

# THE PRACTICE OF TERRORISM STUDIES

TERRORISM STUDIES (BSST) 332

UNIVERSITY OF MARYLAND

Dr. Kate Izsak  
Education Director  
National Consortium for the Study of Terrorism and Responses to Terrorism  
University of Maryland  
3310 Symons Hall  
Email: [kworboys@start.umd.edu](mailto:kworboys@start.umd.edu)  
Office: 301-405-6786  
Cell: 703-867-8925

## TEACHING ASSISTANT:

TBA  
Email: TBA

## COURSE LOGISTICS:

August 31 – December 7, 2011

Tuesdays 1:00pm-3:45pm

Location: 1119 Plant Science/0225 LeFrak

*Please check individual course sessions below for their locations.*

Office Hours with Dr. Izsak (3310 Symons): By appointment via Google Calendar; blocks scheduled most Wednesdays 3:30-5:00pm, Fridays 10:00am-12:00pm

*Instructions: Set up a Google Calendar account and search for the public folder "Advising Appointments with Dr. Izsak". Once you have found the calendar, request access to it. I will grant you access and the ability to change appointments. To make an appointment, look for a half-hour block labeled "Open Advising Appointment." Open that event and change it to "Advising Appointment: [YOUR NAME]." Please try to make advising appointments at least 24 hours in advance of when you want to meet.*

Offices Hours with TA: TBA

Course Blackboard Site: <http://elms.umd.edu>

## COURSE DESCRIPTION:

This course is designed to serve as a capstone experience for students in the Undergraduate Minor in Terrorism Studies. Through this course, students will explore in-depth rigorous approaches to conducting research on terrorism and to developing policy on terrorism and counterterrorism. They will also examine the interplay between terrorism research and counterterrorism policy. All students will participate in an internship or complete a substantive original research project alongside the course's weekly seminar meeting.

## LEARNING OBJECTIVES:

By the end of the course, students will have developed:

- Expertise on the U.S. policy process as it relates to terrorism and counterterrorism;
- Expertise on the scope of current academic research on terrorism and counterterrorism;
- Awareness of the interplay between academic research and government policy;
- Ability to analyze terrorism and counterterrorism policies and synthesize their gaps with those of academic literature on the subject;
- Ability to assess academic literature on terrorism and counterterrorism and synthesize their gaps with those of existing policy on the subject;

- Increased writing, presenting, and facilitation skills.

**COURSE MATERIALS:**

All of the course reading materials will be available on the course's Blackboard site.

**GRADING AND ASSIGNMENTS:**

Your grade will be comprised of 7 elements:

Internship/Research Project Reflections	10%
Experiential Learning Update	5%
Internship/Research Project Supervisor Evaluation	5%
Class Participation	15%
Counterterrorism Research Funding Policy Memo	5%
Community Resilience Research Funding Policy Memo	5%
Deriving Policy from Research Briefing: Counterterrorism	5%
Deriving Policy from Research Briefing: Community Resilience	5%
Final Paper	20%
Final Policy Memo	15%
Final Briefing	10%

***Internship/Research Project Reflections***

You will keep a blog in which you respond to questions about, and reflect on your internship or research project and those of your classmates. You will find your individual blog set up on the class ELMS site. Due dates are listed in the course schedule, later in the syllabus.

<p>Blog Assignment #1: Learning Objectives for Experiential Component</p>	<p>For this assignment, you will develop three learning objectives for your internship/research project. To determine these objectives, you should ask yourself what knowledge you hope to gain and/or skills you hope to develop throughout the course of your internship or research project. Please note that you will be developing <b>learning</b> objectives, not simply any type of objective; for instance, you may hope to earn a security clearance as a result of your internship, but that objective is not based on knowledge you will have amassed or skills you will have developed, so it is not appropriate to this assignment.</p> <p>Towards this goal, your first student blog entry should be divided into the following parts:</p> <ul style="list-style-type: none"> <li>- Student Name</li> <li>- Choice of internship or research project</li> <li>- Title of research project/name of organization for which you are interning</li> <li>- Objective #1 – List objective—what you hope to learn or gain from this experience—and list three specific actions you plan to take to pursue this objective. Then provide one indicator you will use to evaluate whether you have achieved the at the end of the semester.</li> <li>- Objective #2 – Instructions above</li> <li>- Objective #3 – Instructions above</li> <li>- Specific plans to make your research/internship supervisor aware of your learning objectives</li> </ul>
<p><i>Blog Response Assignment</i></p>	<p><i>In the comments section of five of your classmates' blogs,</i></p>

<i>#1: Additional Learning Objectives</i>	<i>suggest one additional, relevant learning objective for each classmate.</i>
Blog Assignment #2: Possible Intersection of Research and Policy	<p>In this blog entry, you will identify one possible intersection of research and policy that you have identified through your experiential learning component. Internship students will likely choose a public policy issue they have encountered at work that may require the development of new research. Research students will likely come across an element of their research that could be applied to a contemporary public policy issue.</p> <p>In this blog entry, you will identify one such issue, explain the context in which you became exposed to the issue, and explain why the policy issue requires additional research or the research finding could be relevant to public policy. Your blog entry should include specific actions that could be taken to strengthen the relationship between terrorism-related research and policy with a focus on the issue you have identified.</p> <p>This will be the first of three such issues you will identify and analyze in your blog.</p>
<i>Blog Response Assignment #2: Response to Policy/Research Intersection</i>	<i>Comment on the entries of five of your classmates. Your comment may take one of two forms for each of your classmates: 1) suggestion of additional resources to explore the issue further; or 2) an analysis of how the same issue or relevant issues arise in your internship/research.</i>
Blog Assignment #3: Possible Intersection of Research and Policy	<p>In this blog entry, you will identify one possible intersection of research and policy that you have identified through your experiential learning component. Internship students will likely choose a public policy issue they have encountered at work that may require the development of new research. Research students will likely come across an element of their research that could be applied to a contemporary public policy issue.</p> <p>In this blog entry, you will identify one such issue, explain the context in which you became exposed to the issue, and explain why the policy issue requires additional research or the research finding could be relevant to public policy. Your blog entry should include specific actions that could be taken to strengthen the relationship between terrorism-related research and policy with a focus on the issue you have identified.</p> <p>This will be the second of three such issues you will identify and analyze in your blog.</p>
<i>Blog Response Assignment #3: Response to Policy/Research Intersection</i>	<i>Comment on the entries of five of your classmates. Your comment may take one of two forms for each of your classmates: 1) suggestion of additional resources to explore the issue further; or 2) an analysis of how the same issue or relevant issues arise in your internship/research.</i>
Blog Assignment #4: Possible Intersection of Research and Policy	In this blog entry, you will identify one possible intersection of research and policy that you have identified through your experiential learning component. Internship students will likely choose a public policy issue they have encountered at work that may require the development of new research. Research students will likely come across an element of their research that could be applied to a contemporary public policy issue.

	<p>In this blog entry, you will identify one such issue, explain the context in which you became exposed to the issue, and explain why the policy issue requires additional research or the research finding could be relevant to public policy. Your blog entry should include specific actions that could be taken to strengthen the relationship between terrorism-related research and policy with a focus on the issue you have identified.</p> <p>This will be the third of three such issues you will identify and analyze in your blog.</p>
<i>Blog Response Assignment #4: Response to Policy/Research Intersection</i>	<i>Comment on the entries of five of your classmates. Your comment may take one of two forms for each of your classmates: 1) suggestion of additional resources to explore the issue further; or 2) an analysis of how the same issue or relevant issues arise in your internship/research.</i>
Blog Assignment #5: Reflection on Learning Objectives	<p>In this blog entry, you will return to the three learning objectives you identified at the beginning of the semester. You will then use this entry as an opportunity to reflect on your experiences and to evaluate how closely you met your learning objectives. Please note that it will not be considered a failure if you do not meet a learning objective; instead, you should make an effort to understand why you did not meet the objective, whether it would have been possible under the given circumstances, whether you might have been able to accomplish the objective with specific changes to your behavior, and/or other relevant questions.</p> <p>Your blog entry should be broken into three sections, one for each of your learning objectives. Please list the learning objective as you initially conceived of it before beginning your analysis.</p>

I will grade each blog assignment with a grade of “check-plus,” “check,” or “check-minus.” At the end of the semester, I will total your check-pluses, checks, and check-minuses. You will have 9 total blog assignments. If you have 7 or more check-pluses, you will receive an “A” for your internship/research project reflections. If you have 4 or more check-minuses, you will receive a “C” for your internship/research project reflections. All other students will receive a “B”, which will comprise 10 percent of your final grade.

### **Experiential Learning Update**

As you will see later in the syllabus, you have been assigned a day on which you will deliver a 5- to 7-minute update on your internship or research project. You will be graded according to the following rubric:

Description of internship/research project	20 points
Description of major tasks completed	20 points
Identification and analysis of some major concepts (relevant to terrorism and/or homeland security) to which the internship/research project has introduced you	30 points
Identification and analysis of several ways in which the internship/research project has critically affected you and your career plans	30 points

Your grade on this assignment will comprise 5 percent of your final grade in the course.

### **Class Participation**

This class will rely heavily on class participation. Readings will be kept minimal in order to allow you to use your non-class time towards your internships and research projects, as well as your

final papers based on those experiences. As such, the class will involve a number of in-class exercises and group projects and the class will not succeed without your substantive and engaging participation.

I will assign you a “grade” of “check-plus,” “check,” or “check-minus” for each class based on your participation (the exceptions will be the first class, in which we will simply go over the course, and the final three class sessions, which are reserved for student briefings, leaving you with 9 possible grades for participation). A check-plus will be awarded to students who participate actively in class discussion and/or in-class exercises and who make substantive and well thought-out comments. Simply speaking in class once will not garner a check-plus. Students not participating at all in discussion will receive a check-minus. Students absent without an excuse will also receive a check-minus. At the end of the semester, I will total your check-pluses, checks, and check-minuses. If you have 7 or more check-pluses, you will receive an “A” for class participation. If you have 5 or more check-minuses, you will receive a “C” for class participation. All other students will receive a “B”, which will comprise 15 percent of your final grade.

***Terrorism Research Funding Exercises: Policy Memos***

As you will see later in the syllabus, we will be holding two mock meetings of the National Security Council. Both exercises will require all students to produce a two-page policy memo, which will be discussed further in class. For each exercise, your memo should be two pages (nothing on the third page will be read or will affect your grade), SINGLE-spaced, 12 point Times New Roman font with standard 1” margins. Please note that policy memos do not typically include citations. We will discuss policy memos in class.

You will be graded according to the following rubric:

Clarity of policy recommendation	30 points
Quality of support for policy recommendation	50 points
Structure of paper	10 points
Writing style (including grammar, punctuation, correct citations, etc.)	10 points

Your grade for each memo assignment will comprise 5 percent of your final grade for the class (total of 10 percent for both memos).

***Deriving Policy from Research Exercises: Policy Briefings***

As you will see later in the syllabus, you will work in small groups to develop two policy briefings based on a report authored by a START faculty researcher. For each, you will have 10-15 minutes to present a well-crafted, concise, and convincing briefing intended to sway the class to support your policy recommendation. All class members will fill out a scoring rubric for each presentation, and class members’ scores will be factored into your grade. We will discuss policy briefings in class.

For each briefing, your team will be required to prepare a 5- to 10-slide PowerPoint briefing and to deliver an oral presentation of it that does not exceed 15 minutes.

You will be graded according to the following rubric:

Clarity of recommendation	30 points
Convincing support for recommendation	30 points
Quality of PowerPoint slides	10 points
Presentation skills	10 points
Average of classmates’ scores	20 points

Your grade for each briefing assignment will comprise 5 percent of your final grade for the class (total of 10 percent for both briefings).

***Internship Students: Final Paper and Policy Memorandum***

Final Paper: For your final paper, you will identify one issue of relevance to terrorism and/or homeland security policy that you have encountered during your internship. You will then complete a paper on the issue including the following three sections:

- A thorough description of the issue and its importance;
- A comprehensive literature review of relevant academic research; and
- An analysis of gaps in the literature, i.e. areas of research that have not been sufficiently explored but that are vital to making and implementing policy related to the issue.

Your paper should be 10 to 15 pages, DOUBLE-spaced, 12 point Times New Roman font with standard 1" margins. You will be expected to cite scholarly journal articles and books in your papers. If you have less than 10 such citations or if you cite Wikipedia or About.com, you will be penalized by a full letter grade (i.e., B becomes a C).

You will be graded according to the following rubric:

Clarity of description of policy issue and its importance	20 points
Comprehensiveness and quality of literature review	30 points
Quality and comprehensiveness of analysis of gaps in existing literature	30 points
Structure of paper	10 points
Writing style (including grammar, punctuation, correct citations, etc.)	10 points

Your grade for this assignment will comprise 20 percent of your final grade for the class.

Policy Memo: For your final policy memorandum, you will craft a two-page (STRICT LIMIT) document advocating the need for a government agency to fund a specific academic research project, including the following elements:

- What needs to be researched;
- Why it needs to be researched; and
- From what disciplinary perspectives it should be researched.

Your memo should draw on the findings from your final paper. Policy memos will be discussed in greater detail in class, but you can also find suggestions and guidelines for policy memos at the University of Maryland's School of Public Policy site:

<http://www.publicpolicy.umd.edu/faculty/reuter/CCJS%20720/memo%20writing%20USC.pdf>.

Your memo should be two pages (nothing on the third page will be read or will affect your grade), SINGLE-spaced, 12 point Times New Roman font with standard 1" margins. Please note that policy memos do not typically include citations.

You will be graded according to the following rubric:

Clarity of policy recommendation	30 points
Quality of support for policy recommendation	50 points
Structure of paper	10 points
Writing style (including grammar, punctuation, correct citations, etc.)	10 points

Your grade for this assignment will comprise 15 percent of your final grade for the class.

**Research Students: Final Paper and Policy Memorandum**

Final Paper: This paper should be the product of a full semester of your independent research effort, as informed by your research-project mentor. Your mentor should provide you feedback on your research design and methods throughout the semester and has the option of reviewing a full version of a draft of the paper. The final version of the paper, however, will be graded by me.

As with all good research projects, your paper should include the following:

- Statement of the research question;
- Presentation of the literature relevant to that research question;
- Explanation of research methodology and relevant theory;
- Presentation of your findings; and
- Discussion of the findings, their relevance, and possible future research.

Each of these sections is crucial to the research paper, and final grades on the paper will consider the quality of work and the quality of writing in each of these sections.

Your paper should be 35 to 40 pages, DOUBLE-spaced, 12 point Times New Roman font with standard 1” margins. You will be expected to cite scholarly journal articles and books in your papers. If you have less than 10 such citations or if you cite Wikipedia or About.com, you will be penalized by a full letter grade (i.e., B becomes a C).

You will be graded according to the following rubric:

Clarity and appropriateness of research question	15 points
Comprehensiveness and quality of literature review	10 points
Clarity and appropriateness of research methodology and theoretical literature	10 points
Clarity of finding and quality of support for findings	35 points
Quality of reflection on relevance of findings	10 points
Structure of paper	10 points
Writing style (including grammar, punctuation, correct citations, etc.)	10 points

Your grade for this assignment will comprise 20 percent of your final grade for the class.

Final Policy Memo: This will be a 2-page paper in which you translate findings from your research paper into a cohesive policy recommendation. For this assignment, you will need to decide what issue you want to address in your memo and who the appropriate audience will be for your “action/recommendation memo.”

Policy memos will be discussed in greater detail in class, but you can also find suggestions and guidelines for policy memos at the University of Maryland’s School of Public Policy site: <http://www.publicpolicy.umd.edu/faculty/reuter/CCJS%20720/memo%20writing%20USC.pdf>.

Your memo should be two pages (nothing on the third page will be read or will affect your grade), SINGLE-spaced, 12 point Times New Roman font with standard 1” margins. Please note that policy memos do not typically include citations.

You will be graded according to the following rubric:

Clarity of policy recommendation	30 points
Quality of support for policy recommendation	50 points
Structure of paper	10 points
Writing style (including grammar, punctuation, correct citations, etc.)	10 points

Your grade for this assignment will comprise 15 percent of your final grade for the class.

***Final Policy Briefing***

You will notice later in the syllabus that you have been assigned one of two days to present a final policy briefing based on your policy memo, as described above. You will have 5- to 7- minutes to present a well-crafted, concise, and convincing briefing intended to sway the class to support your policy recommendation. All class members will fill out a scoring rubric for each presentation, and class members' scores will be factored into your grade. We will discuss policy briefings in class.

You will be required to prepare a 3- to 4-slide PowerPoint briefing and to deliver an oral presentation of it that does not exceed 7 minutes.

You will be graded according to the following rubric:

Clarity of recommendation	30 points
Convincing support for recommendation	30 points
Quality of PowerPoint slides	10 points
Presentation skills	10 points
Average of classmates' scores	20 points

Your grade for this assignment will comprise 10 percent of your final grade for the class.

***Internship/Research Project Supervisor Evaluation***

Your research or internship supervisor will also have the opportunity to evaluate your performance in your experiential learning component. You will be required to submit time sheets (for internship students) or progress reports (for research students) on a bi-weekly basis, and your supervisor will complete a mid-term and final evaluation of your performance. The score given to you by your supervisor will comprise 5 percent of your final grade.

## **POLICIES AND PROCEDURES:**

### ***Class Policy on Student Conduct and Academic Integrity***

Students are expected to adhere to the University of Maryland's Code of Student Conduct and to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another or with the instructor or teaching assistants, will be subject to referral to the Office of Student Conduct or to the Campus Police. The Code of Student Conduct is available online: <http://www.president.umd.edu/policies/docs/v100b.pdf>.

Students are also expected to adhere to the University of Maryland's Code of Academic Integrity and to refrain from acts of academic dishonesty. All students must write the Student Honor Pledge by hand on all assignments:

*I pledge on my honor that I have not given or received any unauthorized assistance on this examination.*

Any student committing an apparent act of academic dishonesty will be subject to referral to the Student Honor Council. The Code of Academic Integrity is available online: <http://www.president.umd.edu/policies/docs/III-100A.pdf>.

### ***Class Policy on Religious Observances***

The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. Students must submit a written request to make up a class meeting, assignment, or exam date for the purposes of religious observance by the end of the second week of classes. Please note that accommodations will not be made for travel to and from the site of religious observances. Additional information on religious observance policy is available online: <http://www.engl-pw.umd.edu/PoliciesandProcedures/GeneralPolicies/ReligiousObservances.htm>.

### ***Class Policy on Medical Excuses***

Campus Senate policy requires students who are absent from class or exams to furnish documentary support to the instructor. Students must present written documentation verifying illness/injury on the first day of their return to class. Students who do not comply with this requirement will be subject to grade penalties. Students who furnish falsified documentation will be subject to referral to the Office of Student Conduct.

### ***Class Policy on Students with Disabilities***

Any student requesting special accommodations must be registered with the University of Maryland's Disability Support Service (DSS) Office and must provide a DSS Accommodation Form updated for the current semester by the end of the second week of classes. Students who fail to meet this deadline will not receive special accommodations. Additional information on disability support services is available online: <http://www.counseling.umd.edu/DSS>.

### ***Class Policy on Plagiarism***

I will not tolerate plagiarism. If you are caught plagiarizing, you will receive an "F" on the assignment, and you will be referred to the University of Maryland's Honor Council. The following text on what constitutes plagiarism comes from the website, <http://www.plagiarism.org/>, which is a useful resource if you would like more information on the topic:

Many people think of plagiarism as copying another individual's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following practices are acts of plagiarism:

**“The Forgotten Footnote”**

The writer mentions an author's name for a source but neglects to include specific information on the location of the material referenced. This practice often masks other forms of plagiarism by obscuring source locations.

**“The Misinformer”**

The writer provides inaccurate information regarding the sources, making it impossible to find them.

**“The Too-Perfect Paraphrase”**

The writer properly cites a source but neglects to place quotation marks around text that has been copied word-for-word (or close to it). Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.

**“The Resourceful Citer”**

The writer properly cites all sources, paraphrasing and using quotations appropriately. The catch? The paper contains almost no original work!

**“The Perfect Crime”**

In this case, the writer properly quotes and cites sources in some places, but goes on to paraphrase other arguments from those sources without citation. This way, the writer tries to pass off the paraphrased material as his or her own analysis of the cited material.

**“I Thought We Didn't Have to Quote Facts”**

Because the Internet makes information so readily available, students may find it difficult to tell the difference between “common knowledge” they are free to use, and original ideas which are the intellectual property of others. When in doubt, cite sources.

**“Confusion about Expectations”**

Students may not be aware of what proper research requires. They may think they are being asked simply to report critical commentary, or to “borrow” from a number of sources to show that they have “done their homework.” In either case, it becomes a problem if what they submit is predominantly comprised of the work of other scholars and/or analysts. One of the most common sources of confusion is the ambiguity of terms such as “analyze” and “discuss.” These words have specific meanings in academic discourse, and they imply a degree of original thought that goes beyond mere “reporting.” (Plagiarism.org)

***Class Policy on Technology in the Classroom***

Please do not use laptop computers, cell phones, or other communication devices during class time. There is no need to take detailed notes during class time, as you should be focusing more prominently on participating in class discussion. There are no pieces of technology allowed in sight at any time during class unless you have expressly asked for, and received permission for the exception.

***Class Policy on Extra Credit***

You will have several opportunities to earn extra credit, which we will discuss in class.

# COURSE SCHEDULE

## WEEK 1

SEPTEMBER 6, 2011: **INTRODUCTION TO THE COURSE**

**LOCATION: 1119 PLANT SCIENCES**

### *In-Class Activities:*

- Introduction to the Course
- Round-Robin Discussion of Students' Experiential Learning Components

### *Reading Assignments Due:*

- N/A

### *Online Posts Due:*

- N/A

### *Paperwork Due:*

- Confirmation of Internship or Research Mentorship (**HARD DEADLINE**)

### *Paper Assignment Due:*

- N/A

## WEEK 2

SEPTEMBER 13, 2011: **STAKEHOLDER INVESTMENT IN TERRORISM AND DISASTERS**

**LOCATION: 1119 PLANT SCIENCES**

### *In-Class Activities:*

- Discussion: How Do Stakeholders Use Terrorism and Disaster? What Do Terrorist Attacks Mean to Multiple Audiences?

### *Reading Assignments Due:*

- John Kingdon, "How Does an Idea's Time Come?," *Agendas, Alternatives, and Public Policies*, (New York: Longman, 2002): 1-20.
- Donald F. Kettl, "Gauging the Stress Test: Opening the Policy Window," *System Under Stress: Homeland Security and American Politics* (Washington, DC: CQ Press, 2007): 126-129.
- Richard Stuart Olson, "Toward a Politics of Disaster: Losses, Values, Agendas, and Blame," *International Journal of Mass Emergencies and Disasters*, Volume 18, Issue 2 (2000): 265-287.
- Paul 't Hart, "Symbols, Rituals, and Power: The Lost Dimensions of Crisis Management," *Journal of Contingencies and Crisis Management*, Volume 1, Issue 1 (1993): 36-50.
- J. Farley, D. Baker, D. Batker, C. Koliba, R. Matteson, and R. Mills, "Opening the Policy Window for Ecological Economics: Katrina as a Focusing Event," *Ecological Economics*, Volume 63, Number 2-3 (August 2007): 344-354.

*Online Posts Due:*

- Blog Assignment #1: Learning Objectives

*Paperwork Due:*

- N/A

*Paper Assignment Due:*

- N/A

## WEEK 3

### SEPTEMBER 20, 2011: **BLUE RIBBON AND OTHER INVESTIGATORY PANELS/ COMMISSIONS**

**LOCATION: ONLINE (ICONSNET)**

*In-Class Activities:*

- Blue Ribbon Commission Simulation

*Reading Assignments Due:*

- Amy Zegart, "Blue Ribbons, Black Boxes: Toward a Better Understanding of Presidential Commissions," *Presidential Quarterly*, Volume 34, Issue 2 (May 2004): 366-393.
- **SKIM the following, reading for the types of questions blue ribbon panels seek to answer:**
  - From 9/11 Commission, *Final Report of the National Commission on Terrorist Attacks Upon the United States*, 2004:
    - "What to Do? A Global Strategy," pages 361-382.
  - From The Executive Office of the President, *The Federal Response to Hurricane Katrina*, 2005:
    - "Appendix A: Recommendations," pages 87-124.
  - From Council on Foreign Relations, *Emergency Responders: Drastically Underfunded, Dangerously Unprepared*, 2003:
    - "Recommendations," pages 15-23.

*Online Posts Due:*

- Blog Comment Assignment #1: Comment on 5 Classmates' Learning Objectives

*Paperwork Due:*

- Internship Students: Time Sheet Due
- Research Students: Progress Report Form Due

*Paper Assignment Due:*

- N/A

## WEEK 4

SEPTEMBER 27, 2011: **CONVINCING GOVERNMENT FUNDERS TO SUPPORT PROPOSED RESEARCH, PART IA**

**LOCATION: [NEED COMPUTER CLASSROOM]**

### *In-Class Activities:*

- Discussion of Government-Funded Social Science Research
- Policy Memo Skills Lesson
- In-Class Preparation for the Counterterrorism Research Funding Exercise
- Oral Update on Internship/Research
  - Due from: *[student name]; [student name]; [student name]*

### *Reading Assignments Due:*

- From Neil Smelser and Faith Mitchell, eds., *Terrorism: Perspectives from the Behavioral and Social Sciences*, National Academic Press, 2002:
  - "Recommendations for Research," pages 50-56.
- Arie Kruglanski, Martha Crenshaw, Jerrold Post, and Jeff Victoroff. "What Should This Fight Be Called? Metaphors of Counterterrorism and Their Implications." *Psychological Science in the Public Interest*, Volume 8 (2008): 97-133.
- Peter J. Katzenstein, "Same War—Different Views: Germany, Japan, and Counterterrorism," *International Organization*, Volume 57 (2003): 731-760.
- Gregory D. Miller, "Confronting Terrorisms: Group Motivation and Successful State Policies," *Terrorism and Political Violence*, Volume 19, Issue 3 (September 2007): 331-350.

### *Online Posts Due:*

- Blog Assignment #2: Possible Intersection of Research and Policy

### *Paperwork Due:*

- N/A

### *Paper Assignment Due:*

- N/A

## WEEK 5

OCTOBER 4, 2011: **CONVINCING GOVERNMENT FUNDERS TO SUPPORT PROPOSED RESEARCH, PART IB**

**LOCATION: 1119 PLANT SCIENCES**

### *In-Class Activities:*

- Counterterrorism Research Funding Exercise Presentations
- Oral Update on Internship/Research
  - Due from: *[student name]; [student name]; [student name]*

*Reading Assignments Due:*

- N/A

*Online Posts Due:*

- Blog Comment Assignment #2: Comment on 5 Classmates' Posts on Research/Policy Intersection

*Paperwork Due:*

- Internship Students: Time Sheet Due
- Research Students: Progress Report Form Due

*Paper Assignment Due:*

- N/A

## WEEK 6

OCTOBER 11, 2011: **CONVINCING GOVERNMENT FUNDERS TO SUPPORT PROPOSED RESEARCH, PART IIA**

**LOCATION: [NEED COMPUTER CLASSROOM]**

*In-Class Activities:*

- In-Class Preparation for the Community Resilience Research Funding Exercise
- Oral Update on Internship/Research
  - Due from: *[student name]; [student name]; [student name]*

*Reading Assignments Due:*

- Fran H. Norris, Susan P. Stevens, Betty Pfefferbaum, Karen F. Wyche, and Rose L. Pfefferbaum, "Community Resilience as a Metaphor, Theory, Set of Capacities, and Strategy for Disaster Readiness," *American Journal of Community Psychology*, Volume 41, Numbers 1-2 (2007): 127-150.
- Susan L. Cutter, Lindsey Barnes, Melisa Berry, Christopher Burton, Elijah Evans, Eric Tate, and Jennifer Webb, "A Place-Based Model for Understanding Community Resilience to Natural Disasters," *Global Environmental Change*, Volume 18, Issue 4 (October 2008): 598-605.
- Edith G. Callahan and John Colton, "Building Sustainable and Resilient Communities: A Balancing of Community Capital," *Environment, Development, and Sustainability*, Volume 10, Number 6 (931-942).

*Online Posts Due:*

- Blog Assignment #3: Possible Intersection of Research and Policy

*Paperwork Due:*

- N/A

*Paper Assignment Due:*

- N/A

## WEEK 7

OCTOBER 18, 2011: **CONVINCING GOVERNMENT FUNDERS TO SUPPORT PROPOSED RESEARCH, PART IIB**

**LOCATION: 1119 PLANT SCIENCES**

*In-Class Activities:*

- Community Resilience Research Funding Presentations
- Oral Update on Internship/Research
  - Due from: *[student name]; [student name]; [student name]*

*Reading Assignments Due:*

- N/A

*Online Posts Due:*

- Blog Comment Assignment #3: Comment on 5 Classmates' Posts on Research/Policy

*Paperwork Due:*

- Internship Students: Mid-Term Evaluation from Internship Supervisor
- Research Students: Mid-Term Evaluation from Research Supervisor

*Paper Assignment Due:*

- N/A

## WEEK 8

OCTOBER 25, 2011: **DERIVING POLICY RECOMMENDATIONS FROM ACADEMIC RESEARCH: PREPARATION**

**LOCATION: [NEED COMPUTER CLASSROOM]**

*In-Class Activities:*

- Discussion of How Research Can Move from Policy to Practice
- Skills Lesson on Policy Briefings
- In-Class Preparation for Counterterrorism Policy Briefings and Community Resilience Policy Briefings
- Oral Update on Internship/Research
  - Due from: *[student name]; [student name]; [student name]*

*Reading Assignments Due:*

- Aidan Wilcox and Alex Hirschfield, *A Framework for Deriving Policy Implications from Research*, University of Huddersfield, 2007.

*Online Posts Due:*

- N/A

*Paperwork Due:*

- N/A

*Paper Assignment Due:*

- N/A

## WEEK 9

### NOVEMBER 1, 2011: DERIVING POLICY RECOMMENDATIONS FROM ACADEMIC RESEARCH: COUNTERTERRORISM BRIEFINGS

**LOCATION: 1119 PLANT SCIENCES**

*In-Class Activities:*

- Presentation of Counterterrorism Policy Briefings Based on START Research
- Oral Update on Internship/Research
  - Due from: *[student name]; [student name]; [student name]*

*Reading Assignments Due:*

- N/A

*Online Posts Due:*

- N/A

*Paperwork Due:*

- Internship Students: Time Sheet Due
- Research Students: Progress Report Form Due

*Paper Assignment Due:*

- N/A

## WEEK 10

**NOVEMBER 8, 2011: DERIVING POLICY RECOMMENDATIONS FROM ACADEMIC RESEARCH: COMMUNITY RESILIENCE BRIEFINGS**  
**LOCATION: 1119 PLANT SCIENCES**

*In-Class Activities:*

- Presentation of Community Resilience Policy Briefings Based on START Research
- Oral Update on Internship/Research
  - Due from: *[student name]; [student name]; [student name]*

*Reading Assignments Due:*

- N/A

*Online Posts Due:*

- Blog Assignment #4: Possible Intersection of Research and Policy

*Paperwork Due:*

- N/A

*Paper Assignment Due:*

- N/A

## WEEK 11

**NOVEMBER 15, 2011: LITERATURE REVIEWS**

**LOCATION: [NEED COMPUTER CLASSROOM]**

*In-Class Activities:*

- Skills Lesson on Literature Reviews
- Oral Update on Internship/Research
  - Due from: *[student name]; [student name]; [student name]*

*Reading Assignments Due:*

- N/A

*Online Posts Due:*

- Blog Comment Assignment #4: Comment on 5 Classmates' Posts on Research/Policy

## WEEK 12

**NOVEMBER 22, 2011: NO CLASS (THANKSGIVING)**

## WEEK 13

**NOVEMBER 29, 2011: STUDENT BRIEFINGS**

**LOCATION: 1119 PLANT SCIENCES**

*In-Class Activities:*

- Student Briefings
  - Due from: *[student name]; [student name]; [student name]; etc.*

*Reading Assignments Due:*

- N/A

*Online Posts Due:*

- N/A

*Paperwork Due:*

- N/A

*Paper Assignment Due:*

- N/A

**WEEK 14**

**DECEMBER 6, 2011: STUDENT BRIEFINGS**

**LOCATION: 1119 PLANT SCIENCES**

*In-Class Activities:*

- Student Briefings
  - Due from: *[student name]; [student name]; [student name]; etc.*

*Reading Assignments Due:*

- N/A

*Online Posts Due:*

- N/A

*Paperwork Due:*

- N/A

*Paper Assignment Due:*

- N/A

## WEEK 15

DECEMBER 6, 2011: **STUDENT BRIEFINGS**

**LOCATION: 1119 PLANT SCIENCES**

### *In-Class Activities:*

- Student Briefings
  - Due from: *[student name]; [student name]; [student name]; etc.*

### *Reading Assignments Due:*

- N/A

### *Online Posts Due:*

- Blog Assignment #5: Reflection on Learning Objectives

### *Paperwork Due:*

- Internship Students: Time Sheet Due
- Research Students: Progress Report Form Due

### *Paper Assignment Due:*

- Internship Students: Academic Literature Review Due
- Research Students: Research Paper Due

## WEEK 16

**DECEMBER 13: NO CLASS**

### *Paperwork Due:*

- All Students: Final Evaluation Forms Due (5pm, December 13)

### *Paper Assignment Due:*

- All Students: Policy Memo Due (5pm, December 13)