

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Submission Information

College/School

Watts College of Public Service & Community Solutions (CPP)

Department/School

School of Criminology and Criminal Justice (CCRIMJUS)

Submission Type

New Request

Requested Effective Date

Fall 2024

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

CRJ

Course Number

419

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Domestic Terrorism

Course Catalog Description

Evolution of domestic terrorism in the United States. History and future of domestic security. Public policy responses. Internal and external political implications.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s) with C or better: Criminology & Crim Justice BS major; CRJ 302; CRJ 303 OR App Sci (Emer Mgt) BAS or Publ Service & Publ Policy (Criminology, Emer Mgt & Homeland Sec, Law & Policy) BS major; PAF 301; PAF 302 OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

General Studies Gold Designation Request

Requested Designation

American Institutions (AMIT)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[2024SpringC-CRJ419o-Haner.docx](#)

American Institutions (AMIT)

In each American Institutions course, students will discuss people, ideas, institutions, movements and structural forces that have created and transformed the United States. Students will analyze struggles over the meaning of America's constitutional democracy. Throughout the course, students will analyze a wide range of sources drawn from both past and present and contemplate American history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

In an American Institutions course, students must be exposed to the following knowledge or sources:

AMIT Element 1: Principles of American constitutional democracy and how they are applied under a republican form of government.

1. Identified Topic or Source	1. Location in Syllabus
Government strategies for countering terrorism	Week 14

2. Identified Topic or Source	2. Location in Syllabus
Local, state, and federal responses to terrorism	Week 14

AMIT Element 2: The US Constitution and major American constitutional debates.

1. Identified Topic or Source	1. Location in Syllabus
Ethical and legal issues in countering terrorism	Week 15

2. Identified Topic or Source	2. Location in Syllabus

AMIT Element 3: Founding documents that have shaped American institutions.

1. Identified Topic or Source

Constitutional issues (Fourth and Fifth Amendment) in countering terrorism

1. Location in Syllabus

Week 14

2. Identified Topic or Source

Threats to Democratic ideals/Constitutional principles from domestic terrorist groups

2. Location in Syllabus

Weeks 7, 10-11

AMIT Element 4: Landmark policy achievements and Supreme Court cases.

1. Identified Topic or Source

Implications of USA PATRIOT Act for domestic terrorism

1. Location in Syllabus

Weeks 14-15

2. Identified Topic or Source

United States vs. United States District Court (Keith case)

2. Location in Syllabus

Weeks 14

AMIT Element 5: Economic knowledge necessary to assess policy options affecting both the public and private sectors.

1. Identified Topic or Source

Financing of terrorism and economic explanations for radicalization

1. Location in Syllabus

Week 6

2. Identified Topic or Source

Economics of domestic terror groups and role of media/communication strategies in sustaining activities

2. Location in Syllabus

Week 13

AMIT Element 6: International context of American institutions and the evolution of America's role in international affairs.

1. Identified Topic or Source

Defining and classifying domestic and international terrorism

1. Location in Syllabus

Weeks 2-3

AMIT Learning Outcomes

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

AMIT Learning Outcome 1: Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.

Quizzes (8)

Eight objective reading quizzes (on defining terrorism, living with the terrorist threat, theories of terrorism, why people join terrorist groups, right-wing terrorist groups, religious terrorism, terrorism and media, and countering terrorism) will focus on the historical evolution of domestic terrorism in the U.S. and the changing ways government has countered terrorist threats.

AMIT Learning Outcome 2: Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.

Discussion Boards (4)

Each discussion board will include an original post and a response to another student's post. These posts will be in response to a prompt focused on the impacts of domestic terrorism on American society and how government has tried to address these threats. In particular, these discussion board posts will focus on the disparate impacts of terrorism (and government action against terrorism) on different communities. One example is a discussion board on White supremacists and hate groups where students discuss the impacts that groups have on victims and the role of government in addressing hate groups.

AMIT Learning Outcome 3: Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society.

Midterm Exam

The midterm exam is an essay examination that covers the first half of the class. While the exam questions may vary by semester, the focus will generally be on defining domestic terrorism, analyzing its origins in different kinds of groups, and examining how its existence challenges the role between American government and its citizens.

AMIT Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Final Exam

The final exam is an essay examination that draws from course material (both quantitative and qualitative sources) to address a key topic in domestic terrorism. While the exam questions may vary by semester, the focus will generally be on applying counterterrorism policy in the U.S. to a particular domestic terrorism challenge and discussing its effectiveness.

Form Submission - Proposer

Submitted for Approval | Proposer

Alexis Cibrian - March 12, 2024 at 4:06 PM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Cody Telep - March 12, 2024 at 4:24 PM (America/Phoenix)

GSC Coordinator Review

Sent Back

Kaitlyn Dorson - March 13, 2024 at 5:14 PM (America/Phoenix)

Per the instructions on the form, current syllabus information must also be entered in Quali Curriculum Management (CM). If you don't have access to Quali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Quali CM course proposals. Please see the General Studies Request FAQ for more information: https://docs.google.com/document/d/1BF_lpZ4neXWRQgZfXj-5ILS07EEEnNu34Z35S8CrAEVk/

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Alexis Cibrian - March 13, 2024 at 6:12 PM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Cody Telep - March 13, 2024 at 9:58 PM (America/Phoenix)

GSC Coordinator Review

Approved

Kaitlyn Dorson - March 14, 2024 at 10:47 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - March 14, 2024 at 11:48 AM (America/Phoenix)

Pre-GSC Meeting

Approved

Kaitlyn Dorson - March 14, 2024 at 11:54 AM (America/Phoenix)

April Randall

American Institutions (AMIT) Subcommittee

Acknowledgement Requested

Susan Miller

Ruby Arjona

Mark Ramirez - March 26, 2024 at 11:02 AM (America/Phoenix)

AMIT category learning outcomes need to be represented in the course learning outcomes.

AMIT category learning outcome 1 does not appear to be represented in the course learning outcomes.

Course learning outcome 2 needs to clarify on whether disparate impacts are on the international and/or domestic US population. AMIT category learning outcome 2 requires assessment of impact on US domestic communities.

Unclear how element 1 is represented in the course. Need explicit connection to principles of American constitutional democracy and their application. E.g., what principles are reflected in government counter-terrorism strategies?

How does "Impacts of terrorism and political violence" meet element 6. We need more evidence that this matches the element.

The syllabus topics need to clearly reflect AMIT category outcomes and elements.

AMIT category outcome 3: Please provide more information on how assessment measures understanding of the impact of institutions on various forms of civic participation.

Brent Scholar

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Alexis Cibrian

College Notification

Notification Error

The workflow will fail at this step:

There are no users in the Notification Only (General Studies) role of Watts College of Public Service & Community Solutions (CPP)

ATCS ASU Course Notification

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin
