

**IRL 4050/6999: Terrorism, International Crime and the International Criminal Tribunal**

**Fall 2011, 2<sup>nd</sup> Session (Oct. 24, 2011-Dec. 18. 2010)**

**Class Times: Tuesday and Friday, 6 to 9 PM**

**Instructor: Pierfrancesco Moscuza**

**Telephone contacts: 5525-7651**

**E-mail: [pmoscuza@alliant.edu](mailto:pmoscuza@alliant.edu)**

**Grading: Letter**

**Units: 3**

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**I. Rationale:**

Since the 9-11 attacks, we have been inundated with information on terrorism, its causes, effects and appropriate counter-measures. Unfortunately, a good deal of this is inaccurate and misleading. Misinterpretations, bureaucratic, political or economic agendas, ignorance, intellectual laziness and naivety have often obscured observable facts. This course aims at placing terrorism in a proper context, in order to enable a better understanding, critical thinking, and sounder policy construction for International Relations' students.

This contextualization of terrorism will proceed in several directions; we will become familiar with movements and groups from many parts of the world, with various motivations and goals, adopting a variety of tactics, and generating diverse risks and threats. We will study terrorism against the background of globalization, the role of religion(s), and the interface with criminal enterprises and legitimate actors. We will also examine various policy measures and practices as they relate to democratic values, media responsibilities and civil liberties. In short, the objective is to understand terrorism in the global village with its advances, setbacks and contradictions. In this way, we will be in a better position to appreciate and evaluate counter-terrorism responses and measures at the domestic and international level.

Students will be required to participate actively and regularly; to work on their own and collaboratively, in writing and orally; to link theory, evidence and policy options; to anticipate terrorist actions as well as consequences of state policies; and to better navigate the contemporary mass of information on terrorism.

The International Relations major stresses a global and multicultural understanding of a complex and interconnected world through close study of historical, political, economic, legal and cultural forces. A degree in International Relations can provide students the knowledge and training important in the international business community, government,



diplomacy and private and nongovernmental international organizations. It can also help prepare students for further graduate study in international relations, international law, political science, or policy studies.

## **Alliant's Mission Statement**

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**

Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.

2. **Scholarship**

Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.

3. **Multicultural and International Competence**

Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries; by increasing the number of professionals working in underserved areas; and by understanding and responding to the needs of diverse communities.

4. **Community Engagement**

Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.



## CALENDAR FALL 2011

### FALL SEMESTER 2011

Aug. 1 Monday: Last day to register for Fall Semester without paying a late fee

Aug. 22-27 Monday – Saturday: New student orientation -- Attendance is mandatory for new students

Aug. 29 Monday: Instruction begins for Fall Semester [full-term (16-week) and Session 1 (8-week) courses]

Sept. 13 Tuesday: Add/Drop Deadline for Fall Semester full-term courses. Last day to drop a full-term course for 100% refund

*Friday, September 16-- Mexican Independence Holiday—NO CLASSES*

Sept. 23 Friday: Last day to withdraw from Fall Semester Session 1 courses in good standing

Oct. 21 Friday: Last day to withdraw from Fall Semester full-term courses in good standing

Oct. 22 Saturday: *Alliant Makes A Difference Day*

Oct. 23 Sunday: Last day of Fall Session 1 courses

Oct. 24 Monday: Instruction begins for Fall Semester Session 2 (8-week) courses

*Wednesday, NOVEMBER 2 –Día de los Muertos Holiday—NO CLASSES*

Nov. 4 Friday: Fall Semester Session 1 grades due to Registrar's Office

Nov. 18 Friday: Last day to withdraw from Fall Semester Session 2 courses in good standing. Fall Semester Session 1 grades available on-line

*Monday, November 21 --Mexican Revolution Holiday—NO CLASSES*

Nov. 28 Monday: Registration for Spring Semester begins

Dec. 11 Sunday: Last day of Fall Semester full-term courses

Dec. 12-18 Monday – Sunday: Final Examinations; make up classes (in case of holidays, etc.); semester-end activities

Dec. 18 Sunday: Last day of Fall Semester Session 2 courses

Dec. 26 Monday: Last day to register for Spring Semester without paying a late fee

Jan. 6 Friday: Fall Semester full-term and Session 2 grades due to Registrar's Office

Jan. 13 Friday: Fall Semester grades available on-line

### ALLIANT INTERNATIONAL UNIVERSITY—MEXICO CITY 2012

#### SPRING SEMESTER 2012

Jan. 17 -20 Tuesday – Friday: New student orientation/Attendance is mandatory for new students

Jan. 23 Monday: Instruction begins for Spring Semester [full-term (16-week) and Session 1 (8-week) courses]

Feb. 6 Monday: Add/Drop Deadline for Spring Semester full-term courses. Last day to add or drop a full-term course without late fee. Last day to drop a full-term course for 100% refund

## **II. Course Description, Purpose, Student Learning Outcomes and Assessment**

### ***A. Course Description***

This course is organized as a research seminar and not a lecture course, which means that students will research, analyze, and write about the politics and military applications of informal warfare and terrorism in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students will critically analyze the use of terrorism as a political and military weapon, and the challenges terrorism poses to United States foreign policy and the United States military establishment. Students will examine and discuss different historical uses of terror tactics, and terrorist organizations today in the world. One goal is for students to critically understand the motives for the use of terror tactics, as against formal warfare.

### ***B. Purpose of the Course***

Specifically, students will gain familiarity with the origins and development of counter-terrorism, international crime, security policy analysis, and contending approaches to the analysis of various actors and variables at multiple levels of this modern complex problem.

### ***C. Specific Learning Outcomes:***

Upon successful completion of the course, students will be able to:

1. Demonstrate familiarity with the history and language of the Terrorism and Criminal discourse analysis as of a sub-field of International Relations;
2. Distinguish between descriptive, evaluative, and analytical approaches to terrorism and security policy analysis;
3. Distinguish between problem-solving and critical approaches to terrorism and security policy analysis;
4. Identify and discuss the strengths and weaknesses of these alternative approaches;
5. Analyze given terrorism and security policy cases

### ***Program Student Learning Outcomes***

- Demonstrate an understanding of international relations concepts and ideas.
- Demonstrate competence in oral and written communication as it relates to international relations.
- Demonstrate analytical and critical thinking skills.

- Apply an understanding of international relations to explain and predict international events.
- Demonstrate appreciation for multiculturalism and global diversity.
- Demonstrate knowledge of international organizations, multilateral processes and the non-governmental sector that operate in international politics.

### **Desired Program Outcomes for Bachelor and Masters' level Courses in International Business and International Relations**

Having completed the Bachelor of Arts and/or Masters' program in International Relations, students will:

1. demonstrate understanding of the complex and interconnected world through close study of historical, political, economic, legal, and cultural forces;
2. demonstrate understanding of human and cultural diversities;
3. understand the role of international law and international organizations in furthering peaceful and harmonious world relations;
4. be trained to launch careers in diplomacy, international business, and governmental and non-governmental international organizations;
5. be trained to hold positions in multinational corporations, research institutions, and educational institutions;
6. be prepared for further graduate study in international relations, international law, political science, or policy studies.

Students will be responsible for writing weekly reports, and presenting a major research paper on a subject to be chosen by the student with the approval of the instructor. The weekly reports (4-5 pages) will count for 40% of the class grade. The major research paper (20-30 pages) will count for 50% of the class grade, and class participation will count for 10% of the class grade based upon an evaluation of student participation in class discussions. There are no grading curves in this course. The grading system is criterion-referenced in measuring individual student performance. Class participation is measured by attendance, punctuality, participation, and the willingness to assume leadership roles in course activities, e.g., discussions, presentations, quality of weekly papers, etc.

#### ***D. Instructional Strategy***

The format of the classes for this course will be divided in three stages:

- Stage 1)** lecture given by the teacher;
- Stage 2)** one oral presentation (**15-20 minutes long**) given every week by a different student;
- Stage 3)** seminars and discussion to be attended weekly by all students, but will also include: videos, PowerPoint presentations and the use of internet in order to gather academic relevant material for research and referencing the student's work.

***E. Description of Course Requirements and Assessment Methods***

There are no grading curves in this course. The grading system is criterion-referenced in measuring student performance for grades in the course. Subjective performance is measured by attendance, punctuality, participation, and the willingness to assume leadership roles in course activities, e.g., discussions, etc.

Course Requirements	Notes	Evaluation Weights	Percent Grade
Seminars	In Class	25 points	12.5%
Oral Presentation	In class	25 points	12.5%
Essay	Take Home	50 points	25%
Final Exam	In Class	100 points	50%
Totals:		200 points	100%

Points	Percentage	Letter Grade	Decimal Grade
190-200	95% and above	A	4.0
184	85%	A-	3.7
174	77%	B+	3.3
170	75%	B	3.0
164	72%	B-	2.7
154	67%	C+	2.3
150	65%	C	2.0
144	62%	C-	1.7
134	57%	D+	1.3
130	55%	D	1.0
124	52%	D-	0.7
123 or below	51 and below	F	0.0

\* Note that 52% (124 points) is the lowest possible passing grade. Cumulative points below 52% will result in the letter grade of “F”.

**Oral Presentation (25 possible points, 12.5% of final grade)**

There will be one oral presentation, (15 to 20 minutes long) in class, consisting of a critique or summary of a weekly topic developed by each student.

Scoring Table for Oral Presentation	Points Possible %	Points
Poise and Confidence	1%	3

Knowledge and Preparedness of Material	5.5%	10
Engagement of Participation	3%	6
Mode and Effectiveness of Delivery	3%	6
<b>Total</b>	12.5%	25

Presentations, once scheduled and committed, will not be rescheduled without teacher authorization and will be graded as 0 Points, if not completed. All presentations should have copies of summaries to all of the class at the time of the presentation, in order to achieve the highest result. Students are invited to use all the means available to them, to deliver the presentation; these include: Power Point presentation, lecture style presentation, use of videos, acetates, photocopies and any other mean they may think useful for a good final outcome.

Students can review a List of Topics that can be used for their oral presentations, or select a relevant topic of their own. Students scheduling presentations after the initial scheduled time must accept the earliest and/or remaining available dates.

### **Seminars (25 possible points 12.5% of final grade)**

During seminars all students should participate. Students are expected to give contributions, ask questions to the student presenting the oral presentation for that week and engage in discussion with other students expressing their opinions with references to the assigned reading. Students who will show knowledge of extra sources of information, besides those suggested in the handout as basic reading for that week, will be awarded extra points.

### **Written Essay, 2000 to 2500 words length (50 possible points, 25% of final grade)**

The Essay shall be an assignment culminating in a formal style written report and must have its premises, hypotheses, methodologies, and formats approved by the course instructor. The three primary criteria for the selection of topics should be:

- (1) passion and meaningful to the student,
- (2) practical utility, and
- (3) the overall widespread benefits that are gained from researching the project.

**Essay titles can be chosen among a list of titles given to the students by the teacher on the first day of class with the course handout. No Essay, whose title is not included in the course list, will be accepted without having their topics and outlines approved.**

Please note that Essay topics and Oral Presentation topics may be the same or different. Students are responsible for making their own decisions on structuring these assignment criteria.

Research Reports will be due no later than **October 13, 2011**. Reports not submitted on the due date, without mitigating circumstances delay approved by the teacher, will be discounted 10% for being late. Essays submitted after the final class (**October 17, 2011**), will not be accepted and will receive a “0” or “F” as a grade for it.

The Essay (formal style), must contain: a Bibliography following academic standard format such as, Harvard reference style, end note or footnotes. The reference style must be coherent all throughout the Essay. It also should contain Appendices, if any. No less than five secondary references are required. At least 3 out of 5 references must be from current (since 1990) sources.

Students are encouraged to submit drafts of their reports for consultation although it is not a course requirement. It is advisable to note that reports using “Internet Sources,” newspapers, magazines, documents, journals, and books, realize that some are credible, some are not, so these references should not dominate the number of sources used as evidence in the report. Investigate the credibility of the sources before relying on them! The use of more than five total sources will not necessarily add to your grade; but using less than five sources will detract from your grade. Only word-processed or typewritten, double-spaced reports will be accepted.

Formal Style Research Reports may refer to any of the following references for format, structure, grammar, content, and style: APA; MLA; CBE; Chicago Manual of Style; and Turabian. Further references are available by website for OWL Publishing at Purdue University. The website address for accessing the research report link at Owl Publishing is: <http://owl.english.purdue.edu/workshops/hypertext/reportW/introduction.html> under: “Writing Lab” – “Workshops and Presentations” – “Research Reports” – “Understanding the Sections of Your Report.” General Format Structure of the Research Report

For specific information regarding pagination protocol, students are advised to consult any of the aforementioned sources, as they will vary upon which of the sources the student has chosen to use for writing their research reports.

*Here below the student can find an explanation of how a research essay should be structured:*

### **Introduction**

In the introduction the student should explain the topic is going to research, giving a brief introduction for the reader to understand. She/he should also describe which methodology is going to follow or use and what she/he expects to find out from his research effort.

**Body**

In the body the student should develop the argument and expose the findings of his research, illustrating all the data analysis, if any. A good logic development should be formed by 3 to 5 points which are explained and organized in a coherent and clear manner. The style should be kept sober and clear, avoiding redundancies in exposing the argument and obvious statements.

**Conclusion**

The conclusion should be the final part of the Essay, where the student sums up the arguments developed during the research, and, where she/he finally gives the answer to the original question, if any.

**Bibliography or Works Cited** (alphabetical order), and Appendices (optional), e.g., glossary, indices, maps, photographs, correspondence, etc.

Bibliography or Works Cited must be constructed in alphabetical order and must be in one of the academic format. Students should keep in mind that the prevailing and most reader friendly referencing style in Political Science is the Harvard format (e.g.):

This reference style includes the reference to the book used in the text of the essay, as follow (e.g.):

S. Jackson reports: “.....” (**Jackson, 2001:35**).

Where first in order is the name of the author, second is the date of the publication and finally the page number. Students must remember that all quotations must be reported and highlighted between “quotation marks”; failure to do so may incur the student in plagiarism procedures.

Example of Harvard bibliography format to be written at the end of the essay:

**Jackson, S. (2001), The Globalization of World Politics, Cambridge University Press, Cambridge, UK.**

**Final Exam (100 possible points 50% of final grade)**

The Final exam will take place in the class after the last day programmed for this course (06 December 2010) and it will last three hours. The candidates will be asked to answer two questions to be chosen from a list of twelve.

Each question will be strictly related to one of the topics studied during the course. The answer to the question should be given in essay format. Extra points will be awarded to those students who will show critical insight in their answer, as well as mention of relevant sources to reference their conclusions.

Failing to attend the examination session without a mitigating circumstance form approved by the teacher, will result in a “0” or “F” grade for the final exam.

### **III. Course Readings and Materials**

Due to the ever changing nature of the topic treated in this course, the book listed below is just indicative. Additional material up to date will be given in classroom. Students proactive in the research of recent material on the week topic will be rewarded with extra points.

**Purpura, P. (2007), Terrorism and Homeland Security: An Introduction With Applications, Butterworth-Heinemann, Burlington, USA.**

**Baylis, J et al. (2002), Strategy in the Contemporary World: An Introduction to Strategic Studies, Oxford University Press Inc., New York, USA.**

Homework assignments, class readings, or articles may be assigned at the discretion of the instructor. Students should also make use of Alliant’s library and electronic library, in order to get hold of journals articles and other relevant sources to the topic discussed each week.

### **IV. Policies and Procedures:**

#### ***Behavioral Expectations/Attendance***

##### **1. Policies Related To Class Attendance, Lateness, Missed Exams or Assignments**

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University Catalog for the complete policy on attendance. Attendance criteria for this class are: Excessive absences, arriving late, and leaving early are unacceptable. Every absence, late arrival, and early departure from class without reasonable cause may adversely affect the final grade. Classes will vary in their analyses of the readings having material presented by students and/or the instructor for lectures and group participation, e.g. videos, overhead transparencies, PowerPoint, etc. For that reason, attendance is extremely important and strongly recommended, espeche following conditions:

- Students whose performance has been demonstrated to be marginal.
- Classes when quest lecturers and/or oral presenters, i.e., students that are scheduled to make their presentations. When possible, notification will be given in advance for scheduled times. Students are encouraged to ask questions and to seek assistance; and will be responsible for the assigned readings.

- Periodically throughout the course, selected classes will frequently be designated and used as “Writing Labs” presenting students with opportunities to ask questions, receive consultation on assignments and discussions, and edit drafts of their term project research reports. Three Writing Lab Dates will be scheduled.

### 2. Information on Participation/types of participation required by the course

Readings and participation are the central elements in the course. The assignments provide details for class discussions, small and large work groups; and will vary on each assigned topic. This is an interactive course and students are expected to read the assigned material prior to class. The amount and quality of participation in activities and discussions will be reflected in the students’ final grades. It is the student’s responsibility to identify and complete any work missed in the course.

### 3. Responsibility to Keep Copies

Remember – it is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

### 4. Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern. As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

### 5. Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student’s conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.*** The University reserves the right to use plagiarism detection software.

### 6. Disability Accommodations Request

If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant’s Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

### 7. Policy on Course Requirements During Religious Holidays

Alliant International University does not officially observe any religious holidays. However, in keeping with the institution’s commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students’ religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members’ right to observe religious days.

**8. Resources for Obtaining Tutoring or Other Student Support Services**

Tutors are available to help students with course-based or exam-based needs. Contact the Academic Success Center for information on obtaining tutoring – or other student support services.

**9. Problem Solving Resources**

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located on the web at [http://www.alliant.edu/academic/studentproblemsolving/Student\\_Grievance\\_Policy.pdf](http://www.alliant.edu/academic/studentproblemsolving/Student_Grievance_Policy.pdf) or contact the University Ombudsperson at [rkunard@alliant.edu](mailto:rkunard@alliant.edu).

**V. Course Schedule:**

The following is the general structure and content of the course. Students should remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics. Because the subject matter in the oral presentations and/or videos and films may be similar at times with the information that is introduced in the course core text book, the reading schedule may be adjusted or even eliminated to avoid duplication in the presentation of the course’s learning materials.

<b>Date</b>	<b>Topic/Activity</b>	<b>Readings</b>
<b>October 25</b>	Introduction to syllabus and research requirements; writing essay; scheduling of oral presentations.	None
<b>October 28</b>	Formal warfare and terrorist tactics	Baylis et al Chap 1,2,3, 9. Purpura Chap. 1
<b>November 01</b>	Ireland and the IRA	Purpura Chap. 2 & 3 + Selected Readings
<b>November 04</b>	Israel and the Arab World: Palestinian Terrorism.	Selected Readings
<b>November 08</b>	The Basque Nation and ETA	Selected Readings
<b>November 11</b>	Political Terrorism: Italian Red Brigades and the “Lead Years”	Selected Readings
<b>November 15</b>	State Terrorism. The Italian	Selected Readings

	Case Study: The Strategy of Tension	
<b>November 18</b>	South Africa and the ANC	Selected Readings
<b>November 22</b>	The Baader-Meinhof gang and the Route Armat Fraction in Germany (RAF)	Selected Readings
<b>November 25</b>	The Symbionese Liberation Army (SLA) in the US.	Selected Readings
<b>November 29</b>	Guerrilla movements in Latin America	Selected Readings
<b>December 02</b>	International Global Security in the post-Cold War era	Selected Readings
<b>December 06</b>	The rise of the new enemy: The Islamic Terror	Selected Readings
<b>December 09</b>	Case Study: 9/11 <b>Essay deadline</b>	Selected Readings
<b>December 13</b>	Al Qaeda: The loose network of terror. <b>(Late Essay Deadline)</b>	Purpura Chap. 3 & 4 + Selected Readings
<b>December 16</b>	<b>Final Exam</b>	

**Final Exam exact location will be communicated during the semester**

## **Appendix: Alliant Mission, Values, Professional Practices and Competencies**

### **A. Alliant Mission**

**Description:** Alliant's mission is:

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

**Purpose:** The purpose of this anchor is to ensure that the Program fits within the University and School mission and vision.

### **B. Alliant Core Values**

**Description:** The Alliant Core Values are Integrity, Intellectual Advancement, Diversity, Social Responsibility, Innovation, Stewardship, Partnership and Collaboration.

**Purpose:** The purpose of this anchor is to ensure that Alliant's Programs are planning and operating in accordance with Alliant's Core Values.

### **C. Alliant Professional Practice University Components of Excellence from the Mission**

**Description:** The four components of a professional practice university explained in Alliant's mission are:

- Education for Professional Practice
- Scholarship
- Multicultural and International Competence
- Community Engagement

**Purpose:** The purpose of this anchor is to ensure that the 4 components of Alliant as a professional practice university are incorporated into the Programs.

### **D. Professional Practice Competencies**

**Description:** The Alliant Professional Practice Competencies (A-IMPACT) are:

- A discipline-specific body of knowledge and research/scholarship
- Insight into the context of practice
- Multicultural/International competence
- Professional literacies
- Application of knowledge and research in new ways
- Conduct, judgment, dispositions and ethics
- Team-based and multidisciplinary approaches

**Purpose:** The purpose of this anchor is to ensure that the competencies are part of all Alliant's Programs (at an appropriate level) and thus become a hallmark of an Alliant Program.