



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Social Transformation Department Justice Studies

Subject JUS Number 467 Title Terrorism, War and Justice Units: 3

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Course description: This course examines the relationship among terrorism, war and justice. The centrality of the state and other societal institutions are indispensable to this examination. Terrorism is analyzed within the larger study of deviance and social control, comparative politics and international law. Since September 11, 2001, in the United States, there has been substantial growth in the literature and research on terrorism and international law. Yet, most research on terrorism typically provides little more than a demonization of its primary actors.

Requested designation: Social and Behavioral Sciences-SB

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Fine Arts and Design core courses (HU)
Social and Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Global Awareness courses (G)
Historical Awareness courses (H)
Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Syllabus
Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Annamarie Oliverio Phone 480-965-7682

Mail code 6403 E-mail: ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Prof. Mary Margaret Fonow Date: 11/6/12

Chair/Director (Signature): Mary Margaret Fonow

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	The syllabus states: This course examines the relationship among terrorism, war and justice. The centrality of the state and other societal institutions are indispensable to this examination.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:	The syllabus states:

ASU--[SB] CRITERIA

		<p>#2</p> <ul style="list-style-type: none">• ANTHROPOLOGY• ECONOMICS• CULTURAL GEOGRAPHY• HISTORY	<ul style="list-style-type: none">• LINGUISTICS• POLITICAL SCIENCE• SOCIAL PSYCHOLOGY• SOCIOLOGY	<p>Terrorism is analyzed within the larger study of deviance and social control, comparative politics and international law. Since September 11, 2001, in the United States, there has been substantial growth in the literature and research on terrorism and international law. Yet, most research on terrorism typically provides little more than a demonization of its primary actors. And, despite the diversity within the United States, terrorism is typically analyzed in terms of psychologically derived, individual motivation. The sensationalism of terrorism further promotes policymakers, media and researchers to examine terrorism at an individual level of analysis and avoid deeper, underlying</p>
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ASU--[SB] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>3. Course emphasizes:</p> <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	<p>The syllabus states: This class provides a comparative perspective on terrorism, war, state, social control and justice via historical, social and cultural analyses. The perpetuation, dissemination and experience of relevant events in diverse cultures are analyzed.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>See above from the syllabus.</p>
		<p>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</p> <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 	

Course Prefix	Number	Title	Designation
JUS	467	Terrorism, War and Justice	SB

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
#3 Select A OR B of criteria #3	A: This class provides a comparative perspective on terrorism, war, state, social control and justice via historical, social and cultural analyses. The perpetuation, dissemination and experience of relevant events in diverse cultures are analyzed.	See "Course Outline, Topics and Reading Assignments," in attached syllabus. Eg. "Terrorism in History" by Wayne Allen in COURSE READER. "Writing the Script: Language, Hegemony, and Historical Interpretation," by Oliverio in COURSE READER. "Thoughts on Relating Terrorism to Historical Contexts," by Crenshaw in COURSE READER. Hegemony—Good sense or common sense? "Writing the Script: Language, Hegemony, and Historical Interpretation," by Oliverio in COURSE READER.
#4 Course illustrates use of social and behavioral science perspectives and data.	Terrorism is analyzed within the larger study of deviance and social control, comparative politics and international law. Since September 11, 2001, in the United States, there has been substantial growth in the literature and research on terrorism and international law. Yet, most research on terrorism typically provides little more than a demonization of its primary actors. And, despite the diversity within the United States, terrorism is typically analyzed in terms of psychologically derived, individual motivation. The sensationalism of terrorism further promotes policymakers, media and researchers to examine terrorism at an individual level of analysis and avoid deeper, underlying social, political and economic transformation or conditions of which terrorism is a manifestation.	See "Course Outline, Topics and Reading Assignments," in attached syllabus. Eg. Conducting heuristic research on terrorism: Chapter 1, "Terror as Strategy and Relational Process," by Charles Tilly in Terrorism: A New Testament. "Introduction," (from Terror in the Name of God) by Jessica Stern in COURSE READER. Robert Pape, "The Strategic Logic of Suicide Terrorism." (article posted on BB)
#1 Course is designed to advance basic understanding and knowledge about human interaction.	This course examines the relationship among terrorism, war and justice. The centrality of the state and other societal institutions are indispensable to this examination.	See "Course Outline, Topics and Reading Assignments," in attached syllabus: Chapter 5, "State Torture in the Contemporary World," by Cohen and Corrado in Terrorism: A New Testament. "Women, Political Violence and Democratization," by Karla Cunningham in COURSE READER. "War is a Force that Gives Us Meaning" by Chris Hedges in COURSE READER.

* Criteria information for #2 was entered into the boxes on pp 3-4 of this application.

JUS 467

Location: Tempe PVW 163

Line Number: 25030

Tuesday and Thursday, 9:00am-10:15am

SPRING 2012

January 5, 2012 to April 24, 2012

TERRORISM, WAR AND JUSTICE

Prof. Annamarie Oliverio

annamarie@asu.edu

Office Hours: Tuesdays 10:15am to 11:00am

Office Location: #245A, Wilson Hall

Telephone: 965-7682 x7698

Course Description:

This course examines the relationship among terrorism, war and justice. The centrality of the state and other societal institutions are indispensable to this examination. Terrorism is analyzed within the larger study of deviance and social control, comparative politics and international law. Since September 11, 2001, in the United States, there has been substantial growth in the literature and research on terrorism and international law. Yet, most research on terrorism typically provides little more than a demonization of its primary actors. And, despite the diversity within the United States, terrorism is typically analyzed in terms of psychologically derived, individual motivation. The sensationalism of terrorism further promotes policymakers, media and researchers to examine terrorism at an individual level of analysis and avoid deeper, underlying social, political and economic transformation or conditions of which terrorism is a manifestation. This class provides a comparative perspective on terrorism, war, state, social control and justice via historical, social and cultural analyses. The perpetuation, dissemination and experience of relevant events in diverse cultures are analyzed.

In this class, we will use diverse media such as films, internet, lecture material, discussions and when available, guest speakers from the community and/or other departments

from the university in presenting relevant information, so please be prepared for class. Class participation is crucial to successfully understanding the readings and other materials presented in class.

Required Course Texts:

COURSE READER (to be picked up January 10th, 2012 at **The Alternative Print and Copy**, 480-829-7992, alttempe@alternativeprintandcopy.com). *Please contact them before going to be sure a copy is available or reserved for you.

Three Cups of Tea by Greg Mortenson and David Oliver Relin (Amazon, used copies available)

The Secret Government by Bill Moyers (book is optional)

Terrorism: A New Testament by A. Oliverio and P. Lauderdale (eds).

Course Outline, Topics and Reading Assignments:

Please note that all readings are to be completed *prior* to class time so that you can participate in discussion. Not all the material in the texts will be covered in class. However, you are responsible for *all* readings. If you don't understand a concept, please ask me about it during the class for which the reading has been assigned. This procedure is important as many of the classes will present applied information that compliments and expands on the concepts from the readings.

Week 1: (January 5) Syllabus, class requirements:

Week 2: (January 10 and 12) Terms and concepts:

"Introduction: Critical Perspectives on Terrorism," by Lauderdale et al. in Terrorism: A New Testament.

Week 3: (January 17 and 19) State, economic dominance and terrorism:

"Myths and Realities of Terrorism," by M. Stohl in COURSE READER .

THE SECRET GOVERNMENT (film)

Week 4: (January 24 and 26) International politics and ‘perspectives’:
(finish Secret Government)

“National Images and International Systems,” by Kenneth Boulding in COURSE READER.

“Foreword,” by Andre Gunder Frank in COURSE READER.

Week 5: (January 31 and February 2) Military (post)-industrial complex:

“WHY WE FIGHT” (film)

Week 6: (February 7 and 9) History of Terrorism:

“Terrorism in History” by Wayne Allen in COURSE READER.

“Writing the Script: Language, Hegemony, and Historical Interpretation,” by Oliverio in COURSE READER.

“Thoughts on Relating Terrorism to Historical Contexts,” by Crenshaw in COURSE READER.

Review for Test 1.

Week 7: (February 14 and 16) TEST 1—February 14. Hegemony—Good sense or common sense?

Review: “Writing the Script: Language, Hegemony, and Historical Interpretation,” by Oliverio in COURSE READER.

“Afterword” by Pat Lauderdale in COURSE READER.

Week 8: (February 21 and 23) Applying the concept of hegemony:

“Bicentennial Protest,” by Lauderdale and Estep in COURSE READER.

Chapter 2, “Terror, Media and Moral Boundaries,” by Nachman Ben-Yehuda in Terrorism: A New Testament.

Chapter 3, “Terrorism and Collective Memories” by Anna Lisa Tota in Terrorism: A New Testament.

Week 9: (February 28 and March 1) Conducting heuristic research on terrorism:

Chapter 1, “Terror as Strategy and Relational Process,” by Charles Tilly in Terrorism: A New Testament.

“Introduction,” (from *Terror in the Name of God*) by Jessica Stern in COURSE READER.

Robert Pape, "The Strategic Logic of Suicide Terrorism." (article posted on BB)

Week 10: (March 6 and 8) Globalization:

(Start reading Three Cups of Tea, by G. Mortenson and D. Relin.)

"Globalization and Terrorism," by Jamal Nassar in COURSE READER.

Week 11: (March 13 and 15)

Finish Chapter 4, "State Terrorism and Globalization," by Asafa Jalata. *Review for Test 2.*

TEST 2: March 15

Week 12: (March 19-23 SPRING BREAK!)

Week 13: (March 27 and 29) On torture:

Chapter 5, "State Torture in the Contemporary World," by Cohen and Corrado in Terrorism: A New Testament.

TORTURING DEMOCRACY (film)

Counterterrorism:

Three Cups of Tea, by G. Mortenson and D. Relin (and related controversies).

Week 14: (April 3 and 5) Counterterrorism:

Three Cups of Tea, by G. Mortenson and D. Relin (and related controversies).

Week 15: (April 10 and 12) Why women?

"Women and Terrorism" (by Vetter and Perlstein) in COURSE READER.

"Women, Political Violence and Democratization," by Karla Cunningham in COURSE READER.

Review for Test 3

Week 16: (April 17 and 19) TEST 3—April 17, 2012

"War is a Force that Gives Us Meaning" by Chris Hedges in COURSE READER.

"Conclusion: Comparing Testaments on Terrorism" in Terrorism: A New Testament.

Week 17: (April 24): Review for FINAL EXAM.

April 25, 2012: Reading Day
Final Exam--TBA

Rules and Policies:

We will examine topics that are controversial and involve individual and group norms, values and perspectives. Expressions of competing attitudes, perceptions and preferences are vital to the maintenance of democratic processes and open exchange, debate and learning. No individual, party, ideology or interest has a corner on the market for truth, virtue or patriotism. Consequently, it is essential that we try to achieve balance and breadth in our discussions. No single individual or preference should dominate our exchanges. This is a university course; it is not an advocacy forum. The norms of common courtesy and the spirit of respect, inquiry and sharing must prevail. If, at any time, a student feels the discussion is biased or closed, it is the student's responsibility to articulate this perception to the instructor or to voice competing positions and preferences in class discussion.

Detailed lecture notes will NOT be posted on BB. I will post most power points, but these do not include detailed information given in class. I expect you to attend class to get your information. If you miss a class, you will want to ask other students in the class if they are willing to give you the notes. **THIS IS NOT AN ONLINE CLASS, SO DO NOT TREAT IT LIKE AN ONLINE CLASS!!** More than three absences will adversely affect your grade excused or unexcused because you will miss class material. Also, chronic tardiness will negatively affect your grade—it is disruptive to everyone. Please do your best to arrive **on time!** It is clear that students learn best when they are *active* participants in a class. There will be no opportunities for extra credit. Make-up exams will be given only in the event that (1) a student receives prior permission to miss an exam, or (2) a student can provide a physician's recommendation form.

JUS 467 Terrorism, War and Justice

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Three Cups of Tea by Greg Mortenson and David Oliver Relin (Amazon, used copies available)

The Secret Government by Bill Moyers (book is optional)

Terrorism: A New Testament by A. Oliverio and P. Lauderdale (eds).

Students desiring accommodation under the *Americans with Disabilities Act* must contact the instructor immediately and are encouraged to seek assistance at the Disability Resources Center (DRC). For more information, go to <http://www.asu.edu/studentaffairs/ed/drc/>. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). Disability information is confidential.

Cell phone use (texting ecc.) and facebook are prohibited during class.

TESTS:

Tests will be a combination of multiple choice, true/false and essay. Please be sure to read the assigned material and take good notes as you read. Take notes in class. If you do this in addition to studying from the study guide, you should have no problems on the tests. Please be aware that because many of the concepts in this class build on themselves, tests are inevitably cumulative.

Grades, Assignments and Evaluation:

Test 1	20%
Test 2	20%
Test 3	20%
Final Exam	25%
In-Class Participation and Assignments due in class	15% (You cannot make up for ICOs, only!!)

******Please note that the course content may vary from this outline to meet time constraints and the needs of this particular group.***

******ACADEMIC DISHONESTY!***

In the "Student Academic Integrity Policy" manual, ASU defines "Plagiarism" [as] using another's words, ideas, materials or work without properly acknowledging and

documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately." You can find this definition at:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

*****Please be sure to check out the following policies from the links below.**

Academic Integrity Policy

<http://www.asu.edu/studentlife/judicial/integrity.html>

Student Conduct

<http://www.asu.edu/aad/manuals/sta/sta104-01.html>

Computer, Internet and Electronic Communications Policy

<http://www.asu.edu/aad/manuals/acd/acd125.html>