

## HC 136 UNDERSTANDING TERRORISM & SOCIAL VIOLENCE- Winter 2006

Naperville Campus, Tues.

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Office Hours: By Appointment

**Course Description:** The tragic events of September 11<sup>th</sup> 2001 have caused many people to seek answers and understanding as to why this type of violence occurs. This intense course will examine the psychological and ecological roots of hatred and social violence. We will explore the possible negative impacts of exposure to violence on children, adolescents and adults. Course content will center on such questions as: “What are the cognitive roots of prejudice and social violence?” and “Is violence really human nature?”

### **Learning goals and objectives-**

**Upon completion of the course, students should be able to:**

1. Articulate and discuss the current psychological theories of social violence.
2. Have a broad understanding of the historical, religious, social, political, and economic factors that contribute to terrorism and social violence.
3. Understand the impact of violence at various stages of the life-span
4. Understand the ways in which knowledge (or lack thereof) shapes one’s perspective on world events.

This content of this course is designed to cover all of the competencies for which it is offered. Students will write several short essays to questions posed by the instructor and will also complete an independent learning project essay that is of greater personal interest and will meet the *specific competencies* for which the class is offered. (See the Guide to Competencies- attached)

**Attendance Policies: Attendance is important- missing more than 1 class will negatively impact your grade and make it difficult for you to pass this course. Students missing more than 2 classes in the quarter will not pass the course.**

Students will have a “study buddy” to take notes and collect handouts – should you need to miss a class or portion of a class. Students will be given the opportunity to do make-up and extra-credit assignments.

### **Competencies**

**A-4, H-5, S-2-C, A-3-X, A-3-A**

### **REQUIRED TEXTS-**

Beck, Aaron (1999). Prisoners of Hate: the cognitive basis of anger hostility and violence. New York: Harper Collins.

Hoge, J.F. & Rose, G. (Eds) (2001) How did this happen? Terrorism and the new war. New York: Public Affairs. ISBN # 1-58648-130-4 First Edition.

Required for the A-3-A and A-3-X competencies: Hunt, Scott A. (2002) The Future of Peace: On the Front Lines with the Worlds Great peacemakers. San Francisco: Harper Collins #0-06-251741-4

### **HIGHLY RECOMMENDED FURTHER READING**

Marsden, Peter (2002). The Taliban: War and Religion in Afghanistan. New York: Zed Books Ltd.

Latifa & Shekiba Hachemi (2001). My Forbidden Face: Growing up under the Taliban: A young woman’s story. New York: Talk Miramax Books.

Coogan, T.P. (2002). The IRA. (most recent edition) New York: Palgrave.

Rucker, P.M. (2002). This troubled land: Voices from Northern Ireland on the front lines of peace. New York: Ballantine.

### **OTHER RECOMMENDED READING**

Baer, R. (2002). See no Evil: The true story of a ground soldier in the CIA’s war on terrorism. New York: Crown.

Rashid, Ahmed (2000). Taliban: Militant Islam, Oil and fundamentalism in Central Asia. New Haven : Yale Nota Bene  
Rashid, Ahmed (2002) Jihad: The rise of Militant Islam in Central Asia. Yale University Press.  
Tanner, Marcus (2001) Ireland's Holy War: The struggle for a Nations soul, 1500-2000.  
Pringle, P., & Jacobson, P. (2000). Those are real bullets: Sunday, Bloody Sunday, Derry, 1972. New York: Grove Press.

### **Academic Integrity**

As the instructor for this class, I uphold the University's guidelines on academic integrity found in the Student Handbook. Students are expected to produce their own writing except when collaborating with others. Students must consult sources outside the class when developing their assignments. When sources are used, students must cite any content they did not personally produce. Using the words of others as if they were your own is called plagiarism and is not acceptable in work submitted for this course.

### **Assignments and Tentative Course Schedule**

**Grading-** Students will be graded on a point system and the percentage of total points as follows:

A= 91-100 %  
B= 81-90 %  
C= 71-80 %  
D= 65- 70 %  
F= < 64 %

Attendance, class participation and assignments are weighted as follows:

Attendance/active participation = 5 points per class for a total of 50 points (25% grade)

(If a class is missed arrangements may be made to make up the points with an additional assignment worth 2.5 points)

Essay Assignment #1 (in class essay) = 10 points (5 % grade)  
Essay Assignment #2 Religious Ideology and Violence = 20 points (10% grade)  
Essay Assignment # 3 Factors in Violence = 25 points (12.5 % grade)  
Essay Assignment # 4 Good or Evil Essay = 25 points (12.5% grade)  
Essay Assignment # 5 Cognitions and Violence = 25 points (12.5% grade)  
Final Essay Assignment (specific to the competencies) = 45 points (22.5% grade)  
Total possible points for the course= 200

To figure out your letter grade divide your points by 200- Students can keep track of their grades and progress throughout the course

Students can gain extra points through extra credit assignments.