Course Change Request

Indiana University

IUPUI Campus

Check Appropriate Boxes:
- Undergraduate credit [X]
- Graduate credit [ ]
- Professional credit [ ]

1. School/Division: Liberal Arts

2. Academic Subject Code: POLS

3. Current Course Number: Y373

4. Current Credit Hours: 3.0

5. Current Title: American Politics through Film and Fiction

6. Effective Semester/Year for changes listed below: Fall 2007

7. Instructor: Ferguson

Type of Change Requested (Check appropriate boxes and indicate changes)

☐ 8. Change course number to: Y309 (must be cleared with University Registrar)

☐ 9. Current course title: .................................................................

Change to: ..............................................................................

Recommended abbreviation (optional) ........................................

(Limited to 32 Characters including spaces)

☐ 10. Current credit hours fixed at: .......... or variable from: ...........

Change to credit hours fixed at: .......... or variable from: ...........

☐ 11. Current lecture contact hours fixed at: .......... or variable from: ...........

Change to lecture contact hours fixed at: .......... or variable from: ...........

☐ 12. Current non-lecture contact hours fixed at: .......... or variable from: ...........

Change to non-lecture contact hours fixed at: .......... or variable from: ...........

☐ 13. Is this course currently graded with S-F (only) grades? Yes ...... No ....

Change to S-F (only) grading? Yes ...... No ....

☐ 14. Does this course presently have variable title approval? Yes ...... No ....

Is variable title approval being requested? Yes ...... No ....

☐ 15. Is this course being discontinued? For all campuses .......... or for this campus only ....

☐ 16. Current course description ..........................................................

Change course description to (not to exceed 50 words) ..........................

17. Justification for change: Rationalization of course numbering system

(Use additional paper if necessary)

18. Are the necessary reading materials currently available in the appropriate library? ..........................................................

19. A copy of every course change proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submit by: ................................................................. Date 11/1/06

Department Chairman/Division Director

Dean of Graduate School (when required)

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Re-order B 81 62030 from Central Stores

Revised March, 1977

SLA Undergrad Curr & Standards Comm Chair DATE

University Registrar Final Copy
New Course Request

Indiana University

IUPUI Campus

Check Appropriate Boxes: Undergraduate credit [X] Graduate credit [] Professional credit []

1. School/Division Liberal Arts/Political Science
2. Academic Subject Code POLS

3. Course Number Y373 (must be cleared with University Enrollment Services)
4. Instructor Clark

5. Course Title Terrorism

Recommended Abbreviation (Optional) (Limited to 52 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2007

7. Credit Hours: Fixed at 3.0 or Variable from __________ to __________

8. Is this course to be graded S-F (only)? Yes ______ No X

9. Is variable title approval being requested? Yes ______ No X

10. Course description (not to exceed 50 words) for Bulletin publication:

Examines the definition, history, logic, and political implications of terrorism.

11. Lecture Contact Hours: Fixed at 3.0 or Variable from __________ to __________

12. Non-Lecture Contact Hours: Fixed at __________ or Variable from __________ to __________

13. Estimated enrollment: 25-35 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Annual Will this course be required for majors? NO

15. Justification for new course: Has been taught as variable title under Y380-Needs own number

16. Are the necessary reading materials currently available in the appropriate library? YES

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 8/23/06

Department Chairman/Division Director

Dean of Graduate School (when required) Date 10/31/06

SLA Undergraduate & Standards Comm. Chair

Approved by: [Signature] Date 11/1/06

Dean

Chailecer/Vice-President Date

University Enrollment Services Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final—White: Chancellor/Vice-President—Blue: School/Division—Yellow:
Department/Division—Pink: University Enrollment Services Advance—White
Y380 D801
Terrorism

IUPUI Spring 2004
Instructor: John Clark

Thursdays, 5:45-8:25 PM, Sl 226
Additional times and places for optional
(but recommended) informal discussions to be announced

Phone: 549-4159
E-mail: johnc@hudson.org
Fax: 545-9639
Face time: By appointment

Course Overview:

This class will address the implications of the terrorist attacks of 9-11 and of the
subsequent “War on Terrorism” launched by the US. 9-11 dramatically highlighted to
everyone just how unstable and dangerous the world is today. But contrary to what many
anticipated, this didn’t lead to a reduction of American power around the world. Nor did
it cause the US to retreat from international engagements. Instead, wars waged in
Afghanistan and Iraq — and perhaps to be continued elsewhere — have demonstrated
that US military might is much greater than previously appreciated, greater than the rest
of the world combined. Far from disengaging from international affairs, the American
government is contemplating courses of actions — further military action in the Middle
East, Asia and Africa, rebuilding failed nation-states that might provide a home for nests
of terrorists as did Afghanistan, pushing democracy on autocratic allies — that represent
very great shifts in the direction and ambitions of American foreign policy.

The changes in the past two years have been so great many foreign policy analysts
in the US and abroad believe that a global American empire is taking shape. Some are
enthused about the prospect of a powerful and assertive America dominating the world.
They welcome the possibility that global terrorism might be extinguished and that
regional conflicts might be defused, that liberal democracy will be extended to
authoritarian cultures, and that globalization will open opportunities for prosperity and
security for an increasing share of the world’s population. Others, by contrast, fear an
imperial America means a self-absorbed and rapacious giant has been unleashed on the
earth. This assertive American role in the world may break the back of global terrorism.
On the other hand, it could provoke even more devastating attacks. We will try to figure
out which is most likely.

This course will try to provide students the background they need to make sense
of America’s new power and new role in the world. Although this is an upper division
course, there are no requirements. You need only an active curiosity about the world, a willingness to question your preconceptions, and a desire to engage with other students who are also trying to think through these issues.

**Required Texts:**

There will be a lot of reading in this class. To follow lectures, contribute insightfully to discussions, and ace your writing assignments you should do all of it in advance. You should purchase the following books:

- Walter Laqueur *No End to War: Terrorism in the Twenty-First Century.*
- Paul Berman, *Terror and Liberalism.*

In addition to assigned readings from these books, you will be expected to read articles you can get off the web. Most of them are available through EBSCO, which you can access from any computer through the IUPUI library’s webpage. In order to make it easier to get these articles, I have given their EBSCO “accession numbers” in [brackets]. When you search for them in EBSCO, you only have to type AN and the [number]. We will discuss how to use EBSCO and other nifty research tools.

This is a bare-bones syllabus. A much longer Grand Syllabus lists many additional, optional readings. You might want to read these to acquire background about the topics we are discussing. They are likely to be cited in the lecture for that day, so having them written down should make note taking easier. This syllabus is a work in progress, and updated versions will be distributed. Make sure you are using the latest version.

**Organizational Matters**

*Misconduct.* As in all Liberal Arts courses, you are expected to do your own work and earn your own grade. Cheating and plagiarism (passing off something that someone else wrote as if you wrote it) are intolerable and may be punished by penalties that include a failing grade for the course and being reported to the campus dean of students for academic misconduct.

*Attendance.* IUPUI policy (and mine) is that you should attend all classes. Missing 1-2 classes is reasonable – any more than that and your grade will almost certainly be hurt. I will occasionally take attendance; anyone missing class on those days without explanation may have points deducted from their course grade.
Make-ups and Incompletes. These will only be allowed in cases of (1) illness that requires hospitalization on exam day, or (2) serious personal problems that can be confirmed by an authoritative third party. You will also have to convince me that there is no alternative, and give me adequate warning.

Promoting the IUPUI Principles of Undergraduate Learning will be at the heart of this course:

- **Core Communication and Quantitative Skills.** The ability of students to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology.

- **Critical Thinking.** The ability of students to analyze carefully and logically information and ideas from multiple perspectives.

- **Integration and Application of Knowledge.** The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

- **Intellectual Depth, Breadth, and Adaptiveness.** The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

- **Understanding Society and Culture.** The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.

- **Values and Ethics.** The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics.

**Grading Options and Expectations**

You must choose one of two Tracks for the work in this course. Everyone will write a short (5-7 page paper) that is worth 15% of the course grade and will be due the fifth week of the semester; everyone will write a critical review of Joseph Conrad's novel, *The Secret Agent*, which is worth a quarter of the course grade and will be due toward the end of the semester. Students choosing Track I – which I expect will be most of you – will write a medium-length paper (7-9 pages) and a take-home final exam, which will in effect be another medium-length paper. Those opting for Track II will write an in-depth research paper about a topic to be decided after consulting with me. This will be a substantial piece of work, an opportunity to do graduate-level research, and ought not to be undertaken lightly. (Although this paper will be worth 60% of your grade, note that a third of the credit for the paper will come from meeting certain benchmarks ... this is to help you avoid the temptation of not starting your work until the end of the semester.)
A comparison of the dates and distribution of share of the course grade for the two Tracks:

<table>
<thead>
<tr>
<th>% of grade</th>
<th>Track I: The Usual – Short paper, Medium paper, Critical review, Take home final</th>
<th>Date</th>
<th>Track II: BIG research – Short paper, Critical review, Research paper</th>
<th>% of grade</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>15 Jan.</td>
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<td>22 Jan.</td>
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<td>29 Jan.</td>
<td>Short paper topic distributed</td>
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<td></td>
<td>5 Feb.</td>
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<tr>
<td>15%</td>
<td>Short paper (5-7 pages) due in class</td>
<td>12 Feb.</td>
<td>Short paper due in class</td>
<td>15%</td>
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<td></td>
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<td>19 Feb.</td>
<td>Choose Track I or Track II</td>
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<td>26 Feb.</td>
<td>Research paper topic &amp; arguments</td>
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<td>4 March</td>
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<tr>
<td></td>
<td>Medium paper topic distributed</td>
<td>11 March</td>
<td>Research paper bibliography</td>
<td>5%</td>
</tr>
<tr>
<td>30%</td>
<td>Medium-length paper (7-9 pages) due</td>
<td>25 March</td>
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<td>1 April</td>
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<td>8 April</td>
<td>First draft of research paper due</td>
<td>10%</td>
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<td></td>
<td>15 April</td>
<td></td>
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<tr>
<td>25%</td>
<td>Critical review of Secret Agent due</td>
<td>22 April</td>
<td>Critical review of Secret Agent due</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29 April</td>
<td>Final draft of Research paper due</td>
<td>40%</td>
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<tr>
<td>30%</td>
<td>Take home final due by 5:00 PM</td>
<td>6 May</td>
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Additional credit is available for constructive engagement in class discussions (both formal and informal).

A few comments about what is expected for an “A” in this class. An A paper is excellently written ... you have more than enough time to show drafts of your papers to classmates or friends whose editorial judgment you value. An A paper uses, synthesizes, and cites most of the assigned readings. But an A paper also draws extensively from other material as well. There are several dozen excellent books in the library, and the Grand Syllabus will provide a large annotated bibliography of most of the topics we will discuss this semester ... use it! I have no problem giving everyone in the class an A, as long as you have earned it.

Weekly Topics and Readings:

This is a sketch of the themes we will discuss this semester. All readings are subject to change according to the instructor’s whims, so attend every class and check OnCourse frequently. The Grand Syllabus includes questions to guide your reading, timelines and tables, and extensive supplemental bibliographies.

Following the list of topics and readings is a flowchart for the themes of this course, to help the more visually oriented to see how topics relate to each other.
# Part I: Background to Terrorism

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 15</th>
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<tbody>
<tr>
<td><strong>Introduction to terrorism, introduction to the course</strong></td>
<td></td>
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<tr>
<td>Required reading:</td>
<td>You will want to keep up with daily news relating to the course, which is more than just terrorism. The good folks at Yahoo provide links to many current news stories about the topic at their Full Coverage page: <a href="http://story.news.yahoo.com/us/US/Terrorism">http://story.news.yahoo.com/us/US/Terrorism</a> ... check it out every Wednesday or Thursday before coming to class, being up on breaking will make discussions more interesting (you will probably be able to scoop the prof).</td>
</tr>
<tr>
<td>Assignment:</td>
<td>Fill out and e-mail to <a href="mailto:john@hudson.org">john@hudson.org</a> an electronic background information sheet.</td>
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<tr>
<th>Week 2</th>
<th>January 22</th>
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<tbody>
<tr>
<td><strong>Contested definitions and history:</strong></td>
<td></td>
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<tr>
<td>What is terrorism, what is terrorism not ... and why care?</td>
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<tr>
<td>Required Reading</td>
<td>Walter Laqueur, &quot;Appendix: Toward a definition, or Humpty Dumpy and the problem of terrorism,&quot; in <em>No End to War</em>, pp. 232-238.</td>
</tr>
</tbody>
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<tr>
<th>Week 3</th>
<th>January 29</th>
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<tbody>
<tr>
<td><strong>From '91 to 9/11: Evolving terror, missed opportunities, and America's accidental &quot;empire&quot;</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laqueur, &quot;Intelligence failure?&quot; in <em>No End to War</em>, pp. 119-146.</td>
</tr>
<tr>
<td>Assignment</td>
<td>Short paper topic distributed in class</td>
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<tr>
<th>Week 4</th>
<th>February 5</th>
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<tbody>
<tr>
<td><strong>September 11: &quot;Root causes&quot; (elusive and illusive) and America's response</strong></td>
<td></td>
</tr>
<tr>
<td>Required Reading</td>
<td>Chalmers Johnson, &quot;Blowback,&quot; <em>The Nation</em> October 15, 2001 [5349444]</td>
</tr>
<tr>
<td></td>
<td>Laqueur, &quot;Roots of terrorism,&quot; in <em>No End to War</em>, pp. 11-29.</td>
</tr>
</tbody>
</table>
Part II: Why Terrorism?

The logic of terrorism, part 1: An element of a strategic mix


Assignment Track I and Track II: Short paper topic due in class

The logic of terrorism, part 2: The terrorist’s rationale

Stern, "Part I: The grievances that give rise to Holy War," Terror in the Name of God, pp. 1-137.

Assignment Choose Track I or Track II

Part III: The Threat of Islamic Extremism

The emergence of radical Islam

Laqueur, "The origins of Islamic jihad," in No End to War, pp. 30-48; "Jihad," pp. 49-70.
Berman, Terror and Liberalism, pp. 52-120.

Assignment Track II: Research paper topic and arguments due

Islamic extremism with a global reach: Osama bin Laden and al Qaeda


Assignment Track I: Medium paper topic distributed
Part IV: Preventing Disaster—How Terrorism Might Evolve

The nuts and bolts of counter-terrorism: Disrupting the “glocal” infrastructure of terrorist organizations

Week 9 March 11

Required
Reading Stern, “Part II: Holy War Organizations,” Terror in the Name of God, pp. 188-296.

Assignment Track II: Research paper bibliography due

March 18: Spring Break!

Week 10 March 25

Weapons of mass destruction or of mass distraction? Nuclear, chemical, biological, cyber-terrorism ... or worse?

Required

Assignment Track I: Medium paper due

Part V: The Future of Fighting Terrorism

Week 11 April 1

The search for moral foundations for the war on terrorism

Required
Berman, Terror and Liberalism, pp. 22-51, 121-201.

Week 12 April 8

Domestic law and international institutions: Handicaps or weapons in the war on terrorism

Required

Assignment Track II: First draft of research paper due
Week 13  April 15

**Intelligence reform, military action, and future hotspots**


Week 14  April 22

**How realistic and effective is “the Bush Doctrine”? Preemptive/preventive war, democratic regime change, and selective bilateralism**

Required Reading To be announced

Assignment Track I and Track II: Critical review of The Secret Agent due

Week 15

**The 2004 elections and the future of terrorism**

Required Reading To be announced

Assignment Track II: final draft of research paper due

May 6: Track I take home final exams due by 5:00 PM at johnec@hudson.org.