



**College of Criminal Justice –
Department of Security Studies**

SYLLABUS

SCST 5344 Unconventional Threats

Dr. Magdalena Denham

Fall Semester 2017

Class meeting time: Thursday, 6:00pm – 8:50pm @ The Woodlands Center 256

Office Hours: Thursdays 3:30 pm – 5:30 pm or by appointment

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***“As unexamined life is not worth living, an
unexamined practice is not
worth doing”***

Course Description: This course will focus on a range of hazards and threats (some of which exist and some of which are emerging) that impact, or are likely to impact, homeland security in significant ways. These hazards and threats will be addressed within the framework of three categories based, respectively, on direct human action, technology, and the environment. Topics to be addressed will include: (a) terrorism, destabilizing crime, mass global migration (human-based hazards/threats); (b) cyber, engineered biological threats, nuclear warfare, and global supply chain hazards and threats (technology-based); (c) limitations on access to natural resources, climate change, novel diseases, and food security (environmental-based hazards and threats).

Required Textbooks:

American Psychological Association. (2010). *Publication manual of the American*

Psychological Association (6th ed.). Washington, DC: Author.

Hoffman, B. (2006). *Inside Terrorism*. New York, NY: Columbia University Press.

Reveron, D. S., & Mahoney-Norris, K. A. (2011). *Human security in a borderless world*. Boulder, CO: Westview Press.

In addition to the texts listed above, students will read from current publications on topics related to research in safety and security and will be expected to integrate discussions on theories, concepts, approaches, trends, and best practices related to safety and security research into their respective proposal for a project to be presented at a future conference in Homeland Security.

Selected Articles and Videos (additional resources will be posted in Blackboard)

- Alberto Muti and Katherine Tajer, *Cyberspace: An Assessment of Current Threats, Real Consequences and Potential Solutions* (London: Remote Control Group, 2014), available at: <http://remotecontrolproject.org/wp-content/uploads/2014/10/Vertic-Report.pdf>
- Ronald M. Atlas, "Combating the Threat of Biowarfare and Bioterrorism: Defending Against Biological Weapons is Critical to Global Security," *BioScience*, Vol 49, No. 6 (June 1999): 465-477.
- Daniel Byman, "Understanding the Islamic State: A Review Essay," *International Security*, Vol. 40, No. 4 (Spring 2016): 127-165.
- Neil deGrasse Tyson & Ray Kurzweil, "2029 Singularity Year," *Cosmology Today* <https://www.youtube.com/watch?v=EyFYfjESkUW>
- Oren Etzioni, "Artificial Intelligence will empower us, not exterminate us," TEDx Seattle, Feb. 2, 2017, <https://www.youtube.com/watch?v=H9Ddd1H9uLE>
- The National, *Top Scientists Worried About Artificial Intelligence*, January 19, 2015, <https://www.youtube.com/watch?v=CbNy67HrvOo>
- Akshat Rathi, "This Could Be the Next Weapon of Mass Destruction," *Quartz*, November 20, 2015, <https://qz.com/554337/this-could-be-the-next-weapon-of-mass-destruction/>
- Filippa Lentzos, Catherine Jefferson, and Claire Marris, "The Myths (and Realities) of Synthetic Bioweapons," *Bulletin of the Atomic Scientists*, September 18, 2014, <http://thebulletin.org/myths-and-realities-synthetic-bioweapons7626>
- Steven M. Block, "The Growing Threat of Biological Weapons," *American Scientist*, Vol. 89 (2001): 28-37.
- Magnus Ranstorp and Hans Brun, *Terrorism Learning and Innovation: Lessons from the PIRA in Northern Ireland* (Stockholm: Center for Asymmetric Threat Studies, Swedish

National Defence College, 2013),

<https://www.fhs.se/Documents/Externwebben/forskning/centrumbildningar/CATS/publikationer/Terrorism%20Learning%20and%20Innovation%20-%20Lessons%20from%20PIRA%20in%20Northern%20Ireland.pdf>

- PBS Newshour, "Who's at the Trigger When the President Calls a Nuclear Strike," April 13, 2016, <https://www.youtube.com/watch?v=IZXUC-nnDIc>
- "Nuclear Weapons: The History," n.d., <https://www.youtube.com/watch?v=QcIQGsIa3O4>
- *The Economist*, "Warriors and Weather: Climate Change and National Security in America," December 9, 2015, <https://www.youtube.com/watch?v=EectB241kmY>
- *National Geographic*, "Climate Change 101 with Bill Nye," December 2, 2015. <https://www.youtube.com/watch?v=EtW2rrLHs08>
- International Food Policy Research Institute, *2014-2015 Global Food Policy Report* (Washington, D.C.: International Food Policy Research Institute, 2015), <http://ebrary.ifpri.org/cdm/ref/collection/p15738coll2/id/129072>
- Marc Humphries, *Rare Earth Elements: The Global Supply Chain* (Washington, D.C.: Congressional Research Service, 2013), <https://fas.org/sgp/crs/natsec/R41347.pdf>
- Christine Pathemore with Will Rogers, *Sustaining Security: How Natural Resources Influence Security* (Washington, D.C.: Center for a New American Security, 2010), https://s3.amazonaws.com/files.cnas.org/documents/CNAS_Sustaining-Security_Parthemore-Rogers.pdf

Course Objectives:

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Gain factual knowledge (terminology, classifications, methods, trends) about unconventional threats and hazards within the broader perspective of Homeland Security Enterprise (HSE).
2. Acquire interest in learning more about threats and hazards by asking questions and seeking answers.
3. Develop specific skills, competencies, and points of view needed by professionals in Homeland Security Enterprise as well as document proficiency in writing and critical thinking skills related to HSE.

Important:

4. Acquire skills to work with others as members of the team in collaboration on final

Academic Community Engagement project. In this “**TRUE FACTS ABOUT**” project you will combine academic learning with providing outreach and educational service to the community. You will work to develop an educational video to be presented to relevant agency within HSE whose mission is to provide protection and prevention of unconventional hazard/threats. An exemplar of the type of the educational video is listed below:

<https://www.youtube.com/watch?v=F5FEj9U-CJM&t=2s>

Course Requirements:

1. Students are expected follow proper civil discourse in all communications and discussions.
2. All assignments are to be completed on time. Assignments submitted late will be accepted within one day of original due date IF STUDENTS NOTIFY the professor at least one day prior to due date and will result in a 10% grade reduction for that assignment. Assignments later than one day will not be graded, but are required to be submitted by semester end in order to receive credit for the course. Job challenges or internship are not considered reasons for not completing assignments. No incompletes will be given for this course without prior approval from the instructor and based on extreme unforeseen circumstances.
3. All written products should reflect graduate level quality scholarship and composition skills and follow APA, 6th edition.
4. Students will assume responsibility for their own success in this class; timeframes, communications, and new online posts need to be monitored by students themselves. The feedback will be provided and IT MUST BE INTEGRATED into subsequent drafts and/or assignments accordingly. Failure to integrate feedback suggestions as well as persistent (recurring) APA errors in subsequent assignments will result in significant deductions of points. No make-up assignments will be given.
5. Students are expected to manage their time during the semester to be able to complete the group ACE project by December deadline as specified on Final timeline.
6. At all times students are expected to maintain collaborative attitude. Another part of professional behavior is meeting the requirements/deadlines for the assignments.
7. Because there is no structured Midterm in this course, Midterm make-up policy does not apply.

Assignments:

This course will involve several types of assignments as well as a requirement to engage in and contribute to class discussions.

Short Research Paper Assignments

The primary assignments in this course will consist of a **three short research papers** comprising 5-7 pages of text (double spaced and excluding references).

The first research paper will focus on human-based threats to homeland security and will include a discussion of the nature of the threat and the implications to homeland security of failing to address the threat.

The second research paper will focus on technology-based hazards and threats to homeland security and will include a discussion of the nature of the hazard/threat and the implications to homeland security of failing to address the hazard/threat.

The third research paper will focus on environmental hazards/threats to homeland security and will include a discussion of the nature of the hazard/threat and the implications to homeland security of failing to address the hazard/threat.

The topics to be chosen for the three short research papers **must be cleared with the professor** prior to conducting the research and writing.

Briefing Assignment

Briefing is a critical skill for those interested in playing a leadership role in government service or the private sector, whether within the homeland security discipline or otherwise. Decisions are frequently made on the basis of persuasive writing and persuasive briefing.

This assignment will involve using powerpoint, prezi, or some other presentation medium, to present your three short research papers to the class in a 10-15 minute session (including a few minutes for Q&A). You should use no more than 5 slides for your presentation and the focus of the briefing should be, as in the papers themselves, on the nature of the hazard/threat and the implications for not dealing with it.

Class Academic Community Engagement (ACE) Group Activity

During a number of class sessions and beyond, you will devote 9 hours of group time to educational activity related to the ACE project. You will be tasked with identifying as a group a community partner and delivering a group presentation in the week of Finals or prior to it. You will provide a photo of your presentation and short personal reflection on the experience.

Class attendance is expected. One absence is excusable and no justification needs to be provided. Additional absence needs to be substantiated, the professor needs to be notified before the class session if possible, or shortly after having missed the class.

GRADING:

- Short Research Paper #1 50 points
- Short Research Paper #2 50 points
- Short Research Paper #3 50 points
- Briefing on Paper #1 25 points
- Briefing on Paper #2 25 points
- Briefing on Paper #3 25 points
- Group ACE Project/Reflection 75 points
- Class Engagement (Discussions) 30 points

Total Points Possible: 330

Grading Scale:

297-300 – A; 296 – 264 - B; 263 – 231 – C

Note* In order to maintain graduate standing grades lower than C will cause removal of the student from the program.

MAKE UP EXAM POLICY

Although there is no exam for this class, I am required to articulate a statement concerning class policy regarding this matter. If anyone wants to take an exam, contact me at any time and I will work with you on the development of a specialized examination procedure. Otherwise, you can “make-up” any of the points associated with the class requirements at your own convenience within the time parameters established by University policy and your particular program of study.

Academic Dishonesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see Dean of Student’s Office at http://www.shsu.edu/~slo_www/. **Be advised that all of your assignments will be assessed for their originality through the use of the national database/cross-checker turnitin.com**; online FEMA tests taken as part of the midterm might be monitored by the instructor.

Student Absences on Religious Holy Days Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed

assignments and/or examinations are to be completed. For a complete listing of the university policy, see: <http://www.shsu.edu/~vaf> www.aps/documents/861001.pdf

Students with Disabilities Policy:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. *Any student with a disability that affects his/her academic functioning should contact the Services for Students with Disabilities (SSD) Office located in the Lee Drain North Annex building (next to Farrington), telephone 936-294-3512, TDD 936-294-3786 to apply for accommodations. In the event that accommodations are approved by SSD, the student is advised to schedule an appointment with the course instructor in order to present his/her accommodation forms and discuss the arrangements for the accommodations."*

Cellular phones, pagers, laptops, and other electronic devices:

Only with a formal request from the Counseling Center will a student be allowed to use ANY electronic device during class to aid in the learning process.

As members of the classroom community, all students have a responsibility to others who are a part of that community. The goal is to produce an environment that is conducive to learning. Students are to treat faculty and other students with respect. Cell phones, laptop computers, pagers, and similar devices have become increasingly a part of everyday life in our society; however, when used in the classroom environment they can become disruptive. Students are to turn off all cell phones and other electronic equipment while in the classroom. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. *Therefore, the use by students of cell phones, pagers, or similar communication devices during scheduled class-time is prohibited.* All such devices should be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. If there is an emergency situation for a student, that student should inform the instructor and place himself/herself in a seat near the door where an exit for a phone call would be only minimally disruptive. With instructor approval, students may record lectures, take notes via laptop computer, etc., provided that they do not disturb other students in the process. Other exceptions to this policy may be granted at the discretion of the instructor. Any use of cell phones or other electronic devices during a test period is prohibited. Even the visible presence of a cell phone or other device during the test period may result in a zero for that test. Use of a cell phone during a test could result in a charge of academic dishonesty. During the test these instruments should be left at home or stored securely in such a way that they cannot be seen or used by the student. For a complete copy of

Student Guidelines, see:

http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf

SCST 5344 **PROJECTED** COURSE CALENDAR

Course Schedule, Topics, and Readings

As this is a course on security studies, topics may change based on outside events. The topic being taught on a given day is only a guideline and may change if the class is moving faster or slower than expected or if outside events (such as a homeland security event) make a different topic particularly relevant.

Date	Topic	Readings
August 24	<ul style="list-style-type: none"> Terrorism: Typology, Ideology, and Organizational Structures Historical Evolution of Terrorism and Current Trends 	Hoffman, Chps 1, 2, 3, 6, 7.
August 31	<ul style="list-style-type: none"> Terrorism: Targets and Tools Counterterrorism Dilemmas 	Hoffman, Chps. 4, 5, 8, 9.
September 7	<ul style="list-style-type: none"> Terrorism: Case Studies – Jihadist and Islamist Groups. 	Global Jihadi Threat Self-Study Course Byman
September 21	<ul style="list-style-type: none"> Terrorism: Case Studies – National Liberation Groups. 	Ranstorp and Brun
	<ul style="list-style-type: none"> Destabilizing Criminal Threats. Global Migration Challenges <p>First Research Paper Due First Research Paper Briefings Due</p>	Reveron and Mahoney-Norris, Chps. 1, 2.
September 28	<ul style="list-style-type: none"> Cyber Threats 	Muti and Tajer Reveron and Mahoney-Norris, Chp. 7.
October 5	<ul style="list-style-type: none"> Nanotechnology Artificial Intelligence 	deGrasse and Kurzweil. Etzioni. The National.
October 12	<ul style="list-style-type: none"> Supply Chain Vulnerabilities 	Reveron and Mahoney-Norris, Chps. 3, 5.
October 19	<ul style="list-style-type: none"> Nuclear Warfare 	PBS Newshour Nuclear Weapons (the History)
October 26	<ul style="list-style-type: none"> Genetic Engineering Biological Weapons <p>Second Research Paper Due Second Research Paper Briefings Due</p>	Atlas. Rathi. Block. Lentzos, et al.
November 2	<ul style="list-style-type: none"> Access to Natural Resources 	Humphries. Pathemore.
November 9	<ul style="list-style-type: none"> Climate Change 	Reveron and Mahoney-Norris, Chp. 4 The Economist.

		Climate Change 101
November 16	<ul style="list-style-type: none"> Novel Diseases 	Reveron and Mahoney-Norris, Chp. 6.
November 23	Thanksgiving Day (no class)	
November 30	<ul style="list-style-type: none"> Food and Water Security Third Research Paper Due Third Research Paper Briefings Due	International Food Policy Research Institute, Chps 1, 6, 7, 9.
December 7	<ul style="list-style-type: none"> Final Week – ACE Projects Presentations/Reflections Due 	