



# SYLLABUS

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## Strategic Intelligence

### Course INT 660 (formerly LC514) – Roots of Terrorism

(3 Academic Credit Hours ~ 8 Weeks Duration ~ No Prerequisites)

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**Winter Semester 2007**  
**Session D**

(Monday 5<sup>th</sup> March to Friday 27<sup>th</sup> April 2007)

**Professor Paul Medhurst**

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## Course Description:

Students in **INT 660** examine all aspects of domestic, international and trans-national terrorism, with especial focus upon its roots, from the broadest possible perspectives. The required course books encompass the writings of twenty-two known authors and experts on the topic of terrorism roots, and shorter articles from others are included among the course materials. Scrutinising the full spectrum of terrorism and its roots includes examination of independent terrorist groups and state sponsored terrorist attacks, from all political and sociological viewpoints, but moreover, this course evaluates a truly comprehensive array of held and projected reasons and catalysts attributed to the terrorism phenomena, ranging from poverty, psychology versus genetics, absence of democracy, evil and criminal profit, through to colonialism, oppression and religion. In special focus among the printed and media (DVD) course materials are some of the religious aspects of the ongoing Middle East conflict, and the suicide bombings, which arguably pose the greatest potential threat to contemporary International peace and social stability. Other course materials include automatic slideshows, photo analyses and reading files on a variety of related topics. Assimilation of all materials in the course syllabus is tested by written assignments and examinations, and course interaction is engaged by vigorous activity in electronic discussion boards.

[n.b. The readings include a purpose-designed distance learning syllabus on terrorism from the UN Institute for Training & Research. For those who wish, a UN end-of-course certificate is issued upon attaining a pass score of 75% in its online examination, and which is also worth 54 credit hours with the US Army Correspondence Course Program.]

## Course Scope:

**INT 660** is an examination of terrorism, with focus on its roots (and catalysts), from a very broad range of historical, political and sociological viewpoints, and is presented through the work of nearly two dozen authors and experts on the subject.

Domestic, International and Trans-national terrorism is scrutinised, in the context of independent and government sponsored terrorism.

Students will be able to draw their own conclusions as to the roots of terrorism, based on the course information placed before them, individual research, and as a result of class discussions. The most effective method to arrive at these conclusions will be a disciplined academic one - to adopt a broad-minded apolitical and entirely impartial view in critical context, free of media, partisan or other influence, reserving judgement until all fact and theory is revealed and collectively fit for interpretation.

The middle east dispute is examined, partly in a religious context but also the suicide bombing phenomena is scrutinised in depth, given its proliferation from the Levant into the western democracies and beyond, and its potential as a [human] weapon of significant tactical advantage that may be utilised for the delivery of a radiological, chemical or biological payload.

Achieving the Course Objectives is accomplished by assimilation of relevant facts and concepts, with strong emphasis upon analytical, critical, logic and integrative skills, in keeping with Graduate academic practice.

Instruments for measuring achievement of course objectives and developing research-analysis skills, are appropriate written assignments and examinations.

Class work as a group and stimulation of critical analysis skills are achieved by Student participation in case studies and graded weekly Discussion Groups concerning topics pertinent to the syllabus.

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## Course Objectives:

Graduate Students who fulfil the learning objectives will be able to:

1. Recognise the full spectrum of manifest terrorism; Domestic, International and Trans-national; independent and state sponsored, differentiating legitimate use of force and guerrilla warfare from criminal assault, terrorism and acts of war.
2. Discuss historical, religious, political, logistical, and criminological aspects of terrorism and its roots.
3. Assess psychological and sociological elements at the roots of terrorism.
4. Describe roots of terrorism in the context of the Middle East conflict, and assess the Muslim Brotherhood terrorist group, its origins as a Colonial Intelligence arm and its role in toppling the Iranian Shah.
5. Identify the nature, consequences and roots of Suicide Bombing, and recognise the religious aspects of the Middle East dispute.
6. Formulate rational and impartial conclusions as to the main root causes of contemporary terrorism.
7. Research, compare, and contrast the roots of the seventy year-old Muslim Brotherhood movement to the present day concepts of Alqa'ida terrorist philosophy.

## Course Materials (required):

Author	Title	Publisher / Producer	ISBN / Ref.
Tore <b>Bjøergo</b>	Root Causes of Terrorism	2005 Routledge (Taylor & Francis) New York NY 10016.	0415351502
Paul <b>Medhurst</b>	Global Terrorism (Pdf file download)	2002 U. N. Institute for Training & Research	Enrol at: <a href="http://apus.unitarpoci.org/">http://apus.unitarpoci.org/</a> Then select the link: "Submit request for course enrolment"
Christian <b>Hartwright</b>	The Red Roots of Terrorism	2002 Cui Bono Books Pan Tech International Inc. Texas TX 78502	1880177072
Robert <b>Dreyfuss</b>	Hostage To Khomeini (Supplied gratis inside Classroom)	1980 New Benjamin Franklin Publishing House NY 10019	0933488
<b>NPN / Pike</b>	Why The Middle East Bleeds (DVD)	2003 NPN, Clackamas, OR 97015 <a href="http://truthellers.org/Merchant2/merchant.mvc?">http://truthellers.org/Merchant2/merchant.mvc?</a>	DVD-WMEB
<b>History Channel</b>	The Point: Suicide Bombers (DVD)	2003 History Channel <a href="http://store.aetv.com">http://store.aetv.com</a>	AAE-73533

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## Course Grading Scale:

Your final grade will be based upon the following course assignment proportions:

<b>%</b>	<b>ASSIGNMENT</b>
<b>15%</b> -	Assignment 1: Discussion Board Activity
<b>25%</b> -	Exam 1: Terrorism & Roots Examination
<b>30%</b> -	Assignment 2: Research-Analysis Paper
<b>30%</b> -	Exam 2: Final Examination
<b>Not part of final course grade</b>	UNITAR Examination (taken for UN certificate)
<b>100% (Total Points)</b>	

## Evaluation Procedures:

The grading will be based upon weekly Discussion Board submissions; a Terrorism & Roots Examination, a written Research-Analysis paper; and a Final Examination. All are open book.

- 1. Assignment 1.** In order to evaluate analysis (logic & reasoning and critical context) skills, Students respond to eight preset Discussion Board subjects, or peer's comments (threads) on important Terrorism & Terrorism Roots' topics, besides using the Discussion Board routinely throughout the course. This assignment commences in Week 1 and concludes in Week 8. These responses are collectively worth **15%** of the overall course grade. See Appendix B for further Information on how to complete this assignment.
- 2. Exam 1.** In order to evaluate knowledge on the topics of Terrorism and the Roots of Terrorism. Students will take a 30 [multiple choice] key question examination, based upon course readings and limited external research. This assignment commences in Week 2 and is concluded at the end of Week 3. It is worth **25%** of the Final Course Grade. See Appendix B for further Information on how to complete this examination.
- 3. Assignment 2.** Each Student will select and prepare a research-analysis paper from a wide-ranging list of topics on the Roots of Terrorism. This Assignment counts for **30%** of the Final Course Grade. It is commenced in Week 4 and concluded by the end of Week 6. See Appendix B for further Information on how to complete this assignment.
- 4. Exam 2.** The Final Examination. This Examination provides an opportunity to measure Students' assimilation of the Course Syllabus, and also requires some very limited research and analysis outside of course materials. It consists of 74 Multiple Choice (mc) questions on the widest possible range of terrorism and Roots of Terrorism issues, in a variety of contexts, with the vast majority of the questions based upon the required readings and course media materials. This assignment commences in Week 6 and is concluded at the end of Week 8. It is worth **30%** of the Final Course Grade. See Appendix B for further Information on how to complete this examination.
- 5. UNITAR Exam.** The UNITAR Examination is taken by those who wish to obtain the UN certificate. The UNITAR book (Global Terrorism) is required course reading, but the exam is not part of the final course grade scores. The Exam consists of 50 [multiple choice] questions, based solely upon the UNITAR syllabus 'Global Terrorism'. The responses are submitted on the UNITAR website answer page in order to obtain a United Nations certificate - for those obtaining a 75% pass grade or more, a UN certificate-of-completion can be downloaded. This exam can be taken at any time up to one year after enrolment. See Appendix B for further Information on how to complete this examination.

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## Evaluation Procedures (cont'd):

All of the written assignments are graded on demonstration of the following criteria: Quantity (as per assignment limitations), structure, understanding of subject matter, clarity, dispassionate expression, analytical capability, logic, evidence of research (for those applicable assignments), academic impartiality, independent thought and presentation which includes grammar, spelling (US or UK English is required) and vocabulary.

While this is a general guide, a more precise set of parameters by which your Graduate-level Written Assignments are graded can be found in '**Course Materials**', in the folder '**Rubric Assessment Folder**'. The file inside explains the precise criteria applied to grading papers

Letter Grades are awarded for the overall course grade, based upon the following point scores:

Letter Grade	Points (%)	Grade Point Average	Assessment Description
<b>A</b>	<b>94 - 100</b>	4.0	<b>Excellent.</b>
<b>A -</b>	<b>90 - 93</b>	3.67	
<b>B +</b>	<b>87 - 89</b>	3.33	
<b>B</b>	<b>84 - 86</b>	3.0	<b>Minimum performance level expected.</b>
<b>B -</b>	<b>80 - 83</b>	2.67	
<b>C +</b>	<b>77 - 79</b>	2.33	<b>Unsatisfactory.</b>
<b>C</b>	<b>73 - 76</b>	2.0	<b>Unsatisfactory.</b>
<b>F</b>	<b>0 - 72</b>	0.0	<b>Failing</b>
<b>PD</b>			<b>Comprehensive Exam / Thesis / Practicum only: Pass with Distinction.</b>
<b>P</b>			<b>Comprehensive Exam / Thesis / Practicum only: Pass.</b>
<b>FAIL</b>			<b>Comprehensive Exam / Thesis / Practicum: Failed.</b>
<b>I</b>			<b>Incomplete. A temporary grade for those on official course extension.</b>
<b>DP</b>			<b>Dropped.</b>
<b>W</b>			<b>Withdrawn.</b>
<b>WP</b>			<b>Withdrawn Passing.</b>
<b>WF</b>			<b>Withdrawn Failing.</b>
<b>X</b>			<b>Audit grade: No Academic Credit awarded.</b>

## Course Delivery Method:

This M.A. Intelligence course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system are available to each student. Online assignments and examinations are due according to the dates stated in the Course Outline Table. You have Professorial and Faculty support throughout this eight-week course.

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# COURSE OUTLINE TABLE

(Summary of Weekly Assignment Schedules)

Week	Dates	Course Subjects	Admin-Info / Assignments (See Weekly Assignment Schedules for full details)
<b>1</b>	<b>Mar 5 - 11</b>	Introduction to Terrorism and its Roots. The Iranian Revolution.	<b>Course Begins.</b>  <b>Read Syllabus.</b>  <b>Contact Professor.</b>  <u>ASSIGNMENT 1: Discussion Board Activity.</u> <u>Commence.</u> Due completed one day before Course ends.
<p>Week 1 Learning Objectives: Course Objectives 1, 2, 3, 4, 5 and 7. To introduce the course topic. To assess multiple opinions as to the degree of influence upon terrorism, by societal, personal, cultural and psychological factors. To evaluate the underlying western involvement in engineering the Iranian Revolution and related terrorism.</p>			
<b>2</b>	<b>Mar 12 - 18</b>	Justifications, Motivations and Catalysts. Negotiation. Suicide Terrorism. Religion.	<u>ASSIGNMENT 1: Discussion Board Activity.</u> <b>Continue – post comments for week 2.</b>  <u>EXAM 1: Terrorism &amp; Roots Examination</u> <u>Commence.</u> Due in by end of Week 3.
<p>Week 2 Learning Objectives: Course Objectives 1, 2, 3, 4, 5, 6, 7. To assess reasons cited by terrorists as justification; to examine the phenomena of suicide bombing; to weigh the influence of religion upon terrorism, and the use of terrorism as part of the Palestinian resistance.</p>			
<b>3</b>	<b>Mar 19 - 25</b>	Terrorism Profiles, Weapons and Logistics. Separatist, Political, Criminal, and Academic Influences upon Terrorism.	<u>ASSIGNMENT 1: Discussion Board Activity.</u> <b>Continue – post comments for week 3.</b>  <u>EXAM 1: Terrorism &amp; Roots Examination</u> <b>Due in</b> by the end of this week.
<p>Week 3 Learning Objectives: Course Objectives 1, 2, 3 and 7. To examine terrorist groups, weapons and logistics. To evaluate opinion that roots and influence upon terrorism variously lay in national separatism, political extremism, organised criminal gangs, and academia.</p>			

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# COURSE OUTLINE TABLE

(Summary of Weekly Assignment Schedules)

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Week	Dates	Course Subject	Admin-Info / Assignments (See Weekly Assignment Schedules for full details)
<b>4</b>	<b>Mar 26 - Apr 1</b>	Types of Terrorist Act. Resolution & Prevention. Inappropriate [catalyst] Countermeasures. Historical & Political Roots. Media & Arts, Environmental and Animal Rights Influences upon Terrorism.	<p><b><u>ASSIGNMENT 1: Discussion Board Activity.</u></b> Continue – post comments for week 4.</p> <p><b><u>ASSIGNMENT 2: Research Analysis Paper</u></b> <b><u>Commence.</u></b> Due in by end of Week 6.</p>
<p>Week 4 Learning Objectives: Course Objectives 1, 3, 6 and 7. To examine terrorist acts, targets and tactics. To assess measures to resolve terrorism; to weigh terrorism prevention initiatives; to examine inappropriate counter-terrorism methods which may catalyse or exacerbate terrorism; to evaluate historical and political roots, and evaluate influences of media &amp; arts and animal &amp; environmental rights groups.</p>			
<b>5</b>	<b>Apr 2 - 8</b>	Terrorism Tactics and Targets. Sponsorship of Terrorism, State Terrorism, Covert State Creation of the Muslim Brotherhood Terrorist Group. Minority and Population Issues in Context of Terrorism Roots.	<p><b><u>ASSIGNMENT 1: Discussion Board Activity.</u></b> Continue – post comments for week 5.</p> <p><b><u>ASSIGNMENT 2: Research Analysis Paper</u></b> <b><u>Continue.</u></b></p>
<p>Week 5 Learning Objectives: Course Objectives 1, 2, 3, 4, 5 and 6. To examine terrorist victims and terrorism and the Cold War. To evaluate sponsorship of terrorism; to assess terrorism committed by the state and examine the political machinations and long term consequences of manipulating Islamic fanaticism and forming the Muslim Brotherhood, for colonial motives - usurious banking practices and stifling development.</p>			
<b>6</b>	<b>Apr 9 - 15</b>	Anti-Terrorism and Counter-Terrorism. Terrorism, UN Resolutions, Instruments and the Future. The Cold War. Muslim Brotherhood in the U.S. Gender and Terrorism. Middle East Dispute.	<p><b><u>ASSIGNMENT 1: Discussion Board Activity.</u></b> Continue – post comments for week 6.</p> <p><b><u>ASSIGNMENT 2: Research Analysis Paper</u></b> <b>Due in</b> by the end of this week.</p> <p><b><u>EXAM 2: Final Examination</u></b> <b><u>Commence.</u></b> Due in one day before Course ends.</p>
<p>Week 6 Learning Objectives: Course Objectives 1, 2, 4, 5, and 7. To examine anti and counter terrorism. To assess the support activities for the Muslim Brotherhood and Iranian Intelligence in the USA during the hostage crisis. To evaluate the theories of gender &amp; patriarchy, religion, philosophy and aesthetics as possible roots or catalysts of terrorism. To examine the religious roots of the middle east dispute.</p>			

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# COURSE OUTLINE TABLE

(Summary of Weekly Assignment Schedules)

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Week	Dates	Course Subject	Admin-Info / Assignments <small>(See Weekly Assignment Schedules for full details)</small>
<b>7</b>	<b>Apr 16 - 22</b>	Terrorism Review. Further Anti-Terrorism.	<p><u><b>ASSIGNMENT 1: Discussion Board Activity.</b></u> <b>Continue – post comments for week 7.</b></p> <p><u><b>EXAM 2: Final Examination</b></u> <b>Continue.</b></p>
<p>Week 7 Learning Objectives: Course Objectives 1, 2, 3, 4 and 7. To re- assess terrorism and its roots. To examine further anti-terrorism issues.</p>			
<b>8</b>	<b>Apr 23 - 27</b>	Alqa'ida. Final Examination.	<p><u><b>ASSIGNMENT 1: Discussion Board Activity.</b></u> <b>Post comments for week 8.</b> <b>Due completed</b> one day before Course ends.</p> <p><u><b>EXAM 2: Final Examination</b></u> <b>Due in</b> one day before Course ends.</p> <p><u><b>STUDENT TESTIMONIAL</b></u> <b>Commence. Due in</b> one day before Course ends.</p> <p><u><b>UNITAR EXAM</b></u> (score not included in course grade) <b>Commence. Deadline is one year from enrolment, but if possible, complete by course end.</b></p> <p>E-mail (Mailbox) check required twice this week.</p> <p><b>Course Ends.</b></p>
<p>Week 8 Learning Objectives: Course Objectives 1- 7 To assess the Alqa'ida trans-national network, and terrorist weapons. To conclude the course.</p>			

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## Low Examination Grades:

In order to encourage proper work ethics, and to provide equal opportunities for all students on this course, there is no facility of setting alternative work or re-submitting amended papers in order to compensate for low scores incurred in Examinations or Assignments.

## Penalties:

Penalties (**marks deducted / Fail grades**) may be applied for the following: Plagiarism; Late submission of Examinations or Written Assignments (without justified request for extension having been granted); Collaboration; failing to follow Format and Routing instructions, and inappropriate conduct. A persistently unjustified absence of proper course participation (concerning: Late submission of Examinations, Written Assignments, Discussion Board activity and a reasonable level of Professorial contact etc) will result in a **15%** reduction penalty in the overall Course Grade.

For further information on penalties, refer to the APUS Plagiarism Policy in the Electronic Campus (Student Handbook), and below (Ethical Confines during Examinations; Deadlines; Late Submission of Examinations or Written Assignments, and Format and Routing of Written Examinations and Assignments).

## Expectations for Graduate Work:

In general, Graduate studies depart from the main Undergraduate level study tasks of establishing a sound knowledgeable basis in the given academic field, with an introduction to analytical and other logic skills.

Graduate students are required to substantially develop analytical and other logic skills, including independent, impartial thought, critical thought and formation of responses to unresolved issues.

The Graduate student is expected to use his or her mental faculties to a greater and more disciplined degree, free from support or influence, becoming fully independent, in the scholarly sense. The capacity for abstract thought is expanded upon. Rational, balanced and measured thought processes are also developed as far as possible, including the presentation of those processes in the form of coherent and well-structured written expression. A high standard of written work is expected and it is therefore essential that you read the files entitled '**Writing Standards and Grading Criteria**', '**Written Papers**', '**Source Citation**' and '**How to Critically Analyse**'; short documents which are inside '**Course Materials**', (click on the folder '**INT 660**', after clicking on '**Course Materials**'). They explain in detail how grades are arrived at and what is expected on your part, to achieve them.

## Examinations & Assignments - Overview:

Multiple choice (mc) examination answers should be entered inside the Electronic Classroom Examination page (click on '**Exams**', then the specific Exam that you require), then submitted electronically, as per instructions within the Exam environment.

For Assignment 2: Research-Analysis Paper, Students should upload their finished papers (MS WORD FORMAT ONLY) into '**Course Materials**' (click on '**Course Materials**', then '**My Folders**', then select the folder with your first and family name).and are responsible to inform the Course Professor by short e-Mail, that they have done this. For further instructions, see Appendix B: Assignment 2: Research Analysis paper

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It is a mandatory requirement that every Examination and Assignment (co-listed in the Weekly Schedules, Assignment Proportion Table, and Course Outline table), must be completed, within the deadlines shown below in the [Course Outline Table](#).

All Assignments and Exams are due at 23.30 hrs (11.30 pm) U.S. EST on the dates shown in the table.

### Late Submissions of Course Work:

To avoid an automatic penalty (**C minus**, work below average) in your grade for an unjustified late submission of an Assignment or Examination (the electronic classroom records event dates & times) please send an e-mail to me in advance, at [pm235@online.apus.edu](mailto:pm235@online.apus.edu) requesting an extension of Assignment or Exam submission date, justifying it with reasons, and providing me with the exact date for proposed completion. I will energetically try to accommodate in all genuine cases of difficulty, and you will shortly be informed whether or not the request is granted.

### Assignment & Examination Instructions:

For instructions on each Assignment and Exam, please follow the guidelines provided in the following Syllabus Weekly Schedules, which include '**Weekly Notes**', and in the Syllabus '**Appendix B**', which contains more precise directions and assistance for preparing each specific type of Assignment and Examination.

### Ethical Issues:

#### Plagiarism, Collaboration and Cheating

The Assignments and the Examinations are un-proctored, 'open-book' assignments. They must however, be completed without collaboration or other cheating. If collaboration or cheating is established, the penalty is a **zero grade (F)** for the assignment.

The University promotes academic honesty and personal integrity. Cheating can include the following forms:

- Submitting another person's work
- Writing a paper for someone else
- Working in a group effort without faculty consent
- Buying a paper from a research service
- Getting outside help or giving outside help without a teacher's expressed permission
- Submitting the same work for credit on different courses without approval

Written papers submitted by students will be randomly or selectively submitted to **Turnitin.com**. This is a site with software that electronically reviews and matches student papers with internet materials and thousands of student papers in its database, and generates an originality report. The purpose of this process is to detect plagiarism, so it is important that students cite their sources properly in accordance with the assignment instructions and proper academic practice. In the case of your non-cited material matching with an existing paper, that reasonably creates serious doubts or establishes plagiarism, students will promptly be sent a copy of the Turnitin.com report together with the course of action to be taken by the Course Professor, with a copy sent to the Department Chair.

**Note:** The University offers tools in its [Online Library](#) to help you analyze your papers for possible plagiarism violations and for instructors to uncover such activities.

For further information on the serious act of Plagiarism, please refer to the APUS policy, located inside the Electronic Campus, in the Student Handbook.

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### Course Extensions:

Courses may be extended in 30-day intervals for a maximum of 90 days. Each 30-day request must be submitted in advance (before course end) online via the "[Request Course Extension](#)" form in the campus FORMS MENU. Students who are unable to use the online forms should contact the Registrar ([registrar@apus.edu](mailto:registrar@apus.edu)) and the Course Professor to make an official course extension request.

If the Course professor accepts the request, the student must provide him the following: 1) Plan for completion of the course; 2) Expected completion date; and 3) Justification for extension. If an extension is granted, but then no work is done, a second extension will not be granted.

Note: Students who will be prevented from participating in a course due to extenuating circumstances may be eligible for a special extended '[Deployment and/or Special Circumstances extension](#)'. Students who believe they qualify for this type of extension, should consult with the Registrar). Policy for extensions is found in the Student handbook at:

[http://www.apus.edu/APUS/General\\_Information/studenthandbook.asp](http://www.apus.edu/APUS/General_Information/studenthandbook.asp)

### Difficulties / Problems:

If at any time during the course you feel that you are experiencing difficulty or problems of any type relating to the Course, it is better for us to deal with it at an early stage; please contact me by e-mail as soon as possible on [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on '[Mailbox](#)'), you will have my full attention and support to coming up with a mutually workable solution as rapidly as possible.

### Technical Problems:

It is important to differentiate whether they are problems on the computer that you are using, or if they are problems attributed to the electronic campus or classroom. If your IT technical skills are limited and you are unsure, first seek advice from a skilled technician.

If it is obviously a technical problem within the electronic classroom, you should send an e-mail to the APUS / AMU Technical Help department, via the classroom link button entitled [Technical Help](#). If you cannot access the classroom, send an e-mail to [TechSupport@apus.edu](mailto:TechSupport@apus.edu)

Do not send e-mails to this address for being excluded from the classroom pending acceptance for courses, or suspension arising out of non-payment of course dues, but only It should be only be used for technical problems relating to the electronic campus and classroom.

You should also send an e-mail to the Course Professor if the problem persists or is not resolved, bearing in mind that he is not normally in a position to solve purely technical problems.

### Other Questions:

For any other issues not mentioned here, and especially the policy on course extensions, please refer to the online Student Handbook, which is located at the following address:

[http://www.apus.edu/APUS/General\\_Information/studenthandbook.asp](http://www.apus.edu/APUS/General_Information/studenthandbook.asp)

For other administrative issues, please contact the relevant office, whose contact details may be found at:

[http://www.apus.edu/AMU/General\\_Information/contact.asp](http://www.apus.edu/AMU/General_Information/contact.asp)

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## Course Participation:

Although Distance Learning is flexible in many respects, you are expected to precisely follow the Syllabus.

In this course, contacts between Students and Course Professor are either by telephone (optional), e-mail ([Electronic Classroom 'Mailbox' only, no private or employment e-mail addresses](#)), or the Discussion Board. Students are expected to maintain routine and frequent contact (weekly is the norm) with their Faculty Professor throughout the course. University Students are required to maintain appropriate conduct, attitude and civility towards Faculty and all members of the Course.

The first of these e-mails or telephone calls must be made in Week One in order to establish communication. **In the first e-mail, you must confirm having read the Syllabus** (at least up to where the Weekly Assignment Schedules begin).

## Note Bene:

As a general rule, Students should interact weekly (i.e. conduct 2 way communication) with the Course Professor, primarily using e-mail. If necessary, you may telephone me during my office hours or write to me at my office address (please see below for hours and addresses). All of the above-mentioned communication methods are considered as contacts.

## Voluntary Quizzes:

If you go to 'Exams' you will see Voluntary Quizzes (1 to 3).

These are entirely voluntary and are worth no points towards course work and final grades. They are for students who wish to improve their terrorism knowledge and research skills, and also practice exams.

**Voluntary Quiz 1** has 104 mc questions (un-timed) on all types of terrorism questions.

**Voluntary Quiz 2** has 21 questions on general terrorism questions.

This quiz is timed - you have only 6 minutes and a single opportunity to enter it – if you try to preview it then re-enter, you will be locked out.

**Voluntary Quiz 3** has 20 mc questions on counter-terrorism topics. The questions are divided into three broad categories:

- A)** Common sense / objectivity (analysis)
- B)** Basic knowledge on very common terrorist issues.
- C)** First aid (very basic, life threatening issues).

Those three categories are proportioned as follows:

- A)** Logic and reasoning: Questions: **3, 6, 7, 8, 9, 14, 16, 19.**
- B)** General knowledge: Questions: **1, 2, 4, 5, 10, 12, 13, 15, 17, 18, 20.**
- C)** First Aid: Question: **11.**

This quiz is timed – you have only 15 minutes and a single opportunity to enter it – if you try to preview it then re-enter, you will be locked out.

To access these quizzes, go to 'Exams', and click on any of the 'Voluntary Quizzes'.

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## Discussion Board Activity:

The Discussion Board is an electronic discussion forum for the course, concerning relevant topics. You are required to use it routinely, read the comments and put up your own comments during the course. The Course Professor posts relevant topics for all Course weeks, for discussion amongst Students, and will moderate discussions as necessary. Students must post their comments on what the Professor has posted or what other Students have posted in response to the Professor's Discussion Board topics.

To earn the **15%** towards your final grade, you must simply write Discussion Board responses (known as comments, posts or subthreads) to ALL of the Discussion Board Topics (there are a total of eight - one per week), or other Students' replies to those Topics. You may respond to them in any order, and at any time in the course. The Course Professor will assemble and grade your scores for these Eight responses at the Course end.

**Accessing the Discussion Board:** Access the Discussion Board (inside the Electronic Classroom) by clicking on 'Discussion Board' (see menu at left vertical margin), then click on the required week (e.g. '**Week 2**'), then click on the title (in the '**Subject**' column).

**Responding:** Reply to Discussion Board comments by clicking below them on '**Reply**' OR '**Form a Subthread**'. A box appears into which you fill your comment, then click on '**Submit**'. Just post your comments like this on the Discussion Board - this is all you have to do. You don't have to upload them anywhere.

When discussing highly-charged topics, you are expected to show maturity and exercise self-control – show respect for the Course Professor, peer Students and the academic environment. Do not use the Discussion Board to 'reprimand', demean or insult other students or their views, or promote yourself or a product. You will disagree with some comments, but it must be politely – with adult respect. Make your argument with rationality and clever, thought out logic, not passion or rhetoric. It is not a Chat-room, so please use common sense and only send posts of value.

Students may not post new Discussion Board Topics without the Course Professor's permission.

You **must** read '**Appendix B: Assignment 1: Discussion Board Activity**' **before** you post any comments.

## New Student Orientation:

New Students may take the initial online Student Orientation, but once it is completed, access is removed (for valid reasons) – it cannot be re-taken. However, there is also an orientation in the online student handbook. To access this service students simply log into the Online Library, click on either the 'Writing Center' or 'Tutoring Center' and then click 'Smarterthinking'.

## Academic Services / Online Library:

The Online Library (OL) is available to enrolled students from inside the electronic classroom. It provides access to online books, subscription periodicals, and internet resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [orc@apus.edu](mailto:orc@apus.edu). You can access the Online Library by clicking on the 'Online Library' button on the left vertical margin in the electronic classroom.

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- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **[Turnitin.com](#)** is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through.. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more.

### **Final Course Grades:**

Final Course Grades may be submitted up to 14 days after the course ends, but are usually completed two days after the course ends.

### **Student Testimonial:**

As part of the Course work, all Students must submit a **Student Testimonial** (of between half a page, and one whole page) during the last week of the course. This is a simple, very short assignment of some minutes duration. For Student ease, straightforward, short and simple guidance and aide memoir notes are supplied. This testimonial is important for University accreditation purposes.

Students are free to write their testimonial without constraint, or fear of prejudice (in that respect, as an demonstrable safeguard for students, all exam scores are published before testimonials are submitted).

See Week Eight Assignments / Weekly Notes (in Weekly Assignment Schedules) and Appendix B: Student Testimonial for further details.

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## Policies:

### **DISABILITY ACCOMODATIONS**

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs. .
- does not compromise essential requirements of a course or program. .
- does not impose an undue financial or administrative burden upon APUS.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the University's Disability Support Services Committee and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged email registrar@apus.edu to discuss potential academic accommodations and begin the review process. It is the student's responsibility to:

- follow the accommodation procedure outlined in this section
- identify the disability to the staff and/or faculty of the university
- provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional.
- request specific accommodations or services

## Professor Contact Information:

My Office Hours for telephone discussions on this course are Tuesdays from 7pm until 8pm local Austrian (EU) time (**GMT+1 / Zulu plus one**). Outside of office hours my telephone answering machine is always activated if I am unavailable for calls. The best way to contact me is by E-mail. I check my E-mail almost daily, except most Sundays. I endeavour to respond to all e-mails (and telephone recorded messages outside of office hours), within 24 hours on working days, work demands and emergencies permitting.

Students are required (it is mandatory) to use the Electronic Campus for sending and receiving all e-mails related to the Course (click on 'Mailbox' inside the Electronic Campus). Your E-mail address is your Student number followed by [@online.apus.edu](mailto:@online.apus.edu)

My details are as follows:

E-mail: [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on 'Mailbox' inside Electronic Campus)  
or  
[paul.medhurst@chello.at](mailto:paul.medhurst@chello.at) (for emergencies / very urgent cases only)

Tel.: Please request if and when needed

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# WEEKLY ASSIGNMENT SCHEDULES

## Week One

**Weekly Title:** Introduction to Terrorism and its Roots. The Iranian Revolution.

**Scope:** This Lesson introduces the topic of the Roots of Terrorism to the student and examines a variety of explorations into the topic by fourteen experts and writers on the subject. Poverty, Culture, Sociology, Psychology are examined in order to determine the degree to which they are possible causes or catalysts of terrorism. The lesson also examines the underlying reasons and consequences of the Khomeini revolution.

**Objectives:** To introduce the course topic. To assess multiple opinions as to the degree of influence upon terrorism, by historical, legal, societal, personal, cultural and psychological factors. To evaluate the underlying western involvement in engineering the Iranian Revolution and related terrorism.

### **Required Readings / Viewings:**

Medhurst: Contents and Introduction. Lessons 1 and 2.

Björgero: Preface, p. xvii to xviii. Chapters 1 to 5, p. 1 to 69.

Dreyfuss: Preface, p. vii to x. Chapters 1 to 4, p. 1 to 98. (See 'Course Materials': 'Hostage to Khomeini' Folder).

Hartwright: Preface, p. i to viii. Glossary, p. 477 to 491.

Course Materials: Week 1 Folder contents.

### **Supplemental Readings & Viewings (voluntary / recommended):**

1) The Demon Lover: The Roots of Terrorism, by Robin Morgan. 2001, ISBN: 0743452933

2) The Power of Nightmares. A BBC produced 3-part documentary on Terrorism and The War on Terror, not shown in the US. Freely downloadable at: <http://www.archive.org/details/ThePowerOfNightmares>  
There are several download options – the best quality are the three MPEG2 files

3) Last Best Chance. Produced by the Carnegie Corporation (NY) and the MacArthur Foundation. A free DVD portraying the potential domestic nuclear terrorism threat. Available at: <http://www.lastbestchance.org/>

4) The Road to Al-Qaeda: The story of Bin Ladin's Right Hand Man, by Montasser Al-Zayyat. 2002. ISBN: 0745321755

### **Assignments / Turn Ins:**

Assignment # 1: **Mandatory Contact due with Course Professor** by e-mail (click on 'Mailbox' inside Electronic Campus) or telephone.

Assignment # 2: **Commence ASSIGNMENT 1: Discussion Board Activity** . See below (Weekly Notes) for further instructions.

Assignment # 3: Read the '**Writing Standards & Grading Criteria**', '**Written Papers**', '**Source Citation**' and '**How to Critically Analyse**', files (Click on '**Course Materials**', then the folder named '**INT 660**').

Assignment # 4: Read the file on Rubrics (click on '**Course Materials**' then the folder '**Rubrics Assessment Folder**').

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**Weekly Notes:**

Assignment # 2: This assignment is explained at the beginning of this Syllabus (see [Discussion Board Activity](#)).

This Assignment is worth **15%** of overall course grade. It is due completed one day before Course-end.

Reminder: Students must read & respond to Discussion Board postings. You are required to respond to all eight of the posted Discussion Board Topics during the course. You have a choice - Your replies may either be directly to the main topic posted for a given week, or responses (termed 'threads') to other students' comments posted on those main topics. Do not commence this assignment without first reading the Discussion Board protocols at the end of the Syllabus, entitled [Appendix B: Discussion Board Activity](#).

If any of these points remain unclear, please send an e-mail to me explaining the point(s) that require clarification on [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on '**Mailbox**').

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## Week Two

**Weekly Title:** Justifications, Motivations and Catalysts. Negotiation. Suicide Terrorism. Religion.

**Scope:** This Lesson examines justifications projected by terrorists, and goes on to weigh terrorism in the Middle East, focusing upon suicide terrorism, the influence of religion upon terrorism and its manifestation as part of the Palestinian resistance to Israeli occupation.

**Objectives:** To assess reasons cited by terrorists as justification; to examine the phenomena of suicide bombing; to weigh the influence of religion upon terrorism, and the use of terrorism as part of the Palestinian resistance.

### **Required Readings / Viewings:**

Medhurst: Lessons 3 and 4.

Bjølgero: Chapters 6 to 8, p. 70 to 116.

Hartwright: Chapter 6, p. 97 to 118.

History Channel: The Point: Suicide Bombers (DVD).

Course Materials: Week 2 Folder contents.

### **Supplemental Readings & Viewings (voluntary / recommended):**

1) The Demon Lover: The Roots of Terrorism, by Robin Morgan. 2001, ISBN: 0743452933

2) The Power of Nightmares. A BBC produced 3-part documentary on Terrorism and The War on Terror, not shown in the US. Freely downloadable at: <http://www.archive.org/details/ThePowerOfNightmares>  
There are several download options – the best quality are the three MPEG2 files

3) Last Best Chance. Produced by the Carnegie Corporation (NY) and the MacArthur Foundation. A free DVD portraying the potential domestic nuclear terrorism threat. Available at: <http://www.lastbestchance.org/>

4) The Road to Al-Qaeda: The story of Bin Ladin's Right Hand Man, by Montasser Al-Zayyat. 2002. ISBN: 0745321755

### **Assignments / Turn Ins:**

Assignment # 1: **Continue** [ASSIGNMENT 1: Discussion Board Activity](#)

Assignment # 2: **Commence** [EXAM 1: Terrorism & Roots Examination](#). See Appendix B for instructions for this exam.

### **Weekly Notes:**

Assignment # 1: See Week One 'Weekly Notes' and 'Appendix B Discussion Board Activity' for instructions.

Assignment # 2: This Assignment is worth **25%** of overall course grade. Due in end of Week Three. See Appendix B for instructions on how to complete this exam.

If any of these points remain unclear, please send an e-mail to me explaining the point(s) that require clarification on [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on 'Mailbox').

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## Week Three

**Weekly Title:** Terrorism Profiles, Weapons and Logistics. Separatist, Political, Criminal, and Academic Influences upon Terrorism.

**Scope:** This Lesson examines the profiles of terrorists, weapons (see Week Eight folder for further material on this topic) and groups and goes on to focus on influences and the interaction with terrorism, of national separatism, extreme political groups, organised crime, and academia.

**Objectives:** To examine terrorist groups, weapons and logistics. To evaluate opinion that roots and influence upon terrorism variously lay in national separatism, political extremism, organised criminal gangs, and academia.

### **Required Readings / Viewings:**

Medhurst: Lessons 5 and 6.

Bjøergo: Chapters 9 to 14, p. 119 to 187.

Hartwright: Chapters 1 to 5, p. 1 to 95.

Course Materials: Week 3 Folder contents.

### **Supplemental Readings & Viewings (voluntary / recommended):**

1) The Demon Lover: The Roots of Terrorism, by Robin Morgan. 2001, ISBN: 0743452933

2) The Power of Nightmares. A BBC produced 3-part documentary on Terrorism and The War on Terror, not shown in the US. Freely downloadable at: <http://www.archive.org/details/ThePowerOfNightmares>  
There are several download options – the best quality are the three MPEG2 files

3) Last Best Chance. Produced by the Carnegie Corporation (NY) and the MacArthur Foundation. A free DVD portraying the potential domestic nuclear terrorism threat. Available at: <http://www.lastbestchance.org/>

4) The Road to Al-Qaeda: The story of Bin Ladin's Right Hand Man, by Montasser Al-Zayyat. 2002. ISBN: 0745321755

### **Assignments / Turn Ins:**

Assignment # 1: **Continue** [ASSIGNMENT 1: Discussion Board Activity](#)

**Turn-in:** [EXAM 1: Terrorism & Roots Examination](#) by the end of this week.

### **Weekly Notes:**

Assignment # 1: See Week One 'Weekly Notes' and 'Appendix B Discussion Board Activity' for instructions.

If any of these points remain unclear, please send an e-mail to me explaining the point(s) that require clarification on [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on 'Mailbox').

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## Week Four

**Weekly Title:** Types of Terrorist Acts. Terrorist Tactics and the Targets of Terrorism Inappropriate [catalyst] Countermeasures. Historical & Political Roots. Media & Arts, Environmental and Animal Rights Influences upon Terrorism.

**Scope:** This Lesson focuses upon terrorist acts, tactics and targets. It assesses initiatives calculated to resolve the terrorism phenomena, and the prevention of conditions which may cause terrorism. It goes on to examine countermeasures of an nature that can catalyse or exacerbate terrorism. The Lesson concludes with an examination of given historical and political roots of terrorism, and the influences of Media & Arts, Environmental and Animal Rights groups.

**Objectives:** To examine terrorist acts, targets and tactics. To assess measures to resolve terrorism; to weigh terrorism prevention initiatives; to examine inappropriate counter-terrorism methods which may catalyse or exacerbate terrorism; to evaluate historical and political roots, and evaluate influences of media & arts and animal & environmental rights groups.

### Required Readings / Viewings:

Medhurst: Lessons 7 and 8.

Bjøergo: Chapters 17 to 20, p. 215 to 262.

Hartwright: Chapters 7 to 13, p. 119 to 292.

Course Materials: Week 4 Folder contents.

### Supplemental Readings & Viewings (voluntary / recommended):

1) The Demon Lover: The Roots of Terrorism, by Robin Morgan. 2001, ISBN: 0743452933

2) The Power of Nightmares. A BBC produced 3-part documentary on Terrorism and The War on Terror, not shown in the US. Freely downloadable at: <http://www.archive.org/details/ThePowerOfNightmares>  
There are several download options – the best quality are the three MPEG2 files

3) Last Best Chance. Produced by the Carnegie Corporation (NY) and the MacArthur Foundation. A free DVD portraying the potential domestic nuclear terrorism threat. Available at: <http://www.lastbestchance.org/>

4) The Road to Al-Qaeda: The story of Bin Ladin's Right Hand Man, by Montasser Al-Zayyat. 2002. ISBN: 0745321755

### Assignments / Turn Ins:

Assignment # 1: **Continue** [ASSIGNMENT 1: Discussion Board Activity](#).

Assignment # 2: **Commence** [ASSIGNMENT 2: Research Analysis Paper](#) (See Weekly Notes below and Appendix B for instructions).

### Weekly Notes:

Assignment # 1: See Week One 'Weekly Notes' and 'Appendix B Discussion Board Activity' for instructions.

Assignment # 2: This Assignment is worth **30%** of your overall course grade and is due in at the end of Week 6. See Appendix B for further instructions on how to complete this paper.

If any of these points remain unclear, please send an e-mail to me explaining the point(s) that require clarification on [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on 'Mailbox').

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## Week Five

**Weekly Title:** The Victims of Terrorism. Terrorism and the Cold War. Sponsorship of Terrorism, State Terrorism, Covert State Creation of the Muslim Brotherhood Terrorist Group. Minority and Population Issues in Context of Terrorism Roots.

**Scope:** This Lesson examines terrorist victims, sponsorship of terrorism and the Cold War. It goes on to evaluate terrorism committed by a State itself. The Lesson goes on to weigh the far reaching consequences of covert colonial manipulation of Islamic society and the creation of a terrorist group – the Muslim Brotherhood – in order, respectively, to introduce usurious banking into the Middle East, and create a political weapon with which to coerce ambitious indigenous premiers into stifling development and maintaining the status quo of pre-modern societies.

**Objectives:** To examine terrorist victims and terrorism and the Cold War. To evaluate sponsorship of terrorism; to assess terrorism committed by the state and examine the political machinations and long term consequences of manipulating Islamic fanaticism and forming the Muslim Brotherhood, for colonial motives - usurious banking practices and stifling development.

### **Required Readings / Viewings:**

Medhurst: Lessons 9 and 10.

Bjergo: Chapters 15 and 16, p. 189 to 213.

Dreyfuss: Chapters 5 to 7, p. 99 to 172.

Hartwright: Chapters 14 to 16, p. 293 to 353. Chapters 18 to 22, p. 377 to 475.

Course Materials: Week 5 Folder contents.

### **Supplemental Readings & Viewings (voluntary / recommended):**

1) The Demon Lover: The Roots of Terrorism, by Robin Morgan. 2001, ISBN: 0743452933

2) The Power of Nightmares. A BBC produced 3-part documentary on Terrorism and The War on Terror, not shown in the US. Freely downloadable at: <http://www.archive.org/details/ThePowerOfNightmares>  
There are several download options – the best quality are the three MPEG2 files

3) Last Best Chance. Produced by the Carnegie Corporation (NY) and the MacArthur Foundation. A free DVD portraying the potential domestic nuclear terrorism threat. Available at: <http://www.lastbestchance.org/>

4) The Road to Al-Qaeda: The story of Bin Ladin's Right Hand Man, by Montasser Al-Zayyat. 2002. ISBN: 0745321755

### **Assignments / Turn Ins:**

Assignment # 1: **Continue** [ASSIGNMENT 1: Discussion Board Activity](#).

Assignment # 2: **Continue** [ASSIGNMENT 2: Research Analysis Paper](#) (See weekly notes below).

### **Weekly Notes:**

Assignment # 1: See Week One 'Weekly Notes' and 'Appendix B Discussion Board Activity' for instructions.

Assignment # 2: See Week Four 'Weekly Notes' and Appendix B for further instructions on completing this paper.

If any of these points remain unclear, please send an e-mail to me explaining the point(s) that require clarification on [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on '**Mailbox**').

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## Week Six

**Weekly Title:** Anti-Terrorism and Counter-Terrorism. Terrorism, UN Resolutions, Instruments, and the Future. The Cold War. Muslim Brotherhood in the U.S. Gender and Terrorism. Middle East Dispute.

**Scope:** This Lesson examines anti-terrorism and counter-terrorism, and goes on to weigh the activities of the Muslim Brotherhood and Iranian Intelligence support in the US during the Iran hostage crisis. The Lesson also examines Gender & Patriarchy, Religion, Philosophy and Aesthetics as possible roots or catalysts of terrorism. The core political and especially religious roots of the Middle East dispute are examined.

**Objectives:** To examine anti and counter terrorism. To assess the support activities for the Muslim Brotherhood and Iranian Intelligence in the USA during the hostage crisis. To evaluate the theories of gender & patriarchy, religion, philosophy and aesthetics as possible roots or catalysts of terrorism. To examine the religious roots of the middle east dispute.

### Required Readings / Viewings:

Medhurst: Lessons 11 and 12.

Dreyfuss: Chapters 8 to 10, p. 173 to 232.

Hartwright: Chapter 17, p. 355 to 376.

NPN / Pike: Why The Middle East Bleeds (DVD).

Course Materials: Week 6 Folder contents.

### Supplemental Readings & Viewings (voluntary / recommended):

1) The Demon Lover: The Roots of Terrorism, by Robin Morgan. 2001, ISBN: 0743452933

2) The Power of Nightmares. A BBC produced 3-part documentary on Terrorism and The War on Terror, not shown in the US. Freely downloadable at: <http://www.archive.org/details/ThePowerOfNightmares>  
There are several download options – the best quality are the three MPEG2 files

3) Last Best Chance. Produced by the Carnegie Corporation (NY) and the MacArthur Foundation. A free DVD portraying the potential domestic nuclear terrorism threat. Available at: <http://www.lastbestchance.org/>

4) The Road to Al-Qaeda: The story of Bin Ladin's Right Hand Man, by Montasser Al-Zayyat. 2002. ISBN: 0745321755

### Assignments / Turn Ins:

Assignment # 1: **Continue** ASSIGNMENT 1: Discussion Board Activity.

**Turn-in:** ASSIGNMENT 2: Research Analysis Paper.

Notify Course Professor by e-mail when your paper is uploaded.

Assignment # 2: **Commence** EXAM 2: Final Examination (See Weekly Notes below).

### Weekly Notes:

Assignment # 1: See Week One 'Weekly Notes' and 'Appendix B Discussion Board Activity' for instructions.

Assignment 2: This Exam is worth **30%** of your overall Course grade and is due in one day before Course end. See Appendix B for further instructions on how to complete this exam..

If any of these points remain unclear, please send an e-mail to me explaining the point(s) that require clarification on [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on 'Mailbox').

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## Week Seven

**Weekly Title:** Terrorism Review. Further Anti-Terrorism.

**Scope:** This Lesson revisits the terrorism phenomena overall, and examines further anti-terrorism issues (mostly photographs and slideshows).

**Objectives:** To re-assess terrorism and its roots. To examine further anti-terrorism issues.

### **Required Readings / Viewings:**

**Course Materials:** [Week 7 Folder contents](#) (slideshows and photographic anti-terrorism notes).

### **Supplemental Readings & Viewings (voluntary / recommended):**

- 1) The Demon Lover: The Roots of Terrorism, by Robin Morgan. 2001, ISBN: 0743452933
- 2) The Power of Nightmares. A BBC produced 3-part documentary on Terrorism and The War on Terror, not shown in the US. Freely downloadable at: <http://www.archive.org/details/ThePowerOfNightmares>  
There are several download options – the best quality are the three MPEG2 files
- 3) Last Best Chance. Produced by the Carnegie Corporation (NY) and the MacArthur Foundation. A free DVD portraying the potential domestic nuclear terrorism threat. Available at: <http://www.lastbestchance.org/>
- 4) The Road to Al-Qaeda: The story of Bin Ladin's Right Hand Man, by Montasser Al-Zayyat. 2002. ISBN: 0745321755

### **Assignments / Turn Ins:**

Assignment # 1: **Continue** [ASSIGNMENT 1: Discussion Board Activity](#).

Assignment # 2: **Continue** [EXAM 2: Final Examination](#)

### **Weekly Notes:**

Assignment # 1: See Week One 'Weekly Notes' and 'Appendix B Discussion Board Activity' for instructions.

Assignment # 2: See Week Six 'Weekly Notes' and Appendix B for further instructions on how to complete this exam.

If any of these points remain unclear, please send an e-mail to me explaining the point(s) that require clarification on [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on 'Mailbox').

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## Week Eight

**Weekly Title:** Alqa'ida. Final Examination.

**Scope:** This Lesson examines the full Alqa'ida phenomena, in context of weapons in the form of several slideshows. It also includes a few relevant photos from Operation Anaconda.

**Objectives:** To assess the Alqa'ida trans-national network. To conclude the course.

### **Required Readings / Viewings:**

Course Materials: Week 8 Folder contents (all slideshows).

### **Supplemental Readings & Viewings (voluntary / recommended):**

- 1) The Demon Lover: The Roots of Terrorism, by Robin Morgan. 2001, ISBN: 0743452933
- 2) The Power of Nightmares. A BBC produced 3-part documentary on Terrorism and The War on Terror, not shown in the US. Freely downloadable at: <http://www.archive.org/details/ThePowerOfNightmares>  
There are several download options – the best quality are the three MPEG2 files
- 3) Last Best Chance. Produced by the Carnegie Corporation (NY) and the MacArthur Foundation. A free DVD portraying the potential domestic nuclear terrorism threat. Available at: <http://www.lastbestchance.org/>
- 4) The Road to Al-Qaeda: The story of Bin Ladin's Right Hand Man, by Montasser Al-Zayyat. 2002. ISBN: 0745321755

### **Assignments / Turn Ins:**

Assignment # 1. **Commence** and **Turn In: STUDENT TESTIMONIAL**

Assignment # 2: **Commence** **UNITAR EXAM** (not scored course work). **Deadline: 1 year after enrolment.**

Assignment # 3: Check E-mail (click on '**Mailbox**') twice during this final week of the course.

**Turn In (complete): ASSIGNMENT 1: Discussion Board Activity**

**Turn In: EXAM 2: Final Examination**

### **Weekly Notes:**

Assignment 1: The 'Student Testimonial' is required. The whole process only takes approximately 5 to 10 minutes work. 'Appendix B: Student Testimonial' contains guidance and notes, to facilitate writing your half-to-one page Student Testimonial.

Assignment 2: See UNITAR Exam Instructions in Appendix B

If any of these points remain unclear, please send an e-mail to me explaining the point(s) that require clarification on [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on '**Mailbox**').

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## APPENDIX A

### Professor Biography

Paul Medhurst was educated at the King's School Canterbury (*UK*), following which he served in the Surrey Police and London Metropolitan Police (*New Scotland Yard*). It was in London that he first became interested in terrorism, as part of a team securing a high-level terrorist awaiting trial. He was subsequently on duty at the 1980 Iranian Embassy Siege in central London.

He later entered the 5<sup>th</sup> (V) Battalion of the Queen's Regiment (*Infantry*), as an Officer Cadet and lectured on the detection of terrorists and anti-handling devices on IEDs (*improvised explosive devices*). He later served in a squadron of the Corps of Royal Military Police (V).

In 1983, he was appointed to the United Nations Secretariat and shortly afterwards in the Department of Peace-Keeping Operations, holding security, political, and logistics positions. He has worked in New York, Geneva, Vienna, Jerusalem, Damascus, Naqoura, Luanda, Rawalpindi & Srinagar, and lectured at the first UN Police Officer's course (*UNPOC 1*) in Sweden. For a period in Cold War Damascus, he was the UN security officer in the Military Observer Group that included US and Soviet Officers.

While attached to the United Nations Military Observer Group in India and Pakistan (*UNMOGIP*), he was appointed as the Political Assistant by the General Officer Commanding (*Chief Military Observer*). He subsequently authored a 570-page guide with campaign maps, on the dispute in the former Princely State of Jammu & Kashmir, plotting (*and occasionally reconnoitring and photographing*) more than one hundred guerrilla-terrorist training camps, infiltration & extraction routes and assembly areas in the Kashmir environs. In monitoring military ceasefire, guerrilla and terrorist activities in Kashmir area, he gathered intelligence in the field from military, civilian, public, media and armed element sources, and first reported a token Muslim Brotherhood (*Alqa'ida*) and Taliban presence in the Kashmir Valley during the mid-1990s. He attended the scene of the 1995 Egyptian Embassy bombing in Islamabad, minutes after his son was injured by flying glass at the adjacent school, where the windows were blown out.

Medhurst holds a B.Sc. in Political Science (*National Security*), an M.Sc. in Criminal Justice (*Terrorism*) and a Ph.D. in Political Science (*Kashmir conflict*) from the Pacific Western University, USA. He holds a further Ph.D. from Middlesex University, London UK, in Political Science (*Terrorism Research*). He has had formal training in electronic counter-surveillance, counter-intelligence, DNA forensics, WMD incident management and response, illicit nuclear trafficking, security, and explosives.

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## APPENDIX A

### Professor Biography (Cont'd.)

He is a UNITAR Special Fellow of the Institute (*UN Institute for Training & Research, Geneva*), a terrorism, security and Kashmir expert, and course author with UNITAR-POCI (*New York*) and a consultant expert with the UN IAEA's Office of Nuclear Security. Medhurst teaches as an Adjunct Professor with the American Military University (*Departments of Intelligence Studies, Unconventional Warfare and Criminal Justice*). In a 2001 American Counsel of Education (ACE) evaluation-review of over 40 courses by three well known subject matter experts (*external Professors*), Medhurst's course received the highest marks within the Criminal Justice Department.

Medhurst and the first UNITAR-POCI training course that he authored (*Global Terrorism*), were mentioned by the UN Secretary-General in his report (*A/55/179*) to the General Assembly. Part of the training in this course was later documented by a UN Police Commander as having saved UN Police lives in a terrorist multiple-bombing attack in Kosovo (*in which KFOR troops were blown up*). In 2001, he authored a second course (*Security for UN Peacekeepers*) for UNITAR-POCI.

Medhurst's strength lies in the ability to blend academic knowledge (*the public- domain work of others and himself*) with practitioner knowledge and intelligence – personally gathered in the field, sometimes under trying conditions that included a decade alone spent in terrorism-endemic locales of the Middle East and Indian sub-Continent.

His membership of societies and associations: Royal United Services Institute for Defence & Security Studies; International Association of Chiefs of Police; Queen's Regimental Association; International Society of Explosives Engineers; Institute of Nuclear Materials Management; Royal Military Police Association and the Old King's Scholars' Association.

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## **APPENDIX B**

### **ASSIGNMENT 1: Discussion Board Activity**

**Course Value** This Assignment counts for **15%** of your APUS Final Course Grade.

**Deadline** See Syllabus Course Outline Table for Examination deadline.

**In General:** The Discussion Board ask questions (some are quite controversial) in order to provoke thought – to achieve a higher, expanded, more rapid level of thinking. In responding, we must frame convincing arguments (not 'shooting from the hip' or writing from instinct or 'gut-feeling', as it were). The responses should be argued and rationalised with methodical reasoning (and occasionally by citing information sources or convincing alternatives). Your Discussion Board responses are graded work, so a good effort is required and in your direct interests. Whatever views you put forward or write (inside of reasonable propriety and professional military ethics), are graded impartially – with absolutely no bias.

1. Read the assigned material beforehand, then use common sense when posting.
2. Remember that you always have two options: posting a new thread or responding to an existing thread. The content of your message should determine which of these you choose.
3. Do not waste text or over-quote. Include only the specific information you are responding to, and exclude the rest. Avoid diatribe, macho language and airing negative (and illegal) racial / religious / gender-bias opinions.
4. Be familiar with the thread topic and make your response direct, or to the point. If your post does not add value, do not submit it. e.g. Do not use the Discussion Board to send "thanks" messages (use your e-mail for that).
5. Avoid posting inappropriate or inclement messages aimed another course member. If there is some tension or problem between you and another class member, e-mail the Course Professor with details and permit him to solve the problem.
6. Refrain from 'blind sloganing' or other mindlessness – parroting media or political party slogans, diatribe, and unsubstantiated cliché. The Discussion Board is a public chat-room, nor platforms to project personal political views. Think first, then reason and substantiate your point – justify it, if you can't provide firsthand evidence.
7. Respect other people's opinions. We can and will disagree – respect that right. If you disagree, do it politely – you are colleagues on this course, so be courteous to one another.
8. Don't plagiarise – give credit if due. Spell check and re-read your messages before posting.

### **Peer-Response Guidelines**

1. When responding to a peer's commentary, there are certain guidelines you should follow:
  - a. Be sure that you read the commentary from start-to-finish in one session.
  - b. Write down what you believe the central idea to the discussion is.
  - c. Write down what you think the discussion's greatest strength is.
  - d. Write down what you think the greatest flaw is in the discussion.
2. Focus on the topic. Be sure to ask yourself whether or not your peer is addressing that topic.

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**3.** Be sure to provide your peers with both positive and negative comments, as every discussion has both - your function as a peer is to point out both what you think is valid AND what you think is flawed, in addition to making your own point(s).

**4.** Remember: Keep your comments focused on the topic, and always respect your peers when commenting.

### **Moral Tone & Direction (Professional Military Ethics):**

Since this is a University teaching a variety of Military subjects to many Military personnel, it is fitting that there are certain fundamental values and disciplined moral constraints that we must embark from – as a foundation or starting point, before we discuss any topic, but without imposing views or restricting the free reign of academic thought in any fashion.

These values that we abide by, and must respect absolutely, are the fundamental US laws, American values and military virtues – the laws of civilisation, that we are endeavouring to proliferate across the contemporary globe.

This is a United States University and a flagship (under the public eye) for the great and timeless values that represents. Other than the fixed provisos below, free reign to thought, analysis and expression is not only highly encouraged, but safeguarded.

These values are:

**a)** Universal human rights; gender and racial equality; freedom of speech, religion, identity, association and movement.

**b)** Habeas Corpus and the principle of presumed innocence until proven guilty, in the sense of common entitlement to fair trial, if captured or apprehended and charged with an offence.

**c)** This does not mean at all that we can not freely discuss aberrations of the above – of regimes or groups who practice widespread torture, discrimination, arbitrary arrest & detention, extra-judicial murder and genocide as formal state or group policy (such as North Korea, China, the former Iraqi regime, and the Alqa'ida terrorist network, respectively) but we do not advocate any position paralleling, condoning or emulating them or debasing ourselves to that level.

**d)** The laws of War – the Hague & Geneva Conventions, prevail. Combat and killing the enemy is a necessary part of serving in the age-old honourable profession of arms – the military. Risking life and limb for one's nation and defenceless civilians is, in line with his or her Faith, one of the highest virtues and selfless sacrifices that a man or woman can ever aspire to.

Killing the enemy must be akin to a surgeon cutting out a cancer. It is unpleasant, and often bloody, but it must be done. We may be proficient in that and honour military prowess in killing the enemy in wartime, and certainly celebrate victory; but we hold in the lowest possible contempt, killing solely for the sake or enjoyment of killing, or deliberately unnecessary, indiscriminate killing where it can be avoided without compromising the mission. Such conduct is not military virtue; it is unprofessional and un-American (and un-British), and therefore we do not advocate it using the Discussion Board.

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## APPENDIX B

### EXAM 1: Terrorism & Roots Examination

**Objectives:** To test assimilation of course materials so far, and to practice research and critical analysis skills. Written work is absolutely essential and paramount at Graduate level. Assimilation of facts however, does not stop with Undergraduate work, and topical (non-general) written papers do not test wide-ranging assimilation of facts beyond the narrow topic selected for a given paper. To be Master (M.A. or M.Sc.) in one's field, it is necessary to know a deal of facts across the discipline, not just to be able to critique and synthesise a narrow band or sub-topic, hence these wide-ranging mc questions.

**Type:** This Examination consists of thirty multiple choice questions, on the course readings so far, with some few questions which require limited external research. Written work is absolutely essential and paramount at Graduate level. Assimilation of facts however, does not stop with Undergraduate work, and topical (non-general) written papers do not test wide-ranging assimilation of facts beyond the narrow topic selected for a given paper. To be Master (M.A. or M.Sc.) in one's field, it is necessary to know a deal of facts across the discipline, not just to be able to critique and synthesise a narrow band or sub-topic, hence these wide-ranging mc questions.

**Course Value:** This Examination counts for **25%** of your APUS Final Course Grade.

**Deadline:** See Syllabus Course Outline Table for Examination deadline.

**Location:** In the Classroom, click on '**Exams**', then '**Exam 1; Terrorism & Roots Examination**'.

**Multiple Sessions:** If Students wish to access the Examination on multiple occasions, they should make a separate note of their answers.

**Submission:** When Students have all their 30 answers complete, they should enter them all into the Examination together, then click on the 'submit' button.

**Questions:**

If any of these points remain unclear, please send an e-mail to me explaining the point(s) that require clarification on [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on '**Mailbox**').

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## APPENDIX B

### ASSIGNMENT 2: Research Analysis Paper

**Objectives:** This Assignment, in accordance with Graduate academic endeavours, provides an opportunity to evaluate assimilation of course topics, and sharpen and evaluate Students' **research & critical analysis** skills. The Assignment is driven & tested by a combination of course materials and external self-led research (depending upon essay[s] selected); analysed and presented in essay(s) form.

**Type:** This Assignment consists of **either** a single 12 page (minimum) Essay **or** two Short Essays instead, of 6 pages each (which total the same -12 pages) from the below list, on a variety of topics concerning terrorism and its roots. The material in all of these essays, will mostly require a combination of the course required reading materials (**either done or ahead**) and also self-led external research, to varying degrees.

**Titles:** Select your title(s) from the following topics:

Religious Roots of Terrorism	Political Motivations to Terrorism	Extreme Poverty as Roots of Terrorism	Unemployment as a Motivation for Terrorist Recruitment
Terrorism & Its Roots		Historical Roots of Terrorism	
Terrorism Roots in Oppression and Denial of Law & Human Rights	Domestic Oppression as Roots of Terrorism	Roots of Terrorism in Guerrilla Warfare	Differences in the Roots between Terrorist 'Foot Soldiers' and Leaders
Roots of International Terrorism		Terrorism for Motives of Opportunism	
Roots of Trans-national Terrorism		Roots of Domestic Terrorism	
Roots of Terrorism in the Middle East	Roots of Right Wing Terrorism	Roots of Left Wing Terrorism	Roots of Terrorism in Europe
Roots of Terrorism in the USA	Roots of Terrorism in Russia	Roots of Terrorism in South America	Roots of Terrorism in Jammu & Kashmir
Roots of the Muslim Brotherhood	Roots of Terrorism in Africa	Roots of Terrorism in Eurasia	Roots of Terrorism in South East Asia
Psychological Roots of Terrorism	Roots of Terrorism in Colonialism and Occupation	Roots of Suicide Terrorism	Terrorism in War & Peace
Terrorism with 'False Flag Operation' Roots	Catalysts of Terrorism	Racial Roots to Terrorism	9/11 Terrorism Roots
Terrorism with Gender-Related Roots	Roots of Terrorism in Communism	State Terrorism	Terrorism in the French Revolution
Terrorism in the Armenian genocide		The Pan Am 103 Lockerbie case	
The USS Liberty case		The USS Cole case	
The George Metesky Case		The Beirut Mosque Bombing (8 March 1985) Case	

Any relevant topic (not previously used in your other academic papers) pre-agreed with Professor.

#### **Special paper on the Alqa'ida Trans-national Terrorist Network.**

If you opt for this paper, it is like the others above, except that the format is slightly different, being a [7200 word minimum], concentrated research paper. You should research for the paper from any and all sources available. Once you have collated your information, analyse it and then present it as a research-style document, easy to read and navigate – to do that, you should make clear paragraph headings of the topics, and may highlight or underline them if you wish. Source citation requirements remain unchanged. Here are some the headings as an example - feel free to add to them:

Headings should include: Name; Size; Members' Nationalities; Location; History; Record of Attacks; Modus Operandi; Doctrine; Strategy; Motivations; Leadership; Organizational Structure; Weaponry; Financial Assets, and Other Assets.

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**Format:** A title page is required for each paper, in addition to the 12 pages. Format of paper: font: Ariel size 10 or Times New Roman size 12. **Single line spacing**. Page size: US letter size or A4. MS Word document. Paper layout: portrait or landscape as required. Title Pages required to show Student's name and number, Assignment title, and course number. Papers may be illustrated with graphics, title and sources cited, additional to the 12 pages of text. If the 2 essays are opted for, they should be in a single document, but clearly segregated by titles.

**n.b.** A page of text is about 600 words, so a 12 page paper amounts to about 7200 words. Check the minimum word count in your paper(s) by going (when the paper is open in MS Word) to 'File', 'Properties', and 'Statistics'.

**Course Value:** This Examination counts for **30%** of your APUS Final Course Grade.

**Deadline:** See Course Syllabus Course Outline Table for Examination deadline.

**Location:** In the Classroom, click on '**Assignments**', then '**Assignment 2: Research Analysis paper**'.

**Research:** Students must lead their own research. They may research for any material, but are advised to seek at least two confirming sources, in cases of doubt or question. If Students require research guidance, they may contact the Course Professor. You must research hard and not simply paste and copy media newspaper extracts or other potentially doubtful sources. Accuracy will be scored accordingly.

The sources may include all of the Course Required Readings, the APUS Online Library, the Internet web-site list in Appendix D of this Syllabus, or any other source that Students can determine and identify. A University online tutorial: 'How to Research on the Internet' may be found at:

<http://www.lib.monash.edu.au/vl/www/wwwcon.htm>

Short of collaboration, you are very highly encouraged to use initiative in your research and that includes contact with Libraries, Media, Police, Military, Political, Intelligence and other sources as you see fit.

**Content:** The papers' subjects content must be thorough and broad, discussing and academically dissecting all aspects of the topic, paying especial attention to the three major components of a paper: Introduction, Critical Context & Integrative Conclusion, as well as citing your sources properly.

**Citation of Information Sources:** A listed Bibliography is not a proper or recognised method of source citation. Nor is it sufficient simply to list a book in parentheses as the source of a piece of information. Precise citation (including page number, date of internet page access etc) must be used, as the University is uncompromising on this issue. For those students who are not entirely certain as to how to cite their information sources properly, or which method they wish to use, I recommend the 'Turabian' method. A very short simple explanation / examples appear at:

<http://www.liunet.edu/cwis/cwp/library/workshop/cittur.htm>

**(Any recognised citation system is permissible. e.g. Turabian)**

**Papers without proper source citation may be either downgraded or returned for amendment.**

**Do not cite Wikipedia, or other unreliable websites that are clearly not reviewed for content or accuracy.**

**CAVEAT:** The information cited in your paper must be in the public domain, with no exceptions. These papers, like other examinations, are not disseminated or retained, but deleted.

**Questions:**

If you have any questions, please e-mail at [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on '**Mailbox**').

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## **APPENDIX B**

### **EXAM 2: Final Examination**

**Objectives:** This Examination provides an opportunity to measure Students' assimilation of the Course Syllabus, especially important historical facts, and also requires some very limited research and analysis outside of course materials. Written work is absolutely essential and paramount at Graduate level. Assimilation of facts however, does not stop with Undergraduate work, and topical (non-general) written papers do not test wide-ranging assimilation of facts beyond the narrow topic selected for a given paper. To be Master (M.A. or M.Sc.) in one's field, it is necessary to know a deal of facts across the discipline, not just to be able to critique and synthesise a narrow band or sub-topic, hence these wide-ranging mc questions.

**Type:** This Examination consists of 74 Multiple Choice (mc) questions on the widest possible range of Terrorism and its Roots, in a variety of scenarios, with the majority of the questions based upon the required readings, and course media materials.

**Course Value:** This Examination counts for **30%** of your APUS Final Course Grade.

**Deadline:** See Syllabus Course Outline Table for Examination deadline.

**Location:** In the Classroom, click on '**Exams**', then '**Exam 2; Final Examination**'.

**Multiple Sessions:** If Students wish to access the Examination on multiple occasions, they should make a separate note of their answers.

**Submission:** When Students have all their answers complete, they should enter them all into the Examination together, then click on the 'submit' button.

### **IMPORTANT**

On account of the large amount of information to assimilate on the topics of Terrorism and its Roots, the questions in this exam cover the syllabus in a certain order. At the beginning of each question (except Research questions), is mentioned the course materials' source from which the question is derived (e.g. book or folder, or media DVD etc).

You are strongly advised to read these exam questions before engaging in further course work (and print them out if you wish). You will then be familiar with the questions and be able to respond to some of them immediately, having just read or viewed the relevant sources in the course materials to which the questions correspond.

### **Questions:**

If any of these points remain unclear, please send an e-mail to me explaining the point(s) that require clarification on [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on '**Mailbox**').

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## **APPENDIX B**

### **STUDENT TESTIMONIAL**

#### **What is it ?**

The Student Testimonial is a half-to-one page report, writing your experience of the learning objectives. The whole process only takes approximately 5 to 10 minutes work, but must be submitted – it is a critically important learning-feedback tool for this course, required for use in accreditation by external authorities.

#### **How do I submit it ?**

Submit it in an MS word document attached to a Classroom e-mail ([pm235@apus.online.edu](mailto:pm235@apus.online.edu)). If this is not possible, paste the text into an e-mail to the same e-address. In the subject heading of your e-mail, please ensure you put: **Name, Course # and 'Student Testimonial'**

#### **How do I complete the Student Testimonial ?**

You just have to answer the following two questions, combining your responses into a single narrative or text, of between about a half-page and a full page (the length is your choice).

**A. Based on the Course Objectives in this course, and the program objective of your degree, has this course met the learning outcomes you expected ?**

**B. Has this course in any way contributed to advance your career or job needs ?**

#### **Reminder of the Learning Objectives / Projected Outcomes for this course:**

1. Recognise the full spectrum of manifest terrorism; Domestic, International and Trans-national; independent and state sponsored, differentiating legitimate use of force and guerrilla warfare from criminal assault, terrorism and acts of war.
2. Discuss historical, religious, political, logistical, and criminological aspects of terrorism and its roots.
3. Assess psychological and sociological elements at the roots of terrorism.
4. Describe roots of terrorism in the context of the Middle East conflict, and assess the Muslim Brotherhood terrorist group, its origins as a Colonial Intelligence arm and its role in toppling the Iranian Shah.
5. Identify the nature, consequences and roots of Suicide Bombing, and recognise the religious aspects of the Middle East dispute.
6. Formulate rational and impartial conclusions as to the main root causes of contemporary terrorism.
7. Research, compare, and contrast the roots of the seventy year-old Muslim Brotherhood movement to the present day concepts of Alqa'ida terrorist philosophy.

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# APPENDIX B

## UNITAR EXAM

**Objectives:** This Examination is voluntary and only for those who desire to be awarded the UN certificate. It tests student knowledge of the Required Reading 'Global Terrorism'. This exam is based solely upon that reading, and not on any other part of the Course Syllabus.

**Certificate of Completion; UNITAR-POCI:** UNITAR-POCI will issue a Certificate-of-Completion to all students who achieve a pass rate of 75% in the UNITAR-POCI 50 mc question End-of-Course Examination on 'Global Terrorism'. The answers are submitted online. The certificate is downloadable. This also earns you 54 credit hours with the US Army Correspondence Course Programme (ACCP). See the following sites for further information:

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### **Submission Instructions:**

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### **Submission Deadline:**

### **Final Grade Percentage (none):**

### **Questions:**

If any of these points remain unclear, please send me an e-mail explaining the point(s) that require clarification to [pm235@online.apus.edu](mailto:pm235@online.apus.edu) (click on '**Mailbox**').

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## APPENDIX C

### General Advice

It is useful to remember and take advantage of the fact that the examinations in this course are not taken in a strict classroom environment, with a proctor-monitored time limit and restrictions on access to subject books or other information.

This will be beneficial practice, especially for those who in future will take proctored examinations under strict time pressure.

Do not enrol in too many courses at the same time. It is not uncommon for students to take on too many courses and have to withdraw or fail one or two, because of over-commitment.

Take advantage of the flexibility of this course, but plan well, leaving enough time for research, study, reading and written assignments. There is no harm when planning, in allocating more time than may plainly be necessary, to complete weekly tasks. This will offset unforeseen interruptions, possible emergencies and other events, which may disrupt your schedule. Allocating extra time will leave you well within time-frames, confident and relaxed for the next tasks and assignments.

When undertaking your assignments, do try to create the circumstances and environment which are suitable for examinations and conducive to academic work, wherever possible: Pay due attention to physical and mental well-being, do not leave revision too late, wear comfortable clothing, try to arrange your schedule so that there are no interruptions and select as quiet surroundings as possible.

Since the written assignments involve a considerable amount of computer work, it will help to pay due attention to ergonomics and to not spend too much time on the computer without breaks. Ensure that your seat, desk, monitor-height, keyboard and mouse are suitable for the maximum comfort possible, in the circumstances, as discomfort of any type can affect concentration and performance.

Take regular breaks during your work and never work for more than 45 minutes without a small break, some form of mild exercise or refreshment. Don't substitute increased amounts of caffeine (coffee) and nicotine (tobacco) for breaks.

Try to keep your desk and course papers as neat and tidy as possible, as when under pressure, disordered papers or a crowded desk tend to increase the sense of urgency and stress. To this end, it can help by allocating five minutes after each study / course work period to filing and ordering your papers and research materials.

It can be conveniently helpful to maintain a course assignment / deadline calendar near the computer, marking the tasks and the turn-in-dates.

Lastly, it is highly advisable to constantly 'back-up' important files that you create and amend on the computer, by copying them to diskette, CD or memory stick. You can set your word processor (MS Word) to do automatically save the file every minute if you wish.

**Good Luck.**

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## APPENDIX D

### RELATED INTERNET RESEARCH WEBSITES

SPECIFIC	Groups / Organisations
<a href="http://en.wikipedia.org/wiki/Muslim_Brotherhood">http://en.wikipedia.org/wiki/Muslim_Brotherhood</a>	Muslim brotherhood. <b>Not reviewed for accuracy</b>
<a href="http://www.ummah.org.uk/ikhwan/">http://www.ummah.org.uk/ikhwan/</a>	Muslim Brotherhood (lowest echelon site – policy & history)
<a href="http://www.robertdreyfuss.com/thebook.htm">http://www.robertdreyfuss.com/thebook.htm</a>	Book: Muslim Brotherhood / Violent Islamist movement. ★★★★★
<a href="http://www.redmoonrising.com/lkhwan/MB.htm">http://www.redmoonrising.com/lkhwan/MB.htm</a>	Controversy: Origins & manipulation: Muslim Brotherhood/Alqa'ida
<a href="http://en.wikipedia.org/wiki/Al-Qaeda">http://en.wikipedia.org/wiki/Al-Qaeda</a>	Alqa'ida. <b>Not reviewed for accuracy</b>
<a href="http://www.docoja.com/cgi-bin/keywordj?afgg+organization+dico/afggifg">http://www.docoja.com/cgi-bin/keywordj?afgg+organization+dico/afggifg</a>	Glossary: Arabic-English terms translated . Includes some political party, armed group and terrorist group names.
<a href="http://www.baader-meinhof.com/students/qanda/">http://www.baader-meinhof.com/students/qanda/</a>	Baader-Meinhof / Rote Armee Fraction
<a href="http://www.cheniere.org/aum/index.html">http://www.cheniere.org/aum/index.html</a>	Aum Shinri Kyo: A thorough Examination
<a href="http://www.crimelibrary.com/terrorists_spies/terrorists/index.html">http://www.crimelibrary.com/terrorists_spies/terrorists/index.html</a>	Terrorist / group profiles
<a href="http://www.fas.org/irp/crs/RL31119.pdf">www.fas.org/irp/crs/RL31119.pdf</a>	CRS Report for Congress, Terrorism: Near Eastern Groups and State Sponsors, 10 Sept 2001
<a href="http://www.emergency.com/1999/bnldn-pg">http://www.emergency.com/1999/bnldn-pg</a>	Emergency Response & Research Institute: bin Laden.
<a href="http://www.mir.es/oris/infoeta/indexin.htm">http://www.mir.es/oris/infoeta/indexin.htm</a>	ETA by Spanish Ministry of Interior.
<a href="http://members.tripod.com/~jewish_links/JEWS/hamas.html">http://members.tripod.com/~jewish_links/JEWS/hamas.html</a>	Links concerning Hamas.
<a href="http://www.eelamweb.com/">http://www.eelamweb.com/</a>	Eelamweb: LTTE.
<a href="http://www.iran-e-azad.org/english/">http://www.iran-e-azad.org/english/</a>	National Council of Resistance in Iran: Regime terrorism.
<a href="http://www.geocities.com/CapitolHill/Congress/5224/Apo-in-italy.html">http://www.geocities.com/CapitolHill/Congress/5224/Apo-in-italy.html</a>	Anti-PKK/Abdullah Öcalan.
<a href="http://bum.ucsd.edu/~ats/PKK/argk.html">http://bum.ucsd.edu/~ats/PKK/argk.html</a>	People's Liberation Army of Kurdistan ARGK / PKK homepage
<a href="http://www.pkk.org/">http://www.pkk.org/</a>	PKK: only few articles in English.
<a href="http://www.ozgurluk.org/dhkc/">http://www.ozgurluk.org/dhkc/</a>	Kurdish Workers' Party: Program, Articles.
<a href="http://www.ezln.org/">http://www.ezln.org/</a>	Mexico's Zapatistas EZLN: only little information in English.
<a href="http://bum.ucsd.edu/~ats/mrta.htm">http://bum.ucsd.edu/~ats/mrta.htm</a>	Peru's Tupac Amaru MRTA: News, History, Statements.
<a href="http://www.csrp.org/">http://www.csrp.org/</a>	Peru's Shining Path: Communist Party of Peru.
<a href="http://sinnfein.ie/index.html">http://sinnfein.ie/index.html</a>	Sinn Fein: Links to history of IRA, Republican News.
<a href="http://news.bbc.co.uk/hi/english/static/northern_ireland/undersanding/default.stm">http://news.bbc.co.uk/hi/english/static/northern_ireland/undersanding/default.stm</a>	BBC: Northern Ireland Peace Process: Themes, Parties, Events, Profiles.
<a href="http://www.adl.org/presrele/NeoSk_82/CD_82.html">http://www.adl.org/presrele/NeoSk_82/CD_82.html</a>	Anti-Defamation League: article on Nazi & skinhead incidents.
<a href="http://www.splcenter.org/intelligenceproject/ip-index.html">http://www.splcenter.org/intelligenceproject/ip-index.html</a>	Southern Poverty Law Centre: hate and patriot groups.
<a href="http://www.bcpl.lib.md.us/~rfrankli/hatedir99.htm">http://www.bcpl.lib.md.us/~rfrankli/hatedir99.htm</a>	The Hate Directory - Hate Groups on the Internet.
<a href="http://www.militia-watchdog.org/">http://www.militia-watchdog.org/</a>	Militia Watchdog: Far-right extremism in the USA.
<a href="http://www.well.com/user/srhodes/militia.html">http://www.well.com/user/srhodes/militia.html</a>	Information on Militias: articles.
<a href="http://www.igc.org/pral/">http://www.igc.org/pral/</a>	Political Research Associates: Right-wing groups & challengers.
<a href="http://cnn.com/specials/1997/unabomb/">http://cnn.com/specials/1997/unabomb/</a>	CNN & TIME special: Unabomber; investigation / trial.
<a href="http://www.uhurumovement.org/">http://www.uhurumovement.org/</a>	African People's Socialist Party Uhurus
<a href="http://www.animalliberation.net/index2.shtml">http://www.animalliberation.net/index2.shtml</a>	Animal Liberation site
<a href="http://www.aum-shinrikyo.com/">http://www.aum-shinrikyo.com/</a>	Aum Shinrikyo
<a href="http://www.earthfirstjournal.org/efj">http://www.earthfirstjournal.org/efj</a>	Earth First. Radical environmentalist site
<a href="http://www.ezln.org/">http://www.ezln.org/</a>	Ejercito Zapatista de liberation Nacional EZLN. Official site.
<a href="http://free.freepress.org/ehj/html/freta.html">http://free.freepress.org/ehj/html/freta.html</a>	Basque ETA page
<a href="http://www.hizbollah.org/">http://www.hizbollah.org/</a>	Hizbollah homepage
<a href="http://www.irism.org/irism.html">http://www.irism.org/irism.html</a>	Irish Republican Socialist Movement
<a href="http://www.lebanese-forces.org/">http://www.lebanese-forces.org/</a>	Lebanese Armed Forces homepage
<a href="http://www.nufrontiv.org/">http://www.nufrontiv.org/</a>	National United Front for the Liberation of Vietnam
<a href="http://www.voz-rebelde.de/">http://www.voz-rebelde.de/</a>	Tupac Amaru Revolutionary Movement
<a href="http://www.wcotc.com/index.shtml">http://www.wcotc.com/index.shtml</a>	World Church of the Creator

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## APPENDIX D

### RELATED INTERNET RESEARCH WEBSITES

#### ALQA'IDA & RELATED

<a href="http://billstclair.com/911timeline/1990s/independent110198.html">http://billstclair.com/911timeline/1990s/independent110198.html</a>	Mujahideen & Special Forces 'blowback' article.
<a href="http://search.about.com/fullsearch.htm-terms=ayman%20al-zawahiri">http://search.about.com/fullsearch.htm-terms=ayman%20al-zawahiri</a>	Ayman al-Zawahiri: Profile and Biography.
<a href="http://www.seacoastonline.com/2001news/9_19_w2.htm">http://www.seacoastonline.com/2001news/9_19_w2.htm</a>	Bin Laden's Financial Network
<a href="http://www.afghan-web.com/bios/today/momar.html">http://www.afghan-web.com/bios/today/momar.html</a>	Afghanistan Online. Biography: Mullar Omar
<a href="http://www.jsonline.com/news/attack/sep01/atta92801.asp">http://www.jsonline.com/news/attack/sep01/atta92801.asp</a>	Associated Press. 'Atta does not fit terrorist mould'
<a href="http://www.strategicstudies.org/background.htm#Start">http://www.strategicstudies.org/background.htm#Start</a>	International Strategic Studies Association.
<a href="http://www.rferl.org/nca/features/2002/09/02092002142833.asp">http://www.rferl.org/nca/features/2002/09/02092002142833.asp</a>	Does Al-Qaeda Represent A Different Type of Terrorism ?
<a href="http://www.cnn.com/2002/US/01/24/inv.al.qaeda.documents/">http://www.cnn.com/2002/US/01/24/inv.al.qaeda.documents/</a>	Al Qaeda Documents: Serious Weapons Program
<a href="http://www.cdi.org/terrorism/widening.cfm">http://www.cdi.org/terrorism/widening.cfm</a>	CDI Terrorism Report: Al Qaeda Attempts to Widen War'
<a href="http://cns.miis.edu/research/wtc01/alqaida.htm">http://cns.miis.edu/research/wtc01/alqaida.htm</a>	CNS, Center for Nonproliferation Studies: Al-Qaida
<a href="http://www.terrorismanswers.com/groups/alqaeda2.html">http://www.terrorismanswers.com/groups/alqaeda2.html</a>	Council on Foreign Relations. 'Al Qaeda'
<a href="http://www.msnbc.com/news/673068.asp#BODY">http://www.msnbc.com/news/673068.asp#BODY</a>	Who Is Zacarias Moussaoui ?; Newsweek
<a href="http://library.nps.navy.mil/home/tgp/qaida.htm">http://library.nps.navy.mil/home/tgp/qaida.htm</a>	Dudley Knox Library, Naval Postgraduate School 'Al Qaida'
<a href="http://www.time.com/time/world/article/0,8599,203478-1,00.html">http://www.time.com/time/world/article/0,8599,203478-1,00.html</a>	Time.com: The Shoe Bomber's World; Time.
<a href="http://www.infoplease.com/ipa/A0886166.html">http://www.infoplease.com/ipa/A0886166.html</a>	Family Education Network. 'Muhammed Atef'
<a href="http://www.globalpolicy.org/nations/corrupt/2002/0218gold.htm">http://www.globalpolicy.org/nations/corrupt/2002/0218gold.htm</a>	Farah, Douglas. 'Al Qaeda's Gold: rail to Dubai'
<a href="http://www.fbi.gov/mostwanted/topten/fugitives/laden.htm">http://www.fbi.gov/mostwanted/topten/fugitives/laden.htm</a>	FBI.gov. FBI - Bin Laden (photo)
<a href="http://www.fbi.gov/mostwanted/terrorists/teralzawahiri.htm">http://www.fbi.gov/mostwanted/terrorists/teralzawahiri.htm</a>	FBI.gov. FBI - Al-Zawahiri (photo)
<a href="http://www.fbi.gov/mostwanted/terrorists/teratef.htm">http://www.fbi.gov/mostwanted/terrorists/teratef.htm</a>	FBI.gov. FBI - Atef (photo)
<a href="http://www.ict.org.il/">http://www.ict.org.il/</a>	International Policy Institute for Counter-Terrorism
<a href="http://www.fas.org/irp/crs/RL31119.pdf">http://www.fas.org/irp/crs/RL31119.pdf</a>	Terrorism: Eastern Groups & State Sponsors
<a href="http://www.unomaha.edu/afghanistan_atlas/geomap.html">http://www.unomaha.edu/afghanistan_atlas/geomap.html</a>	Map of Afghanistan
<a href="http://www.pbs.org/wgbh/pages/frontline/shows/binladen/etc/cron.html">http://www.pbs.org/wgbh/pages/frontline/shows/binladen/etc/cron.html</a>	PBS.org. Osama Bin Laden: Chronology of Life
<a href="http://www.nationalreview.com/comment/comment-preston100102.asp">http://www.nationalreview.com/comment/comment-preston100102.asp</a>	Inside Al Qaeda's Training Camps
<a href="http://www.cnn.com/2002/US/08/18/terror.tape.main/">http://www.cnn.com/2002/US/08/18/terror.tape.main/</a>	Tapes: on bin Laden's network
<a href="http://seattletimes.nwsources.com/news/nationworld/terrorism/binladen_18.html">http://seattletimes.nwsources.com/news/nationworld/terrorism/binladen_18.html</a>	Bin Laden's 'Long Reach'
<a href="http://www.bpronline.org/v1n1/v1n1-spence-taliban.shtml">http://www.bpronline.org/v1n1/v1n1-spence-taliban.shtml</a>	A Brief history of the Taliban. Berkeley Political Review
<a href="http://www.terrorismcentral.com/Library/Biographies/Bios/Odeh/BioOdeh.html">http://www.terrorismcentral.com/Library/Biographies/Bios/Odeh/BioOdeh.html</a>	Terrorismcentral.com. Excerpt: USAMA BIN LADEN
<a href="http://www.unomaha.edu/afghanistan_atlas/taliban.html">http://www.unomaha.edu/afghanistan_atlas/taliban.html</a>	UNOmaha, Afghanistan Atlas Project; 2002
<a href="http://www.usdoj.gov/ag/trainingmanual.htm">http://www.usdoj.gov/ag/trainingmanual.htm</a>	U.S. Dept. of Justice 'Al Qaeda Training Manual'
<a href="http://www.washingtoninstitute.org/watch/Policywatch/policywatch2001/555.htm">http://www.washingtoninstitute.org/watch/Policywatch/policywatch2001/555.htm</a>	Washington Institute for Near East Policy; Number 555
<a href="http://www.publicfigure.com/al-qaida.html">http://www.publicfigure.com/al-qaida.html</a>	U.S. Department of State 'Al Qaida'
<a href="http://www.cdc.gov/mmwr/preview/mmwrhtml/mm51SPa6.htm">http://www.cdc.gov/mmwr/preview/mmwrhtml/mm51SPa6.htm</a>	Weekly Special Issue 51, 16-18. Death in WTC
<a href="http://news.bbc.co.uk/1/hi/world/americas/2037056.stm">http://news.bbc.co.uk/1/hi/world/americas/2037056.stm</a>	Analysis: Making a 'dirty bomb' BBC News
<a href="http://www.globalterrorism101.com/UnderstandingTerrorismSummary.html">http://www.globalterrorism101.com/UnderstandingTerrorismSummary.html</a>	World Conflict Quarterly: Terrorism 101

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### RELATED INTERNET RESEARCH WEBSITES

#### SPECIFIC

#### Incidents

<a href="http://www.globalincidentmap.com">http://www.globalincidentmap.com</a>	Global Display of Terrorism and Other Suspicious Events ( <b>updated every 300 seconds</b> ). *****
<a href="http://www.9-11commission.gov/report/911Report_Exec.htm">http://www.9-11commission.gov/report/911Report_Exec.htm</a>	911 Report – Executive Summary
<a href="http://www.cnn.com/2001/US/09/11/chronology.attack/index.html">http://www.cnn.com/2001/US/09/11/chronology.attack/index.html</a>	Terrorist attacks on World Trade Centre, Pentagon and in Pennsylvania.
<a href="http://www.fas.org/irp/eprint/calahan.htm">http://www.fas.org/irp/eprint/calahan.htm</a>	Thesis on 1972 Munich Olympic Massacre and Reaction.
<a href="http://www.cnn.com/US/OKC/index.html">http://www.cnn.com/US/OKC/index.html</a>	CNN special on the 'Oklahoma City Tragedy', trials and related links.
<a href="http://www.kwtv.com/news/bombing/bombingpage.htm">http://www.kwtv.com/news/bombing/bombingpage.htm</a>	KWTV: Oklahoma City Bombing, extensive on trials.
<a href="http://cnn.com/WORLD/1996/saudi.special/index.html">http://cnn.com/WORLD/1996/saudi.special/index.html</a>	CNN special on Dhahran bombing.
<a href="http://www.af.mil/current/Khobar/">http://www.af.mil/current/Khobar/</a>	Attack on Khobar Towers Dhahran
<a href="http://www.cnn.com/US/9607/27/olympic.bomb.main/index.html">http://www.cnn.com/US/9607/27/olympic.bomb.main/index.html</a>	CNN special on Olympic Park bombing.
<a href="http://www.usliberty.com">http://www.usliberty.com</a>	Attack on USS Liberty
<a href="http://www.chinfo.navy.mil/navpalib/news/news_stories/cole.html">http://www.chinfo.navy.mil/navpalib/news/news_stories/cole.html</a>	Attack on USS Cole
<a href="http://www.fbi.gov/majcases/eastafrica/summary.htm">http://www.fbi.gov/majcases/eastafrica/summary.htm</a>	Attacks on US Embassies in Nairobi and Dar es Salaam
<a href="http://www.cnn.com/WORLD/9707/30/israel.bombing">http://www.cnn.com/WORLD/9707/30/israel.bombing</a>	Hamas suicide-bomb attack Jerusalem
<a href="http://www.deiryassin.org/">http://www.deiryassin.org/</a>	Deir Yassin massacre
<a href="http://www.geocities.com/CapitolHill/5260/">http://www.geocities.com/CapitolHill/5260/</a>	Pan Am 103 / Lockerbie Crash Website: including links to other air disasters.
<a href="http://www.fbi.gov/publish/terror/terroris.htm">http://www.fbi.gov/publish/terror/terroris.htm</a>	Terrorism in the U.S.: Reports 95-97.
<a href="http://www.alb-net.com/index.htm">http://www.alb-net.com/index.htm</a>	Kosova Crisis Centre Kosovo Ethnic Albanian Site WARNING: Graphic photos of atrocity war crimes.

#### WMD

<a href="http://www.health.state.mn.us/bioterrorism/">http://www.health.state.mn.us/bioterrorism/</a>	Minnesota State : Range of Bio-terrorism files.
<a href="http://cns.miis.edu/research/cbw/pastuse.htm">http://cns.miis.edu/research/cbw/pastuse.htm</a>	MIIS: Chronology of Biological & Chemical Weapons use.
<a href="http://www.precision.rotor.com/trialpgs/reconn-BioTerror.shtml">http://www.precision.rotor.com/trialpgs/reconn-BioTerror.shtml</a>	Biological Warfare chronology.
<a href="http://lib-www.lanl.gov/infores/nuclear/nuclear.htm">http://lib-www.lanl.gov/infores/nuclear/nuclear.htm</a>	Los Alamos National Laboratory: Nuclear Information Resources.
<a href="http://chemdef.apgea.army.mil/">http://chemdef.apgea.army.mil/</a>	Chemical and Biological Warfare: Related information, documents and links.
<a href="http://ace.orst.edu/info/extoxnet/ghindex.html">http://ace.orst.edu/info/extoxnet/ghindex.html</a>	Extension Toxicology Networks: Articles, Search.
<a href="http://fas-www.harvard.edu/~hsp/">http://fas-www.harvard.edu/~hsp/</a>	Harvard Sussex Program: CBW Articles, Treaties, many links.
<a href="http://www.nbc-med.org/">http://www.nbc-med.org/</a>	Medical Nuclear Biological and Chemical Information Server: Conferences, News.
<a href="http://www.opcw.nl/">http://www.opcw.nl/</a>	Chemical Weapons Convention: News, Facts, Cooperation, Links.
<a href="http://cns.miis.edu/">http://cns.miis.edu/</a>	Centre for Non-proliferation Studies: Nuclear, Chemical and Biological info and many links.
<a href="http://www-cgsc.army.mil/milrev/english/julaug97/sanz.htm">http://www-cgsc.army.mil/milrev/english/julaug97/sanz.htm</a>	Nuclear Terrorism: Bibliography since 1992.
<a href="http://www.csis-scrs.gc.ca/eng/miscdocs/tabintre.html">http://www.csis-scrs.gc.ca/eng/miscdocs/tabintre.html</a>	Ron Purver :'Chemical and Biological Terrorism: the Threat According to the Open Literature', 1995; full text.
<a href="http://www.chem-bio.com/resource/">http://www.chem-bio.com/resource/</a>	Chem-Bio.com: PDF files of documents relating to Chemical and Biological threats. e.g. the Beacon.

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## APPENDIX D

### RELATED INTERNET RESEARCH WEBSITES

#### **GENERAL**

<a href="http://www.learnlead.net/">http://www.learnlead.net/</a>	Joint Military Intelligence College Syllabus
<a href="http://www.covertaction.org/">http://www.covertaction.org/</a>	Covert Action Quarterly – Media Analysis
<a href="http://www.ijv.org.uk/">http://www.ijv.org.uk/</a>	Independent Jewish Voices (IJV) – a properly balanced view of Israel
<a href="http://www.mideasti.org/programs/programs_journal.html">http://www.mideasti.org/programs/programs_journal.html</a>	Middle East Institute Journal
<a href="http://www.indopedia.org/Car_bomb.html">http://www.indopedia.org/Car_bomb.html</a>	Car Bomb Attack Chronology
<a href="http://cftrterrorism.org/">http://cftrterrorism.org/</a>	Q & A or FAQs on Terrorism – Council on Foreign Relations.
<a href="http://www.globalsecurity.org">http://www.globalsecurity.org</a>	WMD, Homeland Security. Intelligence, Space. Section on Explosives.
<a href="http://www.nwcitizen.us/wic/Quickly/TerroristsandTerorismExp.html">http://www.nwcitizen.us/wic/Quickly/TerroristsandTerorismExp.html</a>	Article on 'Terrorism Experts'.
<a href="http://www.isria.info/index2.php">http://www.isria.info/index2.php</a>	International Security Monitoring site.
<a href="http://encarta.msn.com/encyclopedia_761564344_2/Terrorism.html">http://encarta.msn.com/encyclopedia_761564344_2/Terrorism.html</a>	Encarta explanation of terrorism.
<a href="http://www.terrorism.com/modules.php?op=modload&amp;name=Terrorism_Bookshelf&amp;file=index">http://www.terrorism.com/modules.php?op=modload&amp;name=Terrorism_Bookshelf&amp;file=index</a>	Terrorism Research Centre. Bookshelf review of most contemporary books available on terrorism.
<a href="http://www.emergency.com/cntrterr.htm">http://www.emergency.com/cntrterr.htm</a>	Emergency Response & Research Institute ERRI Counter-Terrorism Archive.
<a href="http://www.cdiss.org/">http://www.cdiss.org/</a>	Centre for Defence and International Security Studies UK: incidents 1945-98, WMD esp. missiles, counter-terrorism.
<a href="http://www.iacsp.com/">http://www.iacsp.com/</a>	International Association for Counter-Terrorism and Security Professionals.
<a href="http://www.terrorism.net">http://www.terrorism.net</a>	The Counter-Terrorism Page.
<a href="http://www.stratfor.com/">http://www.stratfor.com/</a>	Int. News & Analysis of Intelligence Community: 'Hotspots', Forecasts.
<a href="http://www.zgram.net/">http://www.zgram.net/</a>	Links regarding General Terrorism, Groups, certain Hotspots.
<a href="http://members.aol.com/someinfo/spies.htm">http://members.aol.com/someinfo/spies.htm</a>	Simple listing of Intelligence Organizations.
<a href="http://www.fas.org/irp/">http://www.fas.org/irp/</a>	Intelligence Resources: Search, Reports, Worldwide Agencies, Links.
<a href="http://www.fas.org/irp/threat/terror.htm">http://www.fas.org/irp/threat/terror.htm</a>	Intelligence Resource Program: Terrorism Reports.
<a href="http://www.intelbrief.com/">http://www.intelbrief.com/</a>	Intel. brief: Government, Business, Regional etc. Intelligence.
<a href="http://www.amintel.com/">http://www.amintel.com/</a>	US Intelligence Study Group: Terrorists and Counter-Groups, Hotspots.
<a href="http://www.loyola.edu/dept/politics/intel.html">http://www.loyola.edu/dept/politics/intel.html</a>	Loyola: Political Science Dept: Extensive Links: Strategic Intelligence.
<a href="http://www.nacic.gov/">http://www.nacic.gov/</a>	National Counter Intelligence Centre: Publications.
<a href="http://www.janes.com/company/search/searchset.html">http://www.janes.com/company/search/searchset.html</a>	Search: Defence, geopolitics, intelligence, policing, terrorism. P/word mostly required.
<a href="http://nsi.org/">http://nsi.org/</a>	National Security Institute. Terrorism Law, Precautions and Nuclear Security.
<a href="http://www.state.gov/www/global/terrorism/annual_reports.html">http://www.state.gov/www/global/terrorism/annual_reports.html</a>	U.S. State Department, Office of the Coordinator for Counter-Terrorism: Patterns of Global Terrorism 1995-1998, Terrorist Organizations, Incidents etc.
<a href="http://www.netaxs.com/~iris/whoswho.htm">http://www.netaxs.com/~iris/whoswho.htm</a>	Who's who; terrorist groups; Middle East.
<a href="http://www.terrorism.com/">http://www.terrorism.com/</a>	Terrorism Research Centre, Inc.: Terrorists and counter-terrorist groups, dates.
<a href="Http://www.ict.org.il/default.htm">Http://www.ict.org.il/default.htm</a>	The International Policy Institute for Counter-Terrorism; news, archive and links.
<a href="http://www.incore.ulst.ac.uk/cds/">http://www.incore.ulst.ac.uk/cds/</a>	Conflict Res. & Ethnicity plan: country guide, peace agreements 89-99, bibliography.
<a href="http://www.adl.org/">http://www.adl.org/</a>	Anti-Defamation League: Terrorism related news, reports, manuals, incidents .
<a href="http://www.kimsoft.com/kim-spy.htm">http://www.kimsoft.com/kim-spy.htm</a>	Kim-Spy Intelligence & CI. Links related to Intelligence, Terrorism and WMD.
<a href="http://polisci.home.mindspring.com/ptd/">http://polisci.home.mindspring.com/ptd/</a>	Political Terrorism Database .
<a href="http://abcnews.go.com/sections/us/terrorism_groups/index.html">http://abcnews.go.com/sections/us/terrorism_groups/index.html</a>	ABC News.com Terrorism section: Groups, WMD.
<a href="http://www.twq.com">http://www.twq.com</a>	Washington Quarterly. Int. affairs, global strategy, public policy implications
<a href="http://web.nps.navy.mil/~library/tgp/tgp2.htm">http://web.nps.navy.mil/~library/tgp/tgp2.htm</a>	Dudley Knox Library Naval Post Graduate School: Terrorism.
<a href="http://www.specialoperations.com/Terrorism/Terrorist_Groups/Default.htm">http://www.specialoperations.com/Terrorism/Terrorist_Groups/Default.htm</a>	Terrorist groups with profiles.
<a href="http://www.cdt.org/policy/terrorism/">http://www.cdt.org/policy/terrorism/</a>	Centre for Democracy and Technology: US Counter-Terrorism, esp. IT related.
<a href="http://www.satp.org/index4.asp">http://www.satp.org/index4.asp</a>	South Asia Terrorism Portal: South Asian terrorism and groups
<a href="http://faculty.ncwc.edu/toconnor/429/429links.htm">http://faculty.ncwc.edu/toconnor/429/429links.htm</a>	North Carolina Wesleyan College: Links to many sites on terrorism.

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## APPENDIX D

### RELATED INTERNET RESEARCH WEBSITES

#### **GOVERNMENT / LAW ENFORCEMENT / INTELLIGENCE ORGANISATIONS**

<a href="http://www.fas.org/irp/world/index.html">http://www.fas.org/irp/world/index.html</a>	List of World Intelligence Organisations
<a href="http://www.gpo.gov/nct/">http://www.gpo.gov/nct/</a>	US Nat. Commission on terrorism: Countering terrorism
<a href="http://www.un.org/terrorism/cthandbook/">http://www.un.org/terrorism/cthandbook/</a>	UN Counter-Terrorism Online Handbook
<a href="http://www.unitarpoci.org/">http://www.unitarpoci.org/</a>	UNITAR-POCI Courses Peacekeeping / Terrorism.
<a href="http://www.un.org/">http://www.un.org/</a>	United Nations.
<a href="http://www.unhcr.ch/">http://www.unhcr.ch/</a>	UNHCR: United Nations High Commissioner for Refugees.
<a href="http://untreaty.un.org/English/access.asp">http://untreaty.un.org/English/access.asp</a>	UN Office of Legal Affairs: Treaties, incl. Daily update on signatures.
<a href="http://www.un.org/Depts/dpko/">http://www.un.org/Depts/dpko/</a>	UN Department of Peace Keeping Operations; Comprehensive site.
<a href="http://www.un.org/Depts/dpko/glossary">http://www.un.org/Depts/dpko/glossary</a>	UN DPKO. Glossary of Peacekeeping terms
<a href="http://www.un.org/site_index/">http://www.un.org/site_index/</a>	UN Central Index and link to UN websites.
<a href="http://www.un.org/unrwa/">http://www.un.org/unrwa/</a>	UN Works Relief Agency; for Palestinians.
<a href="http://www.eufis.be/CONTENP.HTM">http://www.eufis.be/CONTENP.HTM</a>	Links to intelligence agencies, services and research centres.
<a href="http://www.defenselink.mil/">http://www.defenselink.mil/</a>	U.S. Department of Defence public affairs online service: links.
<a href="http://www.whitehouse.gov/WH/Welcome.html">http://www.whitehouse.gov/WH/Welcome.html</a>	U.S. White House.
<a href="http://www.state.gov/www/ind.html">http://www.state.gov/www/ind.html</a>	U.S. Department of State web site index.
<a href="http://www.odci.gov/cia/">http://www.odci.gov/cia/</a>	CIA.
<a href="http://www.mi5.gov.uk/">http://www.mi5.gov.uk/</a>	MI5.
<a href="http://www.ncis.co.uk">http://www.ncis.co.uk</a>	UK National Criminal Intelligence Service - NCIS
<a href="http://www.europol.eu.int">http://www.europol.eu.int</a>	European Police Office - EUROPOL
<a href="http://www.dia.mil">http://www.dia.mil</a>	US Defense Intelligence Agency - DIA
<a href="http://www.met.police.uk">http://www.met.police.uk</a>	UK New Scotland Yard - NSY
<a href="http://www.interpol.com">http://www.interpol.com</a>	Interpol - International Criminal Police Organisation
<a href="http://www.nsa.gov">http://www.nsa.gov</a>	US National Security Agency - NSA
<a href="http://www.csis-scrs.gc.ca">http://www.csis-scrs.gc.ca</a>	Canadian Security Intelligence Service - CSIS
<a href="http://www.asis.gov.au/asiscorpinfo.html">http://www.asis.gov.au/asiscorpinfo.html</a>	Australian Secret Intelligence Service - ASIS
<a href="http://www.asio.gov.au">http://www.asio.gov.au</a>	Australian Security Intelligence Organisation - ASIO
<a href="http://www.fbi.gov">http://www.fbi.gov</a>	US Federal Bureau of Investigation - FBI
<a href="http://www.rcmp-grc.gc.ca">http://www.rcmp-grc.gc.ca</a>	Royal Canadian Mounted Police - RCMP
<a href="http://www.fema.gov">http://www.fema.gov</a>	US Federal Emergency Management Agency -FEMA
<a href="http://www.nacic.gov">http://www.nacic.gov</a>	US National Counter Intelligence Centre - NCIC
<a href="http://www.nsi.org">http://www.nsi.org</a>	US National Security Institute - NSI
<a href="http://www.gid.gov.jo/english1/english.htm">http://www.gid.gov.jo/english1/english.htm</a>	Jordanian General Intelligence Department - GID
<a href="http://www.janes.com">http://www.janes.com</a>	Media company: Defence, intelligence, geo-politics, terrorism

#### **EARLY WARNING**

<a href="http://www.aewa.org/">http://www.aewa.org/</a>	Aviation Site
<a href="http://researchnews.osu.edu/archive/earlwarn.htm">http://researchnews.osu.edu/archive/earlwarn.htm</a>	Ohio State Research Communications
<a href="http://www.mershon.ohio-state.edu/">http://www.mershon.ohio-state.edu/</a>	Mershon Centre. Ohio State University: National Security
<a href="http://www.wilsoncenter.org/subsites/ccpdc/pubs/weap/frame.htm">http://www.wilsoncenter.org/subsites/ccpdc/pubs/weap/frame.htm</a>	Woodrow Wilson International Center for Scholars
<a href="http://www.smartindicators.org/cew-I+T.php">http://www.smartindicators.org/cew-I+T.php</a>	Conflict Early Warning and Instruments and Tools
<a href="http://www.cfr.org/pub5172/special_report/predicting_terror.php">http://www.cfr.org/pub5172/special_report/predicting_terror.php</a>	Council on Foreign Relations-Predicting Terror
<a href="http://www.darpa.mil/">http://www.darpa.mil/</a>	Defense Advanced Research Projects Agency DoD
<a href="http://www.health-infosys-dir.com/wphcemg1.htm">http://www.health-infosys-dir.com/wphcemg1.htm</a>	Bio-terrorism Early Warning Surveillance Article
<a href="http://edition.cnn.com/video/us/2001/09/28/tg.city.preps.kcbs.med.html">http://edition.cnn.com/video/us/2001/09/28/tg.city.preps.kcbs.med.html</a>	CNN Bio-terrorism film clip
<a href="http://www.gyre.org/news/explore/Early+Warning+Systems">http://www.gyre.org/news/explore/Early+Warning+Systems</a>	GTRE Early Warning Systems
<a href="http://www.webcom.com/beacon/terrorism-report.html">http://www.webcom.com/beacon/terrorism-report.html</a>	Early Warning report
<a href="http://www.dhs.gov/dhspublic/theme_home6.jsp">http://www.dhs.gov/dhspublic/theme_home6.jsp</a>	Department of Homeland Security

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## APPENDIX D

### RELATED INTERNET RESEARCH WEBSITES

#### **CONVENTIONAL INTELLIGENCE GATHERING: METHODS & MANDATES**

<a href="http://www.montague.com/le/le5934.html">http://www.montague.com/le/le5934.html</a>	Competitive intelligence: How and where to find it
<a href="http://www.fas.org/irp/offdocs/index.html">http://www.fas.org/irp/offdocs/index.html</a>	Intelligence: Official Reports: Landmark documents
<a href="http://www.fas.org/irp/program/index.html">http://www.fas.org/irp/program/index.html</a>	Intelligence: Programmes and Systems
<a href="http://www.intelligence.gov/1-members_energy.shtml">http://www.intelligence.gov/1-members_energy.shtml</a>	Intelligence Community: Roles of US Intelligence
<a href="http://www.intelligence.gov/0-role_intell.shtml">http://www.intelligence.gov/0-role_intell.shtml</a>	Intelligence Community: Role of Intelligence
<a href="http://www.mi5.gov.uk/output/Page77.html">http://www.mi5.gov.uk/output/Page77.html</a>	MI5: Methods of Intelligence Gathering
<a href="http://www.cia.gov/cia/publications/facttell/intelligence_cycle.html">http://www.cia.gov/cia/publications/facttell/intelligence_cycle.html</a>	CIA: Intelligence Cycle
<a href="http://www.fbi.gov/intelligence/intell.htm">http://www.fbi.gov/intelligence/intell.htm</a>	FBI: Directorate of Intelligence
<a href="http://www.dia.mil/internet_strat_plan/52712_sec.html">http://www.dia.mil/internet_strat_plan/52712_sec.html</a>	Defense Intelligence Agency: Strategic Plan
<a href="http://www.fas.org/irp/dia/vector21/index.html">http://www.fas.org/irp/dia/vector21/index.html</a>	Defense Intelligence Agency: Vector 21 Plan
<a href="http://www.nima.mil/portal/site/nga01/">http://www.nima.mil/portal/site/nga01/</a>	National Geospatial Intelligence Agency: Role
<a href="http://www.nro.gov/index.html">http://www.nro.gov/index.html</a>	National Reconnaissance Office: Functions
<a href="http://www.nsa.gov/sigint/">http://www.nsa.gov/sigint/</a>	National Security Agency: SigInt
<a href="http://www.odci.gov/nic/NIC_tradecraft_essays.html">http://www.odci.gov/nic/NIC_tradecraft_essays.html</a>	National Intelligence Council: Estimative Tradecraft
<a href="http://www.socom.mil/">http://www.socom.mil/</a>	Special Operations Command
<a href="http://inscom.army.mil/">http://inscom.army.mil/</a>	Intelligence and Security Command
<a href="http://www.nmic.navy.mil/">http://www.nmic.navy.mil/</a>	Office of Naval Intelligence
<a href="http://aia.lackland.af.mil/homepages/pa/missionvision.cfm">http://aia.lackland.af.mil/homepages/pa/missionvision.cfm</a>	Air Intelligence Agency: Mission
<a href="http://www.dhs.gov/dhspublic/display?theme=52&amp;content=207">http://www.dhs.gov/dhspublic/display?theme=52&amp;content=207</a>	Intelligence Analysis
<a href="http://www.inscom.army.mil/mission.asp">http://www.inscom.army.mil/mission.asp</a>	Army Intelligence & Security Command: Mission
<a href="https://cms.portal.hua.army.mil/channels/content/missionstatement.cfm">https://cms.portal.hua.army.mil/channels/content/missionstatement.cfm</a>	Army Intelligence Center: Mission
<a href="http://www.its.bldrdoc.gov/fs-1037/37search.htm">http://www.its.bldrdoc.gov/fs-1037/37search.htm</a>	Federal Standard 1037c Search Engine
<a href="http://www.thirdworldtraveler.com/CIA/CIA_Diary_Agee.html">http://www.thirdworldtraveler.com/CIA/CIA_Diary_Agee.html</a>	CIA Intel . Book excerpts by controversial agent..

#### **UNCONVENTIONAL INTELLIGENCE GATHERING**

<a href="http://www.remoteviewinghistory.com/">http://www.remoteviewinghistory.com/</a>	History of Remote Viewing
<a href="http://www.fas.org/irp/program/collect/stargate.htm">http://www.fas.org/irp/program/collect/stargate.htm</a>	Explanation of Remote Viewing and it's history.
<a href="http://www.psitech.net">www.psitech.net</a>	Introduction to Technical Remote Viewing
<a href="http://www.remoteviewing.com/about-psitech/">http://www.remoteviewing.com/about-psitech/</a>	Technical Remote Viewing: PSI Tech
<a href="http://www.remoteviewing.com/remote-viewing-projects/saddam-hussein-biological-weapons/">http://www.remoteviewing.com/remote-viewing-projects/saddam-hussein-biological-weapons/</a>	Technical Remote Viewing: PSI Tech: 1998 WMD report
<a href="http://www.remoteviewing.com/video-and-multimedia/">http://www.remoteviewing.com/video-and-multimedia/</a>	PSI Tech Info Video Clips / UPN News
<a href="http://www.remoteviewing.com/remote-viewing-projects/special-reports/osama-bin-laden-location/index.html">http://www.remoteviewing.com/remote-viewing-projects/special-reports/osama-bin-laden-location/index.html</a>	PSI Tech on Bin Ladin whereabouts
<a href="http://www.remoteviewing.com/remote-viewing-projects/special-reports/poor-mans-nuke/index.html">http://www.remoteviewing.com/remote-viewing-projects/special-reports/poor-mans-nuke/index.html</a>	PSI Tech: Dirty Bomb Scenario: Future of Terrorism Project
<a href="http://www.remoteviewing.com/remote-viewing-projects/index.html">http://www.remoteviewing.com/remote-viewing-projects/index.html</a>	PSI Tech: Past & Present Projects
<a href="http://www.spiritual-endeavors.org/phenomena/con-dms.htm">http://www.spiritual-endeavors.org/phenomena/con-dms.htm</a>	Critical Report on Major Edward Dames Training Officer, Army Psychic Espionage Unit

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### RELATED INTERNET RESEARCH WEBSITES

#### CRIME

<a href="http://www.unodc.org/unodc/index.html">http://www.unodc.org/unodc/index.html</a>	United Nations Office for Drugs & Crime
<a href="http://www.uncjin.org/">http://www.uncjin.org/</a>	United Nations Centre for International Crime Prevention: links, country index.
<a href="http://www.uncjin.org/Special/PM991216/Netscape/WebTPB.htm">http://www.uncjin.org/Special/PM991216/Netscape/WebTPB.htm</a>	United Nations Terrorism Prevention Branch.
<a href="http://www.law.cam.ac.uk/crim/CRIMLINK.HTM">http://www.law.cam.ac.uk/crim/CRIMLINK.HTM</a>	Criminology Links: Everything from Drugs to Police, Corruption to Victimology.
<a href="http://www.crimelibrary.com/">http://www.crimelibrary.com/</a>	Crime Library for information searches.

#### SEARCH ENGINES

<a href="http://www.apus.edu/APUS/OnlineResearchCenter/default.aspx">http://www.apus.edu/APUS/OnlineResearchCenter/default.aspx</a>	APUS Online Research Centre
<a href="http://www.its.bldrdoc.gov/fs-1037/37search.htm">http://www.its.bldrdoc.gov/fs-1037/37search.htm</a>	Federal Standard 1037c Search Engine
<a href="http://www.altavista.com/">http://www.altavista.com/</a>	AltaVista search-engine.
<a href="http://www.yahoo.com/">http://www.yahoo.com/</a>	Yahoo search-engine.
<a href="http://www.savvysearch.com/">http://www.savvysearch.com/</a>	Meta-Search.
<a href="http://www.dogpile.com/">http://www.dogpile.com/</a>	Meta-Search.
<a href="http://www.clearinghouse.net/">http://www.clearinghouse.net/</a>	Argus Clearings house: Broad Categories.

#### MAPS

<a href="http://www.nationalgeographic.com/siteindex/index.html#maps">http://www.nationalgeographic.com/siteindex/index.html#maps</a>	Maps and country info of all countries.
<a href="http://www.lib.utexas.edu/Libs/PCL/Map_collection/middle_east.html">http://www.lib.utexas.edu/Libs/PCL/Map_collection/middle_east.html</a>	University of Texas: Maps of the Middle East.
<a href="http://www.lib.utexas.edu/Libs/PCL/Map_collection/africa.html">http://www.lib.utexas.edu/Libs/PCL/Map_collection/africa.html</a>	University of Texas: Maps of Africa.

#### LITERATURE

<a href="http://www.apus.edu/Online-Library/index.htm?sso=c98dc7990a9a0b57f5da8fb94ced3716">http://www.apus.edu/Online-Library/index.htm?sso=c98dc7990a9a0b57f5da8fb94ced3716</a>	APUS Online Library. Also click on classroom link 'Online Library'.
<a href="http://direct.mbsbooks.com/amu.htm">http://direct.mbsbooks.com/amu.htm</a>	MBS Bookstore; for APUS.
<a href="http://intellit.muskingum.edu/intellsite/index.html">http://intellit.muskingum.edu/intellsite/index.html</a>	The Literature of Intelligence: Bibliography with Search Function, many articles available online.
<a href="http://www-cgsc.army.mil/milrev/english/julaug97/sanz.htm">http://www-cgsc.army.mil/milrev/english/julaug97/sanz.htm</a>	Nuclear Terrorism Bibliography Published Literature since 1992.
<a href="http://www.frankcass.com/politics/index.htm">http://www.frankcass.com/politics/index.htm</a>	Frank Cass Publishers - Politics & International Relations

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### RELATED INTERNET RESEARCH WEBSITES

#### NEWS

##### General

<a href="http://stratfor.com">http://stratfor.com</a>	Media strategic intelligence company STRATFOR
<a href="http://ananova.com">http://ananova.com</a>	Media strategic intelligence company ANANOVA
<a href="http://www.un.org/News/">http://www.un.org/News/</a>	U.N. News.
<a href="http://www.onlinenewspapers.com/">http://www.onlinenewspapers.com/</a>	<b>5000 Newspapers Online:</b> Papers by country and name. ★★★★★
<a href="http://www.newseum.org">http://www.newseum.org</a>	Front page of hundreds of newspapers throughout the world
<a href="http://library.uncg.edu/news/">http://library.uncg.edu/news/</a>	News & Newspapers Online: By country; description of papers.
<a href="http://www.esperanto.se/kiosk/engindex.html">http://www.esperanto.se/kiosk/engindex.html</a>	Kiosken: 213 countries, most complete set of newspapers.
<a href="http://www.newspapers.com/">http://www.newspapers.com/</a>	Newspapers Online: Papers by country and subject.
<a href="http://www.newstrawler.com/nt/nt_home.html">http://www.newstrawler.com/nt/nt_home.html</a>	News Trawler: Papers by country and subject.
<a href="http://www.etown.edu/vl/newsourc.html">http://www.etown.edu/vl/newsourc.html</a>	More links to news paper links.
<a href="http://www.intl-crisis-group.org/">http://www.intl-crisis-group.org/</a>	International Crisis Group: News & other resources on International Conflicts.
<a href="http://library.advanced.org/18730/index.htm">http://library.advanced.org/18730/index.htm</a>	Today's Conflicts: News and other information on International Conflicts.
<a href="http://www.ap.org/">http://www.ap.org/</a>	Associated Press.
<a href="http://www.upi.com/">http://www.upi.com/</a>	United Press International homepage.
<a href="http://www.reuters.com/news/">http://www.reuters.com/news/</a>	Reuters.
<a href="http://www.nandotimes.com/global/">http://www.nandotimes.com/global/</a>	Nando Times: frequently updated global news.
<a href="http://dailynews.yahoo.com/headlines/">http://dailynews.yahoo.com/headlines/</a>	YAHOO News.
<a href="http://www.moreover.com/">http://www.moreover.com/</a>	News Search Engine.
<a href="http://totalnews.com/">http://totalnews.com/</a>	News Search Engine.
<a href="http://www.ihf.com/">http://www.ihf.com/</a>	The International Herald Tribune.
<a href="http://www.interfax-news.com/">http://www.interfax-news.com/</a>	Interfax Information Services: Europe & Asia – country information and news.
<a href="http://www.internews.ras.ru/">http://www.internews.ras.ru/</a>	Internews: Successor states of Yugoslavia & USSR, Indonesia, Middle East.
<a href="http://eurasianews.com/erc/homepage.htm">http://eurasianews.com/erc/homepage.htm</a>	Eurasia Research Centre.
<a href="http://inic.utexas.edu/">http://inic.utexas.edu/</a>	University of Texas International Information Systems: Asian, Latin American, Middle East, Russian and East European information networks; links to media, country profiles, etc.

#### NEWS

##### Asia

<a href="http://asiasource.net/">http://asiasource.net/</a>	Links to all Asian Newspapers.
<a href="http://www.lankaweb.com/news/latest.html">http://www.lankaweb.com/news/latest.html</a>	Sri Lanka News.
<a href="http://www.sinhaya.com/">http://www.sinhaya.com/</a>	Sinhaya: LTTE Terrorist Activities & Released Sri Lanka News Reports.
<a href="http://www.cyberiran.com/news/press.shtml">http://www.cyberiran.com/news/press.shtml</a>	News sources for Iran.
<a href="http://www.irannet.com/">http://www.irannet.com/</a>	Irannet.
<a href="http://www.gulf-news.com/">http://www.gulf-news.com/</a>	Gulf News.
<a href="http://www.arabies.com/">http://www.arabies.com/</a>	Arabies Trends: news, library, country profiles.
<a href="http://www.arab.net/">http://www.arab.net/</a>	Arab Net home page: News and Country Information.
<a href="http://www.etown.edu/vl/mideast.html">http://www.etown.edu/vl/mideast.html</a>	International Affairs Resources: Middle East Links.
<a href="http://menic.utexas.edu/menic.html">http://menic.utexas.edu/menic.html</a>	Middle East Network Information Centre: Extensive Country-wise links.
<a href="http://www.usrom.com/">http://www.usrom.com/</a>	U.S. report on the Middle East: News; most relating to US interaction.
<a href="http://www.ariga.com/">http://www.ariga.com/</a>	Israel and the Middle East.
<a href="http://www.jpost.co.il/">http://www.jpost.co.il/</a>	Jerusalem Post; Israel.
<a href="http://node-02.advancenet.net/~k_a/uzbekistan/">http://node-02.advancenet.net/~k_a/uzbekistan/</a>	Uzbekistan in the News.
<a href="http://weblist.ru/">http://weblist.ru/</a>	List of Russian web servers.
<a href="http://www.feer.com/">http://www.feer.com/</a>	The Far Eastern Economic Review.
<a href="http://www.etown.edu/vl/asia.html">http://www.etown.edu/vl/asia.html</a>	International Affairs Resources: Links into Asia in general & countrywise.

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### RELATED INTERNET RESEARCH WEBSITES

#### NEWS

#### Europe

<a href="http://www.etown.edu/vl/easteuro.html">http://www.etown.edu/vl/easteuro.html</a>	International Affairs Resources: East Europe Links.
<a href="http://www.etown.edu/vl/westeuro.html">http://www.etown.edu/vl/westeuro.html</a>	International Affairs Resources: West Europe Links.
<a href="http://www.centraleurope.com/">http://www.centraleurope.com/</a>	Central Europe Online: News and other Resources.
<a href="http://www.newsnow.co.uk/">http://www.newsnow.co.uk/</a>	UK News Portal
<a href="http://www.ucis.pitt.edu/reesweb/">http://www.ucis.pitt.edu/reesweb/</a>	REESWeb - Russian and East European Studies: Internet Resources.
<a href="http://www.the-times.co.uk/">http://www.the-times.co.uk/</a>	London Times; UK.
<a href="http://www.guardian.co.uk/">http://www.guardian.co.uk/</a>	The Guardian; UK.
<a href="http://www.bbc.co.uk/">http://www.bbc.co.uk/</a>	BBC; UK.
<a href="http://www.lemonde.fr/">http://www.lemonde.fr/</a>	Le Monde; France.
<a href="http://weblist.ru/">http://weblist.ru/</a>	List of Russian web servers.
<a href="http://www.thepost.kiev.ua/">http://www.thepost.kiev.ua/</a>	The Kiev Post; Ukraine.
<a href="http://www.albaniannews.com/">http://www.albaniannews.com/</a>	Albanian Daily News.
<a href="http://www.spiegel.de/">http://www.spiegel.de/</a>	Der Spiegel; Germany.

#### NEWS

#### Africa

<a href="http://www.etown.edu/vl/africa.html">http://www.etown.edu/vl/africa.html</a>	International Affairs Resources: Links.
<a href="http://www.worldafricannet.com/">http://www.worldafricannet.com/</a>	World African Network; currently restructuring – database available.
<a href="http://www.synapse.net/~acdi20/">http://www.synapse.net/~acdi20/</a>	Contemporary Conflicts in Africa: multiple resources and reports.
<a href="http://www.africanews.org/">http://www.africanews.org/</a>	Africa News Online: country pages, topical and regional news.
<a href="http://www.cairotimes.com/">http://www.cairotimes.com/</a>	Cairo Times; Egypt.

#### NEWS

#### Americas

<a href="http://abcnews.go.com/">http://abcnews.go.com/</a>	ABC News.
<a href="http://www.cnn.com/">http://www.cnn.com/</a>	CNN.
<a href="http://www.nytimes.com/">http://www.nytimes.com/</a>	New York Times.
<a href="http://www.washingtonpost.com/">http://www.washingtonpost.com/</a>	Washington Post.
<a href="http://www.washtimes.com/">http://www.washtimes.com/</a>	Washington Times.
<a href="http://www.lanic.utexas.edu/la/region/news/">http://www.lanic.utexas.edu/la/region/news/</a>	Latin American Newspapers: country-wise, mostly Spanish.
<a href="http://www.etown.edu/vl/latamer.html">http://www.etown.edu/vl/latamer.html</a>	International Affairs Resources: Latin America: Links country and interest-wise.

#### NEWS

#### Library Sources

<a href="http://www.brzn.de/direkt/gbvdi.html">http://www.brzn.de/direkt/gbvdi.html</a>	German Union catalogue: Databases, articles (charged)
<a href="http://lcweb.loc.gov/z3950/">http://lcweb.loc.gov/z3950/</a>	Library of Congress USA; Z39.50 Gateway.
<a href="http://ilms.nla.gov.au/webpac-bin/wgbroker?new+ccess+top">http://ilms.nla.gov.au/webpac-bin/wgbroker?new+ccess+top</a>	Australian National Library.
<a href="http://www.wu-wien.ac.at/bib/katalog.html">http://www.wu-wien.ac.at/bib/katalog.html</a>	Catalogue : Vienna Economics University: incl. Verbundkatalog: National Library, other Austrian University Libraries.
<a href="http://www.univie.ac.at/UB-Wien/andere.htm">http://www.univie.ac.at/UB-Wien/andere.htm</a>	World Libraries on the Web.
<a href="http://sunsite.berkeley.edu/Libweb/">http://sunsite.berkeley.edu/Libweb/</a>	World Libraries on the Web.

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### RELATED INTERNET RESEARCH WEBSITES

<a href="http://www.cicentre.com/STAFF_Melton.htm">http://www.cicentre.com/STAFF_Melton.htm</a>	Centre for Counter-Intelligence and Security Studies. Add the suffix /STAFF_Melton.htm for a tour of Virtual Spy Museum
<a href="http://www.pinkertons.com/pgis/">http://www.pinkertons.com/pgis/</a>	
<a href="http://www.psr.keele.ac.uk/parties.htm">http://www.psr.keele.ac.uk/parties.htm</a> <a href="http://www.agora.stm.it/politic/">http://www.agora.stm.it/politic/</a>	Political Resources on the Net: sorted by country, with links to Parties, Governments, Media and more.
<a href="http://www.state.gov/www/policy.html">http://www.state.gov/www/policy.html</a>	
<a href="http://www.gwu.edu/~nsarchiv/">http://www.gwu.edu/~nsarchiv/</a>	
<a href="http://www.my-muslim.net/">http://www.my-muslim.net/</a>	
<a href="http://www.ummah.net/">http://www.ummah.net/</a>	
<a href="http://www.biu.ac.il/SOC/besa/">http://www.biu.ac.il/SOC/besa/</a>	
<a href="http://www.csis.org/">http://www.csis.org/</a>	
<a href="http://www.lib.umich.edu/libhome/Documents.center/psintl.html">http://www.lib.umich.edu/libhome/Documents.center/psintl.html</a>	Political Science Resources - International Relations links: International Affairs, Human Rights, Organizations, Treaties.
<a href="http://www.sofmag.com/">http://www.sofmag.com/</a>	
<a href="http://www.dfn.org/">http://www.dfn.org/</a>	Digital Freedom Network: Articles by/of banned groups, often linked to Human Rights Violations.
<a href="http://www.etown.edu/vl/journals.html">http://www.etown.edu/vl/journals.html</a>	International Affairs Resources: Free online International Relations Journals.
<a href="http://www.lookoutpoint.com/alert.html">http://www.lookoutpoint.com/alert.html</a>	Lookout Point Online Information Service: Geo-Political analysis – mostly restricted access.
<a href="http://www.worldgame.org/">http://www.worldgame.org/</a>	
<a href="http://www.odci.gov/cia/publications/factbook/index.html">http://www.odci.gov/cia/publications/factbook/index.html</a>	

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