


**GRADUATE STUDIES AND
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MEMORANDUM

ATTENTION	Senate	DATE	March 17, 2016
FROM	Wade Parkhouse, Chair of Senate Graduate Studies Committee (SGSC)	No.	GS2016.08
RE:	Proposal for Professional Master's Program in Terrorism, Risk, and Security Studies (Cohort Special Arrangement Program)		

For information:

At its meeting of March 7, 2016, SGSC approved the Cohort Special Arrangement proposal for a Professional Master's Program in Terrorism, Risk, and Security Studies in the Faculty of Arts and Social Sciences and forwarded it to SCUP for information.

Acting under delegated authority at its meeting of March 7, 2016, SGSC approved the following program proposal and new courses effective **Fall 2016**.

Faculty of Arts and Social Sciences

Program proposal: Terrorism, Risk, and Security Studies Professional Master's Program (Cohort Special Arrangement)

New courses:

- CRIM 710 Current Issues in Terrorism
- CRIM 711 Radicalization and Recruitment to Terrorism
- CRIM 720 Fundamentals of Security Risk Management
- CRIM 721 Psychological Assessment of Risk for Terrorism and group-Based Violence
- CRIM 730 Terrorism and Civil Liberties: Canadian , Comparative and International Perspectives
- CRIM 731 Policy Making and Decision Analysis in Counter-Terrorism and Security Studies
- CRIM 740 Introduction to Quantitative Research Methods and Statistical Modeling
- CRIM 742 Cybersecurity
- CRIM 798 MA Project (Research Report)



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22 January 2016

Dear Lisa Shapiro, Chair, FASSGSC:

At its meeting on 22 January 2016, the School of Criminology approved the following curricular program changes:

1. Terrorism, Risk, and Security Studies Professional Master's Program (TRSS), Cohort Special Arrangement Program (CSAR), Proposal;
2. Calendar entry for the TRSS CSAR;
3. New graduate course proposals (with library checks) for: CRIM 710, CRIM 711, CRIM 720, CRIM 721, CRIM 730, CRIM 731, CRIM 740, CRIM 742, and CRIM 798;
4. ~~A budget for the TRSS CSAR;~~
5. ~~Short CVs for faculty members involved with TRSS;~~
6. A list of comparable institutions and programs; and
7. Letters of support.

Please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Graduate Studies Curriculum Committee.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Martin A. Andresen'.

Martin A. Andresen, PhD



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

**Terrorism, Risk, and Security Studies Professional Master's Program
(TRSS)**

Cohort Special Arrangement Program (CSAR)

January 14, 2016
School of Criminology

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1 Executive Summary

The Terrorism, Risk, and Security Studies (TRSS) Professional Master's Program at Simon Fraser University (SFU) is a unique, interdisciplinary program that addresses security challenges from a number of perspectives. More specifically, TRSS brings together an array of distinct but related fields. The program leverages SFU's recognized strengths in Terrorism Studies, Human Intelligence, Computation and Big Data, Risk Assessment, Decision Analysis, and Public Policy to address security issues from a variety of diverse, yet complimentary, disciplinary perspectives.

Our faculty members are frequently consulted by national and international organizations, including the Royal Canadian Mounted Police (RCMP) and the BC arm of its Integrated National Security Enforcement Team (BC INSET), the Canadian Security and Intelligence Services (CSIS), Public Safety Canada, and the North Atlantic Treaty Organization (NATO). They belong to associations such as the Canadian Association of Threat Assessment Professionals, and TSAS: The Canadian Network of Research on Terrorism, Security, and Society – a group supported by academic and government sources and tasked with creating the first Canadian Terrorist Incidents Database. Due to the unique and privileged access our program faculty have to local, national, and international security and intelligence groups, the new TRSS MA Program will be able to offer a wide range of specialized course content to not only ensure the dissemination of industry best practices, but also encourage a broader perspective among security and intelligence professionals.

Through the TRSS Master's program, students will:

- Develop a more detailed and up-to-date understanding of the current threat environment posed by the entire range of violent extremists and terrorist organizations;
- Develop a comprehensive understanding of the various theories of violent extremism and terrorism;
- Develop a better appreciation of the process of risk management and mitigation;
- Reduce "siloed" thinking and develop a more holistic understanding of the Canadian infrastructure for addressing violent extremism and terrorism;
- Develop critical thinking and analytic skills that students can subsequently employ in their professional lives;
- Create better decision-making models and approaches to dealing with terrorist incidents;
- Foster a better understanding of the whole range of possible short-, medium-, and long-term policy responses to terrorism;
- Examine comparative approaches for understanding and addressing terrorism;
- Understand and appreciate the legal and ethical issues involved in countering violent extremism and terrorism; and
- Develop functional capabilities with the various methods and techniques used to study violent extremism and terrorism.

The detailed knowledge and skills development offered by TRSS helps bring diverse professionals together to address key security issues in a more integrative and collaborative manner. As result of TRSS training, professionals will be better equipped to understand, analyze, and address terrorism in a holistic manner.

2 Credential to be awarded

Master of Arts in Terrorism, Risk, and Security Studies by Cohort Special Arrangements.

3 Location

Online. Administered from SFU Burnaby.

4 Department(s), School(s), Faculty(ies) offering program

School of Criminology in the Faculty of Arts and Social Sciences.

5 Anticipated program start and end dates

September 1, 2016 to August 31, 2019.

6 Description of proposed program

6.1 Aims, goals and/or objectives

6.1.1 The Need for TRSS

While terrorism has existed in one form or another for hundreds of years, the events of 9/11 (and their aftermath) have affected Western democratic countries, including Canada, in ways not seen previously. These countries are struggling to understand the religious ideology underlying Islamic fundamentalist (or Jihadi) groups. In some respects, groups such as the Islamic State (also known as ISIL and ISIS) are fundamentally different from previous terrorist groups. At the same time, authorities continue to grapple with other long-standing manifestations of extremism, including right-wing violence and radical environmentalism. This diversity of terrorism thus presents significant difficulties for everyone involved with trying to craft effective responses.

The context of contemporary terrorism is evolving rapidly, and governments need to have people with the expertise to keep up. Governments grapple with significant concerns over what has been dubbed “high risk travelers” or “foreign fighters” – individuals who leave their countries to travel to conflict areas, such as Syria or Iraq. There are very real dangers that these individuals may acquire skills that could be used to commit terrorist acts in their home countries when they return. ISIS, for example, has issued calls for potential Jihadis to strike in their home counties. This has raised the spectre of “homegrown” terrorism and Western democracies have been largely unable to prevent these attacks. Neither homegrown terrorism nor foreign fighters are new. The concept of homegrown terrorism, for example, has traditionally been used to distinguish ‘domestic’ from ‘international’ extremist violence; in Canada and the US, this predominantly referred to right-wing

ideological groups. However, while these issues are not novel, the nature and magnitude of the current threat is.

The Internet has also radically altered the context of terrorism. We are currently witnessing the advent of “self-radicalization” – a process whereby an individual adopts an extremist ideology without joining an established group. Until recently, most terrorism was carried out by identifiable organizations, such as the Front de Liberation du Québec (FLQ) or Al Qaeda, but this is no longer the case. Today, individuals loosely bound to these ideologies can become violent perpetrators targeting citizens not just in conflict zones but at home as well. Indeed, motivated individuals can find justification for violence in the rhetoric available on the Internet, along with detailed instructions on how to perpetrate acts of violence. Social media further complicates the issue – the same medium that facilitates individuals positively sharing ideas also enables radicalized individuals to network and spread a problematic ideology. As capabilities diversify, cyberspace will become an accompanying battleground where manipulating technology may produce real-world harm and disruption. These small groups and “lone wolves” operating across different domains present incredible operational challenges for governments and law enforcement organizations.

Traditional techniques for confronting terrorist groups, such as infiltration, decapitation (removing leadership), and negotiation, are rendered ineffective in the current context. It is exceedingly difficult to know about these small groups prior to their committing an attack, much less try to infiltrate them. Complicating matters is a lack of hierarchy – these groups do not have identifiable leadership to neutralize or negotiate with. To effectively address the changing face of terrorism, new approaches will be required.

Violent extremism and terrorism represent an unprecedented threat to Canada and Canadians. Indeed, terrorism has become an urgent priority for all levels of government, which must count the protection of citizens among their highest priorities. Despite this priority status, countries struggle to understand this ever-evolving threat and deliver effective solutions. Indeed, the security analysts of today often require specialized training across multiple threat vectors to effectively confront the challenges at hand. Furthermore, much of the data gathered in relation to terrorism is migrating to the Internet, and especially onto social media platforms. This shift increasingly requires us to employ Big Data analysis to not only structure the growing volume of data, but also identify and effectively share key patterns that emerge across multiple organizations in a timely manner. A gap exists between what we need to do and what we can do. Ensuring analysts are cross-trained in these computational, historical, and sociological approaches is an important first step to addressing Canada's security challenges.

The online Terrorism, Risk, and Security Studies Professional Master's Program will address these key problems and fill an urgent training need. By taking the courses offered in this program, professionals will be better equipped to understand, analyze, and address terrorism in a holistic manner. At the same time, bringing professionals together from across different agencies will assist with collaboration and “break the silos” that presently inhibit effective responses. Indeed, these silos often entrench professionals in their own field of expertise and, as a result, they miss out on understanding and incorporating key

developments in related fields of endeavour. TRSS simultaneously offers detailed knowledge and skills development to address key security issues in a more integrative manner with the added benefit of online program delivery using cutting-edge and secure technology.

6.1.2 The TRSS Approach

Perhaps the biggest drawback to “traditional” distance education was its reliance on text-based delivery approaches. In contrast, TRSS instructors are dedicated to maximizing the delivery capabilities currently offered by online platforms. To the greatest degree possible, TRSS courses will try to replicate the in-person student experience. All courses will have lecture (both live and recorded) and/or seminar components. In addition to materials presented by the instructors, lectures and seminars will also include guest speakers and interviews with subject matter experts. Courses will also include discussion groups and forums moderated by the instructors. As other innovative techniques become available, these too will be incorporated into TRSS’s instructional approach. TRSS is committed to providing the enhanced interactivity that is so vital to the learning experience.

TRSS seeks to blend traditional grading methods with methods that are more readily implemented via online platforms. So, while the courses will have essay papers and standard examinations, they may also incorporate quizzes and/or self-evaluation components. Online tools allow for immediate feedback, and provide students the opportunity to gauge their progress and comparative levels of knowledge. Such tools also provide the TRSS program with learning analytics to identify the factors for student success and provide a platform to adjust and integrate new innovative teaching methods.

Given that the intended TRSS students are professionals, flexibility in program delivery is of paramount importance. The online approach is central in this regard. Yet, we are also cognizant of the time constraints of course instructors. When possible, lectures and seminars will be presented in the evenings, but some will likely take place during normal business hours. Since all lectures and seminars will be recorded and made available to students, we do not anticipate any major difficulties in this regard.

One of the strengths of TRSS is its interactive approach, as noted above. We believe that students will realize maximum benefit from the program if we are able to create an environment that is conducive to constructive engagement. Our courses are not merely “top-down” lectures. Rather, our students can learn a tremendous amount from each other. They can offer varying perspectives that, in turn, allow for a more comprehensive learning experience. This allows students to “get to know each other,” and in the spirit of fostering active participation, TRSS will begin each academic year with a three-day orientation session. In addition to setting the groundwork for more natural communications, the orientation sessions will also allow students to meet with and confer with their course instructors and their supervisors. These initial meetings will establish expectations and lay the foundation for the students’ program of study.

Students will also be able to interact via video link at their discretion and at the annual year-end conference. Beyond these, there are no additional formal opportunities for in-

person interaction. No concerns about this structure have been raised during our conversations with key organizations, nor with prospective students.

6.1.3 Learning Outcomes

The cumulative and integrated learning outcomes for the TRSS are summarized as follows:

- To have a more detailed and up-to-date understanding of the current threat environment posed by the entire range of violent extremists and terrorist organizations;
- To develop a comprehensive understanding of the various theories of violent extremism and terrorism;
- To develop a better appreciation of the process of risk management and mitigation;
- To reduce “siloed” thinking and develop a more holistic understanding of the Canadian infrastructure for addressing violent extremism and terrorism;
- To develop critical thinking and analytic skills that students can subsequently employ in their professional lives;
- To create better decision-making models and approaches to dealing with terrorist incidents;
- To foster a better understanding of the whole range of possible short-, medium-, and long-term policy responses to terrorism;
- To examine comparative approaches for understanding and addressing terrorism;
- To understand and appreciate the legal and ethical issues involved in countering violent extremism and terrorism; and
- To develop functional capabilities with the various methods and techniques used to study violent extremism and terrorism.

Additional information on individual objectives and learning outcomes for participating students can be found on the course proposal forms (Appendix 2).

6.1.4 Relationship to Other SFU Programs

The TRSS Professional MA program builds on the strengths of SFU's existing graduate programs in Criminology, Computing Science, Political Science, and Psychology. While the program shares some similarities with existing programs – in terms of academic rigour and research excellence – it is nevertheless distinct. Through the TRSS program, SFU is connecting diverse expertise in terrorism, security, risk assessment, and Big Data from across multiple disciplines to provide a unified training program in this field.

Currently, students who are interested in this field must choose a specific discipline – and potentially silo their learning – to conduct their studies. In doing so, they may miss out on opportunities to cross-train in the TRSS field and broaden their perspectives. The TRSS program further distinguishes itself by being attuned to the changing needs of professionals in the field. In doing so, students are equipped with the knowledge, analytical capacities, and experiences that are relevant to an ever-changing and challenging world.

6.2 Mandate and strategic plan

SFU aims to be Canada's most engaged university, defined by its "dynamic integration of innovative education, cutting-edge research and far-reaching community engagement."¹ The TRSS Professional Graduate Program is committed to engagement as a cornerstone of excellence as we develop and grow this program.

The lead professors of TRSS are valued advisors and consultants to many national and international organizations, including the RCMP, CSIS, Public Safety Canada, and NATO, amongst others. The connections our professors have to these organizations means that SFU can leverage its world-class research to help solve key problems facing our national security organizations today. These close relationships also provide valuable feedback on developing the TRSS professional program to ensure it best reflects needs and practices of the TRSS field.

In a larger sense, our students can help address security risks to the broader citizenry as a result of our holistic training across terrorism, risk, and security studies. The practical and research skills acquired through this program are directly translatable to their professional lives. TRSS facilitates multifaceted engagement – through our partnerships, through student training, and through research – in an area of important societal concern.

Complementing the strategic vision is SFU's *Academic Plan 2013-2018* and the *Strategic Research Plan 2010-2015*, both of which shape the direction and institutional priorities of the university. The Academic Plan highlights the need for diversified student opportunities and structures to capitalize on the full benefits of a university education. Security Studies is not a wholly theoretical exercise. Instead, TRSS expands opportunities for experiential learning through collaborative online courses, rapid response, and engagement with industry professionals. Indeed, training is structured to bridge both the theoretical and practical aspects of a changing threat environment. Through this Degree of Experience, TRSS students will leave SFU ready to address our nation's key security concerns.

A key objective of the *Strategic Research Plan* is to cultivate excellence in key areas of research. TRSS combines institutional strengths in criminology, security studies and decision-making, and computation and Big Data to maximize opportunities for discovery and innovation in research. The TRSS focus on the linkage between computation and security studies, in particular, is one of the things that sets TRSS apart from other comparable programs. Complementary research expertise is synthesized into a high-quality program that addresses an important research and training gap in Canada, particularly among Big Data analysts.

The *Five-Year Academic Plan (2013-2018)* for the Faculty of Arts and Social Sciences (FASS) closely aligns with the objectives of both the Academic Plan and the Strategic Research Plan. FASS' long term goals also include a plan for growth in a professional MA program within the School of Criminology. As a key partner of TRSS, Criminology will serve as the academic home of this program. Taken together, the TRSS program is in close alignment with SFU's institutional plans and priorities.

¹ Simon Fraser University, "Strategic Vision Background," <http://www.sfu.ca/engage/background.html>.

Finally, TRSS is also consistent with the present *Five-Year Plan (2013-2018)* for the School of Criminology. The School has a long tradition of working collaboratively with groups and individuals external to SFU. The School presently hosts several major research centres, institutes, and programs, including the Institute for Canadian Urban Studies (ICURS), Police Studies, and the Applied Legal Studies program, all of which have established solid connections with community and government institutions and agencies. Drawing prospective students from array of public, private, and non-governmental organizations, TRSS further buttresses the School's commitment to the engage with external constituencies.

6.3 Curriculum

The TRSS Professional MA Program will be open to current security, intelligence, and risk management professionals and consist of eight courses and a final project, taken over an 18 to 36 month period. The program will ultimately feature an annual conference, an academic journal, and rapid response – special topics mini-courses developed in response to evolving security issues. These additional opportunities to enhance student learning are anticipated once TRSS becomes a permanent MA program in the School of Criminology. Students will be exposed to the latest research and be given advanced hands-on training that will not only enhance current skillsets, but also build new capacities to critically approach and analyze diverse data effectively.

The MA Program consists of eight courses and a final project (totalling 30 credits). Students will begin the program with an intensive three-day orientation and information session with their cohort that takes place at SFU's main campus in Burnaby.² In consideration of our student's professional responsibilities, the program will offer a flexible schedule, allowing students to take a manageable course load. While the program is conceived as an 18-month program, students will have up to 36 months to complete the requirements

The program is structured around four main research areas: Terrorism, Risk Assessment and Management, Security, and Information Technologies and Data Analysis. These areas ensure that students are exposed to diverse yet interconnected perspectives in the TRSS field, as briefly described below.

AREA 1: TERRORISM
<ul style="list-style-type: none"> ▪ Current Issues in Terrorism ▪ Radicalization and Recruitment in Terrorism
AREA 2: RISK ASSESSMENT AND MANAGEMENT
<ul style="list-style-type: none"> ▪ Fundamentals of Risk Management ▪ Psychological Assessment of Risk for Terrorism

² The length of the orientation was determined in consultation with industry members. We believe it strikes the optimal balance between wanting to give a sufficient chance at interaction and not wanting to take students away from their work lives for any longer than is necessary.

AREA 3: SECURITY- RELATED POLICY
<ul style="list-style-type: none"> ▪ Terrorism and Civil Liberties ▪ Policy Making and Decision Analysis
AREA 4: INFORMATION TECHNOLOGIES AND DATA ANALYSIS
<ul style="list-style-type: none"> ▪ Introduction to Research Methods and Statistical Modeling ▪ Cybersecurity

Table 1 TRSS Program Research Areas

Students will be required to complete eight courses and the Master's Project (Research Report), as outlined below. This structure ensures that students are exposed to a broad range of both foundational and applied knowledge. There will be a minimum of two courses offered each semester of SFU's tri-semester system, beginning every September, January, and May, and lasting thirteen weeks. Intensive, summer intersession courses will also be offered. At least one core course will be offered every semester to provide appropriate flexibility to students. The TRSS Program will also include a series of topical guest speakers and invitations to special topic symposia that will further augment the overall content of the program.

The proposed program structure is outlined below:

1. CORE COURSES (12 CREDITS)

▪ *Current Issues in Terrorism* (CRIM 710-3)

This course serves as an advanced introduction to contemporary terrorism. It is anticipated that those registered in the class will be aware of many of the topics presented here. But this course will delve into each of these topics in considerable detail. Special emphasis will be placed on understanding: the specific threat environment (e.g. right wing terrorism, Islamic fundamentalism); emergent issues (e.g. homegrown terrorism, foreign fighters, lone wolves, women in terrorism); particularly salient issues (e.g. cyberterrorism, weapons of mass destruction); and the dynamics of terrorism (e.g. radicalization, social media, social networks). These issues are all addressed in the context of how they relate to, and can inform, methods of preventing and responding to terrorism.

▪ *Fundamental of Security Risk Management* (CRIM 720-3)

This course introduces students to the basics of risk management, which includes both risk assessment and risk treatment. Risk management will be approached from a broad perspective, and terrorism will be considered as one possible context for the application of risk management principles. Students will gain an appreciation of a wide variety of risk assessment methodologies, and learn how to evaluate these methodologies in varying contexts. This course will also highlight other important aspects of the risk management process, including understanding organizational risk culture, risk communications, risk monitoring, and reporting to governance.

- *Terrorism and Civil Liberties: Canadian, Comparative, and International Perspectives* (CRIM 730-3)

A tension exists between the need to protect civil liberties and the need to maintain national security. Canada and other Western nations have grappled with the need to balance these two sets of concerns, resulting in many tensions as government policy often comes into conflict with individual rights and freedoms, and often manifesting itself in clashes that are played out in the courts. Questions about how, when, and why individual rights should be allowed to trump national security policy challenge policymakers who face a wide range of competing interests. Those seeking to understand how best to develop policy in the national security arena increasingly require familiarity with the terminology, history, and comparative approaches to these matters. This course will provide a thorough look at the theories, national and transnational legal regimes, domestic legal issues, key concerns, and global debates related to the interplay between civil liberties and national security efforts to address terrorism.

- *Research Methods and Statistical Modeling* (CRIM 740-3)

CRIM 740 is an introductory course designed to familiarize students with the fundamentals of quantitative analysis. Students will become familiar with the basic quantitative approaches that are used in social science research, with an emphasis on analysis and interpretation. Students will hand-in assignments based on a dataset that will be supplied by the professor. This is not a statistics course, in that students will not be required to do manual calculations. Rather, students will be expected to apply a variety of statistical techniques. Labs will be devoted primarily to learning to code, analyze, interpret and represent data using SPSS.

2. ADDITIONAL COURSES (12 CREDITS)

- *Radicalization and Recruitment to Terrorism* (CRIM 711-3)

Among the most important questions for terrorism studies are "Why and how do individuals become involved in terrorism?" The mechanisms of radicalization and recruitment are varied and diverse, and may be influenced by the interplay of psychology, social psychology, group dynamics, and broader cultural contexts. This course will provide an introduction to the wide variety of perspectives. Regardless of the specific motivational dynamics, contemporary theorizing conceptualizes radicalization as a process. This course will review these approaches. Finally this course will examine the policy implications of the various approaches to radicalization. How can what we know about radicalization be used to arrest or reverse the process?

- *Psychological Assessment of Risk for Terrorism and Group-Based Violence* (CRIM 721-3)

Some forms of violence, including terrorism, are perpetrated by individuals yet supported by larger social groups and intended to further the interests of those groups. These social groups may be defined by shared beliefs or attitudes, common goals or activities, or kinship. Effective assessment and management of risk for group-based violence requires a nested ecological framework that takes into account the dynamic interplay of risk factors within and across various levels of

analysis: individual, individual-in-group, group, and group-in-society. This course explores psychological theory, research, and practice as it relates to the assessment of risk for group-based violence. The overarching goal is to help students develop the knowledge and skills necessary to conduct evidence-based assessments of group-based violence, as well as to critically evaluate, interpret, and act on assessments conducted by others.

- *Policy Making and Decision Analysis in Counter-Terrorism and Security Studies (CRIM 731-3)*

Decisions involve trade-offs among optimal rationality, legal and political acceptability, and managerial and operational feasibility. The incomplete, ambiguous, and at times contradictory nature of information forms a growing challenge given the often fluid developments of threats in this policy area. The values and interests at stake for the decision-maker constitute a second layer of challenge as threats blend between domestic and international, and values compete among security and democratic liberty. The cognitive, small-group, and diverse organizational environments that manage these layers of challenge are themselves subject to bias and competition, and may add potential distortions at both the policy and implementation levels. Impediments to optimal decision-making include insufficient range of alternatives considered, false consensus, selection bias, rigid option selection, outdated standard operation procedures, conflation of parochial and policy goals, analogical reasoning, wishful thinking, bureaucratic rivalry, and low-probed choice.

- *Cybersecurity (CRIM 742-3)*

The cyber domain is a new environment where we see both security threats and terrorist activities taking place. Indeed, addressing these threats through the lens cyber security will be of utmost importance. This course will introduce students to online communities of extremists and hackers, on both public web-forums and social media, where threats/attacks against Canada, Canadians, and critical infrastructure are discussed. This course will also introduce methods for analyzing data from online communities, in particular text data and social network data.

3. MA PROJECT (RESEARCH REPORT) (CRIM 798-6)

Students will be required to successfully complete a Master's Project (Research Report) (PRR) as part of their degree requirements. The PRR will be completed during the final semester of study. One faculty member of TRSS will be assigned to supervise the cohort of students completing their PRRs (note: the faculty member will receive teaching credit for this responsibility). In lieu of an oral defense, each PRR will be reviewed by two readers. The readers will provide feedback and a final grade for the PRR. Upon completion, a copy of the PRRs will be filed with TRSS. As with other "Professional Papers", such as that produced as part of the MA in Philosophy, the PRR will not be filed with the Library.

Consistent with other programs at SFU, the PRR is intended to be a culminating experience. Students will select topics directly relevant to their professional fields of interest, in consultation with the PRR supervisor. The PRR normally will not exceed 50 pages in length, including bibliography and footnotes, but exclusive of appendices. The PRR is an extended essay that does not require the completion of original research. Students will be expected to conduct a comprehensive and critical review of pertinent literature. A critical review requires students to make an argument or defend a position. Through the PRR, students are expected to demonstrate that they are able to integrate and apply the knowledge they have acquired through their coursework and other learning experiences during the TRSS program.

Full course outlines are contained in Appendix 2.

6.4 Admission Requirements

Students are admitted under the Cohort Special Arrangements requirements, see graduate general regulation 1.3.5a. The TRSS admissions process is based upon a comparison of qualifications among those who apply. We will consider a broad range of information about each candidate – from academic credentials, to research interests, to professional experience. Our objective is to enroll a cohort each year that is both academically accomplished and diverse in interests, background, and experience.

Key considerations for admission include previous academic performance, graduate performance potential, research interests, and professional experience. Applications will include university transcripts, letters of reference, and a statement of research interest, which includes a description of current or previous employment, research, or other relevant work. The cumulative grade point average is a measure of past academic performance and potential performance as a graduate student. Assessments from qualified referees of an applicant's ability to undertake advanced work in this program is another indicator of future academic performance. Finally, the Statement of Interest reflects what an applicant's areas of research interest are and why s/he wants to pursue graduate studies in Terrorism, Risk, and Security Studies.

The admissions process will follow standard university regulations, as outlined in SFU's Graduate General Regulations (Section 1.3.3). Applicants will be informed of the outcome as soon as possible thereafter.

Upon admission to TRSS, each student will be assigned a project supervisor from participating faculty members. Project supervisors will act as mentors throughout the project process, from developing the topic through to completion.

6.5 Distinctive characteristics/Labour Market Demand

A window of opportunity exists for SFU to capitalize on its research strengths to develop and launch a transformative graduate program. In particular, TRSS will address a key gap in student training not only in Canada, but also in the United States and internationally. Aligned with SFU's institutional priorities, TRSS is ideally positioned to create a truly interdisciplinary program that supports the training needs of Canada's security professionals.

6.5.1 Comparable Programs

In total, 82 programs were surveyed across 49 universities in five countries. Canada, the United States, the United Kingdom, Australia, and New Zealand were selected given their close alliance relationship, similar security priorities, and opportunities for professionals in the field to cross-train between these states.³ Out of the 82 programs, ten Masters Programs include some or all course delivery through Distance Education.

A survey of these comparable Masters programs reveal some specializations in security but often lack comprehensive graduate training across the full continuum of terrorism, risk assessment, Big Data, and security studies, especially in Canada. The programs (offered both in-person and online) that are most similar to the TRSS Professional Master's at SFU are briefly examined below (see also Appendix 6).

COMPARABLE INSTITUTIONS WITH SECURITY-RELATED PROGRAMS		
INTERNATIONAL	UNITED STATES	CANADA
University of Glasgow	American University (Online)	University of Calgary
University of St. Andrews (Online)	Henley-Putnam University	University of Toronto
Griffith University		Royal Military College (Online)
		Royal Roads University (Online)

Table 2: Institutions with Similar TRSS Programs

6.5.2 International

The University of Glasgow's MSc in International Security, Intelligence and Strategic Studies provides an integrated program with theoretical, empirical, and applied approaches to

³ An example of such an opportunity is The Technical Cooperation Program designed to provide collaborative and exchange opportunities in national security and civil defence among the United Kingdom, Canada, Australia, the United States, and New Zealand.

security, intelligence, and strategy. Like, TRSS, this program includes a large focus on Big Data, cyber security, and leveraging technology to effectively support security priorities and analyses. Unlike TRSS, this program is delivered in-person and requires mandatory mobility periods at OTH Regensburg and Charles University Prague. While the program is similar in scope to TRSS, professionals may find that this MSc is not flexible enough to meet their needs in a shorter timeframe.

The MLitt in Terrorism and Political Violence at the University of St. Andrews has a particular focus on terrorism. This e-learning program, delivered through the Handa Centre for the Study of Terrorism, seeks to develop an understanding of the latest thinking in terrorism. The program uses a multidisciplinary approach that includes data-driven research to ensure students develop key capacities in critically assessing terrorist incidents, examining counterterrorism approaches, and developing appropriate responses. TRSS at SFU expands this approach to include other security threats while incorporating additional training in Big Data and technological approaches to assessment.

Griffith University's Master of International Relations, offered through the Griffith Business School, is similar to TRSS in terms of targeted students and curriculum. The program's strong practitioner focus, akin to that of TRSS, means that the Griffith students work (or will work) in government and international agencies. Several facets of international relations (IR) and security – including terrorism, statecraft, decision-making and governance, human rights, and economy – are integrated into a comprehensive training program. While the program is strong in IR, it lacks a complementary focus on computation and Big Data.

6.5.3 United States

American University's Executive Master of International Service is similar to TRSS in terms of target student, content, and program delivery. Professionals in international affairs or international service fields are the program's target students. This online Executive Masters primarily focuses on planning, economics, decision-making, and leadership for policy making in a global environment. Students can elect to specialize further through concentrations in: 1) Global Security, 2) International Development, 3) International Negotiation and Conflict Resolution, and 4) United States Foreign Policy and National Security. The program, and its security-related concentrations, align closely with TRSS. Where TRSS differs is on its expanded focus on terrorism, computation, and Big Data.

The online Master's of Science in Terrorism and Counterterrorism at Henley-Putnam University, a for-profit institution, has strong foci across TRSS specialties of intelligence, terrorism, and strategy, while incorporating the latest advanced techniques in analysis. The program emphasizes the applied analysis of terrorist threats through demonstrated technical expertise and the application of conceptual skills. This linkage allows professionals to operate and communicate effectively in all mediums and across different stakeholders. Faculty in this program have also served in senior positions across various security and intelligence agencies and in the armed forces, but sometimes lack the extensive academic training of SFU's professors. While similar in design to TRSS, Henley-Putnam does not have the international reputation and accreditation that SFU does. Accordingly, it is not ranked on either the QS or Times Higher Education world rankings.

6.5.4 Canada

Within Canada, graduate training with a strong and comprehensive security focus is splintered among various institutions. The main focus of University of Toronto's Master of Global Affairs is on the global economy and markets, institutions, and civil society. Security is touched on in the program but is not the main thrust. Likewise, the University of Calgary's Master of Strategic Studies, while somewhat comparable to TRSS, has a strong military, strategy, and international relations focus. Both programs only address part of the training needed to successfully confront a changing threat environment using a holistic approach.

The Royal Military College's Master of War Studies is the main competitor for professionals in the field given its close relationship to the Canadian Forces. The program is partially online and is targeted primarily towards officers and some civilians. A key differentiator from TRSS is RMC's strong military history and defence policy focus. While one of TRSS' streams focuses on historical perspectives, it does not have the same breadth of courses (at this time) dedicated to ensuring students are fully versed in historical perspectives and policy. At the same time, the War Studies Masters does not have a large focus on technology, and on Big Data in particular. Professionals looking to bridge technical and historical/policy perspectives will find TRSS a program better suited to their needs.

In BC, professionals often enroll in Royal Roads University's Master of Arts in Disaster and Emergency Management as a substitute for dedicated TRSS training. Royal Roads' program focuses on reactive analysis – developing plans to mitigate the impact of disasters – instead of addressing the strategic aspects of threat prevention and detection. The disaster management field focuses on hazards broadly defined, which can include natural disasters, communications failures, public disaster, and terrorism. This expansive focus unfortunately means that there are fewer opportunities for students to fully immerse themselves in training for strategic analysis and responses to terrorist and national security threats.

It is also notable that these programs in Canada – like the other comparable programs – do not have TRSS' strong focus on computation and Big Data – a key part of what makes TRSS unique. TRSS will be the first professional program of its kind to holistically train students across the full continuum of terrorism, risk, security, and Big Data.

SFU's *Terrorism, Risk, and Security Studies Professional Graduate Program* addresses a training gap evidenced from these comparable programs. Students are trained across the full continuum of terrorism and security studies using a holistic approach to view the current threat environment through a wider prism of knowledge and experience. A key differentiator of TRSS – its focus on computation and Big Data delivered online – means that students are trained to effectively capitalize on the technology to support risk management, strategic decision-making, and analysis. Advanced hands-on training, backed by cutting-edge research, will upgrade practitioner skills to cross-reference Big Data with human investigation to effectively confront the threats our nation faces.

6.5.5 Student Demand and Marketplace Realities

Over the past six years, SFU has trained an average of five graduate students per year in Terrorism, Risk, and Security Studies fields. The overall trend reflects a strong interest in TRSS training (see Figure 1). In 2011/2012, however, a sharp decline in students trained is observed. This decline corresponds with a decline in demand for TRSS-related positions in the federal government (see Figure 2).^{4,5} During this period, active recruitment for analysts in TRSS-related fields was halted because of budgetary constraints and a relatively unchanged threat environment. Student demand is driven (in part) by government demand for TRSS trainees, which, in turn, is driven by the current threat environment.

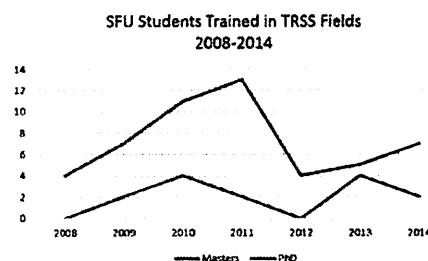
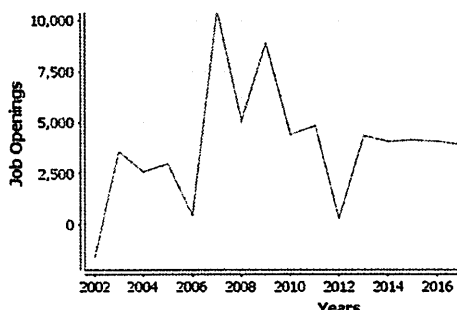


Figure 1: SFU Students Trained 2008-2014

From 2011-2013, the threat environment changed dramatically. The Islamic State rose to prominence through mass executions and the development of significant strongholds in Syria and Iraq. ISIS represented a significant departure in violent extremism as previously understood in the post-September 11 era. Recruits not only included the disenfranchised from conflict zones but also people from democratic countries. The effectiveness of ISIS recruitment now means that citizens from democratic states, including Canada, the United Kingdom, the United States, and France, for example, are radicalized to not only strike abroad but also at home.⁶

Figure 2: Police Officers (except commissioned) Job Openings



The second significant change was the increase in cyber attacks from adversarial states targeting government networks and assets, amongst other industrial marks. In Canada, for example, Defence Research and Development Canada had its highly classified information stolen in 2011. Likewise, the Department of Finance and the Treasury Board – the government's "main economic nerve centres" – were forced offline in the same year.⁷ Some estimates suggest that cyber attacks have increased by 400% since 2011.⁸

⁴ Police Officers (except commissioned) is used as the reference groups for TRSS-related positions in the federal government. For a more information on this reference group, please see: Human Resources and Skills Development Canada, "Unit Group 4311 Police officers (except commissioned)," last modified December, 2013, *Government of Canada*, <http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/ViewAllTitles.aspx?val=4&val1=4311>. Organization-specific data on the demand and projected growth for analysts in Canada's national security agencies is not publicly available.

⁵ Employment and Social Development Canada, "Occupational Projection Summaries [Group 626]," last modified April, 2015, *Government of Canada*, <http://goo.gl/ktHVIr>.

⁶ Graeme Wood, "What ISIS Really Wants," *The Atlantic*, March 2015, <http://www.theatlantic.com/features/archive/2015/02/what-isis-really-wants/384980/>.

⁷ Greg Weston, "Foreign hackers attack Canadian government," *CBC News*, February 26, 2011, <http://www.cbc.ca/news/politics/foreign-hackers-attack-canadian-government-1.982618>.

⁸ Anonymous, "Cyberattacks up 400% since 2011," *InfoSecurity Magazine*, August 30, 2012, <http://www.infosecurity-magazine.com/news/cyberattacks-up-400-since-2011/>.

Compounding the issue were the Snowden leaks – beginning in 2013 and still continuing today – that highlighted the fact that states are not only vulnerable externally but also internally.

Facing these new complex realities, the Government of Canada is once again investing in TRSS-type training to effectively confront the changing threat environment. Analysts now need to bridge both technical and theoretical perspectives to effectively address the larger implications of risk to individual and state security. Technology for security, according to a Frost & Sullivan report, “is maximized only when the trained human element [of assessment, investigations, and decision-making] is actively incorporated.”⁹

Conversations with security officials indicate that investment in TRSS training will grow beyond what is currently projected through open source data. The projected budgetary increases for key security agencies, including CSIS and the Canada Border Services Agency (CBSA) for example, appear to support this forecast.¹⁰ Indeed, key security agencies (including CSIS and the RCMP) recognize the value of TRSS training and its alignment with their organizational mission (see Appendix 7). With a renewed interest in TRSS positions federally, and an evolving threat environment, SFU will once again see a corresponding rise in the number of graduate students trained in TRSS fields (See Figure 1. See also Table 2).

MA Enrolment	Baseline	Three-Year Estimates		
Year	2008-2014	2016/2017	2017/2018	2018/2019
Students/Year	5	8	8	10

Table 3: Estimated TRSS Program Enrolment

6.6 Target audience

The TRSS Master's program will target any professional working in an area related to security, terrorism, or risk assessment, including those in the public and private sector. While the potential pool of professionals is vast, we anticipate primarily attracting more junior-level practitioners. This program would provide these individuals with an opportunity to obtain a project-based Master's degree that is specifically tailored to the unique nature of their professions.

The TRSS program is flexible by design in recognition of the fact that most of our students will have to continue their professional duties while they are completing the program. To the greatest degree possible, courses will have live, interactive components so that students may learn from one another and benefit from each other's experiences. The courses have been developed in consultation with contacts from among the intelligence, policing, and public safety communities, and reflect areas that they themselves have identified as priorities. Taken together, TRSS aims to enhance the capabilities of those

⁹ Michael Suby, *The 2013 (ISC)² Global Information Security Workforce Study* (Mountain View, CA: Frost & Sullivan, 2013), 10, <https://www.isc2cares.org/uploadedFiles/wwwisc2caresorg/Content/2013-ISC2-Global-Information-Security-Workforce-Study.pdf>.

¹⁰ Treasury Board of Canada Secretariat, *2015-2016 Estimates Parts I and II, The Government Expenditure Plan and Main Estimates*, (Ottawa: Government of Canada, 2016, II-12, II-73, <http://www.tbs-sct.gc.ca/ems-sgd/me-bpd/20152016/me-bpd-eng.pdf>).

charged with preventing and countering security threats in a way that is relevant, interdisciplinary, and collaborative. See section 6.5 and 6.10 for enrollment targets.

6.7 Financial Aid

Given the full-time employment status of TRSS students, they may not be eligible for student aid through institutional or governmental sources (e.g. provincial/federal student loans). Conversations from prospective students indicate that educational awards or funding are available through their current employer. As the program grows, scholarship opportunities based on academic merit will be developed to help support TRSS students. Additionally, students may also qualify for a student line of credit with various financial institutions. Travel costs for the three-day orientation session are partially subsidized through this program (see section 6.10). For international students, financial options in his/her home country may be available, including scholarships and loans for students undertaking graduate level programs abroad.

6.8 Faculty

The faculty members involved with TRSS are leaders in their field and recognized by both national and international institutions for their expertise. There will not be a need for additional faculty appointments as adjunct and professional industry experts will be included in the co-instruction of TRSS courses. Existing programs will not be adversely affected, as instruction time of current faculty will either be done above load or departments will be compensated with sessional funding.

Key faculty members in the TRSS program include:

Faculty:	Expertise:
André Gerolymatos, PhD Professor, Hellenic Studies Associate Member, School of Criminology	Human Intelligence, Security Studies, International Relations, Guerrilla Warfare, Espionage, Terrorism And Terrorist Tradecraft
Garth Davies, PhD Associate Professor, School of Criminology	Criminological Theory, Terrorism, Communities and Crime
Raymond Corrado, PhD Professor, School of Criminology	Terrorism, mental health and crime, political crime, the individual and political terror-based crime
Connie Delisle, PhD Adjunct Professor, School of Criminology	Security Risk Assessment, Treatment, and Management
Stephen Hart, PhD Professor, Department of Psychology	Forensic psychology, clinical-forensic assessment, violence risk
Martin Ester, PhD Professor, School of Computing Science	Data mining, database systems, social network analysis
Alexander Moens, PhD Professor, Department of Political Science	International security policy analysis, anti-terrorism policy and border control, NATO security policy
Martin Andresen, PhD Professor, School of Criminology	Spatial crime analysis, geography of crime, environmental criminology

Terrorism, Risk, and Security Studies Professional Master's Program

Richard Frank, PhD Assistant Professor, School of Criminology	Cybercrime, data mining and classification, social network analysis
David MacAlister, PhD Associate Professor, School of Criminology	Criminal procedure and evidence, civil liberties, policing and police powers, legal responses to terrorism, jurisprudence
Dugan O'Neil, PhD Professor, Department of Physics	Boosted decision trees, data mining, machine learning
Martin Bouchard, PhD Associate Professor, School of Criminology	Criminal networks, criminological theory, criminal populations
Evangelos Venetis, PhD Associate Professor SNF Professor of Refugee & Migration Studies	Immigration, security, Islam and migration, Middle East, refugees, diaspora
Rick Parent, PhD Associate Professor, School of Criminology	Policing, police accountability and ethics, crisis negotiations, recruiting and training, strategic community based policing, international peace keeping, the police use of deadly force

It is important to note that, at present, as the TRSS faculty contingent is predominantly male, every effort was made to try to achieve a more gender-balanced group of faculty members. In our attempts to identify anyone who might have an interest in the subject matter being explored by TRSS, we reviewed the listed areas of interest and expertise from faculty members across SFU and solicited input from colleagues. Unfortunately we were able to identify only a very few academic women. Only one of those faculty members initially expressed an interesting in joining with TRSS, but she was later forced to withdraw due to time constraints. We are presently exploring working relationships with several academic women outside SFU. We are sensitive to the need for a more gender diverse program, and will continue to actively recruit academic women into TRSS.

Full CVs are contained in Appendix 5.

6.9 Oversight and Governance

The success of the TRSS program relies, in part, on strong oversight and governance to deliver on key milestones, remove barriers to implementation, and define and evolve a strategic vision and program directions to maximize performance. To this end, TRSS will create a Steering Committee and an Advisory Committee to support the program.

6.9.1 Steering Committee

The Steering Committee has overall responsibility for providing academic guidance and business development oversight. Key responsibilities include: approving strategic directions, maintaining rigorous academic standards, measuring progress and performance in meeting key objectives, overseeing stakeholder engagement, and advocating for the TRSS program both within and outside the university.

The composition of the Committee ensures that all key thematic areas are represented as follows:

- Chair (Ex-Officio): Garth Davies, TRSS Co-Director
- Representation from Criminology
- Representation from Political Science
- Representation from Psychology
- Representation from Computing Science
- Committee Secretary (Non-Voting): Colleen Pescott, TRSS Program Coordinator

Members are invited to serve for initial two-year terms in consultation with the program Chair. Conflicts of interest will be disclosed to the Chair in advance and, at the Chair's discretion, a substitute member may be appointed.

The Committee will meet once a semester but reserves the right to meet more frequently to capitalize on emerging opportunities. Members may also be invited to serve on other TRSS committees, including the Admissions Committee, working groups, or ad hoc committees as needed.

6.9.2 Advisory Committee

The Advisory Committee will provide strategic advice to the program on an ongoing basis. As a part of the development process, TRSS faculty engaged with a wide array of experts and practitioners from both government and private industry. These consultations were instrumental in refining the ultimate structure and approach of TRSS. However, given the speed at which terrorism, risk, and security issues change, it is important to maintain an advisory committee that will keep TRSS topical and up-to-date. Key responsibilities for the Advisory Committee will include: providing focused input on key aspects of TRSS' continuing development and evolution, identifying current trends and sharing knowledge and experience from the field, communicating professional training needs and demands, and sharing best practices. The Committee also acts as a link between the TRSS program and key stakeholder communities and serves as an ambassador for the program within his/her organization. The focus of the Committee's work is on the broad objectives of the MA program rather than its operations. As such, out of scope responsibilities include any operational decisions, as well as financial or personnel information disclosures. Meetings will be held on a yearly basis.

The Committee is composed of members with demonstrated leadership experience in TRSS-relevant sectors who are willing to share their knowledge and experiences. Membership includes:

- Chair (Ex-Officio): André Gerolymatos, TRSS Co-Director
- Representation from local, regional, and national security organizations
- Additional representation from emerging areas (if needed)
- Committee Secretary: Colleen Pescott, TRSS Program Coordinator

Members are appointed on the advice of the Steering Committee and invited to serve initial terms of up to three years (unpaid). Any conflicts of interest will be disclosed to the Chair in advance. From time to time, members of the Advisory Committee may be invited to sit on ad hoc committees or working groups to further the objectives of the TRSS program.

6.10 Resources

POST funding in the amount of \$120,000 has been requested to support course development, course delivery in year one, crucial recruitment activities, and integration of secure online delivery for each course offered. This amount will be supplemented by the required commitment of \$30,000 from the Faculty of Arts and Social Sciences.

Administrative support, physical space, and other operational requirements necessary for the program will be provided in kind by the SNF Centre for Hellenic Studies and the School for Criminology for the first 12 to 18 months of the program.

The funds provided by a POST grant through the University Priority Fund will be used to cover operating costs of development, recruitment, and first cohort program delivery, as detailed below.

6.10.1 Tuition Costs

Tuition costs, totaling \$31,500 for domestic students and \$45,000 for international students, will be front-loaded over the first five semesters of the program. Doing so enables the program to recover costs quickly while mitigating the reality that some students may take longer to complete the program due to professional obligations. Students who have completed five semesters of enrolment will pay a nominal continuing fee equivalent to \$100/semester to cover administrative costs.

These tuition fees fall into the mid-range of costs of comparable existing programs internationally, within the United States, and within Canada (see Appendix 3). Given that it is an online professional program, it is reasonable to charge this amount for the additional TRSS program engagement, including an annual conference and guest speakers from professionals in the field. This added value sets TRSS apart from other programs without creating exorbitant costs that are subsequently passed on to the student.

Anticipated enrolments include a first cohort of eight students, a second cohort of eight students, and a third cohort of ten students. Based on feedback from outside agencies that have expressed interest in this program, we are confident that we will meet these enrolment projections. Budget estimates show a break-even scenario within the first semester of cohort one, with a viable surplus realized by the beginning of the second cohort.

6.10.2 Recruitment and Marketing

Recruitment and marketing are crucial to the success of TRSS. To date, we have engaged in preliminary marketing activities to generate interest in this online MA program. Building on this momentum and reaching a wider audience will require dedicated resources.

In 2016, an amount of \$25,000 has been budgeted for recruitment and marketing to best reflect the costs that were incurred in 2015. The Program Coordinators were required to travel to Ottawa and Victoria for face-to-face meetings with interested government and private sector agencies. As well, a successful and informative meeting was held in Victoria that brought representatives from CSIS, the Department of National Defence, the Victoria Police Department, and the Provincial and Federal governments together to discuss and provide feedback on how the TRSS Program could best fulfill the needs of their members. The attendance and hosting of similar meetings and conferences will be crucial to the ongoing recruitment of potential students.

6.10.3 Development and Delivery

The cost of developing and authoring courses offered for the TRSS program has been set at \$10,000 per course. Courses will be developed in consultation with leading professionals in the field to ensure relevance to current security contexts.

Online implementation of courses for the TRSS program has been set at \$6,500 per course. TRSS has chosen a cost-effective online platform (Intelligent Tutor) – already deployed at SFU – and will adapt the existing infrastructure to its course needs. Indeed, the smaller support team behind Intelligent Tutor has lower overhead than other platforms in use at SFU. Dedicated video conferencing ports through SFU IT Services, purchased from WestGrid, has been split into two purchases of five lines (\$7,500), one in Fall 2016 and the second in Fall 2017 to defer costs. Continued access to the Vidyio videoconference platform requires an annual fee of \$375 per line purchased. This system is required to ensure the high level of security expected by students taking this program. To that end, \$2,500 has been allocated for the purchase and integration of Two-Factor Authentication into the online system.

Online delivery of courses has been set at \$10,000 for instruction and \$1,100 for online delivery support. This cost includes faculty participation in the three-day orientation session each cohort will attend in the first semester of the program in the fall of each year. The cost for online support includes monitoring, maintenance, and 24-hour technical support. Two courses per semester will be offered in the first year of the program, and three courses per semester in the second and third years, as student enrolment increases, additional courses may be offered.

Each cohort will begin with a three-day, in-person orientation session at SFU's Burnaby campus. Funding of up to \$1,500 per student will be provided for travel, accommodation, and meals.

The cost to collaborate with outside agencies to fund a co-hosted annual conference offering symposia, lectures, and seminars where current and past students can present

projects and participate in a real-time simulations has been set at \$3,000 each calendar year.

6.10.4 Matching Contributions

The overall cost of program development and delivery will be mitigated by the participation of a faculty member entirely covered by external funding, online course development and support provided in-kind by the SNF New Media Lab, and administrative expenses in the first twelve to eighteen months of the program will be provided in kind by the SNF Centre for Hellenic Studies.

7 Contacts

Institutional Contacts:		
<p>Dr. Garth Davies TRSS Co-Director Associate Professor School of Criminology</p> <p>Email: garthd@sfu.ca Tel: 778.782.4764</p>	<p>Dr. André Gerolymatos TRSS Co-Director Professor, Hellenic Studies Associate Member, School of Criminology</p> <p>Email: agerolym@sfu.ca Tel: 778.782.5597</p>	<p>Colleen Pescott TRSS Program Coordinator Secretary to the Director, Hellenic Studies</p> <p>Email: cdpescott@sfu.ca Tel: 778.782.8466</p>

8 Appendices

8.1 Appendix 1 – Calendar Entry

8.2 Appendix 2 – Courses

8.3 Appendix 3 – Memo & Feedback

8.4 Appendix 4 – Comparable Institutions

8.5 Appendix 5 – Letters of Support

8.1 Appendix 1 – Calendar entry

School of Criminology | Faculty of Arts and Social Sciences

Professional Master of Arts in Terrorism, Risk, and Security Studies (TRSS)

Master of Arts

Admission Requirements

Students are admitted under the Cohort Special Arrangements requirements, see graduate general regulation 1.3.5a.

The TRSS Graduate Admissions Committee may offer, at its discretion, MA admission to students without an undergraduate degree. A student may be admitted with lower formal qualifications than stated in graduate general regulation 1.3.3, when there is significant professional experience relevant to the proposed area of scholarship,

Official transcripts and a short statement of research interest, which includes a description of employment history and other relevant work/activities is required. Letters of recommendation from those who are familiar with their work is also required.

Program Requirements

The school offers a Professional Master of Arts (MA) degree through coursework and a final project/research report.

Students will complete 24 credits of coursework as listed below:

CRIM 710 – Current Issues in Terrorism (3)
CRIM 711 – Radicalization and Recruitment to Terrorism (3)
CRIM 720 – Fundamentals of Security Risk Management (3)
CRIM 721 – Psychological Assessment of Risk for Terrorism & Group Based Violence (3)
CRIM 730 – Terrorism & Civil Liberties: Canadian, Comparative, & International Perspectives (3)
CRIM 731 – Policy Making & Decision Analysis in Counter-Terrorism & Security Studies (3)
CRIM 740 – Research Methods & Statistical Modeling (3)
CRIM 742 – Cybersecurity (3)

CRIM 798 – Project (Research Report) (6)

Students will be required to successfully complete a Master's Project (Research Report) (PRR) as part of their degree requirements. The PRR normally will not exceed 50 pages in length.

Satisfactory Performance

The candidate's progress is assessed once per year by the school (spring). A student who performs unsatisfactorily is not permitted to continue in the program, subject to the review procedure described in graduate general regulation 1.8.2.

Academic Requirements

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations, as well as the specific requirements for the program in which they are enrolled, as listed above.

8.2 Appendix 2 – Courses



SIMON FRASER UNIVERSITY
GRADUATE STUDIES & POSTDOCTORAL FELLOWS

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	CRIM	Number (eg. 810)	710	Units (eg. 4)	3
Course title (max 100 characters including spaces and punctuation)					
Current Issues in Terrorism					
Short title (for enrollment/transcript - max 30 characters)					
Current Issues in Terrorism					
Course description for SFU Calendar *					
The dynamic nature of terrorism creates multiple issues around understanding the threat environment, the perpetrators, causes, and solutions. As an advanced introduction to contemporary terrorism, specific emphasis will be placed on understanding: the specific threat environment (e.g. right wing terrorism, Islamic fundamentalism); emergent issues (e.g. homegrown terrorism, foreign fighters, lone wolves, women in terrorism); particularly salient issues (e.g. cyberterrorism, weapons of mass destruction); the dynamics of terrorism (radicalization, social media, social networks). These issues are all addressed in the context how they relate to, and can inform, methods of preventing and responding to terrorism. Themes and specific topics will be updated every year to reflect the dynamic nature of contemporary terrorism.					
Rationale for introduction of this course					
Core course in the proposed Master's program in Terrorism, Risk and Security Studies. Provides students with an in-depth and contextually relevant overview of the current issues in terrorism.					
Effective term and year		Course delivery (eg 3 hrs/week for 13 weeks)			
2016-3		3 hrs/week for 12 weeks			
Frequency of offerings/year		Estimated enrollment/offering			
At least 1/year		3-5			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)					
None.					
Prerequisite and/or Corequisite **					
None.					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete				Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed? 1		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Garth Davies
Additional faculty members, space, and/or specialized equipment required in order to offer this course Online instructional development via Intelligent Tutor online course delivery platform.

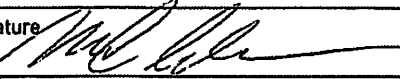

CONTACT PERSON

Department / School / Program Criminology	Contact name Garth Davies	Contact email garthd@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Martin Andresen	Signature 	Date 15 JAN 2016
Department Chair Neil Boyd	Signature  for Neil Boyd	Date Jan. 15, 2016

LIBRARY REVIEW

Library review done? ☒ YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.


OVERLAP CHECK

Overlap check done? ☒ YES ☐ N/A


The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature 	Date 11 Feb 2016
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Mar 16 / 16
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

CRIM 710-3: Current Issues in Terrorism

PROFESSOR: Garth Davies
TELEPHONE: 778-782-4764

OFFICE: ASSC1 10328
OFFICE HOURS: T.B.D.

Course Description:

This course serves as an advanced introduction to contemporary terrorism. It is anticipated that those registered in the class will be aware of many of the topics presented here. But this course will delve into each of these topics in considerable detail. Special emphasis will be placed on understanding: the specific threat environment (e.g. right wing terrorism, Islamic fundamentalism); emergent issues (e.g. homegrown terrorism, foreign fighters, lone wolves, women in terrorism); particularly salient issues (e.g. cyberterrorism, weapons of mass destruction); the dynamics of terrorism (radicalization, social media, social networks). These issues are all addressed in the context how they relate to, and can inform, methods of preventing and responding to terrorism. The themes and specific topics will be updated every year to reflect the dynamic nature of contemporary terrorism.

Course Goals:

1. Become familiar with the key issues related to extremism and terrorism.
2. Develop an appreciation for the inter-connectedness of these issues.
3. Understand how these issues impact how we respond to terrorism.

Learning Outcomes:

As a result of course participation and successful completion, students will be able to:

- Demonstrate detailed knowledge about each of the topics covered;
- Explain how each issue influences how we think about our responses to terrorism;
- Develop responses to terrorism that reflect the realities of these issues.

Prerequisites:

No prerequisites.

Required Texts:

Various Readings taken from journals and texts will be available online.

Course Evaluation:

Participation	20%
Case Study 1	20%
Case Study 2	20%
Term Paper	40%

THE ORDER OF THINGS

Note: students are strongly encouraged to read and these materials *prior* to class each week.

Lecture Timetable			
Week	Date	Topic	Reference
1		Introduction	
2		Right-Wing Terrorism	Articles 1 – 3
3		Islamist Fundamentalism	Articles 4 – 6
4		Homegrown Terrorism	Articles 7 – 9
5		Foreign Fighters	Articles 10 – 12
6		Lone Wolves	Articles 13 – 15
7		Women in Terrorism	Articles 16 – 18
8		Cyberterrorism	Articles 19 – 21
9		Weapons of Mass Destruction	Articles 22 – 24
10		Understanding Radicalization	Articles 25 – 27
11		Social Media and Terrorism	Articles 28 – 30
12		Social Networks and Terrorism	Articles 30 – 33

Articles

Right-Wing Terrorism

1. Parent, R.A. & Ellis, J.O. (2014). *Right-Wing Extremism and Canada*. Working Paper. Canadian Network for Research on Terrorism, Security and Society.
2. Rydgren, J. & Ruth, P. (2013). Contextual explanations of radical right-wing support in Sweden: Socioeconomic marginalization, group threat, and the halo effect. *Ethnic and Racial Studies*, 36:4, 711-728.
3. Freilich, J. D., Chermak, S.M. & Caspi, D. (2009). Critical events in the life trajectories of domestic extremist white supremacist groups: A case study analysis of four violent organizations. *Criminology & Public Policy*, 8:3, 497-530.

Islamic Fundamentalism

4. Bergen, P, Hoffman, B. & Tiedemann, K. (2011). Assessing the Jihadist threat to America and American Interests. *Studies in Conflict & Terrorism*, 34:2, 65-101.
5. Stern, J. & Berger, J.M. (2015). *ISIS: The State of Terror*. New York: HarperCollins. Ch. 2: The rise of ISIS. p. 33-52.
6. Wood, G. (2015). What ISIS really wants. *The Atlantic*. <http://www.theatlantic.com/features/archive/2015/02/what-isis-really-wants/384980/>

Homegrown Terrorism

7. Carter, J.G. & Carter, D.L. (2012). Law enforcement intelligence: Implications for self-radicalized terrorism. *Police Practice and Research*, 13:2, 138–154.
8. Brooks, R.A. (2011). Muslim “homegrown” terrorism in the United States: How serious is the threat?” *International Security*, 36:2, 7–47.
9. Kohlmann, E.T. (2008). “Homegrown” terrorists: Theory and cases in the War on Terror’s newest front. *Annals of the American Academy of Political and Social Science*, 618, 95-109.

Foreign Fighters

10. Malet, D. (2010). Why foreign fighters? Historical perspectives and solutions. *Orbis*, Winter, 97-114.
11. Hegghammer, T. (2010). The rise of Muslim foreign fighters: Islam and the globalization of Jihad. *International Security*, 35:3, 53–94.
12. Barrett, R. (2014). *Foreign fighters in Syria*. Soufan Group.

Lone Wolves

13. McCauley, C. & Moskalenko, S. (2014). Toward a profile of lone wolf terrorists: What moves individuals from radical opinion to radical action. *Terrorism and Political Violence*, 26:1, 69-85.
14. Pantucci, R. (2011). *A Typology of Lone Wolves: Preliminary Analyses of Lone Islamist Terrorists*. The International Centre for the Study of Radicalisation and Political Violence.
15. Simon, D. (2013). *Lone wolf terrorism: Understanding the growing threat*. Amherst, NY: Prometheus Books. Ch. 2: Who are the lone wolves? p. 39-88.

Women in Terrorism

16. Jacques, K. & Taylor, P.J. (2013). Myths and realities of female-perpetrated terrorism. *Law and Human Behavior*, 37:1, 35-44.
17. Gonzalez, A.L., Freilich, J.D. & Chermak, S.M. (2014). How women engage homegrown terrorism. *Feminist Criminology*, 9:4, 344-366.
18. Hoyle, C., Bradford, A. & Frenett, R. (2015). *Becoming Mulan? Female Western Migrants to ISIS*. Institute for Strategic Dialogue.

Cyberterrorism

19. Jarvis, L., Macdonald, S. & Nouri, Lella. (2014). The cyberterrorism threat: Findings from a survey of researchers. *Studies in Conflict & Terrorism*, 37:1, 68-90.
20. Matusitz, J. (2010). Cyberterrorism: Postmodern state of chaos. *Journal of Digital Forensic Practice*, 3, 115-123.
21. Rege, A. (2014). A criminological perspective on power grid cyber attacks: Using routine activities theory to rational choice perspective to explore adversarial decision-making. *Homeland Security & Emergency Management*, 11:4, 463–487.

Weapons of Mass Destruction

22. Henry, V.E. & King, D.H. (2004). Improving emergency preparedness and public-safety responses to terrorism and weapons of mass destruction. *Brief Treatment and Crisis Intervention*, 4:1, 11-35.
23. Champion, D.R. & Mattis, R.E. (2003). Terrorism, weapons of mass destruction and deterrence. *Criminal Justice Studies*, 16:1, 29-37.
24. Ellis, P.O. (2014). Lone wolf terrorism and weapons of mass destruction: An examination of capabilities and countermeasures. *Terrorism and Political Violence*, 26:1, 211-225.

Understanding Radicalization

25. Gartenstein-Ross, D. & Grossman, L. (2009). Homegrown terrorists in the U.S. and U.K.: An empirical examination of the radicalization process. *Foundation for Defense of Democracies*.
26. King, M. & Taylor, D.M. (2011). The radicalization of homegrown Jihadists: A review of theoretical models and social psychological evidence. *Terrorism and Political Violence*, 23:4, 602-622.
27. National Security Criminal Investigations. (2009). *Radicalization: a Guide for the Perplexed*.

Social Media

28. Weimann, G. (2010). Terror on Facebook, Twitter, and Youtube. *Brown Journal of World Affairs*, 16:2, 45-54.
29. Klausen, J. (2015). Tweeting the Jihad: Social media networks of Western foreign fighters. *Studies in Conflict & Terrorism*, 38:1, 1-22.
30. Carter, J.A., Maher, S. & Neumann, P. *#Greenbirds: Measuring Importance and Influence in Syrian Foreign Fighter Networks*. The International Centre for the Study of Radicalisation and Political Violence.

Social Networks

31. Malthaner, S. & Waldmann, P. (2014). The radical milieu: Conceptualizing the supportive social environment of terrorist groups. *Studies in Conflict & Terrorism*, 37:12, 979-998.
32. Asal, V. & Rethemeyer, K. (2006). Researching terrorist networks. *Journal of Security Education*, 1:4, 65-74.
33. van der Hulst, R.C. (2009). Introduction to social network analysis (SNA as an investigative tool. *Trends in Organized Crime*, 12, 101-121.



SIMON FRASER UNIVERSITY
GRADUATE STUDIES & POSTDOCTORAL FELLOWS

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	CRIM	Number (eg. 810)	711	Units (eg. 4)	3
Course title (max 100 characters including spaces and punctuation) Radicalization and Recruitment to Terrorism					
Short title (for enrollment/transcript - max 30 characters) Radicalization and Recruitment					
Course description for SFU Calendar * Among the most important questions for terrorism studies are "Why and how do individuals become involved in terrorism?" The mechanisms of radicalization and recruitment are varied and diverse, and may be influenced by the interplay of psychology, social psychology, group dynamics, and broader cultural contexts. This course will provide an introduction to the wide variety of perspectives. Regardless of the specific motivational dynamics, contemporary theorizing conceptualizes radicalization as a process. This course will review these approaches. Finally this course will examine the policy implications of the various approaches to radicalization. How can what we know about radicalization be used to arrest or reverse the process?					
Rationale for introduction of this course This course is required for the online Master's program in Terrorism, Risk and Security Studies. Provides students with an overview of an issue of seminal importance to terrorism studies.					
Effective term and year 2016-3		Course delivery (eg 3 hrs/week for 13 weeks) 3 hrs/week for 12 weeks			
Frequency of offerings/year At least 1/year		Estimated enrollment/offering 3-5			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) None.					
Prerequisite and/or Corequisite ** None.					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete				Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed? 1		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Raymond Corrado, Garth Davies
Additional faculty members, space, and/or specialized equipment required in order to offer this course Online instructional development via Intelligent Tutor online course delivery platform.

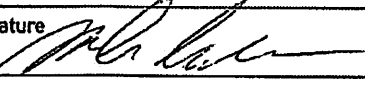
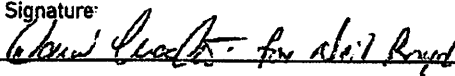
CONTACT PERSON

Department / School / Program Criminology	Contact name Garth Davies	Contact email garthd@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Martin Andresen	Signature 	Date 15 Jan 2016
Department Chair Neil Boyd	Signature 	Date Jan. 15, 2016

LIBRARY REVIEW

Library review done? ☐ YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

OVERLAP CHECK

Overlap check done? ☒ YES ☐ N/A


The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature 	Date 11 Feb 2016
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Mar 16 / 16
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

CRIM 711-3: Radicalization and Recruitment to Terrorism

PROFESSOR: Raymond Corrado
TELEPHONE: 778-782-3629

OFFICE: ASSC1 10310
OFFICE HOURS: T.B.D.

Calendar Description:

Among the most important questions for terrorism studies are “Why and how do individuals become involved in terrorism?” The mechanisms of radicalization and recruitment are varied and diverse, and may be influenced by the interplay of psychology, social psychology, group dynamics, and broader cultural contexts. This course will provide an introduction to the wide variety of perspectives. Regardless of the specific motivational dynamics, contemporary theorizing conceptualizes radicalization as a process. This course will review these approaches. Finally, this course will examine the policy implications of the various approaches to radicalization. How can what we know about radicalization be used to arrest or reverse the process?

Learning Objectives:

At the conclusion of this course, students will be able to:

- Better appreciate the diversity of disciplinary perspectives that are used to explain radicalization and recruitment to terrorism;
- Explain and apply theoretical approaches to radicalization;
- Critically evaluate models and theories of radicalization;
- Provide policy prescriptions for how best to address radicalization.

Reading Materials:

Articles will be provided online.

Course Evaluation:

Article Review 1	25%
Article Review 2	25%
Essay Proposal	10%
Final Essay	40%

WEEKLY READINGS

Week	Date	Topic	Reference
1		Introduction	
2		Historical Perspectives	Articles 1 – 3
3		Root Causes	Articles 4 – 6
4		Psychological Perspectives	Articles 7 – 9
5		Social Psychological Perspectives	Articles 10 – 12
6		Group Dynamics	Articles 13 – 15
7		The Role of Culture	Articles 16 – 18
8		Radicalization Processes I	Articles 19 – 21
9		Radicalization Processes II	Articles 22 – 24
10		The Role of the Internet	Articles 25 – 27
11		Policy and Response I	Articles 28 – 30
12		Policy and Response II	Articles 30 – 33

Note: readings should be complete in advance of lectures.



SIMON FRASER UNIVERSITY
GRADUATE STUDIES & POSTDOCTORAL FELLOWS

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	CRIM	Number (eg. 810)	720	Units (eg. 4)	3
Course title (max 100 characters including spaces and punctuation) Fundamentals of Security Risk Management					
Short title (for enrollment/transcript - max 30 characters) Security Risk Management					
Course description for SFU Calendar * This course introduces students to the basics of risk management, which includes both risk assessment and risk treatment. Risk management will be approached from a broad perspective, and terrorism will be considered as one possible context for the application of risk management principles. Students will gain an appreciation of a wide variety of risk assessment methodologies, and learn how to evaluate these methodologies in varying contexts. This course will also highlight other important aspects of the risk management process, including understanding organizational risk culture, risk communications, risk monitoring, and reporting to governance.					
Rationale for introduction of this course Core course in the proposed Master's program in Terrorism, Risk and Security Studies. Provides students with a baseline of what is known about managing risk, opportunities to work through distinctions between risk management/management of risks, draw conclusions about risk management methodologies identified during the course, and finally, examine linkages to risk management policy.					
Effective term and year 2016-3		Course delivery (eg 3 hrs/week for 13 weeks) 3 hrs/week for 12 weeks			
Frequency of offerings/year At least 1/year		Estimated enrollment/offering 3-5			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) None.					
Prerequisite and/or Corequisite ** None.					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete				Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed? 1		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Raymond Corrado
Additional faculty members, space, and/or specialized equipment required in order to offer this course Online instructional development via Intelligent Tutor online course delivery platform.


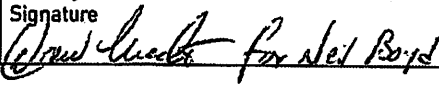
CONTACT PERSON

Department / School / Program Criminology	Contact name Garth Davies	Contact email garthd@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Martin Andresen	Signature 	Date 15 Jan 2016
Department Chair Neil Boyd	Signature 	Date Jan. 15, 2016

LIBRARY REVIEW

Library review done? ☒ YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

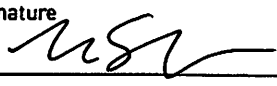
OVERLAP CHECK

Overlap check done? ☒ YES ☐ N/A

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature 	Date 11 Feb 2016
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Mar 16/16
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

CRIM 720-3: Fundamentals of Security Risk Management

Instructor: Raymond Corrado

E-mail: corrado@sfu.ca

Calendar Description:

This course introduces students to the basics of risk management, which includes both risk assessment and risk treatment. Risk management will be approached from a broad perspective, and terrorism will be considered as one possible context for the application of risk management principles. Students will gain an appreciation of a wide variety of risk assessment methodologies, and learn how to evaluate these methodologies in varying contexts. This course will also highlight other important aspects of the risk management process, including understanding organizational risk culture, risk communications, risk monitoring, and reporting to governance.

Course Orientation:

The initial weeks are designed to establish a baseline of what is known about managing risk, and opportunities to work through distinctions between risk management/management of risks, and challenge principles and approaches to: identifying, analyzing, evaluating and mitigation of security risks. This includes a special module on tactical risk reduction applied to a security scenario.

With a better understanding of the extent to which approaches are common, the course provides direction on communication and cultural challenges /opportunities in working across organizations to conduct risk assessments. The intent is to provide participants with knowledge to assist in making strategic, operation and tactical decisions about mitigation of risks, including those shared with partners/stakeholders.

The final weeks provide the opportunity to put skills and competencies into practice, including participating in a risk assessment, drawing conclusions about risk management methodologies identified during the course, and finally, examining linkages to risk management policy.

Prerequisite:

No prerequisites.

Texts and Materials:

Breakwell, Glynis M. (2014). 2nd Edition. *The Psychology of Risk*. Cambridge University Press. Paperback: ISBN: 9781107602700 or E-book Online ISBN: 9781139061933.

Evaluation:

1. Quizzes	25%
2. Homework Assignments	25%
3. Final Exam	30%

The Order of things

Week	Topic
1	Introduction
2	Review of Current/Common Practices
3	Risk Assessment
4	Risk Reduction
5	Risk Treatment
6	Threats/Risks – Security & Intelligence
7	Culture – Learning, Leadership
8	Risk Communication and Communicating
9	Social Media and Gaming
10	Risk Assessment
11	Methodology Assessment
12	Risk Management and Policy
13	Final Exam



SIMON FRASER UNIVERSITY
GRADUATE STUDIES & POSTDOCTORAL FELLOWS

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	CRIM	Number (eg. 810)	721	Units (eg. 4)	3
Course title (max 100 characters including spaces and punctuation) Psychological Assessment of Risk for Terrorism and Group-Based Violence					
Short title (for enrollment/transcript - max 30 characters) Terrorism Risk Assessment					
Course description for SFU Calendar * Reviews psychological theory, research, and practice as it relates to assessment of risk for terrorism and other forms of group-based violence. The overarching goal is to help students develop the knowledge and skills necessary to conduct evidence-based assessments of group-based violence, as well as to critically evaluate, interpret, and act on assessments conducted by others.					
Rationale for introduction of this course An elective course in the proposed Master's program in Terrorism, Risk and Security Studies. Supplements existing courses in law and forensic psychology that focus on assessment of risk for individual violence.					
Effective term and year		Course delivery (eg 3 hrs/week for 13 weeks)			
2016-3		3 hrs/week for 13 weeks			
Frequency of offerings/year		Estimated enrollment/offering			
At least 1/year		6-8			
Equivalent courses [These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.] None					
Prerequisite and/or Corequisite ** None					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete				Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed? 1		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Final exam required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Stephen D. Hart
Additional faculty members, space, and/or specialized equipment required in order to offer this course Online instructional development via Intelligent Tutor online course delivery platform.

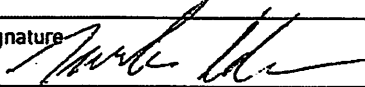

CONTACT PERSON

Department / School / Program Psychology	Contact name Stephen D. Hart	Contact email hart@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Martin Andresen	Signature 	Date 15 JAN 2016
Department Chair Neil Boyd	Signature  for Neil Boyd	Date Jan. 15, 2016

LIBRARY REVIEW

Library review done? ☒ YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.


OVERLAP CHECK

Overlap check done? ☒ YES ☐ N/A


The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature 	Date 14 Feb 2016
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Mar 16/16
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

CRIM 721-3: Psychological Assessment of Risk for Terrorism and Group-Based Violence

Course Designer:

Stephen D. Hart
Department of Psychology

Email: hart@sfu.ca

Some forms of violence, including terrorism, are perpetrated by individuals yet supported by larger social groups and intended to further the interests of those groups. The social groups may be defined by shared beliefs or attitudes, common goals or activities, or kinship. Effective assessment and management of risk for group-based violence requires a nested ecological framework that takes into account the dynamic interplay of risk factors within and across various levels of analysis: individual, individual-in-group, group, and group-in-society. This course explores psychological theory, research, and practice as it relates to assessment of risk for group-based violence. The overarching goal is to help students develop the knowledge and skills necessary to conduct evidence-based assessments of group-based violence, as well as to critically evaluate, interpret, and act on assessments conducted by others.

Course Objectives:

Students will be able to:

1. Discuss the nature of social groups and the psychological mechanisms by which they influence violence.
2. Describe the nested ecological framework for understanding group-based violence.
3. Identify and define risk factors for group-based violence at various levels of the nested ecological framework.
4. Compare and contrast existing procedures for assessing group-based violence.
5. Use existing procedures to assess group-based violence.

Course Overview

Unit 1: Basic Concepts

The nature of social groups

How groups influence individual behaviour

Unit 2: The Nested Ecological Framework

Applying the nested ecological framework to group-based violence

Risk factors: Individual, individual-in-group, group, and group-in-society

Unit 3: Assessing Risk for Group-Based Violence

Approaches to assessment

Overview of existing assessment procedures

Unit 4: Practical Application of Existing Assessment Procedures

Issues related to administration

Issues related to interpretation and communication of findings

Suggested & Required Readings

Unit 1: Basic Concepts

Baloch, B. (2010). Security dimensions of self-isolating communities. Proceedings from the Canadian Security Intelligence Service (CSIS) Global Futures Forum, Ottawa, Canada. Retrieved from <http://www.csis-scrs.gc.ca/>

Bouchard, M. & Spindler, A. (2010). Groups, gangs, and delinquency: Does organization matter? *Journal of Criminal Justice*, 38, 921-933. doi: 10.1016/j.jcrimjus.2010.06.009

Chermak, S. M., Freilich, J. D., & Shemtob, Z. (2009). Law enforcement training and the domestic far right. *Criminal Justice and Behavior*, 36, 1305-1322. doi: 10.1177/0093854809345630

Dawson, L. L. (2010). The study of new religious movements and the radicalization of home-grown terrorists: opening a dialogue. *Terrorism and Political Violence*, 22, 1-21, 1556-1836. doi: 10.1080/09546550903409163

Ellemers, N., Spears, R., & Doosje, B. (2002). Self and social identity. *Annual Review of Psychology*, 53, 161-186. doi: 10.1146/annurev.psych53.100901.135228

Federal Bureau of Investigation (2011). 2011 National gang threat assessment – Emerging trends. *Federal Bureau of Investigation. Research Report*. Retrieved from <http://www.fbi.gov/stats-services/publications/>

Gorringer, H. (2006). Banal violence? The everyday underpinnings of collective violence. *Identities: Global studies in culture and power*, 13, 237-260. doi: 10.1080/10702890600698645

Lalich, J. (2009). The violent outcomes of ideological extremism: What have we learned since Jonestown? *Cultic Studies Review*, 8, 281-302.

Royal Canadian Mounted Police (RCMP) (2008). Point blank: Dealing with violent street gangs. *The Gazette*, 70, 1-38.

Wright, F. & Wright, P. (1982). Violent groups. *Group*, 6, 25-34.

Unit 2: The Nested Ecological Framework

Arena, M. P. & Arrigo, B. A. (2005). Social psychology, terrorism, and identity: A preliminary re-examination of theory, culture, self, and society. *Behavioral Sciences and the Law*, 23, 485-506. doi: 10.1002/bsl.653

Bronfenbrenner, U., & Morris, P. A. (1998). Nature-nurture reconceptualized in developmental perspective: A bioecological model. *Psychological Review*, 101, 568-586.

Dahlberg, L. L. & Krug, E. G. (2002). Violence – a global public health problem. In E.G. Krug, L. L. Dahlberg, J. A. Meloy, A. B. Zwi & R. Lozano (Eds.), *World Report on Violence and Health* (pp. 1-26).

Horgan, J. (2015). *The psychology of terrorism*, rev. 2nd ed. New York: Routledge.

Pynchon, M. R. & Borum, R. (1999). Assessing threats of targeted group violence: Contributions from social psychological. *Behavioral Sciences and the Law*, 17, 339-355. doi: 10.1002/(SICI)1099-0798(199907/09)17:3<339::AID-BSL345>3.0.CO;2-9

Gupta, D. K., Horgan, J., & Schmid, A. P. (2009). Terrorism and organized crime: A theoretical perspective. In D. Canter (Ed.) *The Faces of Terrorism: Multidisciplinary Perspectives*. Wiley-Blackwell, Oxford, UK. doi: 10.1002/9780470744499.ch7

Royal Canadian Mounted Police (RCMP) (2009). *Radicalization: A guide for the perplexed*. (RCMP National Security Criminal Investigations Report June 2009). Ottawa, ON: Royal Canadian Mounted Police.

Unit 3: Assessing Risk for Group-Based Violence

Albanese, J. S. (2008). Risk assessment in organized crime: Developing a market and product-based model to determine threat levels. *Journal of Contemporary Criminal Justice*, 24, 263-273.

Angie, A. D., Davis, J. L., Allen, M. T., Byrne, C. L., Ruark, G. A., Cunningham, C. B., et al. (2011). Studying ideological groups online: Identification and assessment of risk factors for violence. *Journal of Applied Psychology*, 41, 627-657. doi: 10.1111/j.1559-1816.2011.00730.x

Dernevik, M., Beck, A., Grann, M., Hogue, T., McGuire, J. (2009). The use of psychiatric and psychological evidence in the assessment of terrorist offenders. *Journal of Forensic Psychiatry and Psychology*, 20, 508-515. doi: 10.1080/13501760902771217

Gudjonsson, G. H. (2009). The assessment of terrorist offenders: a commentary on the Dernevik et al. article and suggestions for future directions. *Journal of Forensic Psychiatry and Psychology*, 20, 516-519. doi: 10.1080/13501760902771233

Monahan, J. (2012). The individual risk assessment of terrorism. *Psychology, Public Policy, and Law*, 18, 167-205. doi: 10.1037/a0025792

Roberts, K. & Horgan, J. (2008). Risk assessment and the terrorist. *Perspectives on Terrorism*, 2, 3–9.

Unit 4: Practical Application of Existing Assessment Procedures

Cook, A. N., Hart, S. D., & Kropp, P. R. (2013). *Multi-Level Guidelines for the assessment and management of group-based violence*. Burnaby, Canada: Mental Health, Law, and Policy Institute, Simon Fraser University.

Horgan, J. (2011). Interviewing the terrorists: Reflections on fieldwork and implications for psychological research. *Behavioral Sciences of Terrorism and Political Aggression*, 1-17. doi: 10.1080/19434472.2011.594620

National Offender Management Service (2011). *ERG 22+ Structured Professional Guidelines for Assessing Risk of Extremist Offending*. Ministry of Justice, National Offender Management Service.

Pressman, D. E. (2009). *Risk assessment decisions for violent political extremism, 2009-02*. Ottawa: Ministry of Public Safety and Solicitor General, Government of Canada.

Royal Canadian Mounted Police (RCMP) (2010). *SLEIPNIR version 2 Organized Crime Groups Capability Measurement Matrix*. Author: Ottawa, ON.

Evaluation:

Participation	20%
Case Analysis	40%
Final Exam	40%



SIMON FRASER UNIVERSITY
GRADUATE STUDIES & POSTDOCTORAL FELLOWS

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	CRIM	Number (eg. 810)	730	Units (eg. 4)	3
Course title (max 100 characters including spaces and punctuation) Terrorism and Civil Liberties: Canadian, Comparative and International Perspectives					
Short title (for enrollment/transcript - max 30 characters) Terrorism and Civil Liberties					
Course description for SFU Calendar * This course addresses the tensions between individual rights and national security. It attempts to address how democracies attempt to balance civil liberties against concerns raised by global terrorism. Various legal responses to terrorism are analyzed in the domestic, comparative and international contexts.					
Rationale for introduction of this course An elective course in the proposed Master's program in Terrorism, Risk and Security Studies. This course ensures students approach the subject area with a critical view of state practices, policies and laws.					
Effective term and year 2016-3			Course delivery (eg 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks		
Frequency of offerings/year At least 1/year			Estimated enrollment/offering 3-5		
Equivalent courses [These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.] None.					
Prerequisite and/or Corequisite ** None					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete			Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed? 1		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course David MacAlister
Additional faculty members, space, and/or specialized equipment required in order to offer this course Online instructional development via Intelligent Tutor online course delivery platform.


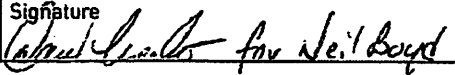
CONTACT PERSON

Department / School / Program Criminology	Contact name David MacAlister	Contact email dmacalis@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Martin Andresen	Signature 	Date 15 JAN 2016
Department Chair Neil Boyd	Signature 	Date Jan. 15, 2016

LIBRARY REVIEW

Library review done? ☒ YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.


OVERLAP CHECK

Overlap check done? ☒ YES ☐ N/A


The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature 	Date 11 Feb 2016
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Mar 16/16
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

CRIM 730-3: Terrorism and Civil Liberties: Canadian, Comparative and International Perspectives

Schedule: TBA

Class Location: N/A – Online Delivery

Course Description:

A tension exists between the need to protect civil liberties and the need to maintain national security. Canada and other western nations have grappled with the need to balance these two sets of concerns, resulting in many tensions as government policy often comes into conflict with individual rights and freedoms, often manifesting itself in clashes that are played out in the courts. Questions about how, when, why individual rights should be allowed to trump national security policy challenge policymakers who face a wide range of competing interests. Those seeking to understand how best to develop policy in the national security area increasingly require familiarity with the terminology, history, comparative approaches to these matters. This course will provide the student with a thorough look at the theories, national and transnational legal regimes, domestic legal issues, key concerns, and global debates related to the interplay between civil liberties and national security efforts to address terrorism.

This course has four broad aims:

1. Familiarize students with (a) human rights and civil liberties, and (b) the law governing state responses to terrorism.
2. Impart a critical attitude towards government efforts to address terrorism.
3. Develop an understanding of legal and policy approaches developed in various western democracies.
4. Ascertain the role of international and transnational law touching on terrorism and national security.

Learning Outcomes:

As a result of course participation and successful completion, students will be able to:

- Identify and describe the laws used to respond to terrorism in Canada and other western democracies;
- Demonstrate the ability to carry out legal research, finding relevant statutory, regulatory and common law pertaining to terrorism and terrorist-related activities;
- Explain the tension that exists between maintaining state security and maintaining respect for human rights and civil liberties;
- Critically analyze how judges review executive and legislative action through review under the *Charter of Rights and Freedoms* and other mechanisms for protecting fundamental rights and freedoms;
- Explain the application of the criminal process to allegations of terrorist activity;
- Explain the challenges presented by controlling the flow of funding to terrorist organizations;

- Display a sensitivity towards issues that terrorism presents for a nation's law and policy governing trans-boundary movement, including matters of immigration, deportation, extradition and rendition;
- Demonstrate familiarity with the limitations placed on the acquisition of evidence and intelligence regarding suspected terrorists;
- Discuss the limits of law as a mechanism to respond to terrorism and terrorist-related activity;
- Outline the nature of torture and interrogation techniques falling short of torture, and outline the pros and cons of allowing state agents to gather information through these processes;
- Demonstrate an understanding of the legal implications of using a military response to terrorist activity;
- Explain the concept of racial and ethnic profiling and discuss the legal limitations attaching to this practice;
- Evaluate the strengths and weaknesses of different legal and policy approaches to terrorism employed by different western democracies

Prerequisites:

Enrolment in the TRSS Master's program, or approval from the course instructor

Required Texts:

Various Readings taken from journals and texts will be available in a Custom Coursepack or online.

Course Evaluation:

Participation	25%
Term Paper	40%
Critical Case Analysis	25%
Legal Research Assignment	10%
Total	100%

Week	Required Readings	Learn About/Discuss...
2	Gearty (2003); Paciocco (2002); Roach (2002); Toope (2002)	Civil Liberties in an Age of Global Terror
3	MacAlister (2015); Petter (2010); Sharpe & Roach (2013); Stuart (2014)	Human Rights and Civil Liberties
4	Roach (2012); Roach (2014); <i>R. v. Khawaja</i> (2012); <i>Canada (Justice) v. Khadr</i> (2008)	Terrorism Offences
5	Anand (2011); Davis (2001); Dosman (2004); Diab (2011); Diab (2014)	Funding Terrorism & Sentencing
6	Dunbar & Nesbitt (2008); Forcese (2014); <i>Agraira v. Canada</i> (2013); <i>Canada v. Harkat</i> (2014); <i>Charkaoui v. Canada</i> (2007); <i>Sriskandarajah v. USA</i> (2012); <i>Suresh v. Canada</i> (2002);	Immigration, Deportation & Extradition

7	Davies (2006); Forrester (2010); Penney (2010); Renke (2006);	Surveillance and Privacy
8	Millard (2002); <i>Re Vancouver Sun</i> (2004); <i>R. v. Bagri</i> (2004); <i>Anti-terrorism Act, 2015</i> ; Forcese & Roach (2015); Roach & Forcese (2015)	Investigative Hearings & Recent/Future Developments
9	Arar v. Ashcroft (2009); Dershowitz (2002); Kalajdzic (2010); MacAlister (2015); Meisels (2008); The Torture Memos	Interrogation and Emergency Powers
10	Brown (2007); Coombes (2009); Gathi (2005); Meisels (2012); Minow (2007); Sassoli & Tougas (2011); Walters (2009); <i>Rasul v. Bush</i> (2004); <i>Hamdan v. Rumsfeld</i> (2006)	Legal Issues Pertaining to the Military Option
11	Bahdi (2003); Boccabella (2003); Choudry & Roach (2003); Harcourt (2007)	Racial and Ethnic Profiling
12	Coady (2010); Fenwick & Phillipson (2011); Sidel (2011); Zedner (2005); Roach (2011) [or Walker (2011)]	Comparative Legal Responses Post-9/11

Suggested & Required Readings

Week 2 Civil Liberties in an Age of Global Terror

Ackerman, Bruce. *Before the Next Attack: Preserving Civil Liberties in an Age of Terrorism*. New Haven: Yale University Press, 2006.

Gearty, Conor. "Reflections on Civil Liberties in an Age of Counterterrorism" (2003) 41 Osgoode Hall L.J. 185.

Paciocco, David M. "Constitutional Casualties of September 11: Limiting the Legacy of the *Anti-Terrorism Act*" (2002), 16 S.C.L.R. (2d) 185.

Pue, W. Wesley. "The War on Terror: Constitutional Governance in a State of Permanent Warfare?" (2003) 41 Osgoode Hall L.J. 267

Roach, Kent. "Did September 11 Change Everything? Struggling to Preserve Canadian Values in the Face of Terrorism" (2002) 47 McGill L.J. 893.

Roach, Kent. *September 11: Consequences for Canada*. Montreal & Kingston: McGill-Queen's University Press, 2003.

Roach, Kent. "Sources and Trends in Post-9/11 Anti-terrorism Laws", in Benjamin J. Goold and Liora Lazarus, eds., *Security and Human Rights*. Portland, OR: Hart, 2007

Sedley, Stephen. "Terrorism and security: back to the future?", in David Cole, Federico Fabbrini and Arianna Vidaschi, eds., *Secrecy, National Security and the Vindication of Constitutional Law*. Cheltenham, U.K.: Edward Elgar, 2013.

Toope, Stephen J. "Fallout from '9-11': Will a Security Culture Undermine Human Rights?" (2002) 65 Sask. L. Rev. 281.

Week 3 Human Rights and Civil Liberties

Hiebert, Janet. "The Legitimacy Debate" Ch. 2 in *Charter Conflicts: What is Parliament's Role?* Montreal: McGill-Queen's University Press, 2002.

MacAlister, David. "History of Human Rights and Civil Liberties in Canada" SFU, School of Criminology, 2015.

Petter, Andrew. "Rights in Conflict: The Dilemma of Charter Legitimacy" Ch. 5 in *The Politics of the Charter: The Illusive Promise of Constitutional Rights*. Toronto: University of Toronto Press, 2010.

Sharpe, Robert J. and Kent Roach. "The Legitimacy of Judicial Review" Ch. 2 in *The Charter of Rights and Freedoms*. Toronto: Irwin Law, 2013.

Stuart, Don. "Basic Principles" Ch. 1 in *Charter Justice in Canadian Criminal Law*, 6th edition. Toronto: Carswell, 2014.

Canada's Legal Response to 9/11: Terrorism Offences

Bell, Colleen. *The Freedom of Security: Governing Canada in the Age of Counter-Terrorism*. Vancouver: UBC Press, 2011.

Roach, Kent. "Be Careful What You Wish For? Terrorism Prosecutions in Post-9/11 Canada" (2014) 40 Queen's L.J. 99.

Roach, Kent. "Counter-Terrorism In and Outside Canada and In and Outside the Anti-Terrorism Act" (2012) 16 Rev. Const. St. 243.

Roach, Kent. "Ten Ways to Improve Canadian Anti-Terrorism Law" (2006), 51 *Crim. L.Q.* 102.

Roach, Kent. "The New Terrorism Offences and the Criminal Law", in Ronald J. Daniels, Patrick Macklem and Kent Roach, eds., *The Security of Freedom: Essays on Canada's Anti-Terrorism Bill*. Toronto: University of Toronto Press, 2001

Stewart, Hamish. "R. v. Khawaja: At the Limits of Fundamental Justice" (2013) 63 S.C.L.R. (2d) 403.

Canada (Justice) v. Khadr, [2008] 2 SCR 125

R. v. Khawaja, [2012] 3 SCR 555

Funding Terrorism

Anand, Anita I. "Combating Terrorist Financing: Is Canada's Legal Regime Effective?" (2011) 61 U.T.L.J. 59.

Davis, Kevin E. "Cutting off the Flow of Funds to Terrorists: Whose Funds? Which Funds? Who Decides?", in Ronald J. Daniels, Patrick Macklem and Kent Roach, eds., *The Security of Freedom: Essays on Canada's Anti-Terrorism Bill*. Toronto: University of Toronto Press, 2001.

Dosman, E. Alexandra. "For the Record: Designating 'Listed Entities' for the Purposes of Terrorist Financing Offences at Canadian Law" (2004) 62 U. T. Fac. L.Rev. 1.

Machado, Eunice. "A Note on the Terrorism Financing Offences in Bill C-36" (2002) 60 U.T.Fac. L. Rev. 103.

Sentencing

Diab, Robert. "Sentencing for Terrorism Offences: A Comparative Review of Emerging Jurisprudence" (2011) 15 Can. Crim. L. Rev. 267

Diab, Robert. "R v. Khawaja and the Fraught Question of rehabilitation in Terrorism Sentencing" (2014) 39 Queen's L.J. 587

R. v. Khawaja, [2012] 3 SCR 555

Immigration, Deportation & Extradition

Dunbar, David & Scott Nesbitt. "Parliament's Response to Charkaoui: Bill C-3 and the Special Advocate Regime Under IRPA" (2008) 42 S.C.L.R. (2d) 415.

Hudson, Graham. "The Administration of Justice? Certificate Proceedings, Charkaoui II, and the Value of Disclosure" (2010) 48 Alta. L. Rev. 195.

Forcese, Craig. "A Tale of Two Citizenships: Citizenship Revocation for 'Traitors and Terrorists'" (2014) 39 Queen's L.J. 551.

Suresh v. Canada (Min. of Citizenship & Immigration), [2002] 1 SCR 3

Sriskandarajah v. USA, [2012] 3 SCR 609

Canada (Citizenship & Immigration) v. Harkat, [2014] 2 SCR 33

Agraira v. Canada (Public Safety and Emergency Preparedness), [2013] 2 SCR 559

Charkaoui v. Canada (Citizenship and Immigration), [2007] 1 SCR 350

Surveillance and Privacy

Davies, Alysia. "Invading the Mind: The Right to Privacy and the Definition of Terrorism in Canada" (2006) 3 U.O.L.T.J. 249.

Forester, Nathan. "Electronic Surveillance, Criminal Investigations, and the Erosion of Constitutional Rights in Canada: Regressive U-Turn or a Mere Bump in the Road Towards Charter Justice" (2010) 73 Sask. L. Rev. 23.

Friedland, Martin L. "Police Powers in Bill C-36", in Ronald J. Daniels, Patrick Macklem and Kent Roach, eds., *The Security of Freedom: Essays on Canada's Anti-Terrorism Bill*. Toronto: University of Toronto Press, 2001.

Penney, Steven. "National Security Surveillance in an Age of Terror: Statutory Powers & Charter Limits" (2010) 48 Osgoode Hall L.J. 247.

Renke, Wayne N. "Who Controls the Past Controls the Future: Counter-Terrorism, Data Mining and Privacy" (2006) 43 Alta. L. Rev. 779.

Investigative Hearings

Millard, Jeremy. "Investigative Hearings under the *Anti-Terrorism Act*" (2002), 60(1) *U.T. Fac. L. Rev.* 79.

Re Application under s. 83.28 of the Criminal Code (R. v. Bagri), [2004] 2 SCR 248

Re Vancouver Sun, [2004] 2 SCR 332

Recent/Future Developments

Forcese, Craig and Kent Roach. "Terrorist Babble and the Limits of the Law: Assessing a Prospective Canadian Terrorism Glorification Offence" (TSAS WP15-02) 2015: http://library.tsas.ca/media/TSASWP15-02_Forcese-Roach.pdf

Roach, Kent and Craig Forcese. (2015) "Bill C-51 Backgrounders #1, #2, #3, #4, and #5" www.antiterrorlaw.ca

Anti-terrorism Act, 2015 (Can.), <http://www.parl.gc.ca/LegisInfo/BillDetails.aspx?Language=E&Mode=1&billId=6842344>

Interrogation and Emergency Powers (including Torture)

Brecher, Bob. *Torture and the Ticking Bomb*. Malden, MA: Blackwell, 2007.

Dershowitz, Alan M. "Should the Ticking Bomb Terrorist be Tortured? A Case Study in How a Democracy Should Make Tragic Choices" Ch. 4 in Alan M. Dershowitz. *Why Terrorism Works*. New Haven: Yale University Press, 2002.

Ginbar, Yuval. *Why Not Torture Terrorists? Moral, Practical, and Legal Aspects of the 'Ticking Bomb' Justification for Torture*. New York: Oxford University Press, 2008.

Kalajdzic, Jasminka. "Outsiders: The Sources and Impact of Secrecy at the Iacobucci Inquiry" (2010) 36 Queen's L.J. 161.

MacAlister, David. "Should Canada Allow Torture Warrants for the Interrogation of Alleged Terrorists? Ch. 7 in Alexander Netherton, Allen Seager and Karl Froschauer (eds.). *In/Security: Canada in the Post-9/11 World*. Burnaby: Centre for Canadian Studies, SFU, 2005.

Matthews, Richard. *The Absolute Violation: Why Torture Must be Prohibited*. Montreal: McGill-Queen's University Press, 2008.

Meisels, Tamar. "Torture and the Problem of Dirty Hands" (2008) 21 Can. J. L. & Juris. 149.

Roach, Kent. "The eroding distinction between intelligence and evidence in terrorism investigations", in Nicola McGarrity, Andrew Lynch and George Williams, eds., *Counter-Terrorism and Beyond: The Culture of Law and Justice after 9/11*. New York: Routledge, 2010.

The "Torture Memos" of John Yoo, Jay Bybee, Daniel Levin, and Steven Bradbury.

Arar v. Ashcroft, 585 F. 3d 559 (2d Cir. 2009)(en banc).

Legal Issues Pertaining to the Military Option

Anghie, Antony. "The War on Terror and Iraq in Historical Perspective" (2005) 43 Osgoode Hall L.J. 45.

Brown, Rory Stephen. "Shooting Down Civilian Aircraft: Illegal, Immoral and Just Plane Stupid" (2007) 20 R.Q.D.I. 57.

Coombes, Karinne. "Balancing Necessity and Individual Rights in the Fight Against Transnational Terrorism: 'Targeted Killings' and International Law" (2009) 27 Windsor Y.B. Access Just. 285.

De Zayas, Alfred. "The Status of Guantanamo Bay and the Status of the Detainees" (2004) 37 U.B.C. L. Rev. 277.

Gathii, James Thuo. "Assessing Claims of a New Doctrine of Pre-Emptive War Under the Doctrine of Sources" (2005) 43 Osgoode Hall L.J. 67.

Meisels, Tamar. "Preemptive Strikes – Israel and Iran" (2012) 25 Can J.L. & Juris. 447.

Minow, Martha. "Living up to Rules: Holding Soldiers Responsible for Abusive Conduct and the Dilemma of the Superior Orders Defence" (2007) 52 McGill L.J. 1.

Sassoli, Marco and Marie-Louise Tougas. "International Law Issues Raised by the Transfer of Detainees by Canadian Forces in Afghanistan" (2011) 56 McGill L.J. 959.

Waters, Christopher. "Beyond Lawfare: Juridical Oversight of Western Militaries" (2009) 46 Alta. L. Rev. 885.

Canada (Justice) v. Khadr, [2008] 2 SCR 125; [2010] 1 SCR 44.

Hamdan v. Rumsfeld, 126 S.Ct. 2749 (2006) (USSC)

Rasul v. Bush, 542 US 466 (2004) (USSC)

Racial and Ethnic Profiling

Bahdi, Reem. "No Exit: Racial Profiling and Canada's War Against Terrorism" (2003) 41 Osgoode Hall L.J. 293.

Boccabella, John. "Profiling the Anti-Terrorism Act: Dangerous and Discriminatory in the Fight Against Terrorism" (2003) 9 Appeal 17.

Choudry, Sujit & Kent Roach. "Racial and Ethnic Profiling: Statutory Discretion, Constitutional Remedies, and Democratic Accountability" (2003) 41 Osgoode Hall L.J. 1.

Harcourt, Bernard E. "Muslim Profiles Post-9/11: Is Racial Profiling an Effective Counter-terrorist Measure and Does it Violate the Right to be Free from Discrimination?" ch. 4 in Benjamin J. Goold and Liora Lazarus, eds., *Security and Human Rights*. Portland, OR: Hart, 2007.

Comparative Legal Responses Post-9/11

- Coady, Jonathan M. "Conditional Release of Terror Suspects in Canada: Lessons from the United Kingdom" (2010) 36 Queen's L.J. 251.
- Douglas, Roger. *Law, Liberty, and the Pursuit of Terrorism*. Ann Arbor: University of Michigan Press, 2014. Available online.
- Fenwick, Helen & Gavin Phillipson. "Covert Derogations and Judicial Deference: Redefining Liberty and Due Process Rights in Counterterrorism Law and Beyond" (2011) 56 McGill L.J. 862.
- Jenkins, David. "In Support of Canada's Anti-Terrorism Act: A Comparison of Canadian, British, and American Anti-Terrorism Law" (2003), 66 *Sask. L. Rev.* 419.
- Lynch, Andrew. "The Impact of Post-Enactment Review on Anti-Terrorism Laws: Four Jurisdictions Compared" 18 *Journal of Legislative Studies* 63.
- Powell, Rhonda. "Human Rights, Derogation and Anti-Terrorist Detention" (2006) 69 *Sask. L. Rev.* 79.
- Roach, Kent. *The 9/11 Effect: Comparative Counter-Terrorism*. Cambridge: Cambridge University Press, 2011.
- Sidel, Mark "Choices and Approaches: Anti-Terrorism Law and Civil Society in the United States and the United Kingdom after September 11" (2011) 61 *U.T.L.J.* 119.
- Thwaites, Rayner. "Discriminating Against Non-Citizens Under the Charter: Charkaoui and Section 15" (2009) 34 *Queen's L.J.* 669.
- Walker, Clive. *Terrorism and the Law*. Oxford: Oxford University Press, 2011.
- Zedner, Lucia. "Securing Liberty in the Face of Terror: Reflections from Criminal Justice" (2005) 32 *J.L. & Soc'y* 507.
- A. v. Home Secretary*, [2004] UKHL 56; [2005] 2 *W.L.R.* 87.



SIMON FRASER UNIVERSITY
GRADUATE STUDIES & POSTDOCTORAL FELLOWS

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	CRIM	Number (eg. 810)	731	Units (eg. 4)	3
Course title (max 100 characters including spaces and punctuation) Policy Making and Decision Analysis in Counter-Terrorism and Security Studies					
Short title (for enrollment/transcript - max 30 characters) Policy Making					
Course description for SFU Calendar * Decisions involve trade-offs among optimal rationality, legal and political acceptability, and managerial and operational feasibility. The incomplete, ambiguous, and at times contradictory nature of information forms a growing challenge given the often fluid developments of threats in this policy area. The values and interests at stake for the decision maker constitute a second layer of challenge as threats blend between domestic and international and values compete among security and democratic liberty. The cognitive, small-group, and diverse organizational environments that manage these layers of challenge are themselves subject to bias and competition and may add potential distortions at both the policy and implementation levels. Impediments to optimal decision making include insufficient range of alternatives considered, false consensus, selection bias, rigid option selection, outdated standard operation procedures, conflation of parochial and policy goals, analogical reasoning, wishful thinking, bureaucratic rivalry, and low-probed choice.					
Rationale for introduction of this course An elective course in the proposed Master's program in Terrorism, Risk and Security Studies. This course provides an understanding and critical examination of major theories in national security policymaking, challenges to decision-making, practices for close coordination among decision-makers and implementation agencies, and strategies for integrating information.					
Effective term and year 2016/2017		Course delivery (eg 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks			
Frequency of offerings/year At least 1/year		Estimated enrollment/offering 3-5			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) None.					
Prerequisite and/or Corequisite ** None.					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete				Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed? _____		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Alexander Moens
Additional faculty members, space, and/or specialized equipment required in order to offer this course Online instructional development via Intelligent Tutor online course delivery platform.

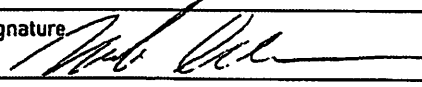
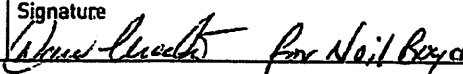
CONTACT PERSON

Department / School / Program Political Science	Contact name Alexander Moens	Contact email moens@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Martin Andresen	Signature 	Date 15 Jan 2016
Department Chair Neil Boyd	Signature  for Neil Boyd	Date Jan. 15, 2016

LIBRARY REVIEW

Library review done? ☒ YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

OVERLAP CHECK

Overlap check done? ☒ YES ☐ N/A


The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature 	Date 11 Feb 2016
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Jan 16/16
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

CRIM 731: Policy Making and Decision Analysis in Counter-Terrorism and Security Studies

Alexander Moens (moens@sfu.ca) 778-782-4361

Course Description and Rationale:

Decisions involve trade-offs among optimal rationality, legal and political acceptability, and managerial and operational feasibility. The incomplete, ambiguous, and at times contradictory nature of information forms a growing challenge given the often fluid developments of threats in this policy area. The values and interests at stake for the decision maker constitute a second layer of challenge as threats blend between domestic and international and values compete among security and democratic liberty. The cognitive, small-group, and diverse organizational environments that manage these layers of challenge are themselves subject to bias and competition and may add potential distortions at both the policy and implementation levels. Impediments to optimal decision making include insufficient range of alternatives considered, false consensus, selection bias, rigid option selection, outdated standard operation procedures, conflation of parochial and policy goals, analogical reasoning, wishful thinking, bureaucratic rivalry, and low-probed choice.

Learning Objectives:

This course will provide participants an understanding and critical examination of the:

- Major theories of national security policy making in individual, small group, and organizational settings.
- Challenges to optimal decision making in the fields of information processing, rationality, group dynamics and organizational culture.
- Strategies of integrating multi-agency information/intelligence on foreign and domestic threats.
- Multidisciplinary frameworks and adaptive methods, including empirical test results.
- Various practices for closer coordination among decision making and implementation agencies with particular attention to US, Canadian and Western European context. In the case of Canada this includes the Canadian Security and Intelligence Service (CSIS), the RCMP and other police forces, as well as the Communications Security Establishment (CSE), National Defence, and Canadian Border Services Agency (CBSA).

Evaluation

Part I: Various Analytical summaries: 40%

Part II: Policy Memorandum: 30%

Part II: Decision Analysis Research Paper and discussion: 30%

Course Organization:

Week 1-3

This first segment in this course will examine the interaction between foreign security crises and the research findings in decision-making.

The lessons of the Cuban Missile Crisis will be examined in terms of the three schools of decision-making: Classical Rationality, Organizational Process, and Bureaucratic Politics.

Key reading:Graham T. Allison and Philip Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis* (New York: Longman, 1999).

To these three schools, students will incorporate impediments to optimal decision making based on cognitive psychology, small group analysis, organizational procedures and governmental politics.

Key readings: Alexander George, *Presidential Decision making in Foreign Policy* (Boulder: Westview Press, 1980), Robert Jervis, *Perception and Misperception in International Politics* (Princeton: Princeton University Press, 1976), Lindblom, Charles E. "The Science of 'Muddling Through'." *Public Administration Review* 19 Spring 1959, pp. 79-88.

Assignment: Analytical summary of the readings plus theory framework description for case study.

Week 4-5

Students will examine recent theoretical attempts to innovate on theories in security and counter-terrorism decision making, including Poliheurism, Concurrence Seeking Mitigation Strategies, Prospect Theory.

Readings:

Chapters from: Boaz Ganor, *The Counter-Terrorism Puzzle*, (Transaction Publishers, 2011).

Steven B. Redd and Alex Mintz, "Policy Perspectives on National Security and Foreign Policy Decision Making," *Policy Studies Journal* 41(1) (2013)

Key additions to Groupthink analysis in: Paul t'Hart, *Groupthink in Government: A Study of Small Groups and Policy Failure*. Baltimore: Johns Hopkins University Press, 1990.

Assignment: Analytical summary of the readings plus theory framework description for case study.

Week 6-7

The segment adds to the decision dynamic the role of dynamic intelligence.

Pillar, Paul. (2006). "Intelligence, Policy and the War in Iraq." *Foreign Affairs* 85(2):15–27.

Michael Tierney, "Past, Present, and Future: The Evolution of Canadian Foreign Intelligence in a Globalized World," *Canadian Military Journal*, Spring 2015.

Magnus Ranstorp, *Mapping Terrorism Research: State of the Art, Gaps, and Future Direction* (Routledge, 2007).

Tung Bui and Jintae Lee, "An agent-based framework for building decision support systems," *Decision Support Systems* 25, 1999: 225–237.

Week 8-9

The Canadian, US and European cases: Analyzing inter-bureaucratic decision making in security.

Tim, Lannan, "Interagency Coordination Within the National Security Community: Improving the Response to Terrorism, *Canadian Military Journal*, Autumn, 2004.

Readings from: Peter Chalk and William Rosenau, *Confronting 'The Enemy Within': Security Intelligence, the Police, and Counterterrorism in Four Democracies* (Santa Monica, CA.: RAND, 2004).

Gordon H. McCormick, "Terrorist Decision Making", *Annual Review of Political Science*, Vol.6 (2003): pp.473-507.

Readings from: *9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States* (W.W. Norton, 2004).

Week 10-11

Policy memorandum exercise:

Students prepare a policy memorandum that discusses the key areas where national security and counter-terrorism intersect, including defining the threat, defining the multi-disciplinary framework for counter-terrorism policy, delineating the data, the decision framework, and dynamic feedback.

Case studies and resources drawn from recent editions of:

Terrorism & Political Violence; Studies in Conflict and Terrorism; International Journal of Intelligence and Counter Intelligence; Defence Intelligence Journal; Intelligence and National Security

Week 12-13

Thinking inside and outside the box, thinking under stress and severe time limitations, thinking in group conflict, thinking in bureaucratic rivalry, thinking in democratic-legal parameters..

Chapters from: Kahneman, Daniel, *Thinking Fast and Slow* RandomHouse, (2011),

Chapter 13 in Paul Wilkinson, *Terrorism vs Democracy: The Liberal State Response*, Third Edition, 2011.

Selected Bibliography

Roberta Wohlstetter, *Pearl Harbor: Warning and Decision*, 1962

Weible, Christopher M., Sabatier, Paul A. and Jim Flowers (2008). Advocacy Coalition Framework., *Encyclopedia of Public Administration and Public Policy*, 2008. Second Edition.

Nehemia Geva and Alex Mintz, *Decision Making on War and Peace: The Cognitive-Rational Debate*, edited by (Boulder, CO.: Lynne Rienner, 1997

Boaz Ganor, "Identifying the Enemy in Counterterrorism Operations - A Comparison of the Bush and Obama Administrations," *International Law Studies*, Vol. 90 (2014).

Kuperman, Ranan D. (2006). A Dynamic Framework for Analyzing Foreign Policy Decision Making, *International Studies Review* 8 (3): 537-544

Vertzberger, Yaacov Y. I. (1990). *The World in Their Minds: Information Processing, Cognition, and Perception in Foreign Policy Decision Making*, (Stanford, CA: Stanford University Press),

Wesley Wark (ed), *Twenty First Century Intelligence*, Routledge, 2005.

Alexander Moens, "George W. Bush the Decision Maker: Take Two," in Donald R. Kelley and Todd G. Shields (eds.) *Taking the Measure*, College Station: Texas A & M University Press, 2013, pp. 71-93,

Bruce Hoffmann, *Inside Terrorism* (Columbia University Press, 2006)

Alex Schmidt and Berto Jongmann, *Political Terrorism* (1988)

Andrew Silke, *Research on Terrorism: Trends, Achievements and Failures* (London: Frank Cass, 2004),

Ariel Merari, "Terrorism as a Strategy of Struggle: Past and Future," In *The Future of Terrorism*, ed., Max Taylor and John Horgan, 52-65. London: Frank Cass (2000).

Richard English, *Terrorism: How to Respond*, Oxford University Press, 2010.

Elinor Sloan, *Security and Defence in the Terrorist Era: Canada and the United States* McGill-Queen's University Press; 2nd ed, 2010.

Brian Forst, *Terrorism, Crime, and Public Policy*, Cambridge University Press, 2008, especially: chapter 11.



SIMON FRASER UNIVERSITY
GRADUATE STUDIES & POSTDOCTORAL FELLOWS

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	CRIM	Number (eg. 810)	740	Units (eg. 4)	3
Course title (max 100 characters including spaces and punctuation) Introduction to Quantitative Research Methods and Statistical Modeling					
Short title (for enrollment/transcript - max 30 characters) Quantitative Research Methods					
Course description for SFU Calendar * Crim 740 is an introductory course designed to familiarize students with the fundamentals of quantitative analysis. Students will become familiar with the basic quantitative approaches that are used in social science research, with an emphasis on analysis and interpretation. Students will hand-in assignments based on a dataset that will be supplied by the professor. In this course, students will be expected to apply a variety of analytic techniques. Lab periods will be devoted primarily to learning to code, analyze, interpret and represent data using SPSS.					
Rationale for introduction of this course An core course in the proposed Master's program in Terrorism, Risk and Security Studies. Dedicated training in quantitative methods to support complex analyses in terrorism and security studies.					
Effective term and year 2016-3		Course delivery (eg 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks			
Frequency of offerings/year At least 1/year		Estimated enrollment/offering 3-5			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) None.					
Prerequisite and/or Corequisite ** None.					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete			Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed? <u>1</u>		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

Martin Andresen

Additional faculty members, space, and/or specialized equipment required in order to offer this course

Online instructional development via Intelligent Tutor online course delivery platform.


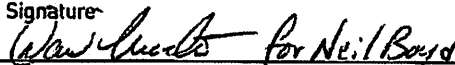
CONTACT PERSON

Department / School / Program Criminology	Contact name Martin Andresen	Contact email andresen@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Martin Andresen	Signature 	Date 15 Jan 2016
Department Chair Neil Boyd	Signature  for Neil Boyd	Date Jan. 15, 2016

LIBRARY REVIEW

Library review done? ☒ YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

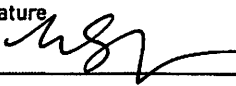
OVERLAP CHECK

Overlap check done? ☒ YES ☐ N/A


The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature 	Date 11 Feb 2016
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Mar 16/16
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____

Course Attribute Value: _____

Instruction Mode: _____

Attendance Type: _____

If different from regular units:

Academic Progress Units: _____

Financial Aid Progress Units: _____

CRIM 740-3: Introduction to Quantitative Research Methods

Instructor: Martin Andresen

E-mail: andresen@sfu.ca

Calendar Description:

Crim 740 is an introductory course designed to familiarize students with the fundamentals of quantitative analysis. Students will become familiar with the basic quantitative approaches that are used in social science research, with an emphasis on analysis and interpretation. Students will hand-in assignments based on a dataset that will be supplied by the professor. In this course, students will be expected to apply a variety of analytic techniques. Lab periods will be devoted primarily to learning to code, analyze, interpret and represent data using SPSS.

Course Orientation:

Crim 740 has two primary components: lectures and labs. The lectures will provide students with the conceptual underpinnings of various statistical techniques. The lectures will concentrate on the “What, When, and Why?” as in “What is correlation?, When do I use correlation?, and “Why correlation and not some other technique?” The lab will focus more on the nuts and bolts of actually conducting analyses, the “How do I actually perform a correlational analysis using SPSS?” The labs are heavily hands-on. Be prepared to participate.

Prerequisite:

No prerequisites.

Texts and Materials:

1. Moore, D. S., Notz, W. I., and Flinger, M. A. *The Basic Practice of Statistics*. New York: W.H. Freeman and Co, 2013.
2. Garson, G. D. *Logistic Regression: Binomial and Multinomial, 2016 Edition*. Asheboro, NC: Statistical Associates Publishers.
3. Garson, G. D. *Factor Analysis*. Asheboro, NC: Statistical Associates Publishers, 2013.

Evaluation:

1. Lab Quizzes	10%
2. Assignments	25%
3. Midterm Exam	30%
4. Final Exam	35%

1. Lab Quizzes

As noted in the Course Orientation, the labs are intended to help students learn how to conduct analyses using SPSS, as well as to clarify questions from lecture. Starting in Week 3, there will be a quiz at the beginning or end of each lab period. The quizzes are based on the textbook and will test your ability to conduct operations and analyses in SPSS. Your lowest quiz score will be dropped from the calculation of your grade. Please note that there are no make-up quizzes.

2. Assignments

The assignments are based on the dataset provided at the beginning of the semester. Please note that the assignments are to be completed by students working on their own. This means that students should not collaborate on the assignments.

3. Midterm Exam

The midterm exam is comprised of definitions, short answers, and interpretation questions. The midterm exam is primarily based on material covered in lectures. The midterm covers all material up to and including the Week 6 lecture on *T-Tests*.

4. Final Exam

The final exam is also comprised of definitions, short answers, and interpretation questions. There is a bigger emphasis on interpretation than there was on the midterm exam. Like the midterm, the final exam is primarily based on material covered in lectures. The final exam is cumulative, with an emphasis on materials starting in Week 4, with the lecture on *Analysis of Categorical Data I*.

SPSS/PASW:

SPSS (now called PASW) is the computer software package for data analysis that we will be using for this course. Students will have access to a virtual copy of SPSS through SFU. If you wish, you can purchase a 6 month license from the site below for \$46.07 + \$4.99 Download Fee (I assume there will also be taxes, but I'm not sure). ***Please note that we do NOT provide SPSS support.***

onthehub.com/spss

Click on the (Student) *Buy Now* button for IBM® SPSS® Statistics 23

For PC, you will want this product:

IBM® SPSS® Statistics Base GradPack 23 for Windows (06-Mo Rental)

For MAC (you have to switch tabs), you will want this product:

IBM® SPSS® Statistics Base GradPack 23 for Mac (06-Mo Rental)

The Order of things

Week	Topic
1	Introduction
2	Analysis of Categorical Data I
3	Analysis of Categorical Data II
4	T-tests
5	Analysis of Variance
6	Correlation and Simple Regression
7	Multiple Regression I
8	Midterm Exam
9	Multiple Regression II
10	Logistic Regression
11	Cluster Analysis
12	Factor Analysis
13	Course Review & Exam Preparation

Note: The reference materials listed in the tables below are to be read *prior* to lecture/tutorial.



SIMON FRASER UNIVERSITY
GRADUATE STUDIES & POSTDOCTORAL FELLOWS

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	CRIM	Number (eg. 810)	742	Units (eg. 4)	3
Course title (max 100 characters including spaces and punctuation) Cybersecurity					
Short title (for enrollment/transcript - max 30 characters) Cybersecurity					
Course description for SFU Calendar * The cyber domain is a new environment where we see both security threats and terrorist activities taking place. Indeed, addressing these threats through the lens cyber security will be of utmost importance. This course will introduce students to online communities of extremists and hackers, on both web-forums and social media, where threats/attacks against Canada, Canadians, and critical infrastructure are discussed. This course will also introduce methods for analyzing data from online communities, in particular text data and social network data. This course is for social science students and as such does not require a background in computing science.					
Rationale for introduction of this course An elective course in the proposed Master's program in Terrorism, Risk and Security Studies. This course introduces students to large-scale data capture and analysis techniques which will involve a combination of qualitative and automated text analysis, quantitative statistics, and social network theory.					
Effective term and year 2016-3		Course delivery (eg 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks			
Frequency of offerings/year At least 1/year		Estimated enrollment/offering 3-5			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) None.					
Prerequisite and/or Corequisite ** None.					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete				Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed? 1		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

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*** This mainly applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Richard Frank
Additional faculty members, space, and/or specialized equipment required in order to offer this course Online instructional development via Intelligent Tutor online course delivery platform.

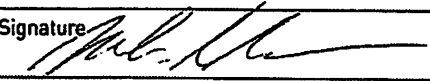
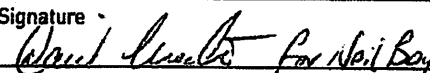
CONTACT PERSON

Department / School / Program Criminology	Contact name Richard Frank	Contact email rfrank@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Martin Andresen	Signature 	Date 15 JAN 2016
Department Chair Neil Boyd	Signature 	Date Jan. 15, 2016

LIBRARY REVIEW

Library review done? ☒ YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

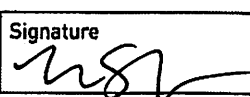
OVERLAP CHECK

Overlap check done? ☒ YES ☐ N/A

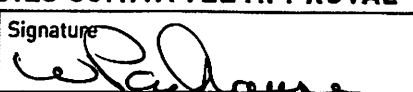
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature 	Date 11 Feb 2016
---	--	---------------------

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Mar 16/16
--	---	-------------------

ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

CRIM 742-3: Cybersecurity

Course Designer: Richard Frank
School of Criminology

Email: rfrank@sfu.ca

Calendar Description:

The cyber domain is a new environment where we see both security threats and terrorist activities taking place. Indeed, addressing these threats through the lens cyber security will be of utmost importance. This course will introduce students to online communities of extremists and hackers, on both web-forums and social media, where threats/attacks against Canada, Canadians, and critical infrastructure are discussed. This course will also introduce methods for analyzing data from online communities, in particular text data and social network data. This course is for social science students and as such does not require a background in computing science.

Course Description:

Just as businesses and the general public have embraced computers and the Internet, so have criminals and extremists. They have established online communities where they can express their views and exchange ideas. This course will allow the students to explore such communities in depth, and learn about their structure, actors within it, and their viewpoints. The students will be introduced to large-scale data capture and analysis techniques which will involve a combination of qualitative and automated text analysis, quantitative statistics, and social network theory. The focus will be on completely open source intelligence (OSINT) techniques while taking into account privacy concerns.

Course Objectives:

1. Explore open source intelligence (OSINT) techniques for data/evidence collection available to investigators and law enforcement.
2. Familiarize students with hacker/extremist online communities, their structure, participants, and content.
3. Develop qualitative, quantitative and social-network analysis techniques applicable to analyzing online communities.
4. Review privacy considerations of OSINT, and large scale data collection efforts.

Course Overview

Week	Topic	Recommended Readings	Notes
1	Overview and History of the Internet	[Various current readings will be selected]	
2	Crime and the Internet	[Various current cybercrime readings will be selected – will most likely vary every time in order to keep current]	
3	Extremists' use of the Internet	Conway, M. (2006). Terrorism and the internet: New media, new threat? Parliamentary Affairs, 59. Davies, G., Bouchard, M., Wu, E., Joffres, K., Frank, R. (forthcoming in	

		<p>2015). Terrorist organizations' use of the Internet for recruitment. In M. Bouchard (Ed.). Social network, terrorism and counter-terrorism: Radical and connected. New York; Routledge.</p> <p>Holt, T., (2012) Exploring the intersection of technology crime, and terror. Terrorism and Political Violence, 24, p. 337-354.</p> <p>Saint-Claire, S. Overview and Analysis on Cyber Terrorism. Retrieved from: http://www.iiedu.eu/press/journals/sds/SDS_2011/DET_Article2.pdf</p>	
4	OSINT Sources	<p>Gašper Hribar , Iztok Podbregar & Teodora Ivanuša (2014) OSINT: A "Grey Zone"?, International Journal of Intelligence and Counter-Intelligence, 27:3, 529-549.</p> <p>Libor Benes (2013): OSINT, New Technologies, Education: Expanding Opportunities and Threats. A New Paradigm. Journal of Strategic Security Vol/Issue: 6 (5), Date: Oct 1, 2013, Page: 22</p>	
5	Data Collection Methodologies	Bouchard, M., Joffres, K., Frank, R. (2014). Preliminary analytical considerations in designing a terrorism and extremism online network extractor. Pp. 171-184 in V. Mago and V. Dabbaghian, and (Eds), Computational Models of Complex Systems. New York: Springer.	Assignment 1 Due
6	Qualitative Research Methods	<p>Wolcott, Harry. 2001. Writing up Qualitative Research. Thousand Oaks, CA: Sage Publications.</p> <p>Klees, S. 2008. Reflections on Theory, Method, and Practice in Comparative and International Education. Comparative Education Review. 52(3), (pp. 301-328).</p>	
7	Qualitative Research Design	Yin, Robert. 1994. Case Study Research: Design and Methods. Thousand Oaks, CA: Sage Publications.	
8	Automated Qualitative Approaches: Sentiment software, and part-of-speech tagging	<p>Chalothorn, T., Ellman, J. (2012). Using SentiWordNet and Sentiment Analysis for Detecting Radical Content on Web Forums. In: 6th Conference on Software, Knowledge, Information Management and Applications (SKIMA 2012), 9-11 September 2012, Chengdu University.</p> <p>Abbasi, A., Chen, H., (2005). Applying authorship analysis to extremist-group web forum messages. Intelligent Systems, 20(5), p.67-75</p> <p>Feldman, R. (2013). Techniques and applications for sentiment analysis. Communications of the ACM, 56(4), p. 82-88.</p>	
9	Quantitative Methods: Statistics Part 1 (descriptive statistics,	Bickel, Robert. Multilevel Analysis for Applied Research (2007).	Assignment 2 Due

	linear models)		
10	Quantitative Methods: Statistics Part 2 (time series)	Bickel, Robert. Multilevel Analysis for Applied Research (2007).	
11	Social Network Analysis – Part 1	Burnap, P., Williams, M., Sloan, L., Rana, O., Housley, W., Edwards, A., Knight, V., Procter, R., Voss, A., (2014), Tweeting the terror: modelling the social media reaction to the Woolwich terrorist attack. Social Network Analysis and Mining, 4(206), p.1-14.	Assignment 3 Due
12	Social Network Analysis – Part 2	Joffres, K., Bouchard, M., Frank, R., & Westlake, B. (2011). Strategies to disrupt online child pornography networks. Proceedings of the EISIC - European Intelligence and Security Informatics, Athens, September 2011, pp. 163-170.	
13	The Dark Web: TOR	Chen, W. (2012). Dark web: Exploring and data mining the dark side of the web. Springer: NY.	Assignment 4 Due

Assignments:

Assignment 1) Find and survey 5 hacking forums, 5 hacking websites, 5 extremist forums and 5 extremist websites. Compare and contrast the various types of sites based on their availability, accessibility and anonymity.

Assignment 2) Select one of the forums from the findings of Assignment 1. On this forum, first perform an in-depth qualitative study looking for the major themes of discussion, then explore how the forum supports crime or illegal activity. Chose to appropriate sampling technique.

Assignment 3) Select one of the forums from the findings of Assignment 1 (this could be the same as used in Assignment 2). On this forum, choosing the appropriate statistical techniques, evaluate the patterns of some of the high-frequency posters. Some possible questions to answer are:

- Are there periods of high activity, and if so, any particular reason that could be identified?
- Look for a real-world event that is within the time period of the forum, and evaluate whether that event had an effect on the forum.

Assignment 4) Build the social-network of the actors of one of the forums, then identify key players that law enforcement could target.

Evaluation:

Assignments	4 x 10% = 40%
Seminar Contribution	10%
Term Paper	40%

Term Paper Presentation	10%
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SIMON FRASER UNIVERSITY
GRADUATE STUDIES & POSTDOCTORAL FELLOWS

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	CRIM	Number (eg. 810)	798	Units (eg. 4)	6
Course title (max 100 characters including spaces and punctuation) MA Project (Research Report)					
Short title (for enrollment/transcript - max 30 characters) MA Project					
Course description for SFU Calendar * Taken during the final semester of study, the Master's Project (Research Report) is required for graduation. The PRP is an extended essay conducted under the auspices of a cohort supervisor. Students are expected to conduct a comprehensive and critical review of pertinent literature. The Project is reviewed by two readers, who will provide feedback as well as a final grade.					
Rationale for introduction of this course This is the capstone course for the proposed Master's program in Terrorism, Risk and Security Studies.					
Effective term and year 2016-3		Course delivery (eg 3 hrs/week for 13 weeks) 6 hrs/week for 12 weeks			
Frequency of offerings/year At least 1/year		Estimated enrollment/offering 3-5			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) None.					
Prerequisite and/or Corequisite ** Successful completion of 24 credit hours in TRSS program.					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete				Capstone course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed? 1		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Assigned TRSS faculty member
Additional faculty members, space, and/or specialized equipment required in order to offer this course Online instructional development via Intelligent Tutor online course delivery platform.


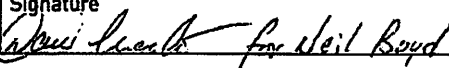
CONTACT PERSON

Department / School / Program Criminology	Contact name Garth Davies	Contact email garthd@sfu.ca
--	------------------------------	--------------------------------

DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Martin Andresen	Signature 	Date 15 JAN 2016
Department Chair Neil Boyd	Signature 	Date Jan. 15, 2016

LIBRARY REVIEW

Library review done? ☐ YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

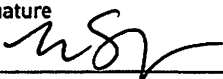
OVERLAP CHECK

Overlap check done? ☒ YES ☐ N/A

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature 	Date 11 Feb 2016
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Dec 16/16
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

8.3 Appendix 3 – Memo & Feedback



FACULTY OF ARTS AND SOCIAL SCIENCES
Office of the Dean

Academic Quadrangle Room 6168
8888 University Drive, Burnaby, BC
Canada V5A 1S6

TEL 778.782.4415
FAX 778.782.3033

fassdean@sfu.ca
www.fass.sfu.ca

MEMORANDUM

ATTENTION	Wade Parkhouse, Dean, Graduate Studies	DATE	18 January, 2016
FROM	Jane Pulkingham, Dean	PAGES	1/1
RE:	TRSS POST Proposal FASS Support		

André Gerolymatos, Director of Hellenic Studies and Garth Davies, Associate Professor in the School of Criminology, are proposing a new online Professional Masters Program in Terrorism, Risk and Security Studies (TRSS).

TRSS brings together an array of distinct but related fields, leveraging SFU's recognized strengths in Terrorism Studies, Human Intelligence, Computation and Big Data, Risk Assessment, Decision Analysis, and Public Policy to address security issues from a variety of diverse yet complementary disciplinary perspectives. It promises to fill a need to train professionals, providing them with broad-based background and analytical tools so that they will be better able to understand, analyze, and address terrorism in a holistic manner. The program will be first fine-tuned and tested as a Cohort Special Arrangements program before determining whether to go forward with an NOI and Full Program Proposal.

Contingent on the proposal for a Cohort Special Arrangements Program being approved by the FASSGSC and SGSC, FASS is committed to providing \$30K in support of the development of the program.

Sincerely,

Jane Pulkingham,
Dean

JP/jl

cc: Lisa Shapiro, Associate Dean, FASS
André Gerolymatos, Director, Hellenic Studies
Garth Davies, School of Criminology

RECEIVED

JAN 21 2016

8.4 Appendix 4 – Comparable Institutions

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A. UNITED KINGDOM

University of Glasgow

MSc in International Security, Intelligence & Strategic Studies

Tuition:	Domestic Students:	£4,533 GBP (\$9,055 CAD)/year¹	
	International Students:	£9,667 GBP (\$19,311 CAD)/year	
Length:	2 Years (Full-Time)	Delivery:	In-Person
Courses:			

The program is structured around mobility where students study at three partner universities (University of Glasgow, OTH Regensburg, and Charles University Prague) for a period of six months.

PROGRAM SCHEDULE (120 ECTS CREDITS)

YEAR 1

CORE COURSES – THEORY (30 ECTS CREDITS)

UNIVERSITY OF GLASGOW

- Global Security: Theories & concepts (10 ECTS)
- Modern strategic thought (5 ECTS)
- Intelligence analysis & policy making (5 ECTS)
- European and international security & defence strategies (10 ECTS)

CORE COURSES – APPLIED (30 ECTS CREDITS)

OTH REGENSBURG

- Strategic Analysis & Intelligence Methods (5 ECTS)
- Presentation & communication products (5 ECTS)
- Analysis & the security of Big Data (5 ECTS)
- Intercultural awareness & security (5 ECTS)
- Project - Technology & intelligence (10 ECTS)

OPTIONAL:

- Summer University (Equivalent to 5 ECTS)
- Multinational Exercises (Equivalent to 5 ECTS)

YEAR 2

CORE COURSES – EMPIRICAL (24-30 ECTS CREDITS)

CHARLES UNIVERSITY PRAGUE

Choose a specialist concentration from A, B or C, and a number of course options to value of minimum 20 ECTS with additional maximum 10 ECTS coming from the other concentrations (including D). Some courses are common across concentrations. Total value of selected courses should be 30 ECTS.

CONCENTRATION A: INTERNATIONAL SECURITY

- Arms control & disarmament

¹ An exchange rate of £1.00 GBP to \$2.00 CAD is used.

- Critical perspectives on terrorism
- Euroatlantic community in action: NATO operations after Cold War
- Euroatlantic community and strategic culture
- Global terrorism
- Issues in US National Security Policy
- Security in Africa
- Thinking about war
- United Nations peacekeeping.

CONCENTRATION B: STRATEGIC STUDIES

- Arms control & disarmament
- Conventional strategies
- Euroatlantic community and strategic culture
- Grand strategies
- Issues in US National Security Policy
- Security in Africa
- Thinking about War
- Unconventional strategies
- War studies.

CONCENTRATION C: INTELLIGENCE, TECHNOLOGY & SECURITY

- Cyber security & international relations
- Intelligence and counter intelligence
- Security & technology
- Space security in 21st century
- Thinking about war.

CONCENTRATION D: CRITICAL SECURITY STUDIES

- Applied quantitative methods for international relations and security studies
- Crisis games
- Critical perspectives on terrorism
- Critical security studies
- Human security
- Strategic approaches to the study of international and security politics.

RESEARCH

Choose one of the following:

- Collaborative Research Portfolio (30 ECTS)
 - Research Design and Methodology Paper (3000 words / 20%)
 - Dissertation (20000 words / 70%)
 - Placement Capstone Project (2000 words / 10%) (after dissertation)
 - Total Assessment word count: 25000 words
- Masters Research Portfolio (30 ECTS)
 - Research Design and Methodology Paper (3000 words / 20%)*
 - Dissertation (22000 words / 80%)
 - Total Assessment word count: 25000 words

Source:

<http://www.gla.ac.uk/postgraduate/taught/internationalsecurity/#/programmestructure,concentrationa-internationalsecurity,concentrationb-strategicstudies,concentrationc-intelligencetechnology&security,concentrationd-criticalsecuritystudies,feesandfunding>

<http://www.gla.ac.uk/schools/socialpolitical/registrationenrolment/postgraduate/courseinfo/internationalsecurityintelligenceandstrategicstudies/>

University of St. Andrews

MLitt in Terrorism and Political Violence

Tuition:	Domestic Students: £6,510 GBP (\$13,005 CAD)/year		
	International Students: £17,090 GBP (\$34,140 CAD)/year		
Length:	1 Year (Full Time)	Delivery:	In-Person or Online
	2-4 Years (Part Time, Distance)		
Courses:			

FULL TIME IN-PERSON (120 SCOTCAT CREDITS):

A. CORE MODULES (60 SCOTCAT CREDITS)

- IR5901 Fundamental Issues and Structures of Terrorism (30 SCOTCAT Credits)
- IR5902 Research Methods (30 SCOTCAT Credits)

B. ELECTIVE MODULES (60 SCOTCAT CREDITS)

Select two modules from either:

- IR5904 Terrorism and Theories of Collective Action (30 SCOTCAT Credits)
- IR5921 Fundamentals of Terrorist Violence (30 SCOTCAT Credits)

Or

- IR5007 Terrorism and Liberal Democracy (30 SCOTCAT Credits)
- IR5903 Terrorism: How to Respond (30 SCOTCAT Credits)

C. COMPULSORY DISSERTATION (60 SCOTCAT CREDITS)

- IR5999 Dissertation for Terrorism and Political Violence MLitt Programme (60 SCOTCAT Credits)

PART TIME ONLINE (120 SCOTCAT CREDITS):

- IR5951 Fundamental Issues and Structures of Terrorism (Distance learning) (30 SCOTCAT Credits)
- IR5952 Research Methods (Distance learning) (30 SCOTCAT Credits)
- IR5953 Terrorism: How to Respond (Distance learning) (30 SCOTCAT Credits)
- IR5954 Distance Learning Electives (30 SCOTCAT Credits)
- IR5998 Dissertation for Terrorism and Political Violence Studies MLitt Distance learning Programme (60 SCOTCAT Credits)

Source: <http://www.st-andrews.ac.uk/~cstpv/study/mlitt.html>

B. AUSTRALIA

Griffith University

Masters of International Relations

Tuition:	Domestic Students:	\$20,500 AUD² (\$19,446 CAD)
	International Students:	\$26,500 AUD (\$25,138 CAD)
Length:	1-1.5 Years (Full Time)	Delivery:
Courses:		In-Person and Online

IN-PERSON STANDARD PATHWAY (120 CREDITS):

A. CORE COURSES (40 CREDIT POINTS)

- 7015GIR Case Studies in Foreign Policy Decision Making (10 Credit Points)
- 7006GIR International Security (10 Credit Points)
- 7005GIR Globalisation (10 Credit Points)
- 7001GIR International Relations Theory: Concepts and Approaches (10 Credit Points)

B. ELECTIVES (80 CREDIT POINTS)

Students must complete 80 credit points from the following courses

- 7014GIR The Politics of Environmental Issues: Knowledge, Power and Interests (10 Credit Points)
- 7035GIR Rights, War and Justice: Ethics in International Relations (10 Credit Points)
- 7016GIR A Post-Secular Age? Religion, the State and Global Security (10 Credit Points)
- 7028GIR Research Methods for Policy Makers (10 Credit Points)
- 7025GIR Policy Advice: Evidence, Argument and Persuasion in Policy-Making (10 Credit Points)
- 7023GIR The Political, Legal and Governance Environment (10 Credit Points)
- 7034GIR Independent Project (10 Credit Points)
- 7020GIR Terrorism (10 Credit Points)
- 7007GIR Australia and the World: Securing Prosperity (10 Credit Points)
- 7033GIR Prudence, Ethics and Accountability (10 Credit Points)
- 7012IBA Democratisation Business and Governance in Asia (10 Credit Points)

IN-PERSON DISSERTATION PATHWAY (120 CREDIT POINTS):

A. CORE COURSES (40 CREDIT POINTS)

- 7015GIR Case Studies in Foreign Policy Decision Making (10 Credit Points)
- 7006GIR International Security (10 Credit Points)
- 7005GIR Globalisation (10 Credit Points)
- 7001GIR International Relations Theory: Concepts and Approaches (10 Credit Points)

B. CORE RESEARCH COURSES (50 CREDIT POINTS)

- 7028GIR Research Methods for Policy Makers (10 Credit Points)
- 8001GBS_P1 GBS Dissertation (10 Credit Points)

² This assumes a conversion of \$1.00 AUD to \$0.95 CAD.

- 8001GBS_P2 GBS Dissertation (10 Credit Points)
- 8001GBS_P3 GBS Dissertation (10 Credit Points)
- 8001GBS_P4 GBS Dissertation (10 Credit Points)

C. ELECTIVES (30 CREDIT POINTS)

Students must complete 30 credit points from the following courses

- 7014GIR The Politics of Environmental Issues: Knowledge, Power and Interests (10 Credit Points)
- 7035GIR Rights, War and Justice: Ethics in International Relations (10 Credit Points)
- 7016GIR A Post-Secular Age? Religion, the State and Global Security (10 Credit Points)
- 7034GIR Independent Project (10 Credit Points)
- 7020GIR Terrorism (10 Credit Points)
- 7007GIR Australia and the World: Securing Prosperity (10 Credit Points)
- 7033GIR Prudence, Ethics and Accountability (10 Credit Points)
- 7012IBA Democratisation Business and Governance in Asia (10 Credit Points)

ONLINE STANDARD PROGRAM (120 CREDITS):³

A. CORE COURSES (40 CREDIT POINTS)

- MIR702 International Security (10 Credit Points)
- MIR804 Power and Politics in the Asia-Pacific (10 Credit Points)
- MIR805 America's World (10 Credit Points)
- MIR 802 Politics of the Global Economy (10 Credit Points)

B. ELECTIVES (80 CREDIT POINTS)

Student must complete eight courses from the following list:

- MIR701 International Relations Theory – 21st Century (10 Credit Points)
- PICX813 Foundations of Modern Intelligence (10 Credit Points)
- PICX802 Terrorism Issues (10 Credit Points)
- IBA703 Corporate Governance in the Asia Pacific (10 Credit Points)
- MIR703 Case Studies in Foreign Policy Decision Making (10 Credit Points)
- MIR801 China's Rise: Challenges and Opportunities (10 Credit Points)
- MIR803 International Environmental Issues & Organisations (10 Credit Points)
- MIR704 Australian Foreign Policy (10 Credit Points)
- HIST513 Democracy and Dictatorship in Asia (10 Credit Points)
- OUA One Free-Choice Postgraduate Elective (10 Credits)

Source:

<https://www148.griffith.edu.au/programs-courses/Program/5631/Courses/Domestic#C0000009329>

<https://www148.griffith.edu.au/programs-courses/Program/5640/Courses/Domestic?searchHash=STBX%2BhVHRk%2Fr753aky3hE%2B5mPPs%3D#course-list>

[course-list](https://www148.griffith.edu.au/programs-courses/Program/5640/Courses/Domestic?searchHash=STBX%2BhVHRk%2Fr753aky3hE%2B5mPPs%3D#course-list)

³ This program is no longer available to new applicants as of 2015.

C. UNITED STATES

American University

Executive Masters of International Service

Tuition:	Domestic Students:	\$52,920 USD (\$68,879 CAD)⁴
	International Students:	\$59,828 USD (\$77,870 CAD)
Length:	2 Years (Full-Time)	Delivery: Online
Courses:		

MIS students are required to have at least nine years of professional experience in an international relations field.

COURSE PATTERN (30 CREDITS)

A. CORE COURSES

- SIS-686 (3 Credits) Proseminar in International Affairs I
- SIS-619 (3 Credits) Executive Leadership

B. METHODS AND ANALYSIS (3 CREDIT HOURS)

One of:

- SISG-763 (3 Credits) Quantitative Methods: Research Design & Statistical Analysis
- SIS-750 (3 Credits) Planning, Forecasting, and Decision Making
- SIS-750 (3 Credits) Project Design, Monitoring & Evaluation (DM&E)

C. ECONOMICS (3 CREDIT HOURS)

One of:

- SIS-619 (3 Credits) Understanding Global Economics and Markets (Executive Focus)
- SISG-764 (3 Credits) International Economics
- SISG-773 (3 Credits) Introduction to Economic Theory

D. CONCENTRATION ELECTIVES (15 CREDITS)

Global Security

- Causes of War
- Security from Inside the State
- Conflict Assessment and Prevention

International Development

- Politics of Global Development
- Foundations of Economic Development
- Sustainable Development and Global Environmental Politics
- Global Health Politics and Policy

International Negotiations and Conflict Resolution

- Conflict Assessment and Prevention
- Post-War Transitions

⁴ The conversation rate used is \$1.00 USD to \$1.30 CAD.

- The Art of International Negotiation

United States Foreign Policy and National Security

- Security from Inside the State
- The Making of United States Foreign Policy: Institutions and Processes
- The United States as a World Power Since 1898

E. CAPSTONE (3 CREDITS)

- SIS Practicum, or
- Substantial Research Paper (Academic or Policy-Driven SRP)

Source: <https://ironline.american.edu/academic/master-international-service/>

Henley-Putnam University

Masters in Terrorism and Counterterrorism Studies

Tuition:	Domestic Students:	\$26,352 USD (\$34,257 CAD)	
Length:	1.5 Years (Full-Time)	Delivery:	Online
Courses:			

COURSES (72 QUARTER UNITS):

A. REQUIRED COURSES

- TCT 600 Advanced Counterterrorism
- INT 525 Advanced Counterterrorism Analysis
- SEC 522 Advanced Surveillance and Counterterrorism
- TCT 517 WMD Terrorism
- INT 584 Area Studies Analysis
- SEC 505 Advanced Strategies/Crisis Preparedness
- RES 695 Research
- FRP 697 Writing for Publication Techniques

B. ELECTIVE COURSES (CHOOSE TWO)

- TCT 595 Advanced Counterterrorism Operations
- TCT 596 Origins, Evolutions, and Trends in Terrorism
- TCT 620 Advanced Domestic Terrorism
- SOC 640 Advanced Islamism and Terrorism

C. ELECTIVE COURSES (CHOOSE ANY TWO AREAS OF EMPHASIS)

Area of Emphasis: Collection Management

- INT 570 All Source Intelligence
- INT 575 Intelligence Policy and Reform
- INT 521 Advanced Intelligence Collection

Area of Emphasis: Counterintelligence

- TCT 517 WMD Terrorism
- INT 552 Counterespionage
- INT 502 Vetting

Area of Emphasis: Counterterrorism

- INT 525 Advanced Counterterrorism Analysis
- SOC 570 Cults and Charismatic Leaders
- TCT 620 Advanced Domestic Terrorism

Area of Emphasis: Intelligence Operations

- INT 680 Operational Concepts and Planning (Targeting)
- INT 609 Case Studies in Covert Operations
- INT 560 Strategic Intelligence

Area of Emphasis: Advanced Operations

- PRO 540 Topics in Advance Work
- INT 595 Advanced Intelligence Operations
- PRO 679 Kidnapping Strategies

Area of Emphasis: Analysis

- INT 580 Leadership Analysis
- INT 581 Political Analysis
- INT 584 Area Studies Analysis

Area of Emphasis: Extremist Organizations

- SOC 571 Secret Societies
- SOC 570 Cults and Charismatic Leaders
- HIST 508 Extremist Organizations

Area of Emphasis: Counterterrorism Strategies

- INT 551 Double Agents, Denial and Deception
- INT 535 Cover
- SOC 510 Terrorism Group Dynamics

Area of Emphasis: Terrorist Operations

- PSY 576 Analyzing the Terrorist Mind
- INT 609 Case Studies in Covert Operations
- INT 552 Counterespionage

Area of Emphasis: Terrorism and Society

- TCT 637 Terrorism and Society
- PRO 679 Kidnapping Strategies
- TCT 590 Influence Warfare

Area of Emphasis: Cyber/Information Security

- MGT 605 Advanced Consequence Management and Incident Command System
- SEC 665 Computer Intrusion Defense
- INT 617 Cyberterrorism, Cyberwarfare, Cybercrime

Area of Emphasis: Protective Intelligence

- INT 521 Advanced Intelligence Collection
- SEC 522 Advanced Surveillance and Countersurveillance
- SEC 537 Crisis Negotiation

Area of Emphasis: Threat Assessment

- PRO 520 Stalking and Workplace Violence
- PRO 690 Advanced Threat Assessment
- SEC 621 Background Investigations

Area of Emphasis: Protection Operations

- SEC 535 Advanced Vehicular Security

- PRO 521 Advanced Building and Perimeter Security
- PRO 660 Explosives and Arson Security

Area of Emphasis: Corporate Security

- SEC 530 Evidence & Crime Scene Management
- INT 617 Cyberterrorism, Cyberwarfare, Cybercrime
- SEC 611 White Collar Crime

D. CANADA

Royal Military College
Master of Arts in Defence Studies

Tuition:	Domestic Students: \$8,340 CAD		
	International Students: \$18,600 CAD		
Length:	1 Year (Full-Time)	Delivery:	In-Person
Courses:			

COURSE PATTERN (10 GRADUATE CREDITS)

A. CORE COURSES (7 COMMON GRADUATE CREDITS):

- DS540: Domestic and Expeditionary Operations
- DS544: Basic Joint Operational Planning
- DS545: Component Capabilities
- DS555: Leadership
- DS556: Command
- DS569: International Security and Canadian Foreign Policy

B. ELECTIVES (3 COMMON GRADUATE CREDITS):

Complete two courses from:

- DS548: Advanced Joint Warfighting and DS549 Advanced Topics in Campaign Design; or
- DS557: Institutional Policy Analysis and DS554 Advanced Topics in Institutional Policy Development; or
- DS567: Global Power and Institutions and DS568 Advanced Topics in International Security Studies

And one from:

- DS534: Operational & Strategic Command Analysis
- DS535: Global Politics, Culture, and Conflict
- DS536: Case Studies in Canadian International Policy
- DS537: Captors and Captives
- DS538: Genocide, Conflict, and Justice
- DS539: Intelligence Studies: Historical, Theoretical, and Contemporary Dimensions
- DS543: War and Society
- Various War Studies and other Programme courses taken with permission of the Chair MDS.

Source: <http://www.rmc.ca/en/registrars-office/master-defence-studies>

Master of Arts in War Studies

Tuition:	Domestic Students:	\$8,340 CAD		
	International Students:	\$18,600 CAD		
Length:	1.3 Years (Full-Time)	Delivery:	In-Person	
Courses:				

THESIS PATTERN (SIX GRADUATE COURSES PLUS A THESIS):

A. CORE COURSE

- WS500 The Theories of War from the Eighteenth Century to the Present

B. ELECTIVE COURSES

Complete five courses from:

- WS501 Civil-Military Relations in Canada
- WS502 War, Politics and International Relations
- WS504 Contemporary Warfare
- WS506 Civil and Military Relations Since 1815
- WS507 Methodology
- WS509 Evolution and Theory of International Peacekeeping
- WS510 War in the Mediterranean, 1939-1945
- WS511 Contemporary Peace and Stabilization Operations
- WS512 Canadian Defence Studies: Historical and Contemporary Dimensions
- WS513 The Vietnam War
- WS515 The United States and Small Wars
- WS516 Modern Warfare and Technological Development
- WS517 Canadian Political Parties, Public Opinion, and Foreign Policy
- WS518 War, Revolution and Peace in Modern East Asia
- WS519 Studies of Genocide
- WS520 Maritime Strategy and Naval Policy
- WS521 Gendered Dimensions of War
- WS522 The Foreign Policies of Russia Since 1917
- WS524 The Impact of Total War in the Twentieth Century
- WS525 British Military History from the Eighteenth Century to the Present
- WS527 Military Ethics
- WS528 Advanced Directed Studies
- WS529 Special Topics
- WS530 Psychological Factors in Warfare and Human Conflict
- WS531 American Foreign and Defence Policy: 1776 to the Present
- WS533 Studies in American Defence Policy
- WS534 Religion and Modern War
- WS536 War, Man and Literature
- WS537 Intelligence Studies
- WS538 Intelligence: Historical and Contemporary Dimensions
- WS539 Signals Intelligence

- WS540 The Development of Aerospace Power: Theory and Practice
- WS541 Discourses of the Extreme: from the reactionaries to the end of the 2nd World War
- WS542 The colonization and decolonization of Maghreb and West Africa: from colonial origins to single party states
- WS543 First World War
- WS544 The Theory and Practice of Strategy in the Classical World
- WS545 History of Canadian-American Relations, 1783-present
- WS547 Military History of Canada's First Nations, 1500-present
- WS549 Aerospace Law and Policy
- WS550 Great Powers in the Pacific: 1870 to the Present
- WS551 Evolution of Cold War Nuclear Strategy
- WS552 Leadership
- WS553 The Art of Testimony and the Experience of War
- WS554 Selected Topics on the Third World
- ECG555 La gloire et le bûcher: la représentation de l'héroïsme guerrier et du sacrifice sanglant dans l'Antiquité
- WS559 Aspects of International History 1919 - 1945
- WS561 Aspects of International History Since 1945
- WS562 Competitive and Economic Intelligence
- WS564 Intelligence Methodologies and Operational Case Studies
- WS566 The International Security Environment
- WS568 Case Studies in Regional Analysis
- WS570 Great Powers and Intelligence
- WS572 Issues in Canadian American Intelligence Since the Second World War
- WS574 Asymmetric Threats
- WS582 The Profession of Arms
- WS584 Canadian Foreign Policy
- WS586 Special Operations
- WS588 The Second World War
- WS589 Issues of National and International Security in International Relations: Theories and Practice Since 1945
- WS590 Canada and War
- WS591 Issues of International and National Security in International Relations: Changing Definitions
- WS593 The News Media and the Military
- WS595 Armed Forces in Society
- WS597 Post-Cold War Nuclear Policy
- WS599 A Canadian Way of Air Warfare

C. THESIS

- PR500 Directed Research Project

University of Calgary
Master of Strategic Studies

Tuition:	Domestic Students:	\$7,220 CAD		
	International Students:	\$16,389 CAD		
Length:	2 Years (Full Time)	Delivery:	In-Person	
Courses:				

THESIS-BASED:

A. CORE COURSES

Students must complete all core courses, as follows:

- Strategic Studies 603: Military and Strategic Studies: Questions and Methods
Strategic Studies 655: Classics of Strategy
- Political Science 681: Advanced Analysis of International Relations
- Political Science 685: Strategic Studies

B. AREAS OF CONCENTRATION

In any sequence, thesis-based students must complete 9 units (1.5 full-course equivalents) from the following list:

- (1) Arctic Security
Strategic Studies 662: Advanced Studies in Canadian Arctic Security
- (2) Canadian Military Studies
Strategic Studies 609: Canadian Military and the Second World War
Strategic Studies 611: Canadian Military Studies
Strategic Studies 613: Canada and the First World War
- (3) U.S. Security Policy
Political Science 633: U.S. Security Policy
- (4) Domestic Security/Hemispheric Security
- (5) Ethics and Morality in Conflict
Political Science 619: War and Interpretation
Political Science 684: Human Rights and Humanitarianism
- (6) Intelligence and Security
Strategic Studies 657: Intelligence, Information Operations and Command, Control, Communications and Computers
- (7) Military Anthropology
Anthropology 641: Graduate Seminar in Civil Military Relations

- (8) Sea Power
Strategic Studies 659: Sea Power
- (9) Unconventional Warfare
Political Science 689: Unconventional Warfare
Political Science 675: Special Topics in Comparative Politics
- (10) Causes of War
Strategic Studies 663: War – Causes and Aftermath
- (11) Military History
History 637: Topics in Military History
- (12) Special Topics in Military and Strategic Studies
Strategic Studies 649: Special Topics in Military and Strategic Studies
- (13) With the approval of the Graduate Director, thesis-based students may take 3 units (0.5 full-course equivalent) from the following and either course-based students or course-based students with Co-operative Education may take one or more courses from the following:
Strategic Studies 651: Reading Seminar I
Strategic Studies 653: Research Seminar I
- (14) With the approval of the Graduate director any other graduate course pertinent to the student's studies may be taken. Consult the Program website for a list of other recommended graduate courses.

C. THESIS

Source: <http://www.ucalgary.ca/pubs/calendar/grad/current/military-and-strategic-studies-cmss.html>

University of Toronto
Master of Global Affairs

Tuition:	Domestic Students: \$7,220 CAD		
	International Students: \$16,389 CAD		
Length:	2 Years (Full Time)	Delivery:	In-Person
Courses:			

A. CORE COURSES

Complete 4.0 FCE (eight half-course equivalents) in Year 1.

- GLA 1001H: Macro and International Economics
- GLA 1002H: Global Civil Society
- GLA 1003H: Global Security
- GLA 1004H: Global Policy Analysis
- GLA 1005H: Decision Making and Strategic Thinking in the Global System
- GLA 1006H: Public International Law
- GLA 1011H: Global Innovation
- GLA 1012H: Data and Analytics
- GLA 1010H: Microeconomics for Global Affairs (required for students without a background in microeconomics)

Complete 0.5 FCE internship in the summer session between Years 1 and 2.

- GLA 1007H: Global Internship

Complete 1.0 FCE in Year 2.

- GLA 1009H: Financial Management for Global Organizations (not required for students in the Combined Degree Program: Management, MBA / MGA)
- GLA 2000H: Capstone Seminar (CR/NCR)

B. ELECTIVE COURSES

Complete additional 2.5 FCEs in Year 2 (five half courses) at the 2000 level from the Munk School of Global Affairs

- GLA 2001H: Global Capital Markets and Global Strategies
- GLA 2002H: Development Policy and Change
- GLA 2003H: Global Governance
- GLA 2005H: Negotiating Internationally
- GLA 2006H: The Global Political Economy of Finance and Investment
- GLA 2009H: The Political Economy of Global Cities
- GLA 2010H: Geopolitics of Cyberspace
- GLA 2012H: The Global Political Economy of Trade
- GLA 2013H: Topics in Global Violence
- GLA 2014H: Economic Development Policy and Planning
- GLA 2015H: Economic Competitiveness and Social Protection
- GLA 2016H: Global Legal Strategy
- GLA 2018H: Innovation and the City

- GLA 2021H: Innovation, Institutions, Governments, and Growth
- GLA 2022H: Global Institutions and Diplomacy
- GLA 2025H: Global Affairs Lab
- GLA 2026H: Global Affairs Lab II
- GLA 2050H: Selected Topics in International Studies
- GLA 2051H: Global Violence
- GLA 2080H: Topics in Global Innovation I
- GLA 2090H: Topics in Global Affairs I
- GLA 2091H: Topics in Global Affairs II
- GLA 2092H: Topics in Global Affairs II
- GLA 2093H: Topics in Global Affairs IV
- GLA 2095H: MGA Reading Course
- GLA 2096H: Topics in Global Affairs V
- GLA 2097H: Topics in Global Affairs VI
- GLA 2098H: Topics in Global Affairs VII
- GLA 2555H: Intensive Course in Innovation Policy I
- GLA 2556H: Intensive Course in Innovation Policy II
- GLA 2557H: Intensive Course in Innovation Policy III
- GLA 2888H: MGA Research Paper
- GLA 2999H: Global Problem Solving: Laboratory Opportunities (exclusion: GLA 2999Y)
- JCR 1000Y: An Interdisciplinary Approach to Addressing Global Challenges
- JMG 2020H: Big Data

Royal Roads University

Master of Disaster & Emergency Management

Tuition:	Domestic Students: \$23,380 CAD		
	International Students: \$29,580 CAD		
Length:	2 Years	Delivery:	Online plus 2 two-week on-campus residencies
Courses:			

PROGRAM SCHEDULE (36 CREDITS)

DISTANCE ONE

DEM502: Foundations in Disaster And Emergency Management

RESIDENCY ONE

DEM503: Facilitation, Coordination and Decision Making In Multi-Stakeholder Environments

DEM504: Human Dimensions of Disasters

DISTANCE TWO

HUMS551: Foundations of Research

DEM552: Hazard and Disaster Risk Management

DEM553: Disaster Response and Sustainable Recovery

RESIDENCY TWO

DEM601: Disaster and Emergency Management Planning: From Policy to Practice

A. THESIS TRACK

HUMS630: Advanced Research Methods

B. COURSE-BASED TRACK

DEM602: Advanced Professional Practice: Planning For Resilience in an Age of Uncertainty

DISTANCE THREE

A. THESIS TRACK

HUMS695: Thesis

B. COURSE-BASED TRACK

Course-based Track students select one of following 3-credit courses for their first elective OR the 6-credit Internship and HUMSIP course

HUMS641: Foundations of Policy and Practice in Humanitarian Action

HUMS643: Ethno-Political Conflicts in the Canadian Context

HUMS644: Internship

HUMS661: Risk and Crisis Communication

Course-Based Track students select one of following 3-credit courses for their second elective (Internship students do not take a second elective)

HUMS651: Case Studies in Humanitarian Action: Advanced Policy and Practice
HUMS652: Planning For Resilience in 21st Century Environments
IICS611: Intercultural Competence

Course-based Track students select one of following 3-credit courses for their third elective

HUMS642: Psychosocial Interventions: Managing Stress, Trauma, and Loss
HUMS653: Environmental and Resource-Based Conflict Management
HUMS662: Professional Practice in Conflict and Change Management
PJMNS01: Managing Complex Projects

All Course-based Track students take the Short Paper course

HUMS691: Short Paper

Source: <http://www.royalroads.ca/prospective-students/ma-disaster-and-emergency-management/program-description>

8.5 Appendix 5 – Letters of Support

Sen. Vernon White

2015-09-15

Dr. André Gerolymatos
Dr. Garth Davies
Terrorism, Risk, and Security Studies Program
AQ6197 - 8888 University Drive
Simon Fraser University
Burnaby, BC V5A 1S6

Dear Drs. Gerolymatos and Davies,

Re: Letter of Support for Professional Masters in Terrorism, Risk, and Security Studies

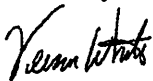
I am pleased to support the Terrorism, Risk, and Security Studies Professional Master's Program (TRSS) at Simon Fraser University. The security risks facing our country are rapidly evolving and require professionals who are adaptable, flexible, and sensitive to emerging issues to successfully deal with changing priorities. In my view, the TRSS program is an important avenue to help meet these needs.

As a former police officer and Chief of Police of the Ottawa Police Services, I can attest to the importance of policing, in making a safer and more secure society. The nature of policing has changed over the past 30 years, as have the threats we face. Ensuring our public safety responses are appropriately aligned, embedded in our communities, and addressed in a holistic way helps ensure that we can protect Canadians at home and abroad.

What is distinct about TRSS is its hands-on training to understand threats from computational, historical, and sociological perspectives. This training and dissemination of best practices equips professionals with a broader perspective to effectively tackle new security challenges. These challenges – both domestically and internationally – are complex, evolving, and cannot be solved in isolation. Instead, TRSS links broader security perspectives together to help address the root causes of crime and insecurity. In doing so, we can connect the dots and effectively manage risk.

Through this program, we can build capacity and capability, not only among current professionals, but also among the next generation of security professionals charged with keeping Canada safe. I am pleased to lend my wholehearted support to this program.

Sincerely,



The Honourable Vernon White



Public Safety Sécurité publique
Canada Canada

Ottawa, Canada
K1A 0P8

Dr. André Gerolymatos and Dr. Garth Davies
Terrorism, Risk, and Security Studies
Professional Master's Program
AQ6197 - 8888 University Drive
Simon Fraser University
Burnaby, British Columbia V5A 1S6

Re: Letter of Support for Professional Masters in Terrorism, Risk, and Security Studies

Dear Drs. Gerolymatos and Davies:

This letter confirms that Public Safety Canada is supportive of the idea of establishing a Terrorism, Risk, and Security Studies (TRSS) Professional Graduate Program at Simon Fraser University, and sees the need for more such programs in Canada.

My Directorate is responsible for the Kanishka Project research initiative, which is a \$10M Government of Canada program that has as one of its goals to increase knowledge and understanding of terrorism and terrorism research within Canadian policy, academic, industry and community sectors. Through the initiative we have been involved in supporting several studies led by or involving scholars from Simon Fraser University who are themselves playing core roles in the TRSS proposal. As such, we are encouraged to see an effort like this one to take these extensive research efforts and apply them towards training and development.

Similarly, colleagues in both the Community Safety and Countering Crime Branch (CSCCB) and the National and Cyber Security Branch (NCSB) at Public Safety Canada have a history of working with scholars from SFU, and I can confirm that they are also supportive of the TRSS concept to develop a larger pool of experts and refine approaches to these safety and security problems.

CSCCB's experience with researchers from Simon Fraser University has come in context of that branch's responsibilities for policy and research on areas such as organized crime activity, and cyber-offending, while NCSB's experience includes interest in ongoing research at SFU about the emergence of violence extremism in online networks.

.../2

- 2 -

Given this range of interests across branches at Public Safety Canada, we view the inter-disciplinary nature of the proposed TRSS program – focusing as it does on facets such as computation and big data, risk assessment, and public policy – as holding significant promise that graduates develop skills of relevance to police, security services, and governments.

Sincerely,

A handwritten signature in black ink, appearing to read 'JWherrett', written in a cursive style.

Jill Wherrett

Director General, Strategic Policy, Research, Planning, and International Affairs
Portfolio Affairs and Communications Branch

c.c.: Patrick Boucher, Director General, Research, Intergovernmental Affairs, and
Horizontal Policy, Community Safety and Countering Crime Branch
John Davies, Director General, National Security Policy, National and Cyber
Security Branch



9 September 2015

Dr. André Gerolymatos
Dr. Garth Davies
Terrorism, Risk, and Security Studies Professional Master's Program
AQ6197 - 8888 University Drive
Simon Fraser University
Burnaby, BC V5A 1S6

Dear Drs. Gerolymatos and Davies,

Re: Letter of Support for Professional Masters in Terrorism, Risk and Security Studies

On behalf of the Canadian Security Intelligence Service (CSIS), I am pleased to support the Terrorism, Risk, and Security Studies Professional Master's Program (TRSS) Program at Simon Fraser University. The security risks facing our country are rapidly evolving and require professionals who are adaptable, flexible and sensitive to emerging issues in order to successfully deal with changing priorities. In our view, the TRSS program is one avenue to help meet these needs.

CSIS is at the forefront of Canada's national security establishment. The Service investigates threats, analyzes information and produces intelligence to protect Canada's national security interests and the safety of Canadians. Our programs are both proactive and pre-emptive to address key threats including WMD proliferation, espionage, foreign interference, cyber-attacks on critical infrastructure and terrorism. In particular, CSIS strives to prevent terrorist acts from being planned in Canada, from occurring on Canadian territory, and from affecting Canadian citizens and assets abroad.

To this end, we encourage continuous learning in order to be better prepared to meet evolving needs and requirements. Through this program, security professionals (whether in the Service or not) can enhance their current skillsets with tools that address threats from computational, historical and sociological perspectives. The hands-on training ensures the dissemination of industry best practices but also encourages a broader perspective among security and intelligence professionals.

The Terrorism, Risk, and Security Studies Professional Master's Program provides an exciting opportunity to not only enhance the training of professionals in the field, but also position new students to become future leaders in the field.

Sincerely,

A handwritten signature in black ink, appearing to read 'JL Tiernan', with a stylized flourish at the end.

Jean-Louis Tiernan
Director General, Academic Outreach
Canadian Security Intelligence Service



Royal Canadian Mounted Police Gendarmerie royale du Canada

Commanding Officer Commandant divisionnaire

Wayne Rideout, Assistant Commissioner
Officer In-Charge Criminal Operations,
Investigative Services and Organized Crime,
RCMP "E" Division
14200 Green Timbers Way, Mail Stop #306
Surrey, BC V3T 6P3

Dr. André Gerolymatos
Dr. Garth Davies
Terrorism, Risk, and Security Studies
Professional Master's Program
AQ6197 - 8888 University Drive
Simon Fraser University
Burnaby, BC V5A 1S6

September 30, 2015

Dear Drs. Gerolymatos and Davies:

Re: Letter of Support for Professional Masters in Terrorism, Risk, and Security Studies

The RCMP 'E' Division has a long and successful relationship with SFU's School of Criminology and its Institute for Canadian Urban Research Studies (ICURS). We anticipate that the TRSS program provides another avenue for the RCMP and SFU to collaboratively engage to support proactive and responsive solutions to diverse threats.

The mandate of the RCMP includes national security among its priorities. To this end, our role is to prevent, detect, deny, and respond to this criminal activity. Our responses must be strategically aligned and focused to effectively combat these threats.

Security professionals (whether in the RCMP or not) can enhance their strategic and risk analysis, information/intelligence gathering, and enforcement skillsets through education. The hands-on training provided in TRSS will add to the dissemination of best practices but also provides additional tools to address threats from computational, historical, and sociological perspectives. In doing so, security professionals can be equipped with a broader perspective to better address varying levels of threat.

I am pleased that Simon Fraser University has developed the Terrorism, Risk, and Security Studies Professional Master's Program (TRSS). The security risks facing our country are rapidly evolving and require professionals who are adaptable, flexible, and sensitive to emerging issues to successfully deal with changing priorities. Overall, the Terrorism, Risk, and Security Studies Professional Master's Program provides an exciting opportunity to not only enhance the training of professionals in the field, but also position new students to become future leaders in the field.

Sincerely,

Assistant Commissioner Wayne Rideout,
Officer In-Charge Criminal Operations,
Investigative Services and Organized Crime,
RCMP "E" Division
work: (778) 290-2506
email: wayne.rideout@rcmp-grc.gc.ca



March 20, 2015

Dr. Wade Parkhouse
Dean of Graduate Studies
Office of Graduate Studies and Postdoctoral Fellows
Maggie Benston Student Services Centre 1100
Simon Fraser University
8888 University Drive
Burnaby, British Columbia
V5A 1S6
Canada

Re: Terrorism, Risk, and Security Studies Professional Graduate Program

Dear Dr. Parkhouse,

This is a letter of support for the proposed Terrorism, Risk, and Security Studies Professional Graduate Program (TRSS) at Simon Fraser University. Domestic and international terrorism groups present unique challenges to law enforcement, intelligence, and security agencies. The problem, manifested by fundamental jihadists, eco-terrorist groups, right-wing militia movements, lone wolf terrorists, and foreign insurgency, is complex and multidimensional. Their causal structures are the product of convoluted interplays of history, politics, economics, and religion. It is therefore important to national security that the aetiology and dynamics of terrorism be properly analyzed and understood, and the nature and



CENTER FOR
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Texas State University, founded in 1899, is a member of The Texas State University System.

characteristics of its risks be carefully evaluated. As government policies and operational strategies based on incomplete knowledge often fail, concerted study, research, and education are needed if effective public security responses are to be developed.

The production and dissemination of knowledge is the role of the academy, and the proposed TRSS program can help the Canadian security and counterterrorism field achieve the understanding and education necessary to be effective. The interdisciplinary nature of Simon Fraser University makes it well situated to offer a program that can cover the breadth and depth of this complicated subject. The international reputation of the involved schools and departments and the strong research and publication records of the associated faculty will make the program attractive to an international student audience. Several SFU scholars have relevant expertise that will contribute to the credibility and integrity of the program. Moreover, the long-standing relationship between the School of Criminology and the Royal Canadian Mounted Police and other law enforcement and government agencies in British Columbia will significantly add to the program's utility and appeal.

In summary, I believe the need exists for such a program, its implementation is timely, and that Simon Fraser University can deliver a valuable and respected service through the TRSS professional graduate certification.

Please let me know if you have any questions or if I may be of any further assistance in this matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'K. R.' followed by a long horizontal flourish.

D. Kim Rossmo, PhD
University Chair in Criminology
Director, Center for Geospatial Intelligence and Investigation
School of Criminal Justice
Texas State University



SCHOOL OF
CRIMINOLOGY

School of Criminology

March 24, 2015

STREET ADDRESS
Saywell Hall
Simon Fraser University
8888 University Drive
Burnaby BC Canada
V5A 1S6

To whom it may concern:

Re: Proposed Professional Online M.A. in Terrorism, Risk, and Security Studies

OFFICE OF THE DIRECTOR
NEIL BOYD, LL.M.

TEL 778-782-4305
FAX 778-782-4140

nboyd@sfu.ca
www.sfu.ca/criminology.html

I am very pleased to indicate the strong support of the School of Criminology for this proposal. We are well positioned to contribute to such an endeavour, with a number of faculty who both teach and conduct research in relation to terrorism, risk and state security. Further, we have established an International Cybercrime Centre within the School; these researchers have already devoted a significant amount of research time and effort to the development of tools that can track terrorism and terrorist activities on the internet. We have also created links with SFU faculty, outside the School of Criminology, individuals who have strong track records of both research and publication within these realms.

This online M.A. will bolster our graduate program, and I expect that interested faculty and graduate students will also gain a great deal from the students enrolled in this professional program. It is quite likely that students in the program will begin to work with faculty and graduate students in our program. This kind of synergism will, then, benefit both existing faculty and graduate students, and those students who will enroll in this program.

We will be happy to support this program, through making classroom and office space within the School of Criminology available, whenever possible, and through having our existing faculty teach within this program.

In sum, I believe this new M.A. represents a very positive and innovative new direction for the School, and one that we are very willing to endorse.

If I can be of any further assistance, please email me at nboyd@sfu.ca, or call me at 778-782-4305.

Yours sincerely,

A handwritten signature in black ink, appearing to read "N. Boyd", written over a horizontal line.

Neil Boyd, LL.M.
Professor and Director
School of Criminology



FACULTY OF ARTS
AND SOCIAL SCIENCES | SCHOOL OF
CRIMINOLOGY

Martin A. Andresen, PhD
Associate Professor
Associate Director, Institute for Canadian Urban Research Studies

andresen@sfu.ca • Tel: 778-782-7628 • Fax: 778-782-4140

23 March 2015

Dr. Wade Parkhouse
Dean of Graduate Studies
Office of Graduate Studies and Postdoctoral Fellows
Maggie Benston Student Services Centre 1100

RE: Terrorism, Risk, and Security Studies Professional Graduate Program

Dear Dr. Parkhouse:

I am writing you in my capacity as the Associate Director of Graduate Programs in the School of Criminology. The School of Criminology is in full support of the development of the TRSS program. At this time we have six (6) faculty involved in the development of this program, all of whom are a part of the steering committee, and we would be happy to be the "home" academic unit for this program because of our numbers. Moreover, I see that this program will mesh well with our existing graduate programs in criminology with the significant interest in this subject matter by our students.

One does not need to look for long to find issues regarding terror, insurgency, and cyber attacks in our society. Despite, this, however, there is a shortage of security analysts with the expertise to aid in the development of strategic decisions. Because of the inter-disciplinary nature of this program focusing on facets such as human intelligence, civil rights issues, computation and big data, risk assessment, and public policy I am confident that it will be a success and am most impressed with the program's breadth and depth.

Our research team is part of a research network investigating terrorism, security, and society, and connected to policing and security organizations in Canada and the United States such as the Royal Canadian Mounted Police, numerous other police forces, Public Safety Canada, and the Police Foundation. As such, we are already embedded within policing, government, and research networks that will make this program a success.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Martin A. Andresen'.

Martin A. Andresen, PhD



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

Faculty of arts and social sciences

Department of Political Science

8888 University Drive
Burnaby, BC Canada
V5A 1S6
778-782-4293 (Tel)
778-782-4786 (Fax)

James Busumtwi-Sam, Chair

778-782-3729 (Tel)
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Dr. Wade Parkhouse

Dean of Graduate Studies

Office of Graduate Studies and Postdoctoral Fellows

Maggie Benston Student Services Centre 1100

Letter in Support of the TRSS Professional Graduate Program

Dear Dr. Parkhouse,

I am writing in support of the proposed Terrorism, Risk and Security Studies Professional Graduate Program (TRSS). We have graduate students interested in this field of research, and the Department of Political Science has faculty with research and teaching interests in this area.

Yours sincerely,

James Busumtwi-Sam
Chair



FACULTY OF ARTS AND SOCIAL SCIENCES
Department of Psychology

Dr. Neil V. Watson, PhD | *Professor & Department Chair* | *Director, Behavioral Endocrinology Laboratory*

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March 31 2015

To Whom It May Concern:

Re: Proposed Online Professional M.A. in Terrorism, Risk, and Security Studies (TRSS).

I am pleased to write in support of the proposed TRSS program. A number of faculty and graduate students in the Law and Psychology Area of the Psychology Department are very well-qualified to participate in this initiative, with active research and teaching interests that are directly relevant to TRSS. The proposed program is anticipated to provide enhanced course access for our graduate students, and will not compete with our existing graduate programs or divert teaching resources away from the Department.

Sincerely,

A handwritten signature in black ink, appearing to read "NW. Watson", followed by a horizontal line.

Neil V. Watson, Ph.D.
Professor & Chair



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

KEVIN S. DOUGLAS, LL.B., PH.D.

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April 1, 2015

To Whom it May Concern

**RE: LETTER OF SUPPORT FOR PROPOSED ONLINE PROFESSIONAL MASTER'S DEGREE IN
TERRORISM, RISK, AND SECURITY STUDIES (TRSS)**

As Associate Chair (Graduate Studies) of the Department of Psychology, I am happy to provide this letter of support for the proposed TRSS program. The Department of Psychology has, at any given time, roughly 25-30 graduate students within its Law and Forensic Psychology area. Many of these students would find the topics covered within the TRSS program of great interest, and hence would be likely to take these courses. At the same time, the TRSS program would not compete with our Department's regular offering of graduate courses in Law and Forensic Psychology because the latter are required, foundational courses. Hence, the proposed TRSS program would complement existing courses, and allow existing graduate students to add highly relevant content to their programs of study.

Kind regards

Kevin S. Douglas