

HS 424: 21st Century Terrorism & Security



Spring 2016 History Elective
Ms. Olesen, Room 205

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Extra Help Thursday 3:00 - 4:00 or by appointment in room 205

Course Essential Questions:

- *What is terrorism? Who is a terrorist? Is terrorism effective?*
- *What are the origins and motives of anti-western terrorism? What causes and contributes to extremism?*
- *What is the ‘terrorist mentality’? Why do people become terrorists?*
- *What are the best responses and solutions to terrorism? How do we balance security and liberty?*

Central Texts and Resources

- *The Choices Program: Responding To Terrorism- Challenges for Democracy* (Brown University, 2011)
- *Terrorism*, Rosemary O’Kane (2007)
- *Milestones*, Sayyid Qutb
- *The Looming Tower*, 2006, Lawrence Wright
- *ISIS: The State of Terror*, 2015, Jessica Stern and J.M. Berger
- Film: *Paradise Now* (2005)
- ‘Letter from Gaza: An Arsenal of Believers’ *New Yorker* (Nov 19, 2001)
- Assortment of articles from the RAND Corporation
- Documentary: *PBS Frontline* “The Rise of ISIS”
- Podcasts: *Freakonomics* ‘Is there a better way to fight terrorism?’; *RadioLab*’s “60 Words”

Units of Study and Major Assessments

Unit	Proposed Major Assessments and Projects	Ongoing Assessment:
Unit 1: History of Terrorism and What is Terrorism?	Terrorism in History Research & Posters	Each student will research and present about a current events issue
Unit 2: Origins of 21st Century Religious Terrorism	Class Project AL Qaeda and the Islamic State Terrorism Interactive Timeline; 9/11 Oral History Project	
Unit 3: The Terrorist Mentality	<i>Paradise Now</i> Film Analysis	
Unit 4: Responding to Terrorism and Challenges to Democracy	Responding to Terrorism Group Presentations, Policy Recommendation	

Assessment of Student Work

Students' work in this course will be assessed according to four strands:

- 1) **Enduring Understanding**/Essential Knowledge (35%): Students will analyze, form opinions, and ask questions about key documents pertaining to events studied in class and in the course's resources. They will demonstrate essential understanding of these events and documents by relating them to larger themes in projects and other larger assessments.
- 2) **Research** (30%): In this class, research will be inquiry-driven. You will pose or be provided a question about a topic and then use research to answer that question. Students will build upon knowledge learned in the classroom by looking further into key areas of study. They will find and use information from a variety of sources, including: books, journal articles, newspapers, the Internet, magazines and documentaries. Students will thoroughly evaluate sources and use only reputable sources in their work. Students will take well-organized notes on sources and appropriately credit them.
- 3) **Effective Communication** (20%): Students will write with a clear focus and coherent organization paying close attention to historical accuracy. They will express their ideas and historical knowledge orally, in formal and informal discussions, debates, and presentations. They will pose a variety of questions and respectfully listen to the ideas of others. Students will create a narrative out of their research.
- 4) **Work Habits** (15%): Students will complete all components of assignments thoughtfully and thoroughly. Students will turn work in on time and in an organized fashion. Students are focused, engaged and on task during in-class activities, discussions, assignments and project work time. Students will advocate for their needs appropriately and respectfully and will use a variety of forms of communication to learn the content and build their skills.

Policies

Honors

The Honors Program in History is an opportunity open to all students to challenge themselves and enrich their experience. The goals are to deepen students' love of history, heighten the rigor of the coursework, and strengthen students' independence, self-direction, understanding and history skills. It is open to all students, but there is a commitment involved.

Honors assignments differ from teacher to teacher, but Honors students in all History courses are held to the following principles and guidelines:

- We believe that Honors work ought to be elevated in rigor and not just in quantity.
- A great deal of the Honors work will be done independently. Teachers will structure a limited number of check-ins and students are expected to approach the teacher to request additional support.
- We encourage students to try Honors. If Honors becomes out of reach for a student, s/he may drop Honors and the Honors assignments will be marked Exempt in X2. After the drop date, however, students may not drop Honors no matter the grade.
- Teachers may recommend that students drop Honors if there are major and/or minor assignments missing or assignments that do not meet the minimum expectations.

The specific expectations and requirements for Honors students in this course are:

1. Major independent project: Book review. Students will select one book from a provided list, create a reading schedule, complete the reading and journals, and finally write a book review that relates the book back to the course themes and Essential Questions. The Honors project will be described in greater detail in a separate document.
2. Elevated Standards: Throughout the course, Honors students will be expected to complete a higher level of work in the whole-class assessments.
3. Participating in and supporting the class: Honors students will be asked to help maintain classroom structures (extra copies binder, providing lecture notes to absent students, etc.). In no way will an Honors student be asked to complete work *for* another student. Honors students are expected to hold themselves to the highest level of academic integrity, both in and out of the classroom.

Academic Integrity

Academic honesty and integrity are essential to your learning, our school and classroom culture. All students are expected to complete and hand in their own work. Cheating and plagiarism (presenting another person's ideas or words as your own) are in violation of IACS' academic integrity, even if done accidentally. Consequences include receiving a zero for a plagiarized assignment, being asked to redo the assignment for no credit and/or a failing grade for the course. Please see the Student Handbook for more information. (continued on next page)

When in doubt, cite or quote. The History Department at IACS uses the MLA (Modern Language Association) format for citation. A good source for MLA citations is Purdue University's Online Writing Lab's MLA Formatting and Style Guide at <http://owl.english.purdue.edu/owl/resource/747/01/>. Bookmark it – we will use it for all research projects.

Revisions

Project Revisions

Revisions will be accepted for projects and assignments at teacher discretion. The purpose of revising is to relearn the content and improve your skills. Therefore, we expect that students complete revisions of significance. Correcting spelling and grammar does not constitute a revision and will not result in a changed grade.

The Enduring Understanding, Effective Communication, and Research strand grades can be revised. For projects, revision grades in EU, EC, and/or Research *replace* the original grades. The Work Habits strand grade may not be revised.

Project revisions are due **one week** after they are assessed and returned to you.

Required steps for revising:

1. Read the rubric and any feedback, including margin comments.
2. Identify the areas of the project and the strand(s) that needs most improvement. Students do not need to revise all strands.
3. Recommended: meet with me to make a revision plan. Read the comments and then sit down with me to talk about your project and make a specific plan for what to do in your revision.
4. Revise the work with significant improvements.
- 5. Highlight/indicate the changes you have made to the assignment.**
6. Pass in the original rubric *and* original project along with your revised project. This also applies to Honors projects.

The final project of the semester is not revisable due to time constraints. No revisions of any work is accepted 2 weeks before the end of the semester.

Quizzes and Test Revisions

Revisions for quizzes and tests are due one week after they are handed back to you. Revisions are open-note and must be done on a separate sheet of paper and turned in stapled to the original test or quiz. Additional points earned through revisions will be divided by 2 and added to the original score.

Homework

You can expect regular homework assignments that will be relevant to the course curriculum. Completing the homework will support you in learning the content, expanding your thinking, and building towards assessments large and small. Homework will be sporadically checked and assigned a Work Habits grade. Particular assignments will also be assessed for other strands or be worth a greater number of points, which will be made clear when work is given.

Daily homework that is checked will be assigned Work Habits points on the following scale:

Fully complete: 1/1

Partially complete or not complete: 0/1

Homework is always due at the *start* of class unless otherwise noted. Assignments will be discussed in class and should be written in an assignment notebook or planner.

Please bring a hard copy of your homework since we sometimes discuss the homework during class. **No electronic versions (no Google docs) of daily homework** will be accepted. Assignments that are assessed for strands other than Work Habits may be turned in electronically.

Extensions

Extensions are given for unforeseen emergencies and issues, such as illness or family emergencies.

To request an extension ask via e-mail by midnight the night before a due date. Keep in mind that extensions are granted at teacher discretion.

The e-mail must contain the following:

1. Explanation for why this extension is necessary,
2. A list of what work still needs to be done and a proposed new due date.

Late Daily Homework

Late daily homework (1 point) will not be accepted. Late daily homework will be given Work Habits credit only if the student has a medical or otherwise stated reason for the work's tardiness.

Late Work – Projects and R, EU, EC Assignments

Everyday a project or is late, the Work Habits strand is reduced by one grade (or 10 percentage points). So, if the WH grade was originally a B+ and the project was one day late, the WH strand would receive a C+. Projects handed in over a week late will receive an automatic 0 in the Work Habits strand.

Absences

If you are out of school, you are expected to bring in any work due the day you are absent the next time class meets. If you need an extension on that work, email me to request an extension.

You are also expected to make up any work *assigned* the day you are absent within a week of the day it was assigned. Again, email me if you need an extension on work assigned while you were absent.

Procedure: Check Google classroom for assignments, check the extra copies binder for handouts, ask a peer what you missed, then ask the teacher what you missed and need to make up.

Extra Credit

Optional assignments will be offered once or twice. Otherwise, extra credit will not be offered.

Classroom Basics and Procedures

Organization: Binder, Handouts, and Projects and Rubrics

You will need to have a binder because you will receive many handouts in this class. ***Keep all of the handouts and notes for the entire semester. Keep your projects and rubrics when they are given back to you.*** You may need them to revise, for your Digital Portfolio, or for POLs, and some of the rubrics will have handwritten notes.

Timeliness and Preparedness: Students are expected to come to class on time and ready to work with a ***pen or pencil, assignment book/planner, homework, lined paper, history binder, and computer device.***

Emails: I often communicate important information, such as changes to homework, through email. It is essential to check your email consistently to stay up-to-date on class announcements. Email is also a great way to communicate with your teachers about any questions you might have. I will do my best to respond to e-mails within 24 hours on weekdays.

All emails to teachers should be formally written and formatted:

1. Begin with a greeting (Ex/ Dear Ms. Olesen,)
2. Write with correct grammar and English conventions (complete sentences, punctuation, etc.)
3. End formally (Ex/ Sincerely, Daniel)

Final Project

You will not have the opportunity to revise the final project due to time restrictions. Instead, ask me to look over a draft of the final project and give you feedback *before* the due date.

Homework Freebies

You get one Homework Freebie for the semester. This means that if I am checking homework and you do not have it, for any reason, you have one opportunity to have it marked as “exempt” and ungraded. You will need to make up the homework assignment to learn the content, but not for the WH grade. There may be specific assignments that will not be eligible for Homework Freebies. Tell me when you want to use your HW Freebie or else it will be marked as a 0 in X2.

Graded Work: Graded work will be returned to you in person or electronically on a provided Google document. Regularly check your Terrorism Drive folder.

Handing in Work: Hand in all work during class whenever possible. To hand in work on a day we not have class, please it in the our inbox.

X2 Grading: The following symbols will be used, in addition to numbers and letter grades:

R	Received (no calculation in grade)
M	Missing (calculated as 0)
EX	Exempt (no calculation in grade, work is not expected to be made up)
ABS	Absent (calculated as a 0 until work is made up)

EXT
date)

Extension (no calculation in grade, student has received extension with a new due