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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	2055LHS
COURSE TITLE	A History of Terrorism and Political Violence
ACADEMIC ORGANISATION	LHS School of Humanities, Languages and Social Science
TRIMESTER	Trimester 2 2024
MODE	In Person
LEVEL	Undergraduate
LOCATION	Nathan, On Campus
CREDIT POINT VALUE	10

Course Description:

In today's world, terrorism is one of the inescapable worldwide forces that defines, shapes and reshapes our age. This course will put terrorism and political violence into broad historical context, exploring the experiences of terrorism through the ages and how societies responded to the threats of political violence. From antiquity, through the Middle Ages to the global terrorism of today, this course will unravel the meaning of terrorism and how it was experienced throughout history. Prerequisites: NIL Co-requisites: NIL Incompatible: HSY205 A History of Terrorism and Political Violence

Assumed Background:

It is not necessary to have any prior knowledge of the history of terrorism and political violence or international relations to complete successfully this course.

1.2 Course Introduction

For many, the terrorist attacks on the World Trade Center in New York and the Pentagon in Washington D.C. on 11 September 2001 are defining moments in history. These attacks were undeniably seminal events in contemporary history, and we often find commentators and scholars talk in terms of "before" and "after" 9/11. Not surprisingly, terrorism is a topic that seemingly remains ever-present in our collective minds. As the authors of *Terrorism: A Critical Introduction* state: "In the twenty-first century, terrorism, it seems, is everywhere. It is in the headlines and stories of our newspapers, websites and nightly television news, and in the plotlines and characters of films, TV programmes and plays we watch, and the thriller novels and comics we read" (R. Jackson et al., 2011: p. 1).

It is, of course, important to place contemporary terrorism in historical context, to understand how political violence has manifested itself throughout history, what impact it had on communities and how societies dealt with the threat. By looking at the history of terrorism, this course will explore the broad & shifting contours of political violence from ancient times through to the rise of modern-day Jihadist terrorism. The course will introduce students to moments of terrorism within a broad chronological and geographical framework. It will challenge students to consider the definition of terrorism and the notion of 'one person's terrorist is another person's freedom fighter', while exploring the key questions of how, why and with what consequences terrorism has been constructed.

Previous Student Feedback

The course receives consistently high student evaluations, with students reflecting favourably on the engaging and interesting content as well as the course structure. These course attributes improved the learning outcomes of students and advanced their understanding of the history of terrorism and political violence. Since its first offering in 2013, the course has evolved and continues to evolve in response to student feedback in relation to the assessment plan and teaching modes.

1.3 Course Staff

Primary Convenor **Dr Mike Davis**

EMAIL m.davis@griffith.edu.au

CAMPUS Gold Coast Campus

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

This course is designed to introduce students to the history of terrorism and political violence from ancient times through to the present day. From the Jewish Zealots of the 1st century AD, through medieval & early-modern justifications of tyrannicide, to Jihadism and the modern-day 'war on terror', this course will chart how and why political violence manifested itself in a wide range of societies and time periods. While exploring moments of terrorism throughout history, this course will encourage students to think conceptually and critically about questions such as: What is terrorism and who is a terrorist? Are there different types of terrorism? What impact does terrorism have on communities & how should societies respond to acts of terrorism?

The main aims of the course are:

- To impart an understanding of the narrative of the history of terrorism and political violence;
- To develop students' abilities to reflect critically upon different perspectives and interpretations of terrorism;
- To develop a conceptual & empirical understanding of the forces and processes that lead to moments of political violence; and
- To foster a sense of informed citizenship through a global perspective on the history of terrorism.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1** Explore and articulate your knowledge of the narrative of the history of terrorism and political violence as well as the changing meanings of terrorism.
- 2** Demonstrate verbally and in writing your conceptual and empirical understanding of the forces as well as the processes that lead to political violence.
- 3** Reflect critically upon different perspectives and interpretations of terrorism.
- 4** Evaluate and interpret a wide range of scholarly literature to construct and support an argument on political violence in a historical context.

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•
Effective in culturally diverse and international environments	•	•	•

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

Readings: From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

Learning@Griffith: There is a dedicated page for this course at myGriffith.

Student Support: Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

Careers and Employment: The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

Library: The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

Student Computing: The University provides access to common use computing facilities for educational purposes.

Griffith Information Technology Code of Practice - Provides guidance to all users of Griffith University Information Technology.

Academic Integrity Module: This module will help you to understand the principles around integrity and will set you up for success at University and in the workplace. It will take approximately 15 minutes to complete. It is strongly encouraged that you complete it by the end of the first trimester of study.

Academic integrity student tutorial: This tutorial helps you understand more about academic integrity and why it is important. You will learn about the types of academic misconduct and the University's policies.

Academic Integrity Declaration

Breaches of academic integrity seriously compromise student learning, as well as the academic quality of the University's programs. All breaches of academic integrity are taken seriously.

By enrolling in this course and submitting assessment, I agree that:

- I have read the [Student Academic Integrity Policy](#) and the [Student Breaches of Academic Integrity Procedure](#).
- Except where indicated through references/citations, all assessment submitted will be my own work, based on my personal study and/or research.
- I will not collude with another student or person in the production of assessment in this course unless group work and collaboration is an expectation of the assessment item.
- No assessment item has been submitted for assessment in any other course at Griffith, or at any other University or at any other time in the same course without the permission of the relevant Course Convenor.
- I will not copy in part or in whole or otherwise plagiarise the work of other students and/or other persons.
- I will not make any of my assessment in this course available to another student, without the permission of the Course Convenor.
- In the case of online quizzes and examinations, I will only access the materials permitted in the exam instructions and limit my internet usage to what is needed to take the exam.

I accept that should I be found to be in breach of the non-disclosure provision identified above, action will be taken under the [Student Academic Integrity Policy](#). Penalties may include failing the course or exclusion from the University.

I also **acknowledge** and agree that the course convenor may:

- Give access to assessment to another Griffith staff member for the purpose of marking.
- Submit assessment items to a text-matching service. This web-based service will retain a copy of any assessment item for checking the work of other students but will not reproduce it in any form.
- Use assessment items for the purposes of moderation, or as exemplars, according to University policies.

3.5 Other Learning Resources & Information

You will need a good **Australian dictionary**.

Students should refer to information on the course website at Learning@Griffith for research tips, lecture slides and other useful information in relation to the course. See the "Assessment" and "Course Content" links on the course website.

Students should obtain a copy of the Course Outline & Study Guide, which will be made available on the course website at Learning@Griffith.

Lecture Capture

In accordance with *Griffith University Lecture Capture Policy* there may be some circumstances where it may be inappropriate to

record lecture content using the lecture capture system.

Please note that in this course the lecturer may:

- Stop recording due to privacy, confidentiality, or copyright issues.

- Edit a recording after it has been published to improve its quality or to delete inappropriate content.

- Record the lectures using other methods as supported by the University and will make the lectures available to the students on the relevant course site.

Electronic resources: Your computer account user name is required to access most University services including email, Learning @GU, enrolment details and the Internet. Your username is your student number preceded by lower case 's' (e.g. s1234567, where 1234567 is your student number). You'll find your password in your offer of enrolment letter, but you should change this password by going to www.griffith.edu.au/for_students. There is a guide to going online at Griffith University at: <http://www.griffith.edu.au/ins/gettingonline/>.

In addition to allowing you to contact members of the teaching team by email and to access the web, your computer account username allows you to access areas of the Griffith University website available only to enrolled students. Resources for this course, including lecture notes and web links, are available through the Student Portal, Learning@Griffith.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
15 Jul 24	What is terrorism? Terrorism in the Ancient World (Lecture):	1, 2
15 Jul 24	Tutorial 1: What is the most significant moment? (Tutorial):	1, 2, 3, 4
22 Jul 24	Tutorial 2: Terrorism in the Medieval World (Tutorial):	1, 2, 3, 4
22 Jul 24	Terrorism in the Medieval World (Lecture):	1, 2
29 Jul 24	Terrorism in Early-Modern Europe (Lecture):	1, 2
29 Jul 24	Tutorial 3: Guy Fawkes & the Gunpowder Plot (Tutorial):	1, 2, 3, 4
5 Aug 24	Tutorial 4: The Reign of Terror in France 1793-94 (Tutorial):	1, 2, 3, 4
5 Aug 24	Terror in the Late 18th & Early 19th Centuries (Lecture):	1, 2
19 Aug 24	Anarchist Terrorism in Europe & America (Lecture):	1, 2
19 Aug 24	Tutorial 5: Anarchist Terrorism (Tutorial):	1, 2, 3, 4
26 Aug 24	Tutorial 6: State Terrorism (Tutorial):	1, 2, 3, 4
26 Aug 24	State Terror in Russia, Germany & Italy (Lecture):	1, 2
2 Sep 24	Ethno-Nationalist Terrorism (Lecture):	1, 2
2 Sep 24	Tutorial 7: Ethno-Nationalist Terrorism (Tutorial):	1, 2, 3, 4
16 Sep 24	Tutorial 8: New Left and International Terrorism (Tutorial):	1, 2, 3, 4
16 Sep 24	The Rise of New Left & International Terrorism (Lecture):	1, 2
23 Sep 24	Terrorism & Political Violence in 1970s Italy (Lecture):	1, 2
23 Sep 24	Tutorial 9: The Red Brigades in 1970s Italy (Tutorial):	1, 2, 3, 4
30 Sep 24	Alternative & Cult Terrorism (Lecture):	1, 2
30 Sep 24	Tutorial 10: Alternative & Cult Terrorism (Tutorial):	1, 2, 3, 4
7 Oct 24	Tutorial 11: Jihad Terrorism & Critical Reflection (Tutorial):	1, 2, 3, 4
7 Oct 24	The Rise of Jihadist Terrorism (Lecture):	1, 2

4.2 Other Teaching and Learning Activities Information

If any student has a disability and/or health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise their Course Convenor.

If a class is scheduled on a public holiday (or is cancelled for any unexpected reason), this class will normally not be repeated.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Guided discussion with peers</i> Tutorial Discussion	15 Jul 24 - 11 Oct 24	35%	100 marks	1, 2, 3, 4	
<i>Assignment - Written</i> Assignment Research Essay	16 Sep 24 23:59	35%	100 marks	1, 2, 3, 4	
<i>Exam - selected and constructed responses</i> Online Exam	Examination Period	30%	100 marks	1, 2, 4	

5.2 Assessment Detail

Title: Tutorial Discussion

Type: Guided discussion with peers

Learning Outcomes Assessed: 1, 2, 3, 4

Due Date:

15 Jul 24 - 11 Oct 24

Weight: 35%

Marked out of: 100

Task Description:

This task assesses the quality of your contributions in the tutorial environment, based on your engagement in tutorial discussions each week and drawing from references in the course readings to support your argument.

A progress mark for **Tutorial Discussion** for weeks 1 to 6 will be available as soon as possible after the week 6 tutorial. Feedback on final marks for the Tutorial Discussion assessment task can be provided to students upon request and those requests should be directed to the relevant Tutor.

Marks for this assessment item will be recorded and made available to students through **My Marks** on Learning@Griffith within 2 weeks of the final tutorial.

Criteria & Marking:

The assessment criteria for this task are as follows:

- **Preparation and Active Engagement with Course Materials:** Demonstrated achievements include completion of all set readings and critical assessment of the readings.
- **Interpretation and Analysis of Course Materials:** Demonstrated achievements include presenting interpretations of course materials (more than just facts) to the class and the ability of engage with the historical debates.
- **Critical Contributions to Classroom and Online Discussions:** Demonstrated achievements include thoughtful responses to other students' points; a capacity to think through own points; constructive questioning of others; offers and supports interpretations that may be counter to the majority opinion; and presents self-prepared questions to foster discussion.
- **Quality and Quantity of Involvement in Classroom and Online Discussions:** Demonstrated achievements include regular and ongoing engagement in classroom and online discussions.

This assessment item:

- is a school based activity
- is a group activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Research Essay

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3, 4

Due Date:

16 Sep 24 23:59

Weight: 35%

Marked out of: 100

Task Description:

This task involves writing a research essay of an expected 2,500 to 2,700 words (excluding bibliography / reference list and in-text / footnote references).

A minimum of ten (10) academic sources must be used. Up to two (2) sources from the course readings will count towards the minimum number of academic sources.

Full instructions for completing this task as well as the essay questions are available on the Research Essay Task Sheet available under the relevant "Assessment" link on the course website at Learning@Griffith.

The essay will be due by 11:59pm on the due date.

Essays are to be submitted online via the SafeAssignment facility available under the relevant "Assessment" link on the course website at Learning@Griffith.

Essays should NOT be submitted in hardcopy or via email to the Course Convenor or Tutor.

Written feedback on the **Research Essay** will be provided to students via My Marks on Learning@Griffith generally within 3 weeks from the due date.

Marks for this assessment item will be recorded and made available to students through **My Marks** on Learning@Griffith.

Criteria & Marking:

The assessment criteria for this task are as follows:

- **Content and Information:** Assessment of the understanding of historical background, context and facts as well as the depth of answer to the essay question.
- **Argument and Interpretation:** Assessment of how well the essay interprets the historical context and facts; and how well an explicit and coherent argument is constructed and supported by evidence.
- **Engagement with Evidence:** Assessment of how well source materials are used in constructing and supporting an argument.
- **Research:** Assessment of the breadth and depth of research. This is an assessment of both the number and quality of sources. A minimum of ten (10) **academic sources*** must be used. Up to two (2) sources from the course readings will count towards the minimum number of academic sources.
- **Structure and Written Expression:** Assessment of how well the essay is structured in terms of a logical sequence of ideas and information to answer the essay question and to support an argument. Paragraph and sentence structure will be assessed as well as the fluency of the text, with a particular focus on grammar, punctuation and spelling.
- **Referencing:** Assessment of appropriate referencing in accordance with academic conventions.

***Academic sources include books, books chapters and journal articles. Primary sources also count as academic sources. Websites are NOT considered to be academic sources and will not count towards the minimum number of sources.**

Submission: Text Matching Tool - Turnitin.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

Title: Online Exam

Type: Exam - selected and constructed responses

Learning Outcomes Assessed: 1, 2, 4

Due Date:

Examination Period

Weight: 30%

Marked out of: 100

Perusal: 10 minutes

Duration: 120 minutes

Exam Type: Open Book with Restrictions

Exam Format: Online (Non-ProctorU)

Task Description:

This assessment task will be completed online.

The questions and answers will be derived from the lecture content.

Further information and answers to FAQs for this assessment task are available on the Exam Task Sheet available under the relevant "Assessment" link on the course website at Learning@Griffith.

Marks for this assessment item will be recorded and made available to students through **My Marks** on Learning@Griffith within 2 weeks of the Exam date.

Requests for feedback on the **Exam** should be directed to the Course Convenor.

Criteria & Marking:

The assessment criteria for this task are as follows:

- **Knowledge and Understanding:** Assessment of understanding of the topic addressed in the exam question as well as demonstrated knowledge of relevant historical background, context and facts.
- **Addressing the Question:** Assessment of how well the response answers the exam question.
- **Analysis and Argument:** Assessment of how well the response analyses the topic addressed in the exam question and the quality of the argument constructed in the response.
- **Accuracy:** Assessment of the historical accuracy in the response.

This assessment item:

- is a centrally organised activity
- is an individual activity
- does not include a self assessment activity

5.3 Late Submission

For all courses (other than Honours Dissertation Courses): Refer to the [Assessment Procedure for Students](#).

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is available in this course.

Supplementary assessment may be awarded if you have submitted all the assessment requirements of the course, and you have received a grade of 3 or have achieved an overall percentage equivalent to the grade of 3 or higher, but you have not achieved a pass or the required minimum mark in one or more mandatory pass components of the course.

You are allowed one attempt at a supplementary assessment item per course per trimester. If you gain a pass mark for your supplementary assessment item, you will be awarded a grade of 4.

Where you do not achieve a pass mark for the supplementary assessment item, the original grade of 3 for the course will remain, except for courses using the Medical School grading basis where a non-graded fail (NGF) is awarded.

Please see the [Assessment Procedure for Students](#) for more information.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's policies can be found in the [Griffith Policy Library](#).

Specific assessment policies include:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

LHS School of Humanities, Languages and Social Science

Assessment Guidelines

A formal Referencing Style Handbook is available on the [Learning@Griffith](#) course website.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#). Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Student Conduct Safety and Wellbeing](#)
- [Enrolment Policy](#)
- [Student Charter Framework](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedure](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Explore and articulate your knowledge of the narrative of the history of terrorism and political violence as well as the changing meanings of terrorism.
- 2 Demonstrate verbally and in writing your conceptual and empirical understanding of the forces as well as the processes that lead to political violence.
- 3 Reflect critically upon different perspectives and interpretations of terrorism.
- 4 Evaluate and interpret a wide range of scholarly literature to construct and support an argument on political violence in a historical context.

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES			
	1	2	3	4
What is terrorism?Terrorism in the Ancient World (Lecture)	●	●		
Tutorial 1: What is the most significant moment? (Tutorial)	●	●	●	●
Tutorial 2: Terrorism in the Medieval World (Tutorial)	●	●	●	●
Terrorism in the Medieval World (Lecture)	●	●		
Terrorism in Early-Modern Europe (Lecture)	●	●		
Tutorial 3: Guy Fawkes & the Gunpowder Plot (Tutorial)	●	●	●	●
Tutorial 4: The Reign of Terror in France 1793-94 (Tutorial)	●	●	●	●
Terror in the Late 18th & Early 19th Centuries (Lecture)	●	●		
Anarchist Terrorism in Europe & America (Lecture)	●	●		
Tutorial 5: Anarchist Terrorism (Tutorial)	●	●	●	●
Tutorial 6: State Terrorism (Tutorial)	●	●	●	●
State Terror in Russia, Germany & Italy (Lecture)	●	●		
Ethno-Nationalist Terrorism (Lecture)	●	●		
Tutorial 7: Ethno-Nationalist Terrorism (Tutorial)	●	●	●	●
Tutorial 8: New Left and International Terrorism (Tutorial)	●	●	●	●

LEARNING ACTIVITIES	LEARNING OUTCOMES			
	1	2	3	4
The Rise of New Left & International Terrorism (Lecture)	●	●		
Terrorism & Political Violence in 1970s Italy (Lecture)	●	●		
Tutorial 9: The Red Brigades in 1970s Italy (Tutorial)	●	●	●	●
Alternative & Cult Terrorism (Lecture)	●	●		
Tutorial 10: Alternative & Cult Terrorism (Tutorial)	●	●	●	●
Tutorial 11: Jihad Terrorism & Critical Reflection (Tutorial)	●	●	●	●
The Rise of Jihadist Terrorism (Lecture)	●	●		
ASSESSMENT TASKS				
Tutorial Discussion	●	●	●	●
Research Essay	●	●	●	●
Online Exam	●	●		●

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators		•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians			
Effective in culturally diverse and international environments	•	•	•