



CPD 033 Terror Organizations and Their Participation in the Political Process

COURSE SYLLABUS

SECTION I: COURSE IDENTIFICATION

Course Number and Title:

CPD 033 Terror Organizations and Their Participation in the Political Process

Course Description:

This course examines how terror organizations can morph into legitimate political entities. Three terror organizations are showcased: the Irish Republican Army, Hamas, and Hezbollah. The course points how a terrorist organization's need to maintain public and international support often forces it to gravitate towards legitimacy by entering into and competing within a nation state's political process. This course will look at the two arms of terror groups that work side-by-side but openly independent of one another: the armed, militant wing and the political, "peaceful" one. Students will also learn about splinter groups that break from the parent organization, clouding the identity, objectives and modus operandi of the original terrorist group, often eroding public support and delaying its transition to legitimacy.

Contact Hours: 12

Time/Day: 24/7

Location: Online

Instructor: Joseph Ruffini

Instructor Email: eena10jo@frie.com

Instructor Phone: 719-930-4776

Technical Assistance Phone: 866-357-0841

Course Format:

- **Weekly Readings:** Each week the student will read assigned articles from online resources listed in the online course.
- **Weekly Written Assignments:** Each student will download the weekly assignment sheet from the online course, answer the questions on the sheet and submit the document in the online course. The weekly assignment is due by Friday, midnight Eastern Time.
- **Weekly Live Instructor Session:** On the Saturday ending each week, a live session online using Elluminate will be held with your instructor. This will be an interactive session offering an overview of the latest breaking news in the course topics and a chance to share real world experiences and practices. This session will be held each Saturday at 11:00 Eastern Time and will run for 90 minutes. The link to the session is in the online course.

Course Materials:

- **Required Readings:**

All required reading materials are listed in the weekly assignments in the online course and are accessible via the Internet.

- **Recommended, Optional Readings:**

- *Hope and History: Making Peace in Ireland*, by Gerry Adams, Brandon Books, ISBN-13: 978-0863223303

- *Hezbollah: A Short History*, by Augustus Richard Norton, Princeton University Press, ISBN -13-978-0-691-13124-5.

- *Inside Hamas: The Untold Story of the Islamic Movement*, by Zaki Chehab, Nation Books, ISBN 978-1-56858-395-2.

Mandatory Equipment/software:

A personal computer with direct access to the Internet, WWW, or a computer service, either the Microsoft Word[®] or WordPerfect[®] word-processing program if used to cut and paste into the email box, and a modem with a minimum speed of 28K.

ONLINE ASSIGNMENTS AND CLASS POLICIES:

This is an e-learning course. All assignments will be submitted to the instructor not later than midnight Mountain Time on the date that they are due. Assignments are to be submitted in the online course in Microsoft Word format. It is the responsibility of each student to scan their email attachments for viruses and all other infections before transmitting them to the instructor. Corrupted files will not be reviewed or graded. If an assignment cannot be submitted on time, it is the responsibility of the student to make arrangements with the instructor BEFORE the assignment due date. Unexplained, late assignments will receive a grade of "0."

It is the responsibility of each student to ensure that submitted assignments are in the online course by verifying in the gradebook online that the assignment attachment is in the proper location in the course.

You may contact the instructor at any time by email or telephone if you have questions or need assistance. If you need technical assistance with the course, contact OnLine Training Institute technical assistance phone number- 866-357-0841. It is recommended that you ***phone your instructor on matters of urgency or emergency.***

SECTION II: COURSE OUTLINE AND STUDENT OUTCOMES

Instructional Goals: This course reinforces critical workplace skill sets deemed to be an integral and essential part of any college education to include: written and oral communicative skills, the ability to ask well-defined questions and intelligently challenge the instructor and fellow students, personal responsibility, the ability to provide adequate documentation as necessary, and confidence to both express and defend one's own convictions and opinions. All are essential to successful course completion, as they play key roles in this course's goal to build greater self-confidence, enhance oratory abilities and debating skills, and expand the comprehension and analytical capabilities of each student.

General Learning Outcomes: At the completion of this course, successful students will have demonstrated an ability to learn and retain knowledge, analyze and intelligently question information and data presented to them, evaluate the significance and current-day applicability of what they have learned, synthesize ideas from multiple sources, organize thoughts and words, and possess the confidence to apply what has been learned in a real-life, operational environment (on the job).

Specific Course Outcomes:

Through assigned readings, online class participation, graded assignments and a final research paper, students will:

1. Understand the events and circumstances that brought the Irish Republican Army and the British government to the negotiation table, thus ending the IRA's long campaign of terror and armed resistance.
2. Comprehend how lengthy and bloody terror campaigns can exact a toll on the populations affected by the violence, resulting in social and political pressures upon both the terror organization and its opposition government to negotiate a peaceful solution.
3. Gain an appreciation for how the two wings of these terror groups – the political and the military – work hand-in-hand to achieve the organizations' strategic objectives.
4. Realize that extended terror campaigns are often successful, resulting in the religious, political and/or social changes for which the terrorists fought coming to fruition.
5. Examine the rise of splinter groups within a terror organization. Ascertain how the goals and actions of these splinter groups can interfere with the identity, mission and operations of the parent group.
6. Understand how, in a world of real-time communications and global media coverage, a society's desire for security and stability can nudge terror groups to seek structured and non-violent solutions to their grievances.

Specific Course Outcomes:

Through assigned readings, online class participation, graded, written assignments and a final research paper, students will:

1. Understand the near and long-term psychological ramifications of terror attacks.
2. Be able to articulate the events of the 2004 school massacre in Beslan, Russia, as a textbook example of the devastating effects of terrorism upon populations.
3. Examine the positive and negative effects of media coverage of terror events.

4. Understand the psychological effects of terror attacks upon citizens-at-large not directly involved in or a victim of a terror attack but who fear that they will be.
5. Understand the mental health and psychological advantages of aspects of both preparing populations for a terror attack.
6. Know the psychological and emotional advantages of a quick return to normalcy following a terrorist attack.
7. Comprehend the basic principles of fear management for populations affected by terror attacks.
8. Become “practitioners” of fear management by designing a fear management plan for implementation at a local, fictitious American town.

Course Topic Outline:

Week 1. The Irish Republican Army (IRA): Part 1

- 1.1 History
- 1.2 Leadership
- 1.3 Guiding Principles & Strategic Objectives
- 1.4 Campaign of Terror
- 1.5 Popular Support

Week 2. The Irish Republican Army (IRA): Part 2

- 2.1 Ulster Freedom Fighters: the Irish Citizen’s Counter-Terror Group
- 2.2 The Political and Military Wings of the IRA
- 2.3 IRA Splinter Groups
- 2.4 The De-Militarization of the IRA: Politics Trumps Violence
- 2.5 Gerry Adams

Week 3. Hamas: Part 1

- 3.1 Origin
- 3.2 Guiding Principles and Strategic Objectives
- 3.3 Leadership
- 3.4 Campaign of Terror
- 3.5 Popular Support

Week 4. Hamas: Part 2

- 4.1 Support from Nation States
- 4.2 Palestinian Politics
- 4.3 Political and Military Wings
- 4.4 Splinter Groups
- 4.5 Hamas Today

Week 5. Hezbollah: Part 1

- 5.1 Origin

- 5.2 Guiding Principles and Strategic Objectives
- 5.3 Leadership
- 5.4 Campaign of Terror
- 5.5 Popular Support
- Week 6. Hezbollah: Part 2
 - 6.1 Support from Nation States
 - 6.2 Lebanese Politics
 - 6.3 Political and Military Wings
 - 6.4 Splinter Groups
 - 6.5 Hezbollah Today
- Week 7. Case Study 1: The U.S. in a Quandary: How to Deal with Hamas as Elected Representatives of the Palestinian People
- Week 8. Case Study 2: The Rise of Hezbollah: Politics and Power
- Week 9. Completion and Submission of Term Paper

SECTION III: EVALUATION PROCEDURES

This course is designed for you to learn in an independent study environment. By reading the required web site materials, participating in discussions with the instructor and other students, and answering the instructor's assignment questions via email response, and submitting a final paper, each student will experience the maximum benefit from this course.

Grading/Evaluation: Grades will be awarded based upon the following, 1,000 point system:

Final grades will be determined as follows:

- A = 90 – 100 pts.
- B = 75 – 89 pts.
- C = 60 – 74 pts.
- D = 50 – 59 pts.
- F = 49 points and below

■ Points are awarded based upon each student's demonstrated grasp of the salient points of the readings as evidenced by written answers to assigned questions.

■ All assignments will receive a numerical grade based upon that week's maximum point value. For example, assignments submitted for week 1 can be awarded from 1 to 15 points by the instructor.

■ DO NOT presume that because one week's study material may be worth fewer points than some of the others that the subject material is any less important. Think of weeks 4, 5 and 7 as opportunities to maximize scores for those weeks while having additional time begin work on the final paper.

■ Weekly point scale is as follows:

○ Week 1: IRA: Part 1	10 points
○ Week 2: IRA: Part 2	10 points
○ Week 3: Hamas: Part 1	10 points
○ Week 4: Hamas: Part 2	10 points
○ Week 5: Hezbollah: Part 1	10 points
○ Week 6: Hezbollah: Part 2	10 points
○ Week 7: Case Study 1	5 points
○ Week 8: Case Study 2	5 points
○ Week 9: Course Research Paper:	30 points

TOTAL

100 points

■ **BONUS POINTS:** From week 1 through week 8, students can be awarded up to 2 bonus points each week for their verbal participation and contribution. These additional points – up to 16 achievable -will be added to the student’s final total out of the possible 100. These bonus points could very well result in the student’s final grade being pushed up to higher letter grades. For example, if a student’s final point total for the written assignments and final research paper is 74, that student would be given a grade of “C” for the course. If, however, that student’s weekly, verbal participation was exceptional, and that student was awarded 16 out of a possible 16 points, then that student’s final point total would be raised to 90, bringing the final grade from a “C” to an “A.” Bottom line, **IT WILL PAY TO DO THE READINGS; MAKE NOTES, BE PREPARED AND PARTICIPATE IN THE DISCUSSIONS.**

Points will be awarded based upon the *quality* (not quantity) of student’s verbal contributions as follows:

1 Point: Demonstrated understanding and in-depth analysis of the assigned readings.

.5 Points: Willingness to effectively challenge the opinions of the instructor.

.5 Points: Strength of conviction and ability to “hold one’s own” in the discussions.

Late Assignment Policy: Late submissions without prior notification to and discussion with the instructor will receive a 20% deduction in points from the grade awarded for the assignment. For example, if the instructor grades that week’s assignment as 10 out of a possible 15 points, but the assignment was submitted late without prior discussion and explanation, then the final grade for that submission would be 8 points out of 15 possible points. The instructor understands that many students have jobs, families and other additional responsibilities; ergo, the instructor will extend student deadlines based upon individual requests. The objective of this course is to teach, not to sanction. The

instructor will trust students to tell the truth when exceptions are requested and granted. If a student takes advantage of or lies to the instructor, and the instructor finds out, that student will be receive a grade of "0" points for the assignment in question.

Guidance for the Weekly Assignments that must be submitted to the online course:

- The instructor DOES NOT specify how long written answers to any questions must be. ALL questions must be answered to the instructor's satisfaction; specifically, the student must demonstrate to the instructor that he/she had performed the required reading and grasped the important points. Some students are more succinct and to-the-point than others. Some require more words to state their opinions. No matter, as long as the requirements are met.
- It is recommended that before performing the reading assignments, students review the questions that they must answer in order to highlight sections of the readings and/or take notes most appropriately and expeditiously.

The Research Paper: The research paper for this class is due not later than midnight on the Saturday ending Week 9.

This paper must be a minimum of twelve (12) pages double-spaced in narrative content (not including cover page and bibliography), in Arial, 12 point font, with left, right, top and bottom margins of one inch. There is no maximum length for this research paper.

Students may choose one of the following topics for their research papers:

- U.S. Foreign Policy in the Middle East: The Future of Relations with Hamas
 - U.S. Foreign Policy in the Middle East: The Future of Relations with Hezbollah
 - The IRA Experience: Lessons Learned for Hamas and Hezbollah
- All papers must be of college-level, academic quality. All papers must be grammatically correct and spell-checked. They must flow in a logical sequence, stating an initial premise, presenting an argument with documentation as appropriate, and ending with a logical and substantiated conclusion. Document references using the APA style citations with a separate Reference page. Include no pictures, no flow charts, and no diagrams. Use narrative text only. References obtained from the Internet must be properly cited according to APA style.

All of your homework assignments and papers will be graded based upon what is called the "REOS" method: Strength of your "Reasoning" (Logic); What, and how much "Evidence" (Sources) you present; Your own "Observations" on the material and its meaning; and the "Substance" of the paper (how much significant, new, and innovative information you present).