September 24, 2007

MEMORANDUM

TO: Edward Montgomery
Dean, College of Behavioral and Social Sciences

FROM: Phyllis Peres
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to add a Minor in Terrorism Studies (PCC log no. 06057)

On September 21, 2007, the Senate Committee on Programs, Curricula and Courses unanimously approved your proposal to add a Minor in Terrorism Studies. A copy of the approved proposal is attached.

The Minor is effective Spring, 2008. The College should ensure that the Minor is fully described in the Undergraduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

CWR/

Enclosure

cc: Carmen Balthrop, Chair, Senate PCC Committee
Sarah Bauder, Office of Student Financial Aid
Mary Giles, University Senate
Barbara Hope, Data Administration
Denise Nadasen, Institutional Research & Planning
Anne Turkos, Archives
Linda Yokoi, Office of the Registrar
Scott Wolpert, Undergraduate Studies
Katherine Pedro Beardsley, College of Behavioral and Social Sciences
Kathleen Smarick, START Center
Katherine Worboys, START Center
The National Consortium for the Study of Terrorism and Responses to Terrorism (START) proposes the development of an undergraduate minor in Terrorism Studies, a cross-disciplinary program to be housed in the College of Behavioral and Social Sciences. The minor will be designed to train the next generation of terrorism analysts, including students who plan to pursue graduate study related to terrorism as well as federal, state, and/or local government employment, non-profit employment, and/or corporate employment.

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)

START regularly receives a wide range of unsolicited inquiries from undergraduates interested in studying and/or researching topics pertaining to terrorism. START hopes to develop an undergraduate minor program that will integrate undergraduates into the cutting-edge research START faculty are conducting and to fill a niche currently unaddressed in undergraduate programming. START has received funding from the Intelligence Community to develop and pilot the minor program.
6. Chair, Senate PCC

7. Chair of Senate

8. Vice President for Academic Affairs & Provost

VPAAP 8-05
PROPOSAL:
UNDERGRADUATE MINOR IN TERRORISM STUDIES

The National Consortium for the Study of Terrorism and Responses to Terrorism (START) is a U.S. Department of Homeland Security Center of Excellence, tasked by the Department of Homeland Security's Science and Technology Directorate with using state-of-the-art theories, methods, and data from the social and behavioral sciences to improve understanding of the origins, dynamics, and social and psychological impacts of terrorism. START, based at the University of Maryland, College Park, aims to provide timely guidance on how to disrupt terrorist networks, reduce the incidence of terrorism, and enhance the resilience of communities in the face of terrorist threats. In addition to its research mandate, START emphasizes the need to translate the innovative work of its researchers into increased training and education opportunities for the University of Maryland student body.

Within this framework, START proposes the development of an undergraduate minor in Terrorism Studies, a cross-disciplinary program to be housed in the College of Behavioral and Social Sciences (BSOS). The minor will train the next generation of terrorism analysts, including students who plan to pursue graduate study related to terrorism as well as employment in the field of homeland security within federal, state, local, non-profit, and/or corporate sectors.

Title for Transcript
Terrorism Studies

Primary Sponsoring Unit
START, College of Behavioral and Social Sciences

Catalog Description
The Undergraduate Minor in Terrorism Studies is a cross-disciplinary program housed in the College of Behavioral and Social Sciences (BSOS). Students in the program will explore the origins and motivations of terrorism based on theoretical understandings of individual and group behavior and on available empirical data. Students will also explore the impacts of terrorist attacks and the threat of terrorism on a wide range of communities, as well as strategies for terrorism preparedness and mitigation. The minor will train
the next generation of terrorism analysts, including students who plan to pursue graduate study related to terrorism as well as employment in field of homeland security within federal, state, local, non-profit, and/or corporate sectors.

Program Oversight
START’s Education Director, Dr. Katherine Worboys, will serve as the minor’s Program Director, with assistance from a Faculty Oversight Committee. Dr. Worboys will handle daily program direction and management, and the Committee will advise on curriculum development, potential instructors for the program, admissions criteria, and student plans for completion of the program. The Committee will consist of faculty members from three BSOS departments:

- Dr. Gary LaFree (Professor, Department of Criminology and Criminal Justice);
- Dr. Arie Kruglanski (Distinguished Professor, Department of Psychology);
- Dr. Laura Dugan (Assistant Professor, Department of Criminology and Criminal Justice); and
- Dr. Jonathan Wilkenfeld (Professor, Department of Government and Politics).

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Student Learning Outcomes
START’s goal for the minor is to provide interested students of all majors with the education and training they need to pursue either graduate education focused on terrorism research or employment in the ever-expanding homeland-security community. By the end of the program:

- Students will have developed a comprehensive understanding of the theories explaining the formation of terrorist groups and the motivations behind terrorist behavior;
- Students will have developed a comprehensive understanding of the impact of terrorism on groups and individuals;
Students will have amassed first-hand experience working in the homeland security community; and
Students will have developed an interdisciplinary repertoire of methodologies and substantive knowledge that they can apply to the study of terrorism and to the practice of homeland security.

Program Description
In the Terrorism Studies Minor Program, students will explore the origins and motivations of terrorism based on theoretical understandings of individual and group behavior and on available empirical data. Students will also explore the impacts of terrorist attacks and the threat of terrorism on a wide range of communities, as well as strategies for terrorism preparedness and mitigation.

START proposes a 17-credit minor program, open to students of any major at the University of Maryland, College Park.

Required Courses
Students will be required to take the following three courses, to be developed by START:

- **BSOS 330: Terrorist Motivations and Behaviors** (3 credits). This course will explore theories explaining the formation of terrorist groups and the motivations behind terrorist behavior, building upon theories from social psychology, sociology, political science, criminology, and history. This course will draw heavily from historical examples as well as current examples of international and domestic terrorist groups around the world.
  - START intends to offer this course each fall semester, beginning in 2007.
  - The first iteration of this course will be co-taught by Dr. Mark Dechesne (Visiting Scholar, START) and Ms. Kim Cragin (Terrorism Analyst, RAND Corporation). The Program Director and Faculty Oversight Committee have chosen to utilize these individuals as adjunct instructors because of their advanced subject matter expertise and the fortunate and rare circumstance that both will be available and in the Washington metropolitan area for the duration of the course.
  - Future iterations of the course may also be taught by Mr. Gary Ackerman (Research Director, START), Dr. Kathleen Smarick (Executive Director, START), and/or members of the Faculty Oversight Committee.
- **BSOS 331: Responses to Terrorism** (3 credits). This course will examine the impact of terrorism on societies and on individuals and will explore how communities have prepared and ideally should prepare in the face of potential terrorist threats. In addition, students in this course will assess societal responses to terrorist threats over time. This course will draw heavily from social psychology, sociology, geography, political science, economics, history, and criminology.
  - START plans to offer this course each spring semester, beginning in 2008.
  - The first iteration of this course will be taught by Dr. Katherine Worboys (Education Director, START).
  - Future iterations of the course may also be taught by Dr. Smarick, Mr. Ackerman, and/or members of the Faculty Oversight Committee.

- **BSOS 332: The Practice of Terrorism Studies** (5 credits). This seminar will serve as the capstone for the minor program and can only be taken once students have completed BSOS 330 and BSOS 331. As part of this course, students will either complete an approved internship with a relevant organization or conduct an original research project related to the study of terrorism. While engaged in one of these experiential learning opportunities, students will meet regularly with an instructor to continue advanced learning in the area of terrorism studies. This seminar will involve guest speakers from the homeland security community and will include a terrorism-related simulation developed and administered in conjunction with the University of Maryland’s International Communication and Negotiation Simulation (ICONS) Project.
  - START plans to offer this course each fall semester, beginning in 2008.
  - The first iteration of this course will be co-taught by Dr. Smarick and Dr. Gary LaFree (START Director and Professor of Criminology and Criminal Justice). If changes to Dr. LaFree’s schedule prevent him from teaching, Dr. Smarick will co-teach the course with another member of the Faculty Oversight Committee.
  - Future iterations of the course may also be taught by Dr. Worboys, Mr. Ackerman, and/or members of the Faculty Oversight committee.

In addition to these three core courses, the minor will require students to complete two additional courses, including a research methodology course and an elective course to be chosen from other units within the University.
Students will be required to propose a work plan outlining how they will complete the minor upon entering the program. At that time, students will work with the Program Director to develop a plan for fulfilling the requirements of the program. Once developed, all student work plans will be approved by the Faculty Oversight Committee.

Research Methodology Course
To satisfy the methodology requirement, students will take one 3-credit course on research methods at the 300- or 400-level. START has chosen not to restrict the methodology course to one or more particular disciplines, instead favoring emphasis upon students bringing their own disciplinary expertise to the study of terrorism. In a 2005 report, *Frameworks for Higher Education in Homeland Security*, the National Research Council (NRC) provided guidelines for constructing effective and appropriate programs on homeland-security related topics at colleges and universities; one of the Council’s primary recommendations was that any educational program addressing homeland security and terrorism rely on inputs from multiple perspectives and disciplines. In accordance with this recommendation, START will allow students to draw their methodology course from their majors or from other disciplines in which they have solid grounding and particular interest.

The Program Director will work individually with each student admitted to the program to choose an appropriate methodology course that will enhance the student’s training in a relevant discipline and that will allow the student to be prepared to conduct substantive research on the topic of terrorism. As discussed previously, the Faculty Oversight Committee will also approve all student work plans to ensure that students adhere to rigorous methodological standards.

Courses that might be appropriate for the methodology requirement, depending on each student’s interests and needs, include the following:

- **AASP 301: Applied Policy Analysis and the Black Community.** (3 credits). Development and application of the tools needed for examining the effectiveness of alternative policy options confronting minority communities. Review policy research methods used in forming and evaluating policies. Examination of the policy process.
- **AMSC 420: Mathematical Modeling.** (3 credits). The course will develop skills in mathematical modeling through practical experience. Students will work in groups on specific projects involving real-life problems that are accessible to their existing mathematical backgrounds. In addition to the development of
mathematical models, emphasis will be placed on the use of computational methods to investigate these models, and effective oral and written presentation of the results.

- **ANTH 360: Method and Theory in Sociocultural Anthropology.** (3 credits). Theoretical approaches and research methods in sociocultural anthropology. Emphasis on current debates, new directions, and their historical antecedents.
- **BSCI 425: Epidemiology and Public Health.** (3 credits). History, characteristic features of epidemiology; important responsibilities of public health; vital statistics.
- **CCJS 300: Criminological and Criminal Justice Research Methods.** (3 credits). Introduction to the formulation of research questions covering crime and justice, research designs, data collection, and interpretation and reporting in criminological and justice-system settings.
- **COMM 477: Discourse Analysis.** (3 credits). Concepts of textual and discourse analysis applied to speech situations.
- **ECON 414: Game Theory.** (3 credits). Studies the competitive and cooperative behavior that results when several parties with conflicting interests must work together. Learn how to use game theory to analyze situations of potential conflict. Applications are drawn from economics, business, and political science.
- **ENFP 411: Fire Risk Assessment.** (3 credits). Appraisal and measurement of fire safety. Application of systems analysis, probability theory, engineering economy, and risk management in the identification and synthesis of components of fire protection engineering. Methods for the development of criteria for the design, evaluation, and assessment of fire safety or component hazards.
- **GEOG 306: Quantitative Methods in Geography.** (3 credits). A practical introduction to data sources and measurement, descriptive statistics, data collection, sampling and questionnaire design, field techniques, map use, computer use, and data presentation.
- **GVPT 422: Quantitative Political Analysis.** (3 credits). Introduction to quantitative methods of data analysis, including selected statistical methods, block analysis, content analysis, and scale construction.
- **LASC 423: Research Sources and Methods in Latin America.** (3 credits). Research methodologies in Latin American studies.
- **MATH 461: Cryptology.** (3 credits) Importance in protecting data in communications between computers. The subject lies on
the border between mathematics and computer science. Mathematical topics include number theory and probability. Computer science topics include complexity theory.

- **SOCY 402: Intermediate Procedures for Data Collection.** (3 credits). An intermediate survey of the major research methods used by sociologists, including survey research, experimentation, observation, archival research, and in-depth interviewing. The selection of an appropriate research method, with analysis of the strengths and weaknesses of various methods, practical issues, data collection and preparation, and analytical techniques.

- **SURV 400: Fundamentals of Survey Methodology.** (3 credits). Introduces the student to a set of principles of survey design that are the basis of standard practices in the field. The course exposes the student to both observational and experimental methods to test key hypotheses about the nature of human behavior that affect the quality of survey data. It will also present important statistical concepts and techniques in simple design, execution, and estimation, as well as models of behavior describing errors in responding to survey questions.

Students will also be permitted to count a 200-level course in a foreign language as their methodology requirement, provided that they can justify the relevance of the language to the study of terrorism and to their own particular interests within terrorism studies.

Because students will typically fulfill the methodology requirement within their own major disciplines, the Terrorism Studies Minor Program is not expected to increase pressure on seat availability within research methodology courses. Students in the minor program will also be required to meet all prerequisites and eligibility requirements for enrollment in any research methodology course.

**Elective Course**
To satisfy the final requirement, students will enroll in one 3-credit elective course related to terrorism studies at the 300- or 400-level. The Program Director will work individually with each student admitted to the program to choose an appropriate elective course that will enhance the student’s training in a relevant discipline and that will allow the student to be prepared to conduct substantive research on the topic of terrorism. As discussed previously, the Faculty Oversight Committee will also approve all student work plans to ensure that students adhere to rigorous content knowledge standards.
Examples of previously-offered courses that would satisfy the requirement include (but are not limited to):

- **AASP 441: Black Resistance Movements.** (3 credits). A comparative study of black resistance movements in Africa and America; analysis of their interrelationships as well as their impact on contemporary pan-Africanism.

- **ANSC 340: Health Management of Animal Populations.** (3 credits). A study of common and emerging animal diseases and their prevention and control. The main focus will be on livestock and poultry diseases. However, zoonotic, wildlife, and laboratory animal diseases will also be discussed along with risk assessment, bioterrorism countermeasures, and animal welfare, especially as these topics interface or impact animals used in food production.

- **CCJS 340: Concepts of Law Enforcement Administration.** (3 credits). An introduction to concepts of organization and management as they relate to law enforcement. Principles of structure, process, policy and procedure, communication and authority, division of work and organizational controls. Human element in the organization. Informal interactions and bureaucracy.

- **CCJS 457: Comparative Criminology and Criminal Justice.** (3 credits). Comparison of law and criminal justice systems in different countries. Special emphasis on the methods of comparative legal analysis, international cooperation in criminal justice, and crime and development.

- **CCJS 461: Psychology of Criminal Behavior.** (3 credits). Biological, environmental, and personality factors which influence criminal behaviors. Biophysiology and crime, stress and crime, maladjustment patterns, psychoses, personality disorders, aggression and violent crime, sex-motivated crime and sexual deviations, alcohol and drug abuse, and criminal behavior.

- **GVPT 403/PHL 446: Law, Morality, War, and Terrorism.** (3 credits). An exploration of the political and moral concerns involved in the use or threat of use of force in modern international affairs and diplomacy. Topics of intensive study include, among others, comparative and international laws governing terrorism and counter-terrorism, jus ad bellum, jus en bello, preemptive war, institutional legal processes for promoting the use of and enforcing international conflict resolution and arbitration procedures to prevent or control international
violence, and the roles of international courts in trials of war criminals and terrorists.

- **GVPT 409F: The United States and the United Nations.** (3 credits). No description available.
- **GVPT 409F: Conflict and Crisis.** (3 credits). No description available.
- **GVPT 419A: Stopping Darfur, Saving the Earth, and Changing the World.** (3 credits). No description available.
- **GVPT 439B: Popular Struggle: Repression and Dissent in Film, Music, and Graphic Novels.** (3 credits). No description available.
- **HIST 319E: History of the Arab Israeli Conflict.** (3 credits). This course seeks to introduce the students to the history of the Arab-Israeli conflict from the advent of Zionism in the late decades of the nineteenth century to the present. It covers a wide spectrum of topics which include social, economic, political, intellectual, and military aspects pertaining to the conflict over Palestine. These topics include, among others, the dynamics between the Palestinian Arabs and the Jewish settlers, land alienation and social transformation, Palestinian resistance to Zionism, the various Arab Israeli wars, and the Palestinian refugee problem. The last part of the course will be focused on the various attempts of the regional and international powers to find peaceful resolution to this conflict. The material will be presented in a chronological and thematic sequence. The purpose of such organization is to help the students in situating the historical events pertaining to the Arab Israeli conflict in their proper historical context.
- **HIST 419A: Orientalist Visions and the Middle East in Modern History, 1700-Present.** (3 credits). No description available.
- **HIST 419D: Islam in Europe, from the Ottoman Empire to the European Union.** (3 credits). No description available.
- **HIST 419N: Latin American Dictatorships in Comparative Approach: Brazil, Argentina, and Chile.** (3 credits). The course will consist of a comparative approach among the military dictatorships in Brazil, Argentina and Chile, in which some aspects would be highlighted: dynamics of repression and censorship, the policies towards intellectuals and university institutions, a study of the social forces and their interests and values that led them to support the military power, and the different forms of transition to democracy. The main goal will be to identify the similarities and singularities among the different
cases to offer a comprehensive approach toward the recent authoritarian phenomenon in Latin America.

- **PSYC 309J: Psychology of Terrorism.** (3 credits). Why do some individuals willingly strap on a bomb to kill themselves and others? What motivates people to join terrorist organizations? Is there anything that we can do to stop the spread of terrorism? This course will look at the current literature in psychology to find answers to some of these questions. Can social psychology, with its knowledge of people and their social interactions, help us understand terrorism? The course will use current research papers, movies, and websites to help explore the psychology of terrorism.

- **SOCY 432: Social Movements.** (3 credits). Movements that seek change in the social and political structure of society. Origins, tactics, organization, recruitment, and success.

- **SOCY 465: Sociology of War.** (3 credits). The origin and development of armed forces as institutions, the social causes, operations and results of war as social conflict; the relations of peace and war and revolution in contemporary civilizations.

An exception to the requirement that the elective be at the 300- or 400-level will be made for the following Honors course:

- **HONR 229S: Terrorism.** (3 credits). This course will explore the origins, history and nature of the tactic and phenomenon known as terrorism. We will examine the implications of September 11 and subsequent terrorist events on national security, civil liberties, privacy, and consider how America should respond to global terrorism. We will also try to understand the scope of radical Islam’s war with the West.

START will also offer occasional electives under the course title, **BSOS 338: Special Topics in Terrorism Studies** (topics TBA).

**Affiliated Faculty and Instructors**
START will draw on its network of professors, senior staff, and affiliated scholars to develop program curricula and to instruct courses. Potential instructors and contributors to course development include (but are not limited to) the following individuals:

- Dr. Gary LaFree, Director, START/Professor, Criminology and Criminal Justice
- Dr. Kathleen Smarick, Executive Director, START
- Dr. Katherine Worboys, Education Director, START
Please see Appendix A for short bios on the aforementioned individuals.

In addition to University faculty and staff, START will draw on its network of subject matter experts in the Washington metropolitan area to serve as adjunct instructors and guest lecturers. Doing so will ensure that students have frequent access to homeland security and terrorism analysis practitioners. The Program Director will select adjunct instructors based on the following criteria:

- Adjunct instructor must have practical experience in the field of terrorism analysis (or related fields) that is not otherwise represented within START;
- Adjunct instructor must have a strong academic background, with a doctorate preferred; and
- Adjunct instructor must have a strong teaching record at the undergraduate level.

The Faculty Oversight Committee will approve all adjunct selections. The Program Director will also work closely with adjunct instructors on course development and will require submission of syllabi at least one month prior to the beginning of a course for review by START subject matter experts.

Based on the aforementioned selection criteria, START has selected Ms. Kim Cragin, a Terrorism Analyst at the RAND Corporation, to co-teach the first offering of BSOS 330: Terrorist Motivations and Behaviors with START Visiting Fellow Dr. Mark Dechesne. Please see Appendix A for Ms. Cragin’s bio.

**Eligibility and Application Process**

The minor program will be limited to 30 students per cohort, selected through a competitive application process. In order to apply to the program, students must have completed at least 30 credits and have demonstrated a high level of academic achievement. Students applying to the minor are expected to demonstrate interest in either graduate studies or professional careers related to the broad field of homeland security. In addition, students who apply to this program are expected to be able to work independently.
Students will apply in the spring semester of sophomore year utilizing an application form available on the START website (http://www.start.umd.edu). During the first year of the program, the Program Director will offer independent studies during fall 2007 and/or spring 2008 to substitute for BSOS 332 in the case of students who will graduate before December 2008.

START staff, including the Executive Director and the Education Director, will comprise the selection committee, joined by one non-START representative with a background in terrorism research. In selecting students to participate in the program, the committee will emphasize academic achievement, extracurricular achievement, levels of demonstrated interest in terrorism and/or homeland security, and diversity of academic disciplines. The Faculty Oversight Committee has approved admissions criteria and will review and approve any subsequent changes to admissions criteria.

START has tentatively admitted the first cohort of students to the program, with the caveat that the program is still under review by the University. These students have enrolled in BSOS 330 for the fall 2007 semester. A list of admitted students is included in Appendix B.

Completion Requirements
In order to complete the minor, students must:

- Complete all 17 required credits;
- Achieve a minimum grade of “C” or better in all minor courses;
- Apply no more than two courses from the minor to a major in any discipline; and
- Complete no more than two courses for the minor at an institution other than the University of Maryland, College Park.

The minor is intended to be completed in 1.5 years, as shown in the following figures. START does, however, intend to continue to offer the core courses so that students with conflicts can complete the coursework over a longer timeframe.
Advising System
Interested students should contact START at infostart@start.umd.edu. Once admitted to the program, students will work with the Program Director to develop a work plan for completing the minor, including elective and methods courses and an internship or research project as required by the capstone course. The Faculty Oversight Committee will review each student work plan to ensure that all students completing the program are held to rigorous content and methodology standards.
Program Assessment Structure
The Program Director is collaborating with Mr. Daniel Dinsmore, doctoral candidate in Educational Psychology at the University of Maryland’s School of Education, to develop a comprehensive evaluation plan for the Terrorism Studies Minor Program. Please see Appendix C for the complete plan.

Resource Availability and Funding
START has received $60,000 in direct funding from the Intelligence Community to support two full pilot offerings of the Terrorism Studies Minor Program. The funding will ensure that two full admitted cohorts are able to successfully complete the Minor, with one cohort beginning the program in fall 2007 and a second in fall 2008.

START will also direct revenue earned through the Terrorism Analysis Graduate Certificate Program, administered jointly by START and the University of Maryland’s School of Public Policy, toward the costs associated with supporting future minor cohorts. The certificate program is currently in its first offering, and expected revenue to START for the full iteration of the program (January 2007-May 2008) will reach approximately $20,000. These funds will allow one to two additional cohorts to successfully complete the minor program, one entering in fall 2009 and the second in fall 2010. START and the School of Public Policy intend to offer the Graduate Certificate Program on a continuous basis, thereby ensuring a steady flow of revenue that will support ongoing administration of the Terrorism Studies Minor Program.

START will also continue to seek funding to support the minor program. START will request that the Department of Homeland Security devote an as yet undetermined amount of funding towards the minor program when developing a work plan for the Center’s fourth, fifth, and sixth years. The requested funding would be devoted to course buy-out funds for University faculty and staff and/or payment of adjunct instructors.

Should available revenue and funding fail to support the minor program in its entirety, START would allow its senior staff members (including Dr. Smarick, Dr. Worboys, and Mr. Ackerman) to teach courses in the minor as part of their regular administrative duties. This measure would eliminate the need to pay lecturers or to provide course buy-out funds for members of the Faculty Oversight Committee.

START will determine by August 2009 whether it will have the funds necessary to support a third admitted cohort of students; START will not allow a cohort to begin the minor without ensuring the funding necessary to
support the cohort’s completion of the program within the subsequent two years.

If unforeseen circumstances result in the dissolution of START or START’s educational grants, the College of Behavioral and Social Sciences has agreed to take responsibility for advising students admitted to the program on appropriate methods for completing the minor. To support any students who are left without the ability to complete the minor program, faculty members affiliated with START will mentor students and offer independent study courses and/or seminar courses consistent with the minor’s curriculum in order to substitute for any courses students are unable to complete. Dr. Katherine Beardsley, Assistant Dean for Undergraduate Programs, is also intimately familiar with the proposed minor program, and she and her staff will be able to advise students on methods of completing the program. START will also be prepared to utilize these measures if students have special circumstances that require such alternatives.

**Library Assessment Letter**

Please see Appendix D.
Appendix A: Faculty, Senior Staff, and Adjunct Instructor Bios

Dr. Gary LaFree, Director, START/Professor, Criminology and Criminal Justice
Gary LaFree is Director of the National Consortium for the Study of Terrorism and Responses to Terrorism (START) at the University of Maryland, as well as professor in the Department of Criminology and Criminal Justice. He received his PhD in Sociology from Indiana University in 1979. Dr. LaFree served as President of the American Society of Criminology (ASC) in 2005-2006 and has also served as the President of the ASC’s Division on International Criminology (1991-1993), as the Chair of the American Sociological Association’s Section on Crime, Law and Deviance (1991-1993), and as a member of the Executive Committee of the Justice Research Statistics Association (2000-2001; 1993-1994). While at the University of Maryland, Dr. LaFree was a founding member of the Democracy Collaborative and an invited member of the National Consortium of Violence Research. Before joining the faculty at UMD, Dr. LaFree served as Chair of the Sociology and Criminology Department at the University of New Mexico for six years. He served as the Director of the New Mexico Criminal Justice Statistics Analysis Center for thirteen years. Dr. LaFree received the G. Paul Sylvestre Award for outstanding achievements in advancing criminal justice statistics in 1994, and the Phillip Hoke Award for excellence in applied research in 1994 and 1998, from the Justice Research Statistics Association. Dr. LaFree helped found and later served as Director of the Institute for Social Research at the University of New Mexico. Much of Dr. LaFree’s current research is related to the development and analysis of the Global Terrorism Database, a major project being supported by START.

Dr. Kathleen Smarick, Executive Director, START
Kathleen Smarick is the Executive Director of START and has worked with the consortium since its origins. She previously served as the director of the ICONS Project, an international education and training program at the University of Maryland. Dr. Smarick has taught courses in international relations, national security decision-making, and terrorism and counter-terrorism at both the University of Maryland and the United States Naval Academy. Dr. Smarick has a B.A. in government (with a concentration in international peace studies) from the University of Notre Dame, and earned her M.A. and Ph.D. from the University of Maryland’s Department of Government and Politics, with a concentration in international relations. Her research focuses on individual and state behavior during international crises, and she is a co-author of Mediating International Crises (Routledge 2005).
Dr. Katherine Worboys, Education Director, START
Katherine Worboys is the Assistant Director for Education at the National Consortium for the Study of Terrorism and Responses to Terrorism (START), a Department of Homeland Security Center of Excellence headquartered at the University of Maryland. In this capacity, she co-directs the University’s Graduate Certificate in Terrorism Analysis. She also directs the START Pre- and Post-Doctoral Fellowship Program and the START Undergraduate Research Program, and she sits on the Advisory Board of the Harford County Schools Program in Homeland Security and Emergency Preparedness. Prior to joining the University of Maryland, she directed research for the Lessons Learned Information Sharing (LLIS.gov) program, the Department of Homeland Security’s (DHS) official network of lessons learned and best practices pertaining to emergency management and homeland security. In addition, she has authored numerous studies on emergency response and humanitarian assistance operations for a range of federal departments and agencies, including support for the federal interagency review effort that resulted in the Homeland Security Council’s report on Hurricane Katrina. Dr. Worboys received her B.A. in History from Duke University, and her M.A. and Ph.D. in History, with a secondary field in Anthropology, from the University of Michigan. She has taught in the history departments of the University of Michigan and American Public University, and she has published on a variety of topics pertaining to emergency preparedness and response, peacekeeping, and democratic transition. Dr. Worboys teaches in the University of Maryland’s Terrorism Analysis Graduate Certificate Program.

Mr. Gary Ackerman, Research Director, START
Gary Ackerman is Research Director of START and is responsible for managing START research projects, exploring new avenues for research, and establishing collaborative research relationships with other institutions. Mr. Ackerman concurrently holds the post of Director of the Center for Terrorism and Intelligence Studies, a private research and analysis institute. Prior to taking up his current position as Research Director, Mr. Ackerman was Director of the Weapons of Mass Destruction Terrorism Research Program at the Center for Nonproliferation Studies in Monterey, California, and he earlier served as the Chief of Operations of the South Africa-based African-Asian Society. He received his M.A. in International Relations (Strategic Studies - Terrorism) from Yale University and his Bachelors (Law, Mathematics, International Relations) and Honors (International Relations) degrees from the University of the Witwatersrand in Johannesburg, South Africa. Originally hailing from South Africa, Mr. Ackerman possesses an eclectic academic background, including past studies in the fields of mathematics, history, law, and international relations, and has won numerous academic awards. His research encompasses various areas relating to terrorism and counterterrorism, including terrorist threat.
assessment, terrorist technologies and motivations, terrorism involving chemical, biological, radiological, and nuclear (CBRN) weapons, terrorist financing, environmental extremism, and the modeling and simulation of terrorist behavior.

Dr. Laura Dugan, Assistant Professor, Criminology and Criminal Justice
Laura Dugan is an Assistant Professor of Criminology and Criminal Justice at the University of Maryland. She received her Ph.D. in Public Policy and Management from Carnegie Mellon University (1999) and joined the University of Maryland in fall 2001. Prior to coming to Maryland she was on the faculty at Georgia State University. Professor Dugan has conducted research in a wide range of areas ranging from studying how states' domestic violence policies influence the violent behavior of family members and intimate partners to analyzing the policy impacts of airline hijacking. Her research has focused on several areas, examples include: (1) the extent to which social response to domestic violence contributed to the decline in intimate-partner homicide, (2) the effect of criminal victimization on residential mobilization, (3) the development of diagnostic methodologies to reduce errors in interpreting the results of longitudinal analysis, and (4) participation in a broader research program that links policy and community infrastructure to confidential geo-coded data from the National Crime Victimization Survey (NCVS). Professor Dugan also studies terrorism, specifically the impact of terrorism on economic development and new methods for collection and analysis of terrorism data.

Dr. Arie Kruglanski, Distinguished Professor, Psychology
Dr. Kruglanski is a Distinguished University Professor at the University of Maryland. Throughout his career as a social psychologist, his interests have centered on how people form judgments, beliefs, impressions, attitudes and what consequences this has for their interpersonal relations, their interaction in groups, and their feelings about various "out groups". In connection with these interests he has formulated a theory of lay epistemics that specifies how thought and motivation interface in the formation of subjective knowledge.

The work on lay epistemics has branched in several directions, including: (1) research on epistemic motivations, need for cognitive closure in particular; (2) a unified conception of the parameters of human judgment that offers an integrative alternative (known as the "unimodel") to previous theorizing in a variety of social judgment domains (having to do with persuasion, stereotyping, attribution, and statistical reasoning among others); and (3) a "motivation as cognition" research program that resulted in the recent theory of goal systems. Dr. Kruglanski's interest in motivation has also led to a fruitful collaboration with Tory Higgins on the regulatory mode theory in
which people distinguish between two fundamental aspects of self-regulation having to do with "locomotion" (encapsulated in the "just do it" dictum) and "assessment" (representing a concern with "doing the right thing").

**Dr. Jonathan Wilkenfeld, Professor, Government and Politics**  
Jonathan Wilkenfeld is Director of the Center for International Development and Conflict Management as well as a professor and prior chair of the Department of Government and Politics at the University of Maryland. He is a specialist in foreign policy decision-making and crisis behavior, as well as in the use of simulation in political science. He is the Director of the International Communication and Negotiation Simulations (ICONS) Project at the University of Maryland. The development of the ICONS simulations grew out of his long-term interest in integrating technology and simulation techniques into the teaching of negotiation and international politics. In 1994, he won the Distinguished Program Award presented by the Maryland Association for Higher Education for the ICONS instructional model. Under his direction, the ICONS Project won the 2001 University of Maryland Award for Innovation in Teaching with Technology.

His most recent books include *A Study of Crisis* (1997 and 2000, with Michael Brecher) and *Negotiating a Complex World* (1999, with Brigid Starkey and Mark Boyer). His current work focuses on the use of experimental techniques to study the mediation process in international crisis negotiations and how decision makers learn from previous crisis experience.

**Dr. Mark Dechesne, Visiting Fellow, START**  
Dr. Mark Dechesne is a Visiting Fellow at START and Research Associate in the University of Maryland Department of Psychology. He currently conducts research on the psychological mechanisms underlying terrorists‘ behavior, the psychological determinants of support for terrorism, and the psychological facets of responding to terrorism. He also has a special interest in the role of religion in terrorism and violence generally. Prior to his current position, Dr. Dechesne was active at various universities in the Netherlands, where he explored the effects of fear of death on social behavior in experimental and real-life settings. He obtained his PhD (cum laude) on the role of fear of death in social life at the University of Nijmegen, the Netherlands, in 2001. He has published a number of articles and chapters on the topic, and served on the editorial boards of the *Journal of Personality and Social Psychology: Attitudes and Social Cognition* and the *European Journal of Social Psychology*. 
Ms. Kim Cragin, Terrorism Analyst, RAND Corporation
Kim Cragin is an associate international policy analyst at RAND. Her research focuses on terrorism-related issues, including arms trafficking by the FARC in Latin America, suicide bombings, anti-U.S. extremism, the relationship between terrorism and development, terrorist groups’ operational requirements, and border security. She has also provided research support to the Advisory Panel to Assess Response Capabilities for Weapons of Mass Destruction Terrorism (Gilmore Commission) and manages the RAND-MIPT Terrorism Incident Database. Before coming to RAND in 2000, Kim attended the Sanford Institute of Public Policy at Duke University in North Carolina, where she was awarded the Boren Fellowship by the National Security Education Program (funded by Congress) to study Hamas and Israeli right-wing extremism. Kim holds an M.P.P. (Masters in Public Policy) from Duke University where she wrote her thesis on U.S. counter-narcotics policy with regards to Plan Colombia and the FARC. Ms. Cragin is also completing her D.Phil. in History at Cambridge University. Her RAND publications include monographs on terrorist threat assessment, terrorist motivations, and terrorist technological innovation.
Appendix B: Students Tentatively Admitted to Minor Program*

*Students have been advised that the Minor Program is still under review by the University and that they will be awarded the Minor only if the program is approved

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Appendix C: Terrorism Studies Minor Program Assessment Plan

Assessing program effectiveness in the area of terrorism analysis is a new and challenging endeavor that needs to be grounded in a strong theoretical framework. Unlike established and more rigid domains, such as mathematics, the curriculum and evaluation of student learning within the program are fluid and need to be responsive to the needs of students and their potential employers, including the Department of Homeland Security (National Research Council, 2005). Relying on experts within the University and within the Center, START is laying the groundwork to assess principled learning in the area of terrorism analysis. This program assessment plan will allow START to continuously improve instruction and student learning in the Terrorism Studies Minor Program.

Framework
START proposes to utilize a developmental model of expertise to evaluate terrorism studies learning. START will draw specifically on the Model of Domain Learning (MDL), as it offers a promising framework for investigating development of academic expertise in three main stages: acclimation, competence, and proficiency (or expertise) (Alexander, 2004). Each stage is characterized by a particular profile in terms of an individual’s domain-specific knowledge, strategic processing, and interest. START hypothesizes that many of the students that join the Terrorism Studies Minor Program will move from the acclimation stage to the early or mid-competence stage over the course of the program. START expects to see the following indicators of a successful transition through these stages: a marked increase in domain-specific knowledge (i.e. breadth of knowledge in the subject area); an increasing reliance on domain-specific types of strategic processing (e.g. using specific tools and practices of terrorism analysis); a decrease in domain-general strategic processing (e.g. re-reading); and increased individual interest in terrorism studies (Hidi and Renninger, 2006).

Methods and Measures
Measures will be employed to assess student progress in the areas of knowledge, strategies, and interest. The measures will be designed to construct rich profiles of successful students in order to further refine both the curriculum and the instructional strategies informing it. Data will be collected at the beginning of the program and at the conclusion of each core course. Interest and related terrorism analysis activities will be measured using Likert-type questionnaires. Strategic knowledge and strategic processing will be assessed by using relevant domain-specific scenarios and simulations. Domain and topic knowledge will be assessed using a two-fold approach: objectively, by using multiple choice and short answer questions; and subjectively, by using concept and idea mapping. Concept mapping
techniques (Novak, 1990) and more recent idea mapping techniques (Hoz, Bowman, & Chacham, 1997) will be used for three primary purposes: (1) to monitor conceptual and ideational change within each individual through data points collected over the course of the program; (2) to compare to maps produced by experts to determine congruity of conceptual organization; and (3) to be analyzed after desired courses to assist in gauging the impact of the courses on conceptual organization.

Data Analysis
Analysis of these measures will include both quantitative and qualitative techniques. Cluster analysis (see Milligan & Cooper, 1987 for a description) will be used to track cohorts of students on the three dimensions of the MDL that create typical student profiles. START will follow the seven-step clustering procedure described by Milligan and Cooper (1987). Additionally, START will use both quantitative and qualitative methods for analyzing the concept maps (e.g. Ruiz-Primo & Shavelson, 2004) and idea maps (e.g. Hoz, in preparation).

References
Appendix D: Library Assessment Letter

To: Dr. Katherine Worboys  
   Assistant Director for Education  
   National Consortium for the Study of Terrorism and Responses to Terrorism  

From: Gerri Foudy  
   Government & Politics and Public Policy Librarian  

Dr. Desider Vikor  
   Director for Collection Management and Special Collections  

Susanna Van Sant  
   Leader, Collection Management Team  

Re: Proposal for undergraduate minor in Terrorism Studies  

Date: May 11, 2007  

The National Consortium for the Study of Terrorism and Responses to Terrorism (START) research center housed in the College of Behavioral and Social Sciences proposes to create an undergraduate minor in Terrorism Studies. This library assessment has been requested to evaluate the ability of the UM Libraries to support this new minor. The curriculum for the minor in Terrorism Studies is intended to build upon existing classes and programmatic interests that are already supported by the Libraries’ collections. Consequently, the UM Libraries’ collections will adequately support the research needs of the newly proposed minor in Terrorism Studies.

The ongoing acquisition of current imprints of academic books is more than adequately covered through the Libraries’ existing purchase plan.

If there is a need beyond the UM Libraries’ holdings for books, our USMAI Catalog includes 15 other Maryland campuses from which books may be borrowed. Inter-library loans are also an option for additional items.

In the areas of public policy, political science, and international relations, the Libraries subscribe to over 400 journals. In the areas of criminology and criminal justice the Libraries subscribe to over eighty journals. In the field of terrorism studies, there are two recognized core journals:

- *Terrorism and Political Violence*
- *Studies in Conflict and Terrorism.*

The Libraries subscribe to these journals and also provide access to their content in full-text electronic format through Research Port. The Libraries also provide access to some of the journals focused on the emerging field of homeland security studies: *Journal of Homeland Security and Emergency Management; Journal of Counterterrorism and Homeland Security International; Homeland Security Affairs; Homeland Defense Watch; and National Strategy for Homeland Security.*

A search was performed in *Journal Citation Reports (JCR)*, a database that uses citation data to rank and determine the impact factor of journals in an academic field. The Libraries subscribe to fifteen of the twenty-seven journals listed under the category of criminology and penology. There are fifty titles assigned to the International Relations subject area in *JCR* (there is no category for terrorism or security studies or even military studies). The University of Maryland Libraries provide access to the following core International Relations titles that have some coverage of terrorism-related topics:

- *Conflict Management and Peace Science*
The University of Maryland Libraries subscribe to core databases that contain information and full-text materials pertaining to terrorism studies in the fields of political science, public policy, law, sociology, criminology and criminal justice, history, science, and psychology as well as news and current events sources. These include, but are not restricted to: Chem-Bio Web; CIAO (Columbia International Affairs Online); CQ Researcher; Criminal Justice Abstracts; Criminal Justice Periodicals; Digital National Security Archive; National Criminal Justice Reference Service; Historical Abstracts; International Political Science Abstracts; Lexis-Nexis Academic; Lexis-Nexis Congressional; Historical Abstracts; PsycInfo; PAIS (Public Affairs Information Service); SocIndex; World News Connection; and Worldwide Political Science Abstracts.

Interdisciplinary databases will also be useful for terrorism studies and such databases accessible through UM Libraries include, but are not limited to, Academic Search Premier and Ingenta.

The University of Maryland Libraries is a federal government Regional Depository and as such houses federal documents relevant to terrorism studies. Congressional sources and information published by the State Department, Department of Homeland Security, Department of Defense, the CDC, the EPA, and the branches of the military are available through the Libraries’ Government Documents and Maps Unit.

The UM Libraries’ collections support the courses that constitute the proposed minor. Should the program expand to an undergraduate major or a graduate program, current collecting practices should be evaluated again to ensure that the Libraries can keep pace with new publications in this growing field of study.