

DWUCC Appr 4/12/05  
Senate Info 4/26/05

04-77

**Undergraduate Distance Education Review Form**  
(Required for all courses taught by distance education for more than one-third of teaching contact hours)

**Existing and Special Topics Course**

Course: CRIM 344 Terrorism

Instructor of Record: John (Jake) J. Gibbs phone: 7-2720 e-mail: jgibbs

**Step One: Department or its Curriculum Committee**

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

1. Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course?  Yes  
 No
2. Will the technology serve as a suitable substitute for the traditional classroom?  Yes  
 No
3. Are there suitable opportunities for interaction between the instructor and student?  Yes  
 No
4. a. Will there be suitable methods used to evaluate student achievement?  Yes  
 No  
b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)?  Yes  
 No
5. Recommendation:  
 Positive (The objectives of the course can be met via distance education.)  
 Negative

\_\_\_\_\_  
signature of department designee  
date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

APR 4 2005

**Step Two: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE**

Positive recommendation

Negative recommendation

*Gail S. Seckwitz* 4-12-05  
signature of committee chair

\_\_\_\_\_ date

**Forward this form to the Provost within 24 calendar days after review by committee.**

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**Step Three: Provost**

Approved as distance education course

Rejected as distance education course

\_\_\_\_\_ signature of Provost

\_\_\_\_\_ date

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**Step Four:**

**Forward materials to Dean of the School of Continuing Education.**

## Undergraduate Distance Education Review Form

1. **Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course?**

Dr. Gibbs has completed several WebCT workshops during the past 5 years and has offered on-line courses four times in the past. In addition, he often supplements his traditional in-class course delivery with WebCT assignments. Dr. Gibbs is a senior faculty member who is well versed in the subject area.

2. **Will the technology serve as a suitable substitute for the traditional classroom?**

The version of the course proposed here was developed for the WebCT platform and uses a variety of methods for student-teacher interaction and student assessment. This includes the use of WebCT e-mail, on-line discussion groups, and the essay component of the test function.

3. **Are there suitable opportunities for interaction between the instructor and student?**

As outlined in the attached proposal, the course makes use of the discussion function of WebCT. As listed below, students participate in threaded discussions, and submit book reviews, free writes and a final project – all of which the instructor will respond to in a timely fashion. In addition, students are expected to regularly use e-mail and will be provided with office, home, and cell phone numbers of the instructor in the event of problems with on-line communication.

4. a. **Will there be suitable methods used to evaluate student achievement?**

As outlined in the attached syllabus and reproduced below, the course uses a variety of evaluation methods:

**III Evaluation Methods:** The assignments described below with corresponding weights will be used to compute the final grade of each student. \*

| <u>Assignment</u>       | <u>Percentage of Grade</u> |
|-------------------------|----------------------------|
| Book Reviews            | 40                         |
| Free Writes             | 15                         |
| Threaded Discussions    | 20                         |
| Final Synthesis Project | 25                         |

**b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)**

Student assessment is based on a variety of written assignments. The assignments themselves require responses based on both opinion and reasoned, documented, argument. Collaboration among students is very unlikely in assignments of this type, and it is typically readily apparent. Precautions against plagiarism are the same as in-class delivery.

In addition, to highlight the importance of academic integrity, the instructor has developed two statements that students are required to read and sign. (See attached syllabus.) This approach has proven useful in the past in both traditional and on-line course delivery.

## Syllabus of Record

### I. Catalog Description.

|                                    |                |
|------------------------------------|----------------|
| CRIM 344 Terrorism                 | 3 class hours  |
|                                    | 0 lab hours    |
| CRIM 101 and 102, or by permission | 3 credit hours |
|                                    | (3c-01-3cr)    |

Investigation of the context, causes, correlates, consequences, and responses to the crime of terrorism from a variety of perspectives. Individual, group, and organizational factors that shape terrorism and responses to terrorism will be explored. Strategies for reducing the threat of terrorism and its consequences will be examined.

### II. Course Objectives

Students will be able to:

1. demonstrate understanding of (a) historical trends, (b) explanations of terrorism from various perspectives, (c) factors that promote terrorism, (d) reactions and responses to terrorism, and (e) consequences of terrorism.
2. apply major criminological theories to terrorism.
3. relate explanatory frameworks and empirical studies focused on fear of crime to reactions to terrorism.
4. identify and present major issues related to contemporary acts of terrorism.
5. integrate and synthesize various explanations of terrorism and evidence of contributory factors into a common framework.
5. assess frameworks, models, policies, and programs designed to explain, predict, and/or prevent terrorism.

### III. Course Outline

#### A. Defining Terrorism and Typologies of Terrorism (3 hours)

1. The Significance of Definitions of Terrorism: Conceptual, Operational, Legal, and Definitions by Indication

2. The Evolution of Definitions of Terrorism
  3. The Use of Typologies and Other Classification Schemes for Defining and Analyzing Terrorism:
- B. Brief and Sweeping History of Terrorism (3 hours)
1. Jewish Terrorism in Response to Roman Occupation
  2. Reign of Terror and State Terror of Lenin and Stalin
  3. Colonialism and Terrorism
  4. Post-Colonial Terrorism in the Middle East
  5. Domestic Terrorism: Violent Extremist Groups in the U.S. and Western Europe
  6. The Emergence of International Terrorism
  7. Attacks by Foreign Terrorists on U.S. Including 9/11
- C. Contributing and Causal Factors (9 hours)
1. Social Systems
  2. International Relations.
  3. Religion and Ideology
  4. Culture and Group
  5. Media
  6. Individual: Personal Characteristics, Personality, and Pathology.
- Exam #1* (1 hour)
- D. The Applicability of General or Broad-Dimensional Models of Crime

and Middle Range Theories of Crime to Terrorism (9 hours)

1. Strain Theory
2. Cultural Deviance Theory
3. Culture Conflict
4. Control Theory
5. Assessment: Are Broader or Narrower Model Specifications Needed?
6. Theories of Political Crime

*Exam #2* (1 hour)

E. Preparedness for Terror Attack, Consequences of Terrorism, and Responses to Terrorism (9 hours)

1. Pre-Attack Attitudes and Actions
2. Local and National Responses to Acts of Terror
3. Post-Attack National Strategies for Dealing with the Threat of Terrorism.
4. A Review of the Micro- and Macro-level Consequences of Terrorism.
5. Legislative and Legal Responses to Terrorism: Judicial and Legislative Decisions.

F. Recommendations for Diminishing the Threat and Dealing with the Consequences of Terrorism (7 hours)

1. Regime Change and Preemptive Strike: Feasibility and Consequences
2. Organizing Government to Diminish and Deal with Threat
3. Prevention: Target Hardening, Coordination of Intelligence, and Diplomacy
4. Consequence Management: Organization and Coordination

***Final Exam (2 hrs)***

**IV. Evaluation Methods**

The assignments described below with corresponding weights will be used to compute the final grade of each student.

| <b>Assignment</b> | <b>Percentage of Grade</b> |
|-------------------|----------------------------|
| Exams             | 45                         |
| Book Reviews      | 30                         |
| Research Paper    | 25                         |

***Exams 45%***

Three tests will be administered during the semester. All of the tests will consist of short answer and essay questions. The third test will be administered during our scheduled final exam time.

***Book Reviews 30%***

The book review will consist of two components. The summary will require the student to identify and interpret the central themes or points of an assigned book for the course. The commentary section will provide the student with the opportunity to relate the reading to other knowledge including personal opinion and experience, information gleaned from the course and then to assess and analyze what has been read.

***Research Paper 25%***

Students will complete research paper on any topic relating to terrorism. A topic proposal must be submitted after preliminary reading, and the topic must be approved by the instructor. This paper must be 8-10 pages in length, with a minimum of ten (10) references. At least four (4) of the references must be from refereed journals.

**V. Example Grading Scale**

Grading Scale: A=90-100%; B=80-89%; C=70-79%; D=60-69%; F<60%



## **VI. Attendance Policy**

Individual faculty assigned to teach the course will establish an attendance policy, which will appear on the course syllabus that is consistent with University policy.

## **VII. Required Books and Other Readings.**

Clarke, R. (2004). *Against All Enemies: Inside America's War on Terror*. New York: Free Press.

Dershowitz, A. (2002). *Why Terrorism Works: Understanding and Responding to the Challenge*. New Haven: Yale.

Friedman, T. (2002). *Longitudes & Attitudes: Exploring the World After September 11*. New York: Farrar, Straus and Giroux. (Selected Sections Available on E-Reserve).

Flynn, S. (2004). *America the Vulnerable: How Our Government is Failing to Protect Us from Terrorism*. New York: HarperCollins.

Hoge, J. & Rose, G. (2001). *How Did This Happen? Terrorism and the New War*. New York: Public Affairs.

National Commission on Terrorist Attack (2004). Foresight and Hindsight. In National Commission of Terrorist Attack, *9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States* (pp. 339-357). New York: Norton. (Available on E-Reserve.)

National Commission on Terrorist Attack (2004). What to do? A Global Strategy. In National Commission of Terrorist Attack, *9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States* (pp. 361-383). New York: Norton. (Available on E-Reserve.)

National Commission on Terrorist Attack (2004). How to Do It? A Different Way to Organize the Government.. In National Commission of Terrorist Attack, *9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States* (pp. 399-423). New York: Norton. (Available on E-Reserve.)

## **VII. Special Resource Requirements.**

None

## **IX. Bibliography.**

Anonymous. (2001). *Imperial Hubris: Why the West is Losing the War on Terror*. Dulles, VA: Brassey's.

- Anonymous. (2002). *Through Our Enemies Eyes: Osama Bin Laden, Radical Islam, & the Future of America*. Dulles, VA: Brassey's.
- Cole, D. Dempsey, J. & Goldberg, C. (2002). *Sacrificing Civil Liberties in the Name of National Security*. New York: New Press.
- Ganor, B. (2001). *Defining Terrorism: Is One Man's Terror Another Man's Freedom Fighter*. Retrived December 29, 2003, from <http://www.ict.org.il/>.
- Heymann, P. (2003). *Terrorism, Freedom, and Security: Winning Without War*. Cambridge, MA: MIT.
- Laqueur, W. (2001). *A History of Terrorism*. New Brunswick, NJ: Transaction.
- Norris, P., Kern, M. & Just, M. (2003). *Framing Terrorism: The News Media, the Government, and the Public*. Oxford, UK: Routledge.
- Plous, S. & Zimbardo, P. (September 10, 2004). How Social Science Can Reduce Terrorism. *The Chronicle of Higher Education*.  
<http://chronicle.com/weekly/v51/i03/03b00901.htm>
- Schweitzer, Y. & Shay, S. (2003). *The Globalization of Terror: The Challenge Of Al-Qaida and the Response of the International Community*. New Brunswick, NJ. Transaction.
- Simonsen, C. & Spindlove, J. (2004). *Terrorism Today: The Past, the Players, the Future*. 2nd ed. Upper Saddle River, NJ: Prentice-Hall.
- Walsh, R. (2002). Terrorism and Other Global Terrors: An Integral Analysis. *Journal of Transpersonal Psychology*, 34, 13-21.

## DISTANCE EDUCATION VERSION

Professor John J. Gibbs, PhD  
Department of Criminology  
jgibbs@iup.edu

CRIM 101 and 102 pre-requisites, or by permission

3 credit hours

Investigation of the context, causes, correlates, consequences, and responses to the crime of terrorism from a variety of perspectives. Individual, group, and organizational factors that shape terrorism and responses to terrorism will be explored. Strategies for reducing the threat of terrorism and its consequences will be examined.

### I Course Objectives

Students will be able to

- demonstrate understanding of (a) historical trends, (b) explanations of terrorism from various perspectives, (c) factors that promote terrorism, (d) reactions and responses to terrorism, and (e) consequences of terrorism;
- apply major criminological theories to terrorism;
- relate explanatory frameworks and empirical studies focused on fear of crime to reactions to terrorism;
- identify and present major issues related to contemporary acts of terrorism;
- integrate and synthesize various explanations of terrorism and evidence of contributory factors into a common framework;
- assess frameworks, models, policies, and programs designed to explain, predict, and/or prevent terrorism

### II Required Books and Other Readings

Clarke, R. (2004). *Against All Enemies: Inside America's War on Terror*. New York: Free Press.

Dershowitz, A. (2002). *Why Terrorism Works: Understanding and Responding to the Challenge*. New Haven: Yale.

- Friedman, T. (2002). *Longitudes & Attitudes: Exploring the World After September 11*. New York: Farrar, Straus and Giroux. (Selected Sections Available on E-Reserve).
- Flynn, S. (2004). *America the Vulnerable: How Our Government is Failing to Protect Us from Terrorism*. New York: HarperCollins.
- Hoge, J. & Rose, G. (2001). *How Did This Happen? Terrorism and the New War*. New York: Public Affairs.
- National Commission on Terrorist Attack (2004). Foresight and Hindsight. In National Commission of Terrorist Attack, *9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States* (pp. 339-357). New York: Norton. (Available on E-Reserve.)
- National Commission on Terrorist Attack (2004). What to do? A Global Strategy. In National Commission of Terrorist Attack, *9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States* (pp. 361-383). New York: Norton. (Available on E-Reserve.)
- National Commission on Terrorist Attack (2004). How to Do It? A Different Way to Organize the Government.. In National Commission of Terrorist Attack, *9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States* (pp. 399-423). New York: Norton. (Available on E-Reserve.)
- Other relevant and timely readings will be supplied to students by the professor by way of WebCT email, WebCT discussion/bulletin board, and E-Reserve. Audio material, mostly radio commentaries, interviews, and discussions, will also be made available to students. In most cases, the site for audio material will be emailed to the class.

### III Evaluation Methods

The assignments described below with corresponding weights will be used to compute the final grade of each student.

| <u>Assignment</u>       | <u>Percentage of Grade</u> |
|-------------------------|----------------------------|
| Book Reviews            | 40                         |
| Free Writes             | 15                         |
| Threaded Discussions    | 20                         |
| Final Synthesis Project | 25                         |

***Book Reviews 40%***

Each student will be required to write book reviews for three (3) of the books assigned for the course. Each book review will consist of two components. The summary will require the student to identify the central themes or points of an assigned book for the course. The commentary section will provide the student with the opportunity to relate the reading to other knowledge including personal opinion and experience, integrate the information in the book with other knowledge, and assess what has been read.

***Free Writes 15%***

There will be free writes on a variety of topics required for each of the five weeks of the summer session. Free writes are a way of generating ideas. As used in this course, they will be writing exercises where students just start writing what comes to mind on a particular topic, and stop after a predetermined amount of time writing, e.g., ten minutes. Free writes are a way to get information (both thoughts and feelings) on paper/screen. You should not worry about grammar, spelling, and sentence structure when you do a free write. You just write continuously. Another term for a free write is a spew draft. You spew out what is on your mind in relation to a particular topic.

A free write is a way for you and the instructor to find out where you stand on a particular topic or issue. Often, we do not know our position on an issue or our assessment of something until we start writing about it. Sometimes you will be asked to free write on a fairly general topic or question and sometimes your free write will be a response to a specific editorial, article, commentary, discussion, debate, or interview.

***Threaded Discussions 20%***

Each student is expected to participate fully in threaded discussions on the WebCT discussion board for the course. The threaded discussion will most often be about a terrorism-related issue that has current relevance. Sometimes editorial and op-ed pieces from newspapers and magazines or audio editorials or commentaries, which the instructor will post to the discussion board or send via course email, will serve as the starting point for the discussion. Particular aspects of assigned readings for the course will also be a source of threaded discussion questions and topics. The professor will monitor the discussion and assess the overall level of the quality of each student's contributions.

***Final Synthesis Project 25%***

The purpose of this final project is to provide you with the opportunity to organize, summarize, and synthesize or integrate all the course readings. The concluding section of your synthesis project will be a presentation of (1) the essential knowledge you

have learned about terrorism in this course, (2) how your knowledge on various aspects of terrorism fits together into a coherent and useful whole or why it remains fragmented, (3) suggested applications for central aspects of the acquired knowledge, and (4) what remains to be known or important gaps in our knowledge of terrorism.

One of the central challenges of the synthesis project will be to develop a framework for organizing the substantial amount of information and knowledge presented in this course. This is the first step in integration. A piece specifically developed for this course on an approach used by the instructor will be posted to the Main topic of the WebCT bulletin/discussion board as an attachment for your information. There are other useful, appropriate, and acceptable approaches. You are encouraged to explore them, and even to develop your own.

#### **IV Grading Scale**

Grading Scale: A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=<60%

#### **V. Academic Integrity**

Violations of academic integrity, e.g., plagiarism, will result in a grade of zero on the particular assignments and disciplinary action in accordance with the university academic integrity policy: [www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm](http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm)

There is a statement of intent of academic integrity below. Please copy and paste the statement into a WORD document, sign it, and return it to me by regular mail at the address below:

Dr. John Gibbs  
Indiana University of Pennsylvania  
Criminology Department  
G-1 McElhaney Hall  
441 North Walk  
Indiana, PA 15705

A second statement indicating that you have not violated the academic integrity policy will be sent to you at the end of the course. Complying with the standards and principles of academic integrity (e.g., doing your own work) is a course requirement.

#### **Statement of Intent of Academic Integrity**

I, the undersigned, promise to comply with the academic integrity policy of IUP. I guarantee that I will be the sole author of all the assignments submitted for CRIM 344. This means that I will not present anything written by anyone else as my own. I

understand at the end of the course I will be required to sign a statement that I complied with the IUP academic integrity policy in completing this course.

I understand that ignorance of the policy is not an excuse for failure to comply. Failure to comply is a strict liability violation of the policy.

I am aware that the professor has the option of initiating a formal disciplinary proceeding in compliance with the IUP academic integrity policy. I know that this can result in severe consequences. I am aware that it is considered unethical to plagiarize and practice other forms of academic dishonesty.

I have carefully read and understand this statement. I take full responsibility for my actions.

Signature and Printed Name

Date

## **VI Electronic Civility:**

My experience is that treating each other with common decency (a civil human climate) is important in creating an appropriate setting for learning. Treating each other with common decency in a distance education course simply means that we deal with each other with consideration and respect online.

This does not mean that we cannot have frank exchanges of views and express emotion and humor. It means that when we express thoughts and emotions we take others into consideration.

One way to promote decency and civility is to apply to our electronic communication in this course the rule we all learned in kindergarten, The Golden Rule. Immanuel Kant, one of the most influential Western philosophers, gave a variation on it as one of his famous “categorical imperatives.” The rule is as follows: Before you do something, ask yourself if you would want to live in a society in which everyone did it.

Something that you should keep in mind when you are practicing civility in a distance education course is that all of your communication is written. Others cannot see your face, hear your voice, and use all of their senses to help them interpret the meaning of your message. You and the meaning of what you express are all in your writing in this class. Because of comparatively limited information on individuals and other factors, misinterpretation maybe more likely in a distance education class than in a more traditional class where there is face-to-face interaction.

## **VII Course Outline—Topic by Week**

### **Week 1**

- A. Defining Terrorism and Typologies of Terrorism
- B. Brief History of Terrorism from Jewish Response to Roman Occupation through Modern Era

### **Week 2**

- C. Contributing and Causal Factors: Social Systems; International Relations; Religion and Ideology; Culture and Group; Media; and Individual-- Personal Characteristics, Personality, and Pathology

### **Week 3**

- D. Application and Assessment of General or Broad-Dimensional Models of Crime and Middle Range Theories to Terrorism.

### **Week 4**

- E. Preparedness for Terror Attack, Consequences of Terrorism, And Responses to Terrorism: Pre-Attack Attitudes and Actions; Local and National Responses; Post-Attack National Strategies; Individual, Group, and Organization Consequences; and Legislative and Legal Responses

### **Week 5**

- F. Recommendations for Diminishing the Threat and Dealing with the Consequences of Terrorism: Regime Change and Preemptive Strike— Feasibility and Consequences; Organizing Government to Diminish and Deal With Threat; Prevention-- Target Hardening, Coordination of Intelligence, and Diplomacy; Consequence Management-- Organization and Coordination

### ***Example of a Learning Module from Week 1***

#### **Student Assignments**

In addition to other assigned readings for Week 1 (Topic B) students will (1) read *Why Terrorism Works: Understanding and Responding to the Challenge* by Alan Dershowitz and write a book review of it; (2) write a free write in response to Maureen Dowd's op-ed piece from the New York Times, "Torture Chicks Gone Wild" (see Appendix A); and (3) participate in a threaded discussion of Professor Dershowitz's recommendation for the use of torture in certain circumstances if judicial approval of a "torture warrant" is granted.



## Purpose and Assessment

### 1. Book Review

The assigned book for the course by Alan Dershowitz not only makes recommendations that should be included in the final synthesis project at the end of the course but also he presents information on terrorist attacks and government responses over approximately a 35-year period starting in 1968, which relates directly to Week 1—Topic B. Professor Dershowitz examines the value of the deterrence model, which is based on classical theory, a theory of crime developed in during the Enlightenment and still influential today.

The first section of the book review, i.e., summary, provides the student with the opportunity to (1) demonstrate to the professor their comprehension of what they have read, and (2) develop the ability to write a concise and compelling summary, which is an important general occupational skill.

The commentary, the second section of the book review, is where the student can examine the content of the book in the context of other knowledge, express views, and assess the conclusions and recommendations of the author. The purpose of the commentary is to make the reading relevant to the individual student. The students are given considerable latitude in the content of their commentaries. They are free to take it in a direction that interests them. It is a way for a student to create knowledge by commenting on the reading within a personally germane context.

When students make connections, ask questions, and explore the meaning of what they have read, it promotes what is called “mindful” reading. Ellen J. Langer, a professor of psychology at Harvard University and author of *The Power of Mindful Learning* and *Higher Stages of Development*, has conducted research demonstrating that students who were instructed to try to make the material they read meaningful to themselves, in comparison with those who were simply instructed to learn the material for a test, had significantly greater reading retention and enjoyment (Langer, 1997).

The professor will respond to each student individually using the Word Comment Tool to write marginal notes to students on their book reviews. Given that this is the first book review for the course, and experience shows that many students want structure, the course instructor will also post his summary section of the book (see Appendix B) as an example of one approach to writing a summary. In addition to the obvious reason that the professor’s summary of Professor Dershowitz’s book will not be posted prior to the due date for the students, providing a model prior to the students attempt the assignment could limit what some students learn from the challenge of identifying and presenting the central messages contained in a piece of writing. The objective is to provide them with enough direction and structure without limiting choice and exploration.

The review of Alan Dershowitz’s book (summary and commentary) and its integration with other course materials in the final synthesis project makes a partial

contribution to meeting all the objectives of the course presented at the beginning of the course syllabus.

## 2. Free Write

The piece appearing in Appendix A by *New York Times* op-ed columnist Maureen Dowd on alleged sexual humiliation as a form of torture of Muslim detainees in the custody of the U.S. military is certainly provocative. It also obviously reflects a certain stance toward the current administration. The columnist is a public critic of the administration and writes a politically liberal column. Two considerations should be kept in mind in reviewing the particular op-ed article: (1) selections from a range of perspectives, written in different styles, and reflecting a variety of issues will be represented in the course, and (2) sometimes one purpose of the assignment is to evoke a strong response from students to provide material for examining their own feelings, thoughts, and biases in relation to relevant topics. In responding to free writes, the instructor will stress the importance of becoming aware of our own emotions and opinions so they can be handled appropriately. It's important that students know where they stand emotionally as well as intellectually on an issue before participating a threaded discussion (the assignment described below) where members of the class may make strong appeals to emotion in making arguments. Awareness of their affective responses brought out by editorials will help students stay objective and diminish the chances of a breach of decorum during threaded discussions.

As previously noted in the course syllabus, students are supposed to write for a specific period of time. The essay component of the WebCT testing function will be used to set the time for free write assignments, and students will submit their assignments as essays on the testing function.

## 3. Threaded Discussion

As noted above, the threaded discussion will be on the topic of proposal presented by Dershowitz's on the basis utilitarian ethical principles that the limited use of torture should be allowed in judicially approved situations in order to elicit crucial intelligence from terror suspects.

The discussion will take place over a three-day period on the course WebCT discussion/bulletin board. Each discussion group will have at least a dozen members, and the number of discussion groups will depend on the size of the class. The instructor will monitor the discussion groups.

CRIM281 Special Topic – Terrorism-An Example from Summer 2004

Homepage



Content



Bulletin Board/Discussion



Email



Grades

For the past three summers, Terrorism has been taught as a distance education course as a Special Topics (CRIM 281). The example above from Summer II 2004 presents the WebCT homepage for the course with the icons for various components of the course. I'll briefly describe the operation of WebCT for those who are unfamiliar with the operation of the software.

When a student left clicks on an icon it will bring them to that section of the course in which the function(s) symbolized in the icon is performed. For example, most course assignments, including some reading materials, will be posted to course content. Once course content is entered with the click of the mouse, the student can then click on the particular file, say a specific reading assignment, he or she wants to review. If the an assignment is to read a piece stored in course content, write a response to it, and submit it to the professor, the student would follow these steps: (1) open and read the piece in course content; (2) compose his or her response in a Word file; (3) enter the bulletin/discussion section of the course by clicking on the icon, click compose message once he or she had successfully entered, and post the Word document with his or her response as an attachment to a message sent to the student's topic (name). Only the instructor and the student would be members or have access to the student's topic. The instructor could download the Word document, insert comments using the Word comment tool, click reply to the message sent on the discussion/bulletin board by the student, and attach the student's assignment with the instructor's comments. The student and instructor would have access to the attachment sent as a reply to the student's original composition.

This is just one example of how course content and the bulletin/discussion board can be used. Not all instructors use them in this way. There are a variety of functions and ways to use them on WebCT. For example, the course email is a function I use frequently in my courses to respond to the questions and address the concerns of my students and to communicate with students as a group for a variety of reasons, for example, clarification of an assignment. The grades function represented by the icon on the previous page of this proposal allows students access to their grades on all assignments in the course anytime they wish to examine them.

Appendix A

From The New York Times, January 30, 2005  
OP-ED COLUMNIST

***Torture Chicks Gone Wild***

By MAUREEN DOWD

WASHINGTON

By the time House Republicans were finished with him, Bill Clinton must have thought of a thong as a torture device.

For the Bush administration, it actually is.

A former American Army sergeant who worked as an Arabic interpreter at Gitmo has written a book pulling back the veil on the astounding ways female interrogators used a toxic combination of sex and religion to try to break Muslim detainees at the U.S. prison camp in Cuba. It's not merely disgusting. It's beyond belief.

The Bush administration never worries about anything. But these missionaries and zealous protectors of values should be worried about the American soul. The president never mentions Osama, but he continues to use 9/11 as an excuse for American policies that bend the rules and play to our worst instincts.

"I have really struggled with this because the detainees, their families and much of the world will think this is a religious war based on some of the techniques used, even though it is not the case," the former sergeant, Erik R. Saar, 29, told The Associated Press. The A.P. got a manuscript of his book, deemed classified pending a Pentagon review.

What good is it for President Bush to speak respectfully of Islam and claim Iraq is not a religious war if the Pentagon denigrates Islamic law - allowing its female interrogators to try to make Muslim men talk in late-night sessions featuring sexual touching, displays of fake menstrual blood, and parading in miniskirt, tight T-shirt, bra and thong underwear?

It's like a bad porn movie, "The Geneva Monologues." All S and no M.

The A.P. noted that "some Guantánamo prisoners who have been released say they were tormented by 'prostitutes.' "

Mr. Saar writes about what he calls "disturbing" practices during his time in Gitmo from December 2002 to June 2003, including this anecdote related by Paisley Dodds, an A.P. reporter:

*A female* military interrogator who wanted to turn up the heat on a 21-year-old Saudi detainee who allegedly had taken flying lessons in Arizona before 9/11 removed her

uniform top to expose a snug T-shirt. She began belittling the prisoner - who was praying with his eyes closed - as she touched her breasts, rubbed them against the Saudi's back and commented on his apparent erection.

After the prisoner spat in her face, she left the room to ask a Muslim linguist how she could break the prisoner's reliance on God. The linguist suggested she tell the prisoner that she was menstruating, touch him, and then shut off the water in his cell so he couldn't wash.

"The concept was to make the detainee feel that after talking to her he was unclean and was unable to go before his God in prayer and gain strength," Mr. Saar recounted, adding: "She then started to place her hands in her pants as she walked behind the detainee. As she circled around him he could see that she was taking her hand out of her pants. When it became visible the detainee saw what appeared to be red blood on her hand. She said, 'Who sent you to Arizona?' He then glared at her with a piercing look of hatred. She then wiped the red ink on his face. He shouted at the top of his lungs, spat at her and lunged forward," breaking out of an ankle shackle.

"He began to cry like a baby," the author wrote, adding that the interrogator's parting shot was: "Have a fun night in your cell without any water to clean yourself."

A female civilian contractor kept her "uniform" - a thong and miniskirt - on the back of the door of an interrogation room, the author says.

Who are these women? Who allows this to happen? Why don't the officers who allow it get into trouble? Why do Rummy and Paul Wolfowitz still have their jobs?

The military did not deny the specifics, but said the prisoners were treated "humanely" and in a way consistent "with legal obligations prohibiting torture." However the Bush White House is redefining torture these days, the point is this: Such behavior degrades the women who are doing it, the men they are doing it to, and the country they are doing it for.

There's nothing wrong with trying to squeeze information out of detainees. But isn't it simply more effective to throw them in isolation and try to build some sort of relationship?

I doubt that the thong tease works as well on inmates at Gitmo as it did on Bill Clinton in the Oval Office.

## Appendix B

### Book Review #1 by John J. Gibbs

Dershowitz, Alan M. (2002). *Why Terrorism Works: Understanding the Threat, Responding to the Challenge*. New Haven: Yale

#### Summary

The answer Alan M. Dershowitz provides to the question expressed in the title of his book, which is the driving force or purpose of the book, is that terrorism exists and continues because it has been effective. It often attracts wide attention with a low potential for disagreeable consequences for the terrorist organization. His central illustration of this is how countries, other than Israel and the U.S., have taken a soft position on terrorism by negotiating with terrorists and capitulating to their demands in an effort to solve a short-term crisis or secure protection or advantage for their country. The result has been to encourage more terrorism by rewarding the efforts of terrorists.

Dershowitz highlights the terrorism-reward cycle with descriptions of the yielding stance taken on terrorism prior to 9/11 by many European states. He makes the case that it is not just individual nations who have rewarded terrorism by negotiating and meeting demands but also the U.N.

At a broad or macro level, Dershowitz suggests that the incentives or benefits for acts of terrorism must be removed, and disincentives must be put in place. There should be zero tolerance for terrorism. Nations should refuse to negotiate when terrorism is used as a political tool, and unambiguous reactions to acts of terrorism should be swift and certain. This policy, which is based on the classical, rational, or deterrence model, should be adopted by all victim or potential victim nations, and it should be consistency applied. The U.S. as the only superpower or “world’s police commissioner” has a special obligation to promote and implement the approach.

Dershowitz makes many suggestions for specific approaches, tactics, and interventions at the micro level, which deal with specific reactions to terrorism. These deal with security, prevention, intelligence, and tactical responses. In implementing these approaches in a democracy, the issue of balance between protection of society and individual rights and political freedom is central. Here Dershowitz is a realist arguing that we must recognize that changes in the availability and lethality of weapons and organization and sophistication of terrorist groups may have tilted the balanced toward security, at least for the moment. His view of the safety-freedom balance rests on the conditional relationship between them: security is a necessary condition for freedom and rights. In other words, as Dershowitz sees it, there is a hierarchical relationship. Without security, we will not have freedom. We must be secure in our freedom by implementing protective strategies while maintaining the “feel of democracy.”

A theme that Professor Dershowitz notes on several occasions throughout his book is the importance of shining the light of public discourse on issues, strategies, and

tactics that elicit strong reactions in our society and may be repugnant to some citizens. The use of torture in investigating terror suspects may be a controversial and instructive case of a method that should be fully debated.

Dershowitz supports the limited use of torture with judicial approval, e.g., “torture warrants,” to extract information that has the potential to save lives. His argument is grounded in the utilitarian principle that it is right to cause a lesser harm to avoid a greater harm. Moreover, he argues that no matter how offensive some find torture, we should debate it openly. Otherwise, there is the possibility that it will be used anyway, but without proper restraint.

In discussing other strategies, methods, and tactics to stem or respond to terrorism, e.g., population movement and information flow, Dershowitz focuses on the dimensions of balance, rules (criteria) and procedures for actions, and openness.

Dershowitz concludes with three suggestions:

1. The current administration should broaden our nation’s anti-terrorism leadership. It should be more heterogeneous. Increased range of opinion and view would benefit our approach.
2. There should be a thorough investigation by an independent group into the events of 9/11 to identify mistakes and recommend corrections. (This, of course, has been done since the publication of Dershowitz’s book)
3. A massive effort modeled on the Manhattan Project, which developed the first atomic weapon during WWII, should be launched bringing together talented experts from a variety of disciplines to focus on the problem of terrorism.