



Course Description

An examination of the various types of terrorism and known terrorist groups deemed to be a probable threat against the citizens of the United States and an exploration of various techniques and resources designed to counter terrorist threats in the United States.

Course Textbook

Taylor, R. W., & Swanson C. R. (2016). *Terrorism, intelligence and homeland security*. Upper Saddle River, NJ: Pearson.

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Evaluate historical trends of domestic terrorism in the United States of America.
2. Classify terrorism in the United States and abroad.
3. Examine the trends in weapons of mass destruction (WMDs) in domestic and international terrorism.
4. Outline counterterrorism strategies used to reduce terrorism within the borders of the United States.
5. Analyze the rise of "lone wolf" terrorism in domestic and international terrorism.
6. Investigate the affiliations between domestic terrorists and transnational terrorists to include heterogeneous groups, foreign fighters, suicide bombers, and violent extremists.
7. Describe the role of geographical information systems and technology in domestic terror risk assessment and vulnerability analysis.
8. Explain the growing use of mass media and social media in domestic terrorism.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide:** Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. **Suggested Reading:** Suggested Readings are listed in each unit's study guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Discussion Boards:** Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
7. **Unit Assessments:** This course contains three Unit Assessments, one to be completed at the end of Units III, V, and VII. Assessments are composed of written-response questions.
8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

9. **Final Exam:** Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam in the presence of your approved proctor. This is an open-book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams. The Final Exam is composed of written response questions.
10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

Unit Assignments

Unit I Essay

Terrorist Organization, Purpose, and Structure

As you have learned in this unit, terrorism has a direct impact on the social structure of an organized society. Further, terrorism focuses on disrupting the very basis of government structure and societal structure. The organization and structure of domestic and international terrorist groups vary from one nation to another. Each individual terrorist group has different motives and views as it pertains to terrorism.

For this essay assignment, use the CSU Online Library or an outside source to find scholarly resources such as eBooks or journal articles written about a relevant and existing domestic or international terrorist organization.

Your essay should address the following:

- Summarize the background of the terrorist organization, its purpose, and structure.
- Explain the political, religious, and ideological views and motivations.
- Which definition or definitions of terrorism most closely fit your chosen terrorist organization?
- Discuss if the organization identifies with left wing views, right wing views, or other political ideology and why.
- Expand on the impact that right- and/or left-wing extremism has on terrorism.

A comprehensive list of foreign terrorist organizations can be found on the U.S. Department of State website [here](#).

Your essay should be at least 500 words in length using size 12-point, Times New Roman font, and double-spaced. Use APA style guidelines to format in-text citations for all quoted and paraphrased material. Title and reference pages are required; an abstract is not required. Title and reference pages do not count towards the minimum length requirements.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit II Essay

Typologies and Classification of Terrorist Organizations

As you have learned in this unit, there are several typologies and classification systems of terrorism both in the United States and abroad. Typologies and classification systems are important when assessing the different types of terrorist organizations that exist, and the specific geographic areas in which they reside.

For this essay assignment, use the CSU Online Library or an outside source to find scholarly resources such as eBooks or journal articles written about a relevant and existing domestic or international terrorist organization.

Your essay should address the following:

- Explain the following typologies: state terrorism, state-sponsored terrorism, and state-enabled terrorism.
- Explain ideologies of left-wing and right-wing terrorism.
- Outline at least *one* country and *one* terrorist organization in that country that has been deemed a “state-sponsor” of terrorism by the United States.
- Why is this country considered a state-sponsor of terrorism?
- What sanctions has the United States implemented against the country outlined?
- Does this nation provide a safe haven for terrorists? If so, for what groups?
- Do you believe that the country outlined has a chance of being taken off the state sponsors of terrorism list? Why, or why not?
- Is this country considered a “failed-state”? Why, or why not? What characteristics of a failed state does this country have? (*Please be sure to thoroughly read pages 166-167 in your textbook, which explain the five characteristics of failed states.*)
- What role does the United States Department of State have in the determination of state-sponsored nations?
- How do the four waves of terrorism relate to the group in which you have chosen?

Your essay should be at least 750 words in length using size 12-point, Times New Roman font, and double-spaced. Use APA style guidelines to format in-text citations for all quoted and paraphrased material. Title and reference pages are required; an abstract is not required. Title and reference pages do not count towards the minimum length requirements.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit III Research Paper Topic

Part one of the research paper requires you to submit your topic for review and approval by your instructor. You must identify a domestic pre-9/11 terrorist event and a domestic post-9/11 terrorist event that will be the focus of your research paper.

Note: The two terrorist events that are selected must have occurred at least five years apart. In addition to identifying the two terrorist events that will serve as the basis for the research paper, you must provide a brief description that explains why you believe the selected events will serve as a good comparison for evaluating how terrorist activities have evolved over time.

The research paper topic should be no more than one page in length, using Times New Roman 12-point font, double-spaced. You are not required to cite resources for this assignment, and a reference page is not required; however, you should keep notes on interesting resources and their locations as you find them for the annotated bibliography assignment in Unit V and research paper in Unit VII.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit IV Essay

The Role of Fusion Centers in Counterterrorism Strategies

For this assignment, write an essay at least 500 words in length on how the role of fusion centers has changed in the United States from post-9/11 to today. Further, you will be required to discuss a terrorism plot that has been stopped by the efforts put forth by fusion centers. The last paragraph of your paper will summarize your finding about the current state of fusion centers and the public perception of them.

As part of this assignment, you are required to read a short document entitled the [*National Strategy for Information Sharing*](#), which was originally published by the Bush administration in 2007 (updated in 2012), and outlines the *initial* role of fusion centers in the United States. This will provide the historical context and background information for your essay.

Click [here](#) for the updated *National Strategy for Information Sharing*, or copy and paste this address into your web browser: <https://www.ise.gov/sites/default/files/2012infosharingstrategy.pdf>

In 2010 at the National Fusion Center Conference, the fusion center directors, in partnership with the federal government, distilled the baseline capabilities for state and major urban area fusion centers into national network priorities and changed the focus of fusion centers to include *four* Critical Operational Capabilities (COCs) to include receive, analyze, disseminate, and gather.

After reading the *National Strategy for Information Sharing*, respond to the following questions in your essay:

- What improvements do you recommend take place or be added to the role of fusion centers in the United States?
- Do you believe that strengthening the ability of fusion centers to execute the COCs is critical to building an integrated National Network of Fusion Centers capable of sharing information with the federal government and other local and state entities? Why, or why not?
- How did one of the COCs help to prevent or stop a terrorism plot?
- Lastly, in recent years why has the role of fusion centers been questioned by the public and private industries?

Be sure to cite and reference all quoted and paraphrased material following APA style guidelines. You must use at least two sources in addition to your textbook. At least one of your sources must be from the CSU Online Library. The International Security and Counter Terrorism Reference Center database found in the CSU Online Library is a good place to start.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit V Annotated Bibliography

For this assignment, complete an annotated bibliography for the final research paper related to your chosen topic from Unit III. An annotated bibliography is a list of citations of books, articles, and documents. Each citation is followed by a brief (usually about 100 words), descriptive and evaluative paragraph; this is called the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. This assignment will help you organize your sources for use in the research paper due in Unit VII.

Each annotated bibliography entry consists of two parts; the reference citation in APA format, followed by the summary for that reference. First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic from the CSU Online Library. Briefly examine and review the actual items. Then choose *five* sources that provide a variety of perspectives on your topic. Next, cite each source using APA style in the form of reference citations.

Finally, write a concise annotation below each reference that summarizes the central theme and scope of the book or article. Include one or more sentences that explain how this work illuminates your bibliography topic. Your annotated bibliography should be at least two pages in length. Include a title page using proper APA style.

Please use the following format to name your file and submit as an attachment in Blackboard:
UnitVAB_Firstname_Lastname

Please watch the following CSU video on how to write an annotated bibliography:
<https://columbiasouthern.adobeconnect.com/a1174888831/annotatedbib/>

Information about accessing the Grading Rubric for this assignment is provided below.

Unit VI Essay

Transnational Terrorism

For this assignment, write an essay at least 500 words in length that discusses the affiliations between domestic terrorists and transnational terrorists. A point to consider is how the threats have migrated outside of Al-Qaeda and the nations of Afghanistan, Iraq, Iran, Pakistan, and Somalia.

Traditionally, transnational terrorism groups are classified as heterogeneous groups, foreign fighters, and suicide bombers. Pick at least one terrorist group that fits the classification of transnational terrorism. Conduct research to provide an overview on the affiliations between your chosen group and domestic terrorist groups. How do these affiliations between your chosen terrorist groups relate to the various types of terrorist cells, the chain network, and terrorist organization models? You must use at least two sources in addition to the textbook.

Please be sure to use headings and subheadings, as needed, to organize your paper and viewpoints. Follow APA style guidelines. The title and reference page do not count towards the minimum word length requirements. An abstract is not required.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit VII Research Paper

In Unit VII, submit your research paper on your chosen domestic pre- and post-9/11 terrorist event. The research paper must be written using the following outline structure:

1. Title page
2. Introduction: In this section, identify the two terrorist events that have been previously selected, and briefly explain why these events serve as good comparison points for evaluating how terrorist activities have evolved over time. This section should be at least one page in length.
3. Pre-9/11 terrorist event: In this section, describe the first terrorist event that is being used for comparison. The description of this terrorist event must include the nature of the event, methods used by the terrorists, and eventual outcome of the event. This section should be at least one page in length.
4. Post-9/11 terrorist event: In this section, describe the second terrorist event that is being used for comparison. The description of this terrorist event must include the nature of the event, methods used by the terrorists, and eventual outcome of the event. This section should be at least one page in length.
5. Terrorist events comparison: In this section, compare and contrast the two terrorist events that were described in the previous sections. Suggested areas for comparison include (1) motivations for attacks, (2) methods of attack, (3) impact on society, and (4) lessons learned from attacks that can be used to develop counterterrorist strategies. You should also discuss how terrorist strategies have evolved from the first event to the second event. This section of the research paper should be at least two pages in length.
6. Summary and conclusions: In this section, summarize the evolution of terrorism based upon the two selected events. This section should be at least one page in length.
7. References: Provide a reference list that is formatted per APA (6th ed.) guidelines.

While the level of detail in each section of the research paper will vary, it is expected that the final paper will be at least six pages in length, not counting the title and reference pages. An abstract is not required.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit VIII Article Critique

Risk Assessment Article Critique

For this assignment, read and reflect on the following article. The article may be located by clicking on the "The CIP Report: September 4014" link on the Past Issues Catalog page:

Mueller, J., & Stewart M. G. (2014, September). A risk Assessment of the FBI's counterterrorism efforts. *The CIP Report*, 13(2). Retrieved from <http://cip.gmu.edu/the-cip-report/past-issues-catalog/>

In this article, the authors lay out a simple, back-of-the-envelope approach for evaluating the costs and benefits of counterterrorism spending that uses only four variables: the consequences of a successful attack, the likelihood of a successful attack, the degree to which the security measure reduces risk, and the cost of the security measure. To illustrate this approach, the authors apply it to the Federal Bureau of Investigation (FBI) to assess if its counterterrorism effort reduces the terrorism risk enough to justify its cost.

In your article critique, identify the article premise and supporting points on whether or not the authors' vulnerability analysis and risk assessment approaches of the FBI's efforts reduced the terrorism risk enough to justify its cost over a period of time. If so, how? If not, why? The article mentions that the Transportation Security Administration body scanner technology costs about \$1.2 billion but does not mention any technology that the FBI is spending its budget on. Do you think this was an oversight or intentional? What new technology is the FBI actually employing? The article also does not

address how the FBI is using geographical information systems (GIS) in domestic terror risk assessment and vulnerability analysis. Quickly research how the FBI is using GIS; how could the authors incorporate this information into the article? In addition to the content in the article, discuss *two* additional technology related recommendations that could be integrated into the author's findings.

The assignment must be completed in APA style, and should be at least 500 words in length. Be sure to cite and reference all quoted and paraphrased material.

Information about accessing the Grading Rubric for this assignment is provided below.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU's Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I's Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting "Tools" and then "My Grades."

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Final Examination Guidelines

Final Exams are to be administered to students by an approved Proctor. CSU approves two flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed Internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

<http://mycsu.columbiasouthern.edu>

You are permitted four (4) hours to complete this exam in the presence of your approved Proctor. This is an open book exam. Only course textbooks, writing utensils, and a calculator, if necessary, are allowed when taking proctored exams. Other materials are not permitted unless specified in the examination instructions and only the sources identified in the instructions may be used as source material.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

Discussion Boards (8 @ 2%)	= 16%
Unit Assessments (3 @ 5%)	= 15%
Essays (4 @ 10%)	= 40%
Unit III Research Paper Topic	= 5%
Unit V Annotated Bibliography	= 5%
Unit VII Research Paper	= 7%
Unit VIII Article Critique	= 5%
Final Exam	= 7%
Total	= 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

Unit I	The Evolution of Terrorism in the United States and Abroad
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 1: Defining, Conceptualizing and Understanding Terrorism <input type="checkbox"/> Chapter 2: Political Ideology and the Historical Roots of Terrorism <input type="checkbox"/> Suggested Reading: See Study Guide
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
Submit:	<input type="checkbox"/> Essay by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit II	Examining the Typologies of Terrorism from a Global Perspective
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 7: Typologies of Terrorism: State-Involved and Single or Special Issue Movements <input type="checkbox"/> Chapter 8: Typologies of Terrorism: The Right and Left Wings and Separatist or Nationalist Movements <input type="checkbox"/> Suggested Reading: See Study Guide
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
Submit:	<input type="checkbox"/> Essay by Tuesday, 11:59 p.m. (Central Time) <input type="checkbox"/> Proctor Approval Form
Notes/Goals:	

HLS 2301, Introduction to Terrorism		Course Schedule
Unit III	WMD Global Views and Trends	
Review:	<input type="checkbox"/> Unit Study Guide	
Read:	<input type="checkbox"/> Chapter 13: Emergency Management <input type="checkbox"/> Suggested Reading: See Study Guide	
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)	
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. (Central Time) <input type="checkbox"/> Research Paper Topic by Tuesday, 11:59 p.m. (Central Time)	
Notes/Goals:		

Unit IV	Countering Terrorism Threats in the United States of America	
Review:	<input type="checkbox"/> Unit Study Guide	
Read:	<input type="checkbox"/> Chapter 9: Intelligence and Terrorism, pp. 221-224 <input type="checkbox"/> Chapter 14: Combatting Terrorism <input type="checkbox"/> Additional Reading Assignment: See Study Guide <input type="checkbox"/> Suggested Reading: See Study Guide	
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)	
Submit:	<input type="checkbox"/> Essay by Tuesday, 11:59 p.m. (Central Time)	
Notes/Goals:		

Unit V	The Impact of Global Lone Wolf Terrorism	
Review:	<input type="checkbox"/> Unit Study Guide	
Read:	<input type="checkbox"/> Chapter 15: Terrorism, Intelligence and Homeland Security: The Future. pp. 362-370 <input type="checkbox"/> Suggested Reading: See Study Guide	
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)	
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. (Central Time) <input type="checkbox"/> Annotated Bibliography by Tuesday, 11:59 p.m. (Central Time)	
Notes/Goals:		

HLS 2301, Introduction to Terrorism		Course Schedule
Unit VI	Transnational Terrorism and Its Global Impact on Society	
Review:	<input type="checkbox"/> Unit Study Guide	
Read:	<input type="checkbox"/> Chapter 5: Terrorist Organizations and Structures <input type="checkbox"/> Suggested Reading: See Study Guide	
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)	
Submit:	<input type="checkbox"/> Essay by Tuesday, 11:59 p.m. (Central Time)	
Notes/Goals:		
Unit VII	Social Media in International and Domestic Terrorism	
Review:	<input type="checkbox"/> Unit Study Guide	
Read:	<input type="checkbox"/> Chapter 15: Terrorism, Intelligence and Homeland Security: The Future, pp. 371-376 <input type="checkbox"/> Suggested Reading: See Study Guide	
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)	
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. (Central Time) <input type="checkbox"/> Research Paper by Tuesday, 11:59 p.m. (Central Time) <input type="checkbox"/> Request to take Final Exam	
Notes/Goals:		
Unit VIII	GIS, Risk Assessment and Vulnerability Analysis in Global Terrorism	
Review:	<input type="checkbox"/> Unit Study Guide	
Read:	<input type="checkbox"/> Chapter 10: Intelligence, Terrorism and the U. S. Constitution <input type="checkbox"/> Additional Reading Assignment: See Study Guide <input type="checkbox"/> Suggested Reading: See Study Guide	
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)	
Submit:	<input type="checkbox"/> Article Critique by Tuesday, 11:59 p.m. (Central Time) <input type="checkbox"/> Final Exam by Tuesday, 11:59 p.m. (Central Time)	
Notes/Goals:		