

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

CJUS 820

ADVANCED TOPICS IN TERRORISM & INTELLIGENCE

COURSE DESCRIPTION

This course will focus on terrorism and the law, including topics such as anti-terrorism legislation, terrorism investigations and prosecutions, the Classified Information Procedures Act, the Foreign Intelligence Surveillance Act, and military detention and prosecution of suspected terrorists. There may be comparative analysis of other countries' anti-terrorism laws.

RATIONALE

This course serves as an impetus for increased understanding of the historical underpinnings of terrorism both in the Middle East as well as throughout the West and, more specifically, within and against the United States. The student will acquire knowledge regarding the differing forms of Jihad as well as how the intelligence community plays a key role in confronting those various forms of Jihad. Additionally, student will develop competence in examining and discussing various pieces of major legislation that are foundational to the war on terror.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Evaluate legislation as it pertains to acts of terrorism both domestically and internationally.

- B. Assess the impact of the Classified Procedures Act and the Foreign Intelligence Services Act upon the prosecution of the war on terror.
- C. Determine the role of the intelligence community in the war on terror.
- D. Identify intelligence analysis methods and techniques.
- E. Analyze the role of military detention and the concept of enemy combatant in contrast to prisoner of war.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (8)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be at least 500 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 classmates' threads. Each reply must be at least 250 words. All threads and replies must reflect critical thought. Course content must be related to real-world applications, must include biblical perspectives and at least 2 source citations per response, and comply with current APA format.

- D. Research Paper 1

The purpose of this paper is to examine, evaluate, and compare the concepts known as Civilization (Cultural) Jihad and the more traditional, violent Jihad. Students will examine the underpinnings of each from an historical perspective. The paper must discuss a history of both concepts and the threats that both pose currently in the West and, more specifically, in the United States. Additionally, the paper must discuss the role of the intelligence community and how it has engaged in confronting the two forms of Jihad, as well as what role it might play in the future to confront potential challenges and abate future attacks. All papers must be completed through the lens of a Biblical Worldview and the student must incorporate appropriate biblical passages and/or resources. The paper must be completed in current APA format and consist of 15–20 pages (excluding all title, abstract and reference pages). In addition to the course text, this paper must utilize at least 10 outside scholarly sources to support evaluation and analysis.

E. Research Paper 2

The purpose of this paper is to analyze, compare, and contrast various pieces of major legislation that relate to the global war on terror (i.e. the U.S.A. Patriot Act (USAPA), the National Defense Authorization Act (NDAA), etc.). The student will also discuss the advantages and disadvantages of each piece of legislation discussed. Finally, the student will select a major piece of legislation and take a stance either in support or opposition of that legislation. The student must provide a cogent and academic argument to support his/her stance based upon sound, scholarly research. This papers must be completed through the lens of a Biblical Worldview and the student must incorporate appropriate biblical passages and/or resources. The paper must be completed in current APA format and consist of 20–25 pages (excluding all title, abstract and reference pages). In addition to the course text, this paper must utilize at least 15 outside scholarly sources to support evaluation an analysis.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (8 at 75 pts ea)	600
Research Paper 1	175
Research Paper 2	225
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

VII. BIBLIOGRAPHY

- Al-Sayyid, M. (2002). The Impact of 9/11 on the Middle East. Retrieved from <http://www.mepc.org/journal/impact-911-middle-east>
- Gaffney, F. (2018). The Muslim Brotherhood in America. Retrieved from <https://www.centerforsecuritypolicy.org/the-muslim-brotherhood-in-america/>
- Miller, J. (2016). The Evolution of Terrorism Since 9/11. Retrieved from <https://www.rferl.org/a/evolution-of-terrorism-since-911/27782825.html>
- NA. (2018). Muslim Brotherhood. Retrieved from <https://www.counterextremism.com/threat/muslim-brotherhood>

Olidort, J. (2016). The State(s) of Ideology in the Middle East: Introduction. Retrieved from <http://www.washingtoninstitute.org/policy-analysis/view/the-states-of-ideology-in-the-middle-east-introduction>

Roser, M, Nagdy, M, & Ritchie, H. (2018). Terrorism. Retrieved from <https://ourworldindata.org/terrorism>

COURSE SCHEDULE

CJUS 820

Textbook: Taylor & Swanson, *Terrorism, Intelligence, and Homeland Security* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Taylor & Swanson: ch. 1 Bible reading 1 presentation 1 lecture note 3 websites	Course Requirements Checklist Class Introductions DB Forum 1	10 0 75
2	Taylor & Swanson: chs. 2–3 1 presentation 1 lecture note 3 website	DB Forum 2	75
3	Taylor & Swanson: chs. 4–5 1 presentation 1 lecture note 5 website	DB Forum 3	75
4	Taylor & Swanson: ch. 9 1 presentation 1 lecture note 4 websites	DB Forum 4 Research Paper 1	75 175
5	Taylor & Swanson: ch. 10 1 presentation 1 lecture note 6 websites	DB Forum 5	75
6	Taylor & Swanson: chs. 11–12 1 presentation 1 lecture note 4 websites	DB Forum 6	75
7	Taylor & Swanson: ch. 14 1 presentation 1 lecture note 4 websites	DB Forum 7	75
8	Taylor & Swanson: ch. 10 1 presentation 1 lecture note 5 websites	DB Forum 8 Research Paper 2	75 225
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week (except Module/Week 1) begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.