informal a tone or word use in your written assignments and presentations.

### Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students’ instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the Graduate Professional Studies Student Handbook. For questions about the Code of Student Conduct, please review the information provided by the Office of Student Conduct.

## Communication with Peers

### Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

● Put a subject in the subject box that describes the email content with your name and module.

● Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

### Questions Forum

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the General Question Discussion Board Forum, which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

### Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within one business days. Please allow multiple business days for assessment submission feedback. Recall: posted submissions are due on Sunday midnight; peer responses are due on Wed prior to class.

## Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here:

https://www.library.georgetown.edu/copyright

More information about computer acceptable use policy and intellectual property can be found here: https://security.georgetown.edu/it-policies-procedures/computer-systems-aup

## SEXUAL MISCONDUCT

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

1. Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
2. Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician.

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

* Georgetown Self-Care Resource Guide
* Georgetown Wellness Wheel
* Georgetown Guide to Recognizing Students in Distress

## PREGNANCY ADJUSTMENTS AND ACCOMMODATION

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at the Pregnancy Adjustments and Accommodations for Students webpage.

## COURSE SCHEDULE

\*Course schedule will be followed but is not a contract.

All readings are posted on Canvas

All assignments are due by the Sunday of the week of the module at 11:59 PM US Eastern Time, unless otherwise stated. **Initial postings for all discussion fora are due by Sundays 11:59 p.m. Responses to peers are due by Wednesday of the following week prior to class.**

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| **WEEK** | **TOPIC** | **VIDEO** | **READING**  ***(SELECTIONS)*** | **POST** |
| Prior To Course |  | *Esposito (or)* | Hoffman  Mueller, Ghosh,  Esposito,  Kelsay, etc | * Biog Blog * Online Scavenger Hunt * VARK self-inventory * Honors Pledge |
| **ONLINE**  **MEETING WEEK 1:**  *Posted work*  *Deadline*  *SUN AUG 29* | Presidential  Elections and  Terrorism Talk | *Trump and*  *Biden;*  *Presidential*  *Candidates* | Tilley, Kegley,  Gelb, Arthur, Lim, Reus-Smit and Snidal; Merica, Sanger and Haberman, Kessler and Ye Hee, DeYoung, etc. | Analysis: 09/11 doc, OR Candidate  Speeches OR  Party Platforms |
| **ONLINE**  **WEEK 2**  *Posted work Deadline*  *SUN SEPT 05* | Historical Lessons:  Presidents and  Foreign Policy | *Interviews:*  *Beschloss &*  *Leuchtenburg* | Hoffman ch 2, Rappaport, Hoffman &Sitter, Mead,  Jentleson,  Nincic, Shirley,  Howell,  Ginsberg,  Bolton,  Winkley,  Beschloss, Leuchtenburg, etc. | Use three readings, select president, institutional  arrangement, policy, in response to foreign urgency. |

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| **WEEK 3**  *Posted work*  *Deadline*  *SUN SEPT 12* | Vietnam War:  Gulf of Tonkin | *LBJ: Gulf of*  *Tonkin Incident*  *(08/1964) [0910/1991]* | | Lewis (Paul,  2016);  Halberstam,  1992; Prados,  2004;  McNamara,  1996; Hanyok,  2001; Johnson  Tapes 08/4/64;  White House  Staff Meeting  08/05/65;  Johnson,  Message to  Congress  08/05/64; Congress, Gulf of Tonkin Resolution,  08/07/64;  McNamara,  1968, etc.. | Were the government’s actions regarding the Gulf of Tonkin incident ethical? |
| **WEEK 4**  *Posted work*  *Deadline Sunday SEPT 19* | 09/11 and Just War Response | *Inside the*  *White House on 9/11; Top Secret America*  *(09/2015); The*  *Man Who Knew*  *(John O’Neill)*  *(10/3/02)* | | NPR 10/12;  Olson, Savage,  Leffler, Kelsay, Arendt, Ricks, etc. | How is the world different after  09/11? : SELECT  One: White House  NSS 2015;  Kennedy 1963; Reagan, 1987; Bush, 2001. |
| **WEEK 5**  *Posted work*  *Deadline Sunday SEPT 26* | **IRAQ WAR(S):**  *defeat of Baathism and*  *Hussein* | *Interview:*  *General David*  *Petraeus* | | Savage,  Winkler,  Woodward,  Grey, Monten,  Dubrin,  Lefeber, Filkins,  Weinberger,  Hashim, Lockett, Ricks, Simons, etc. | DEBATE: Are Iraq  Wars Just/ Unjust?  Compare Weigel,  Neuhaus, Shaw;  Christiansen, USCCB, Hehir (or others) |
| **WEEK 6**  *Posted work*  *Deadline Sunday OCT 03* | Afghan War; bin  Laden  Assassination | *Presidential*  *Statement*  *Death of*  *Osama bin*  *Laden (02/02/11) &*  *'We Got Him': President*  *Obama, Bin*  *Laden and the*  *Future of the*  *War on Terror"*  *(05/2/16)* | | Savage,  Mahler,  Hastings,  Bergen, Smith, COIN, Landler, etc. | How did Afghan war/ bin Laden operation impact electoral politics? |
| **WEEK 7**  *Posted work*  *Deadline*  *Sunday OCT 10* | Politics of Counter-Terrorism | *Interviews:*  *Dr. Bruce Hoffman, GU Terrorism Expert Director, Center for Jewish Civilization, Georgetown University, Edmund A Walsh School of Foreign Service, Security Studies Program;*  *Background: former Secretary of*  *Defense Robert*  *Gates &*  *Presentation by*  *Former FBI Director*  *James Comey* | | Selections, tba, “Inside Terrorism” ch 9 & 10, Dr. Bruce Hoffman; Savage, Gates, etc. | How do and which CT policies impact electoral politics? |
| **WEEK 8**  *Posted work*  *Deadline*  *Sunday OCT 17* | Torture and Politics | *Secrets,*  *Politics,*  *Torture,*  *FRONTLINE,*  *(05/19/15)* | | Savage;  Senate  Intelligence  Committee  Study on CIA  Detention and  Interrogation  Program  (December  2014); National  Journal Staff,  December 9  2014; Hartnett, etc. | What is a definition  of torture (custody and mistreatment)? According to what criteria is torture right or wrong? How does torture impact electoral politics? |
| **WEEK 9**  *Posted work*  *Deadline*  *Sunday OCT 24* | GITMO and  Politics | *Interview: Paul*  *Lewis and*  *Charlie Savage* | | Savage, Luban, etc. | How does GITMO  impact electoral politics? |
| **WEEK 10**  *Posted work*  *Deadline*  *Sunday OCT 31* | The Politics Of Drones  **POST Thesis for final paper (50 points) MONDAY OCT 31 midnight Discussion Board Week 10** | *Frontline “Rise of the Drones”*  *(1/23/13)* | | Savage, Luban, Lewis,etc. | How does drone usage impact electoral politics? Or s*elect one element of Luban Essay and write*  *Essay PRO/CON.* |
| **WEEK 11**  *Posted work*  *Deadline Sunday NOV 07* | The Politics of Cyber- Conflicts as War, Crime, Business, Culture Or Politics? : *Intelligence and State Surveillance in Modern Societies: An International Perspective* | *Dr. Frederic Lemieux Director of the SCS, MPS in Applied Intelligence*  *POSTED BACKGROUND*  *; CPAN*  *Hearings: National*  *Security*  *Agency*  *(09/24/15);*  *Worldwide*  *Cybersecurity*  *Threats, House*  *(Select) Intelligence*  *Committee*  *(09/11/2015);*  *Cybersecurity*  *Policy, Senate*  *Armed Services*  *Committee*  *Senate*  *Intelligence*  *Committee*  *(09/28/15)* | | TBA selection “Intelligence and State Surveillance in Modern Societies: An International Perspective by” Dr. Frederic Lemieux Director of the SCS, MPS in Applied Intelligence;  Savage, FBI,  Cyber Security Task Force, etc. | What are the technical, policy and  political implications of understanding cyber-security as crime, war and business? |
| **WEEK 12** *Posted work*  *Deadline Sunday NOV 14* | **ASSIGNMENT WEEK 12 :** Humanitarian  Intervention, Ethnic Cleansing, State Terrorism:  CASE STUDY:  **Kosovo/a**  & Preview Discussion: Final Paper Research And Status Of Mtng/Draft W/ Writing Center | | *WJ Buckley;*  *& separately, Samantha Power* | T From “Humanitarian Intervention” to “Responsibility to Protect” (UN  2005), Power,  Osnos,  Buckley, Ben-  Porath, ICTY  (2002),  Bizirake,  Mantle, etc | * 1. How/why did international law/relations shift from “humanitarian intervention” to the q:   (2) Is there an R2P and  (3) how does it apply in stateless parts of the world?   * **Preview Discussion: Final Paper Research and Status Of Mtng/Draft W/ Writing Center;** * Case Study OR * Policy Memo OR Assess Social Media/News Cycle re some event |
| **Week 13**  *Posted work*  *Deadline*  *SUN NOV 21* | Defining/Debating Domestic Terrorism/ political extremism/ authoritarian populism | | *Authors/Video: TBA* | Readings TBA  PRO/CON | Was the “[Capitol Attack](https://en.wikipedia.org/wiki/2021_United_States_Capitol_attack)” (01/06/21) or [BLM](https://en.wikipedia.org/wiki/Black_Lives_Matter) a *war* (domestic terrorism), *crime* (political extremism), *politics* (populist mass mobilization, some authoritarian)? How are they alike or distinct and how did each reflect or influence elections? |
| **Week 14**  **Assignment Deadline**  **Student Final Paper Post Mon Nov 29;**  **Class Presentation Paper Wed Dec 01**  **All Work For Credit Due Friday Dec 17** | * STUDENT FINAL PAPER POST MON NOV 29 * **CLASS PRESENTATION PAPER WED DEC 01** * **(Grade drops 1 grade each hour late; no extensions or substitutions as stated in syllabus)** | | **Module 14: Oral Zoom Presentation of Final Research**   1. **Student Final Paper Post Mon Nov 29 Midnight** 2. **Oral Zoom Class Presentation Paper Wed Dec 01** 3. **(Grade Drops 1 Grade Each Hour Late; No Extensions Or Substitutions As Stated In Syllabus)** 4. **All Work For Course Credit Must Be Posted By: Due Fri Dec 17 11:59 Pm.** 5. **No Extensions Or Substitutions As Stated In Syllabus** | TBA | * Case Study OR * Policy Memo OR * Assess Social Media/News Cycle re some event * Course Wrap-Up * Concluding Session |
| **WEEK 15**  **DEC 6-17**  **EXAMS** | **NO COURSE MEETINGS** | | **All Work For Credit Due Friday Dec 17**  **No Extensions Or Substitutions As Stated In Syllabus** |  | **All Work For Credit Due Friday Dec 17**  **No Extensions Or Substitutions As Stated In Syllabus** |
| **WEEK**  **OPTIONAL RESEARCH** | **ASSIGNMENT Covid19 Pandemic** | | *TBA* | TBA | TBA |
| **Week**  **OPTIONAL RESEARCH** | Terrorisms and  Presidential  Politics in : CASE  STUDY*:* ***Syria*** | | *FRONTLINE:*  *Obama At*  *War*  *(5/26/15);*  *Escaping*  *ISIS,*  *(07/14/15);*  *ISIS in*  *Afghanistan*  *(11/17/15) CSPAN:*  *Petraeus*  *(09/15)* | Goldberg,  Cordesman,  Lister, Sky,  Weiss and Hassan, Gerth and Warrick,  Stern and  Berger,  Kakutani,  Baker, Howell,  Warrick,  Boghani; Cordesman, etc. | Is Syria a failed state or invaded nation? Describe how at least three key events, with at least three principal sides evolved into no fewer than a three sided Syrian civil conflict with at least three parties in an ethnic conflict with no fewer than four outside parties supporting at least three different groups. |
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| *OPTIONAL RESEARCH*  **OPTIONAL RESEARCH** | Terrorisms and  Presidential Politics in : CASE  STUDY*:*  ***Northern Ireland*** | | *Frontline;*  *IRA and SEIN FEIN (1997); Interviews:*  *George Mitchell*  *(1998-2015)* | Mitchell,  Fawcett,  McGarry &  O'Leary, Tilley, etc. | Are solutions in Northern Ireland suggestive for other conflicts  (consociational,  McGarry/O’Leary)? |
| **OPTIONAL RESEARCH**  **OPTIONAL RESEARCH** | Terrorisms and  Presidential Politics in : CASE STUDIES: tba:  Africa-Rwanda?  Russia-Ukraine?  China? Israel, Palestine?; Iran, India-Pakistan?  Indonesia,Malaysia-  Philippines? | | *TBA* | TBA | TBA |

<https://scs.georgetown.edu/resources-current-students/academic-calendar/fall/>

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| **Fall 2021 Full Semester Courses for Degree Programs** All dates and deadlines must be met in accordance with Eastern Time (ET). | |
| Classes Begin; Follow Monday Schedule | Wednesday, August 25 |
| Last Day to Add | Friday, September 3 |
| Last Day to Drop | Friday, September 3 |
| Holiday: Labor Day (No Classes) | Monday, September 6 |
| Last day to withdraw with 100% refund | Tuesday, September 7 |
| Last day to withdraw with 80% refund | Tuesday, September 21 |
| Last day to withdraw with 70% refund | Tuesday, October 5 |
| Holiday: Mid-Semester Holiday (No Classes) | Monday, October 11 |
| Last day to withdraw with 50% refund | Tuesday, October 19 |
| Last day to withdraw with 40% refund (tuition will not be refunded for withdrawals after this date) | Tuesday, October 26 |
| Spring 2022 registration opens | Monday, November 1 |
| Theses Submission Deadline for MALS and DLS Candidates | Monday, November 1 |
| All Students: Last Day to Withdraw from Courses | Thursday, November 18 |
| Thanksgiving Recess Begins after Last Class | Wednesday, November 24 |
| Classes Resume | Monday, November 29 |
| Classes End | Monday, December 6 |
| Study Days Begin | Tuesday, December 7 |
| Study Days End | Wednesday, December 8 |
| Final Examinations Begin | Thursday, December 9 |
| Final Examinations End | Friday, December 17 |
| Grades Due for Graduating Students | Tuesday, December 21 |
| Grades Due for Continuing Undergraduate Students | Monday, December 27 |
| Grades Due for Continuing Graduate Students | Monday, January 3, 2022 |

(GU BLHV274b F21 Syllabus 080221 rev 0520)