

**CENTRAL TEXAS COLLEGE**  
**HMSY 1342**  
**UNDERSTANDING AND COMBATING TERRORISM**

**Semester Hours Credit: 3**

**INSTRUCTOR:** \_\_\_\_\_

**OFFICE HOURS:** \_\_\_\_\_

**I. INTRODUCTION**

- A. It is important for an individual to understand the history of terrorism and how its roots evolved into what we are witnessing in our modern times. From the Zealots and Assassins to our current threats from Al Qaeda and ISIS. The French Revolution marked a turning point in the history of terrorism. The revolution gave birth to the term “terror” or what some might call state-terrorism. The Russian revolutionary more than a century later helped develop the early stages of terrorism in countries such as: France, Italy, the Balkans, Armenia and India. This was considered the “Golden Age” of terrorism. Years later, World War II marked a strategic break with the past and changed everything, among other things transforming terrorism into an instrument of resistance. World War II represented the end of mass warfare and the evolution of a nuclear strategy that created the emergence of limited warfare. In the last century, four years stand out as turning points in terrorism and its effect on history: 1968, 1979, 1983, and 2001. The 11 September 2001, terrorist attack was the major turning point for the global fight on terrorism. Over the last two decades the United States and its allies have led the fight on Islamic terrorism. The two greatest threats Al Qaeda and ISIS have been reduced to a fraction of what they were. This does not mean that the war is over, as new groups continue to form under religious and political motives. Understanding terrorism and its history is vital to developing a strategy to defeat and deter these acts globally. This course will give you the insight of the historical aspects of terrorism and how it has developed into what we are witnessing in our modern times.
- B. This course is a required course in the Homeland Security—Emergency Management Degree Plan.
- C. This course is occupationally related and serves a preparation for careers in Homeland Security and Emergency Management.

**II. LEARNING OUTCOMES**

Upon successful completion of this course, Understanding and Combating Terrorism, the student will:

- A. Define terrorism, its history and its purpose. (C5 - C7, F1, F2, F6)
- B. Understand terrorism from a historical and motivational perspective (C5 - C7, F1, F2, F6)
- C. Identify historical and current terrorist groups and their political and religious agendas. (C5-C7, F1, F2, F5, F6)
- D. Explain the current threats of Islamic terrorism. (C5, C6, C7, F1, F2, F7, F9, F10).
- E. Demonstrate an understanding of counter terrorist measures the United States and its allies have taken. (C5 - C7, C9, C12, C13, F1, F2, F5, F7 - F10, F12).

### III. INSTRUCTIONAL MATERIALS

- A. The instructional materials identified for this course are viewable through <http://www.ctcd.edu/books>.

### IV. COURSE REQUIREMENTS

- A. Class preparation: Students are required to prepare for class in advance according to the schedule presented in the syllabus. Students should read about the next lesson and come to class ready to enhance that knowledge. In-class time should be spent with the instructor to get as much help and to ask as many questions as possible pertaining to the lesson that was already prepared for at home. Students should ask the instructor questions in class, before or after class, during office hours, or by making an appointment. Students are also strongly encouraged to E-mail the instructor if time is of the essence.
- B. Reading Assignments: Students are required to read the assigned lessons from the text book. There will be a written quiz on each lesson. Vocabulary from each lesson will be used in oral conversation during the class following the assignment.
- C. Homework: Will be assigned on a regular basis and students are expected to complete it in a timely fashion. The instructor is under no obligation to accept overdue homework assignments.
- D. Project: Students may be required to submit one individual project.
- E. Everything submitted to your instructor is graded accordingly and therefore contributes in the outcome of your final grade.
- F. Class Performance:  
If a class is missed, it is students' responsibility to obtain the information missed during the class. The teacher will not repeat instructions or lessons for the classes the student misses. It is the student's responsibility to make arrangements to take

an exam early if he or she will not be able to attend class on one of those days. Failure to notify the instructor will result in a grade of zero on that test/quiz. There are no make-up quizzes.

G. Class Participation:

The percentage of students grades are based on attendance and participation. The student will practice conversation with a partner during part of each class and will be graded on the effort put into these exercises.

**V. EXAMINATIONS**

- A. There will be at least two exams for this course.
- B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons, must arrange to take an early examination if allowed by the instructor. Unexpected absences due to illness or extenuating circumstances require the student to see the instructor about individual make-up work in lieu of the missed examination. One exam maximum per semester may be allowed to be made due to valid reasons.
- C. Students without excused absences will be given a zero for the examination missed. Quizzes will not be allowed to be made up under any circumstances.

**VI. SEMESTER GRADE COMPUTATIONS**

- A. It is the student’s responsibility to complete the course requirements as defined within the syllabus.
- B. Your course grade is determined by your performance on assignments, projects, and exams.
- C. Grading will be done on a straight scale. In order to receive transferable for this course, a grade of C or above must be earned. As a rule, D's will not transfer to other colleges. Grading criteria will be based as follows: <https://www.ctcd.edu/academics/catalog/catalog-texas/academic-policies/grading/>:

Grade	A	B	C	D	F
Percent	90-100%	80-89%	70-79%	60-69%	0-59%
Points	450-500	400-449	350-399	300-349	0-299

## VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

- A. **Course Withdrawal:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student. Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows: 11-week session Friday of the 8th week; 8-week session Friday of the 6th week; 5½-week session Friday of the 4th week. The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.
- B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements.
- C. **Incomplete Grade:** The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
- D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. **American's with Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Service (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.
- G. **Civility:** Individuals are expected to be cognizant of what a constructive

educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

## VIII. COURSE OUTLINE:

- A. **Lesson One: Introduction:** It is critical for one too understand the history of terrorism and how its roots evolved into what we are witnessing in our modern times.
1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:
    - a. Identify zealots and their role in the history of terrorism
    - b. Explain assassins and their early roles in terrorism
    - c. Trace the relationship between ancient and modern terrorist groups
    - d. Explore the origins of the sect
    - e. Explain the early strategy of terror in its early beginnings
    - f. Identify the historical decline of the assassins
    - g. Understand and explain tyrannicide
    - h. Explain the origins of state terrorism
    - i. Identify how terror was used in early warfare
  2. **Learning Activities:**
    - a. Classroom lecture/discussion (C5, C9, F15)
    - b. Reading assignments. (F1, C1)
  3. **Lesson Outline:**
    - a. History of Terrorism.
    - b. Zealots and Assassins.
    - c. Religions role in the origins of terrorism.
    - d. Mongol conquests.
    - e. Strategy of terrorism
    - f. Thirty Year War.
- B. **Lesson Two: Terrorism as a Strategy of Insurgency**
1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:
    - a. Explain the French Revolutions role in terrorism.
    - b. Describe where the word “terrorism” originated.
    - c. Identify what roles Anarchists played in terrorism.
    - d. Explain the emergence of the Anarchists doctrine.
    - e. Describe Italian Anarchists.
    - f. Describe Spanish Anarchists.
    - g. Describe French Anarchists.
    - h. Describe North American Anarchists.

- i. Explain who Emile Henry was and his role in mass terrorism.
2. Learning Activities:
  - a. Classroom lecture/discussions (C9, C5)
  - b. Reading Assignment (F1)
3. Lesson Outline:
  - a. Role of French Revolution in terrorism.
  - b. Origination of the word “terrorism”.
  - c. Roles of Anarchists in terrorism.
  - d. Emergence of the Anarchists doctrine.
  - e. Emile Henry and his role in mass terrorism.

**C. Lesson Three: Zealots and Assassins**

1. Learning Outcomes: Upon successful completion of this unit, the student will be able to:
  - a. Explain the Populists movement in Russia.
  - b. Describe Nihilism and Anarchism’s role in Russian terrorism.
  - c. Identify what the “Second Zemlya” was and its role in terrorism in Russia.
  - d. Explain what was considered the “Assassination of the Century”.
  - e. Describe was the contribution of technology meant in early terrorism in Russia.
  - f. Describe some of the earliest organizational problems for terrorism in Russia.
  - g. Describe the “Golden Age” of terrorism.
  - h. Explain the history of the 1917 Russian revolution.
  - i. Describe Stalin’s state of terror in Russia.
2. Learning Activities:
  - a. Classroom lecture/discussions (C9, C5)
  - b. Reading Assignment (F1)
3. Lesson Outline:
  - a. Revolutionary movements in Russia.
  - b. Rise and Use of Terrorism in Russia.
  - c. Role of Russian revolutionary movement.
  - d. Golden Age of terrorism.
  - e. 1917 Russian Revolution.
  - f. Stalin’s state of terror in Russia.

**D. Lesson Four: Manifestations of Terror through the Ages**

1. Learning Outcomes: Upon successful completion of this unit, the student will be able to:

- a. Explain the transformation of the strategic landscape after World War II.
  - b. Describe the dilemma between ethics and terrorism.
  - c. Identify what the “Balfour Declaration” is and its role in emergence of current terrorism.
  - d. Explain what role the early years of the “Cold War” had on terrorism.
  - e. Describe the Israeli effect on early terrorism.
2. Learning Activities:
    - a. Classroom lecture/discussions (C9, C5)
    - b. Reading Assignment (F1)
  3. Lesson Outline:
    - a. Transformation of the strategic landscape.
    - b. Ethics and terrorism dilemma.
    - c. Role of the Cold War on terrorism.
    - d. Terrorism of War.

**E. Lesson Five: The Invention of Modern Terror**

1. Learning Outcomes: Upon successful completion of this unit, the student will be able to:
  - a. Explain the major events that occurred in 1968, 1979, 1983 and 2001.
  - b. Describe the role the Iranian revolution had on terrorism.
  - c. Identify how Latin American insurgents used guerrilla warfare to their advantage.
  - d. Explain the many faces of terrorism.
  - e. Describe the typology of terrorism.
  - f. Understand the differences between terrorism and guerrilla warfare.
  - g. Describe European and Mediterranean groups and movements.
  - h. Explain the basics of “Religious Terror”.
  - i. Describe the roots of Islamic radicalism.
  - j. Explain the “Arab Conquests”.
  - k. Describe the emergence of Jihadist groups.
2. Learning Activities:
  - a. Classroom lecture/discussions (C9, C5)
  - b. Reading Assignment (F1)
3. Lesson Outline:
  - a. Turning points of contemporary terrorism.
  - b. Role of the Iranian Revolution on terrorism.
  - c. Differences between terrorism and guerrilla warfare.

- d. Guerrilla Warfare used by Latin American insurgents.
- e. Radical Shiite Islamism.
- f. Division of terrorist organizations.
- g. Evolution of terrorism in the Middle East.
- h. Religious groups involved in the creation and exploration of terrorism.

F. **Lesson Six: Anarchist Terrorists of the Nineteenth Century**

1. Learning Outcomes: Upon successful completion of this unit, the student will be able to:
  - a. Explain the rise of Al Qaeda.
  - b. Describe the role the United States had in establishing Al Qaeda.
  - c. Explain the role Al Qaeda played in the Middle East.
  - e. Describe the role Al Qaeda played in Afghanistan.
  - f. Understand how Al Qaeda influenced guerrilla-style warfare in Iraq.
  - g. Explain the power struggle between local and independent Jihadist groups.
  - h. Describe the challenges with maritime terrorism.
  - i. Explain the alliance Jihadist groups and Palestinian Islamism.
  - j. Understand the threat of Shiite radicalism.
2. Learning Activities:
  - a. Classroom lecture/discussions (C9, C5)
  - b. Reading Assignment (F1)
3. Lesson Outline:
  - a. Terrorist attacks of 11 September 2001.
  - b. Al Qaeda.
  - c. Afghanistan and Iraq.
  - d. War on terrorism.
  - e. Osama Bin Laden

G. **Lesson Seven: Russian Terrorism, 1878-1908**

1. Learning Outcomes: Upon successful completion of this unit, the student will be able to:
  - a. Explain the colonial actions that would be considered terrorism by today's definition.
  - b. Understand what the term "New Terrorism" means.
  - c. Explain the major terrorist attacks that affected the United States prior to 2001.
  - d. Describe the role that the 11 September 2001 attacks had on the global terrorism fight.
  - e. Understand the challenges associated with fighting international

- terrorists.
- f. Explain the role of the “U.S. Patriot Act”.
- g. Describe the initial actions the United States took for Al Qaeda.

2. Learning Activities:

- a. Classroom lecture/discussions (C9, C5)
- b. Reading Assignment (F1)

3. Lesson Outline:

- a. Global fight on terrorism.
- b. Counterterrorism operations.
- c. United States as leader of civilized nations in the fight against terrorism.

H. **Lesson Eight: The “Golden Age” of Terrorism**

1. Learning Outcomes: Upon successful completion of this unit, the student will be able to:

- a. Explain the development of ISIS.
- b. Describe the growth of ISIS in Iraq.
- c. Understand the differences between Al Qaeda and ISIS.
- d. Explain the religious belief differences between Al Qaeda and ISIS.
- e. Describe the ISIS’s ability to recruit followers world-wide.

2. Learning Activities:

- a. Classroom lecture/discussions (C9, C5)
- b. Reading Assignment (F1)

3. Lesson Outline:

- a. Fight and victories on Al Qaeda.
- b. Formation of ISIS.
- b. Spread of ISIS in Iraq.
- c. The United States and its’ two-front war on terrorism.
- d. The ideology of ISIS.