

## **CONF 345, Section 1 (Fall 2015)**

### **The Social Dynamics of Terrorism, Security, and Justice**

Instructor: Dr. Will David  
Tue, 4:30-7:10 pm  
Classroom: IN 206

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Office: NE Module II, Room 130  
Hours: By appointment only

#### **Course Description**

The term *terrorism* has become a fixture within our security discourses. We fight a war on terrorism, identify foreign terrorist groups and state sponsors of terrorism, and worry about home-grown, domestic, lone wolf, and suicide terrorism. We even link the term to other security concerns as evidenced in cyber-terrorism and narco-terrorism. These discourses give rise to terrorism studies and responses that typically focus on security, preventive measures, laws and policies, intelligence, law enforcement, risk management, and military operations. While this course prepares students to interact with traditional security-centric approaches to terrorism, it also seeks to understand the social phenomenon of terrorism through a multidisciplinary set of lenses, including a critical framework situated within the field of conflict analysis and resolution. In the course, students will describe terrorism, thinking critically about the discourses that socially construct our understanding of the phenomenon. Students will also seek to understand and explain terrorism, examining contemporary and historical case studies in order to discern underlying causes and key social dynamics that beget terrorism. Finally, students will consider counterterrorism and anti-terrorism strategies, evaluating current approaches and reflecting on alternative prescriptions.

#### **Learning Objectives**

By the end of the course, students should have developed:

- An understanding of the political, structural, social, and psychological sources of terrorism
- A familiarity with various theoretical perspectives on terrorist motivations and behavior
- Subject matter expertise in origins, evolution, ideologies, strategies, tactics, and dynamics of selected terrorist organizations/domestic extremist groups
- Skills to analyze the social, psychological and political impacts of terrorism and anti-terrorism/counterterrorism strategies; and the ability to develop an intervention strategy
- An appreciation for how narratives and discourses construct our understanding of terrorism and shape our responses to it

#### **Class Expectations**

**Effective Preparation.** I view student preparation and interaction in this upper level course as essential elements of the learning environment. Accordingly, the course blends lecture, seminar, and group activities for which you must come prepared. You must complete the readings and watch the videos prior to class, and be able to summarize the main points. Check Blackboard often for updates. You must follow current affairs related to terrorism and you should use a variety of news sources to contrast their coverage of the same issues.

**Attendance.** I expect you to attend class, arrive on time, and actively participate. Some material will be covered only in class, and your classmates will contribute to your learning. Documented illness and family emergencies will be excused. Each unexcused absence will result in a 7 point reduction in your final grade. Assignments missed for unexcused absences earn a zero. It is your responsibility to explain an absence, and you will be considered unexcused until you provide an explanation. Late arrivals disrupt the class. Unless approved in advance or attributable to an emergency or unavoidable problem (e.g., traffic accident related delays on I-66), up to an hour late will result in a 3.5 point reduction to your final grade. More than an hour late equates to an unexcused absence from class.

**Classroom Protocol.** Attend to personal needs before class and during breaks. Computers, tablets, and cell phones may be used for course-specific purposes only, and must not disturb others. During class, the use of a device for non-course purposes counts as a class absence. Be mindful of the sensitivities of others when contributing to discussions; however, critical thinking and open dialogue are our goals.

**Written assignments.** Written assignments are the primary means by which I gauge your performance. I expect well-written papers that adhere to the prescribed length and required format. Edit your papers carefully as spelling and grammatical errors will lower your score. Papers must comply with the following:

- Paper must be typed and double-spaced, using Times New Roman 12-point font and one-inch paper margins.
- Body of the paper must be left justified. Do not manipulate margins or fonts to lengthen or shorten the paper.
- Material/ideas from other sources must be properly cited, using a standard citation format such as APA, MLA, Chicago, or Turabian. All papers will be submitted through Safe Assign on Blackboard.
- Pages must be numbered. Endnotes, works cited, bibliography, pictures/graphics, and title pages do not count towards the assigned paper length. Title pages are not required.
- Paper must be the required length. The 3-page essay must be between 2 ½ to 3 ½ pages, the 5-page essay between 4 ½ to 5 ½ pages, and the 15-page term paper between 14 to 16 pages.
- Footers or headers must include CONF 345-001, the date turned in, and your name on a single line (e.g., CONF 345-001/29 September 2015/(your name here).
- Paper copies must be printed on white paper and on one-side only.
- Papers must be assembled in the correct order and stapled in the top left corner.
- Papers (paper and digital) are due at the start of class on the due date. Extensions will be arranged only for documented personal illness or emergencies. Late papers will not be accepted unless an extension was granted prior to the due date.

## **Required Texts**

Aboul-Enein, Youssef H. 2013. *Militant Islamist Ideology*. Annapolis: Naval Institute Press.

Jackson, Richard, Lee Jarvis, Jeroen Gunning, and Marie Breen Smyth. 2011. *Terrorism: A Critical Introduction*. London: Palgrave Macmillan.

Martin, Gus. 2015. *Understanding Terrorism: Challenges, Perspectives, and Issues*. Fifth Edition. Los Angeles: Sage.

Other required readings/videos will be annotated on the course schedule as follows:

- ER Electronic Reserve, found under the ER tab in Blackboard (BB)
- CC Course Content, found under the course content tab in BB
- EJ Electronic Journal, found online through GMU Libraries
- I Internet, found via the listed web address

## **Summary of Requirements**

Participation/Discussion Board/Quizzes	20%	All semester
FTO Wikis	10%	All semester
Essay #1	10%	29 September
Essay #2	20%	10 November
Term Paper	40%	8 December

**Participation.** Your grade is based on your class preparation, quizzes, participation in BB discussions, and the quality, not quantity of your remarks. The best remarks are succinct, relevant, and enhance our collective learning. You should integrate course concepts and synthesize information from your experiences, courses, and research into your remarks. I will use short quizzes to monitor your preparation for class. Occasionally, I will post questions or statements on the discussion board, requiring you to respond. At the end of the course, I will ask you to provide the names of the three students who most contributed to your learning.

**Foreign Terrorist Organization (FTO) Profile Teams/Wikis.** You will be assigned to a team that develops expertise on an FTO, including its origins and history, ideology and grievances, group dynamics, objectives and strategy, leadership and organization, supporters and opponents, communications, and tactics as well as strategies to counter the FTO. Each team will have a BB wiki to which all team members are expected to contribute. Student teams will promote in-class discussion and the integration of course concepts. All team members must become experts on the FTO and contribute to the wiki in accordance with scheduled due dates.

**Essays.** Essay questions require you to integrate material from the course into your responses. Essay #1 requires a 3-page response to a question posed by a senior member of the U.S. national security enterprise. Essay #2 requires a 5-page response that draws on your knowledge of your assigned FTO and the text *Militant Islamist Ideology*. Assignments are provided two weeks before the due date.

**Term Paper.** This 15-page research paper will analyze an FTO or domestic extremist group using course concepts, propose objectives for contending with the group, and develop a strategy to achieve the proposed objectives. You will select your FTO/group from a list early in the course, and you will meet specific deadlines (sources, outline, and introduction).

## Schedule

Dates	Requirements	Assignments
<b>Describe</b>		
<p><b>1 Sep</b></p> <p>28 pages 4 videos</p>	<p><b><u>Introductions, Critical Thinking, Terrorism Narratives and Discourses</u></b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Syllabus (BB), 1-11.</li> <li>▪ Kahneman, Daniel, Dan Lovalla, and Olivier Sibony. 2011. "Before you Make that Big Decision." <i>Harvard Business Review</i>, June: 50-60. (EJ)</li> <li>▪ Van Gelder, Tim. 2005. "Teaching Critical Thinking: Some Lessons from Cognitive Science." <i>College Teaching</i> 53:1, 41-46. (EJ)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>▪ Hamas Music Video (1:06) (I) <a href="https://www.youtube.com/watch?v=i9jGsrQI5dw">https://www.youtube.com/watch?v=i9jGsrQI5dw</a></li> <li>▪ German ISIS Rapper (3:17) (I) <a href="https://www.youtube.com/watch?v=Uv3chNoSvHk">https://www.youtube.com/watch?v=Uv3chNoSvHk</a></li> <li>▪ "Let the Bodies Hit the Floor" (4:33) (I) <a href="https://www.youtube.com/watch?v=91RBb8mCejc">https://www.youtube.com/watch?v=91RBb8mCejc</a></li> <li>▪ "The Monkey Business Illusion" (1:41) (I) <a href="https://www.youtube.com/watch?v=IGQmdoK_ZfY">https://www.youtube.com/watch?v=IGQmdoK_ZfY</a></li> </ul> <p>Recommended: "How We Make Choices," <i>TED Talks</i> (I) (particularly the talk by Dan Gilbert, 33:38 min) <a href="http://www.ted.com/playlists/164/how_we_make_choices">http://www.ted.com/playlists/164/how_we_make_choices</a></p>	<p>Complete the PEW Typology Quiz (I). Send me an email no later than 31 August with your result (a label such as "solid liberal" or "business conservative").</p> <p><a href="http://www.people-press.org/quiz/political-typology/">http://www.people-press.org/quiz/political-typology/</a></p>
<p><b>8 Sep</b></p> <p>96 pages 1 videos 2 prints</p>	<p><b><u>Historical Survey of Terrorism, 9/11, Terrorism &amp; Critical Thinking</u></b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Rapoport, D.C. 2002. "The Four Waves of Rebel Terror and September 11<sup>th</sup>." <i>Anthropoetics</i> 8: 1-19. (EJ)</li> <li>▪ Holland, Jack and Lee Jarvis, 2014. "Night Fell on a Different World: Experiencing, Constructing, and Remembering 9/11." <i>Critical Studies on Terrorism</i> 7:2, 187-204. (EJ)</li> <li>▪ Jackson et al. 2011: Introduction, Ch 1 &amp; 2, 1-49 (text)</li> <li>▪ Friedman, Benjamin H. 2008. "The Terrible 'I's'." <i>Regulation: Winter</i>, 32-40. (I) <a href="http://object.cato.org/sites/cato.org/files/serials/files/regulation/2007/12/v30n4-1.pdf">http://object.cato.org/sites/cato.org/files/serials/files/regulation/2007/12/v30n4-1.pdf</a></li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>▪ "25 Worst Acts of Terrorism Ever Committed" (10:00) (I) <a href="https://www.youtube.com/watch?v=7L4nPpzN1ak">https://www.youtube.com/watch?v=7L4nPpzN1ak</a></li> </ul> <p><b>Prints</b></p> <ul style="list-style-type: none"> <li>▪ Hertrich, Susanna. 2010. <i>Comparison of Fatalities and Public Dread and Actual Deaths</i>, prints on canvas. Felix Ringel Galerie, Dusseldorf, Germany. (I) <a href="http://www.susannahertrich.com/risk.php">http://www.susannahertrich.com/risk.php</a></li> </ul> <p>Skim:</p> <ul style="list-style-type: none"> <li>▪ "Counterterrorism 2015 Calendar." <i>The National Counterterrorism Center</i> (I) <a href="http://www.nctc.gov/site/index.html">http://www.nctc.gov/site/index.html</a></li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>▪ Hedges, Chris. 2015. "The Terror We Give is the Terror We Get." <i>TruthDig</i> (I) <a href="http://www.truthdig.com/report/item/the_terror_we_give_is_the_terror_we_get_20150208">http://www.truthdig.com/report/item/the_terror_we_give_is_the_terror_we_get_20150208</a></li> </ul>	<p>Familiarize yourself with the options for your term paper/FTO group and your FTO profile team (see BB course content tab). We will use a lottery system, so have a list of preferences if your top choice is taken.</p>

<p><b>15 Sep</b></p> <p>113 pages 1 video</p>	<p><b><u>Defining and Conceptualizing Terrorism</u></b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Martin 2015: Ch 1 &amp; 2, 2-45 (text)</li> <li>▪ Jackson et al. 2011: Ch 5 &amp; 6, 99-149 (text)</li> <li>▪ <u>ONE</u> of the following: <ul style="list-style-type: none"> <li>○ Ganor, Boaz. 2010. "Defining Terrorism—Is one Man's Terrorist Another Man's Freedom Fighter?" <i>International Institute for Counter-Terrorism</i>. (I) <a href="http://www.ict.org.il/Article/1123/Defining-Terrorism-Is-One-Mans-Terrorist-Another-Mans-Freedom-Fighter">http://www.ict.org.il/Article/1123/Defining-Terrorism-Is-One-Mans-Terrorist-Another-Mans-Freedom-Fighter</a></li> <li>○ Richards, Anthony. 2014. "Conceptualizing Terrorism." <i>Studies in Conflict &amp; Terrorism</i> 37:3, 213-236. (EJ)</li> <li>○ Schmid, Alex. P. 2004. "Frameworks for Conceptualising Terrorism." <i>Terrorism and Political Violence</i>, 16:2, 197-221. (EJ)</li> </ul> </li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>▪ "Global Terrorism Index 2014." <i>Institute for Economics &amp; Peace</i> (2:37) (I) <a href="http://www.visionofhumanity.org/#/page/our-gti-findings">http://www.visionofhumanity.org/#/page/our-gti-findings</a></li> </ul> <p>Skim:</p> <ul style="list-style-type: none"> <li>▪ Chapter 6. <i>Foreign Terrorist Organizations</i>. U.S. Department of State. (I) <a href="http://www.state.gov/j/ct/rls/crt/2012/209989.htm">http://www.state.gov/j/ct/rls/crt/2012/209989.htm</a></li> <li>▪ Cordes, Bonnie, Brian M. Jenkins, and Konrad Kellen. 1985. <i>A Conceptual Framework for Analyzing Terrorist Groups</i>. Rand. (CC)</li> </ul>	<p>1. Update wikis prior to class -Origins and date designated as FTO -Significance of name and symbols -Areas of operation -Recent major activities</p> <p>2. Essay #1 assignment will be provided in class.</p>
<p><b>22 Sep</b></p> <p>80 pages 1 video</p>	<p><b><u>Terrorism and the Media</u></b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Hoffman, Bruce. 2006. "The New Media, Terrorism, and the Shaping of Global Opinion." In <i>Inside Terrorism</i>. New York: Columbia University Press, 197-228. (ER)</li> <li>▪ Jackson et al. 2011: Ch 3, 50-73 (text)</li> <li>▪ Martin 2015: Ch 11, 303-326 (text)</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>▪ "Hamas to Kids: Shoot all the Jews" (1:28) (I) <a href="https://www.youtube.com/watch?v=0ORAM-usghQ">https://www.youtube.com/watch?v=0ORAM-usghQ</a></li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>▪ Matusitz, Jonathan. 2013. "Terrorism as a Communication Process: The Audience." In <i>Terrorism and Communication: A Critical Introduction</i>. Los Angeles: Sage, 77-109. (ER)</li> <li>▪ Meleagrou-Hitchens et al. 2012. "Lights, Camera, Jihad: Al-Shabaab's Western Media Strategy." <i>International Centre for the Study of Radicalisation and Political Violence</i>. (I) <a href="http://icsr.info/wp-content/uploads/2012/11/ICSR-Lights-Camera-Jihad-Report_Nov2012_ForWeb-2.pdf">http://icsr.info/wp-content/uploads/2012/11/ICSR-Lights-Camera-Jihad-Report_Nov2012_ForWeb-2.pdf</a></li> </ul>	<p>1. Bring a media article related to your group FTO.</p> <p>2. Update wikis prior to class -Ideology -Grievances</p>
<b>Understand &amp; Explain</b>		
<p><b>29 Sep</b></p> <p>80 pages</p>	<p><b><u>The Explanatory Poles: A Strategic Choice vs. Psychological/Sociological Forces</u></b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Martin 2015: Ch 3, 46-73 (text)</li> <li>▪ Jackson et al. 2011: Ch 7, 150-173 (text)</li> <li>▪ Crenshaw, Martha. 2003. "The Causes of Terrorism." In <i>The New Global Terrorism: Characteristics, Causes, Controls</i>, edited by Charles W. Kegley. Upper Saddle River, New Jersey: Prentice Hall, 92-105. (ER)</li> <li>▪ <u>ONE</u> of the following: <ul style="list-style-type: none"> <li>○ Rubenstein, Richard E. 2003. "The Psycho-Political Sources of Terrorism." In <i>The New Global Terrorism: Characteristics, Causes, Controls</i>, edited by Charles W.</li> </ul> </li> </ul>	<p>Essay #1 Due</p>

	<p>Kegley. Upper Saddle River, New Jersey: Prentice Hall, 139-150. (ER)</p> <ul style="list-style-type: none"> <li>○ Piazza, James A. 2008. "Incubators of Terror: Do Failed and Failing States Promote Transnational Terrorism?" <i>International Studies Quarterly</i> 52, 469-488. (EJ)</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>▪ Bandura, Albert. 1998. "Mechanisms of Moral Disengagement." In <i>Origins of Terrorism</i>, edited by Walter Reich. Washington, D.C.: Woodrow Wilson Center Press, 161-191. (ER)</li> <li>▪ Hudson, Rex A. 1999. <i>The Sociology and Psychology of Terrorism: Who Becomes a Terrorist and Why?</i> Washington, D.C.: Federal Research Division, Library of Congress. (CC)</li> </ul>	
<p><b>6 Oct</b> 53 pages 1 video</p>	<p><b><u>Other Perspectives: Social Identity Theory, Basic Human Needs Theory, Delegitimation Theory, Structural Theories, Social Network Analysis</u></b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Al Raffie, Dina. 2013. "Social Identity Theory for Investigating Islamic Extremism in the Diaspora." <i>Journal of Strategic Security</i> 6:4, 67-91. (I) <a href="http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1242&amp;context=jss">http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1242&amp;context=jss</a></li> <li>▪ Ehrlich, Paul R. and Jianguo Liu. 2002. "Some Roots of Terrorism." <i>Population and Environment</i> 24: 2, 183-192. (EJ)</li> <li>▪ Sprinzak, Ehud. 1991. "The Process of Delegitimation: Toward a Linkage Theory of Political Terrorism." <i>Terrorism and Political Violence</i> 3:1, 50-68. (CC)</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>▪ <i>Ending Up on the Wrong Side of the Tracks</i>—Valdis Krebs at TEDxRiga (15:55) (I) <a href="https://www.youtube.com/watch?v=opPh67ImhfE&amp;feature=iv&amp;src_vid=R-y71DEMZHc&amp;annotation_id=annotation_1597129955">https://www.youtube.com/watch?v=opPh67ImhfE&amp;feature=iv&amp;src_vid=R-y71DEMZHc&amp;annotation_id=annotation_1597129955</a></li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>▪ Krebs, Valdis. 2002. "Unclouking Terrorist Networks." <i>First Monday</i>. (I) <a href="http://firstmonday.org/ojs/index.php/fm/article/view/941/863">http://firstmonday.org/ojs/index.php/fm/article/view/941/863</a></li> </ul>	<p>Update wikis prior to class -Key leaders &amp; organization -Group dynamics &amp; recruiting</p>
<p><b>20 Oct</b> 105 pages 1 video</p>	<p><b><u>State Terrorism &amp; Dissident Terrorism</u></b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Martin 2015: Ch 4-5, 76-132 (text)</li> <li>▪ Jackson et al. 2011: Ch 8 &amp; 9, 174-221 (text)</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>▪ <i>The Battle of Algiers</i> (7:10-22:11) (I) <a href="https://www.youtube.com/watch?v=y-7j4WVTgWc">https://www.youtube.com/watch?v=y-7j4WVTgWc</a></li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>▪ Sanchez-Cuenca, Ignacio. 2007. "The Dynamics of Nationalist Terrorism: ETA and the IRA." <i>Terrorism and Political Violence</i> 19:3, 289-306. (EJ)</li> </ul>	<p>Term paper initial source list due</p>
<p><b>27 Oct</b> 91 pages 1 video</p>	<p><b><u>Religious Terrorism &amp; Terrorism from the Left and Right</u></b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Martin 2015: Ch 6-7, 133-207 (text)</li> <li>▪ Gregg, Heather S. 2014. "Defining and Distinguishing Secular and Religious Terrorism." <i>Perspectives on Terrorism</i> 8:2, 36-51. (EJ)</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>▪ "Why We Fight—FARC-EP" (5:57) (I) <a href="https://www.youtube.com/watch?v=UpOWOXAppUY&amp;list=UU_0s_EG%20M7SprOWwiO-mlyA">https://www.youtube.com/watch?v=UpOWOXAppUY&amp;list=UU_0s_EG%20M7SprOWwiO-mlyA</a></li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>▪ Rudner, Martin. 2013. "Al Qaeda's Twenty-Year Strategic Plan: The Current Phase of Global</li> </ul>	<p>1. Finish reading <i>Militant Islamist Ideology</i> by today</p> <p>2. Essay #2 assignment provided</p>

	<p>Terror." <i>Studies in Conflict &amp; Terrorism</i> 36:12, 953-980. (EJ)</p> <ul style="list-style-type: none"> <li>Juergensmeyer, Mark. 2003. "Theater of Terror." In <i>Terror in the Mind of God</i>. Third Edition. Berkeley: University of California Press. 121-147. (ER)</li> </ul>	
<p><b>3 Nov</b></p> <p>97 pages 2 videos</p>	<p><b><u>International, Domestic, and Criminal Dissident Terrorism</u></b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Martin 2015: Ch 8-9, 208-264 and Ch 12, 328-371 (text)</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>"rEVILution: The Rise of Right-Wing Terrorism" (Documentary) (32:23) (I) <a href="https://www.youtube.com/watch?v=1OHQ5oMywMk">https://www.youtube.com/watch?v=1OHQ5oMywMk</a></li> <li>"If a Tree Falls: The Story of the Earth Liberation Front" (1:25:37) (I) <a href="https://www.youtube.com/watch?v=UfVAJ2aECOM">https://www.youtube.com/watch?v=UfVAJ2aECOM</a> (as a minimum, watch 26:00-40:00)</li> </ul> <p>Skim:</p> <ul style="list-style-type: none"> <li><i>CTC Sentinel</i>. Combating Terrorism Center at West Point. (I) (Look at the topics in recent issues). <a href="https://www.ctc.usma.edu/publications/sentinel">https://www.ctc.usma.edu/publications/sentinel</a></li> <li>"Hate and Extremism." <i>Southern Poverty Law Center</i>. (I) <a href="http://www.splcenter.org/what-we-do/hate-and-extremism">http://www.splcenter.org/what-we-do/hate-and-extremism</a></li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>Bjelopera, Jerome P. 2013. <i>The Domestic Terrorist Threat: Background and Issues for Congress</i>. Washington, D.C.: Congressional Research Service, January 17, 2013. (CC)</li> <li>Hernandez, Joel. 2013. "Terrorism, Drug Trafficking, and the Globalization of Supply." <i>Perspectives on Terrorism</i> 7:4, 41-61. (EJ)</li> <li>Naim, Moises. 2005. "Global Smugglers are Changing Your World." In <i>Illicit: How Smugglers, Traffickers, and Copycats are Hijacking the Global Economy</i>. New York: Anchor books, 12-37. (ER)</li> <li>Wessinger, Catherine. 2000. "1996—The Montana Freemen." In <i>How the Millennium Comes Violently</i>. New York: Seven Bridges Press, 158-217. (ER)</li> </ul>	<p>1. Update wikis prior to class -Key supporters, rivals, opponents -Objectives and strategy to achieve objectives</p> <p>2. Term paper outline due</p>
<b>Prescribe</b>		
<p><b>10 Nov</b></p> <p>80 pages 3 videos</p>	<p><b><u>Terrorist Tactics and Targets &amp; Introduction to Terrorism Responses</u></b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Martin 2015: Ch 10, 266-302 (text)</li> <li>Jackson et al. 2011: Ch 10, 222-248 (text)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>"Inside an Al-Shabaab Training Camp" (10:38) (I) <a href="https://www.youtube.com/watch?v=enRVsBDz1oo">https://www.youtube.com/watch?v=enRVsBDz1oo</a></li> <li><i>The Battle of Algiers</i> (41:25-54:19, 1:28:40-1:36:40) (I) <a href="https://www.youtube.com/watch?v=y-7j4WVTgWc">https://www.youtube.com/watch?v=y-7j4WVTgWc</a></li> <li>"Targeting the Enemy: The IDF's Anti-Terror Strategy in Gaza" (2:31) (I) <a href="https://www.youtube.com/watch?v=j16xIxZdggg&amp;list=UUawNWlihdgaycQpO3zi-jYg">https://www.youtube.com/watch?v=j16xIxZdggg&amp;list=UUawNWlihdgaycQpO3zi-jYg</a></li> <li>"Are We Safer?" <i>PBS</i> (21:25) (I) <a href="http://www.pbs.org/wgbh/pages/frontline/are-we-safer/">http://www.pbs.org/wgbh/pages/frontline/are-we-safer/</a></li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>Abrahms, Max. 2014. "Deterring Terrorism: a New Strategy." <i>Perspectives on Terrorism</i> 8:3, 2-15. (EJ)</li> <li>"Failed Suicide Bomber Interview" (27:24) (I) <a href="https://www.youtube.com/watch?v=OYSyoY4cRw4">https://www.youtube.com/watch?v=OYSyoY4cRw4</a></li> <li>Jarvis, Lee, Stuart Macdonald, and Lella Nouri. 2014. "The Cyberterrorism Threat." <i>Studies in Conflict &amp; Terrorism</i> 37:1, 68-90. (EJ)</li> <li>Pape, R. 2003. "The Strategic Logic of Suicide Terrorism." <i>The American Political Science Review</i> 97:3, 343-361. (EJ)</li> </ul>	<p>1. Essay #2 due</p> <p>2. Update wikis prior to class -Communications -Tactics</p>

<p><b>17 Nov</b></p> <p>99 pages</p>	<p><b><u>Terrorism and U.S. National Security</u></b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Martin 2015, Ch 12-13, 328-411 (text)</li> <li>▪ Feste, Karen A. 2011. "Presidential Frames of Terrorism." In <i>America Responds to Terrorism: Conflict Resolution Strategies of Clinton, Bush, and Obama</i>. New York: Palgrave Macmillan, 33-47. (ER)</li> </ul> <p>Skim:</p> <ul style="list-style-type: none"> <li>▪ <i>Committee Study of the Central Intelligence Agency's Detention and Interrogation Program</i>. Senate Select Committee on Intelligence. Updated for release April 3, 2014. (CC) [Skim the 20 findings and conclusions]</li> <li>▪ <i>National Counterterrorism Strategy 2011</i> (CC)</li> <li>▪ <i>National Security Strategy of the United States 2015</i> (CC)</li> <li>▪ United Nations Action to Counter Terrorism (I) <a href="http://www.un.org/en/terrorism/strategy-counter-terrorism.shtml#plan">http://www.un.org/en/terrorism/strategy-counter-terrorism.shtml#plan</a></li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>▪ Moorehouse, Matthew. 2014. "It's Easier to Decapitate a Snake than it is a Hydra: An Analysis of Colombia's Targeted Killing Program." <i>Studies in Conflict &amp; Terrorism</i> 37:7, 541-566. (EJ)</li> <li>▪ Crelinsten, R.D. 2014. "Perspectives on Counterterrorism: From Stovepipes to a Comprehensive Approach." <i>Perspectives on Terrorism</i> 8:1, 2-15. (EJ)</li> <li>▪ Johnson, Loch K. 2003. "Strategic Intelligence: The Weakest Link in the War Against World Terrorism." In <i>The New Global Terrorism: Characteristics, Causes, Controls</i>, edited by Charles W. Kegley, Jr. Upper Saddle River, New Jersey: Prentice-Hall, 239-252. (ER)</li> </ul>	<p>Term paper introductions due</p>
<p><b>24 Nov</b></p> <p>74 pages</p>	<p><b><u>Homeland Security</u></b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Martin 2015: Ch 14, 413-441 (text)</li> <li>▪ "Preventing Terrorism." Department of Homeland Security. (I) <a href="http://www.dhs.gov/preventing-terrorism">http://www.dhs.gov/preventing-terrorism</a> (Read the page worth of material under each of the ten subordinate headings)</li> <li>▪ Jenkins, Brian M. 2014. "When Jihadis Come Marching Home." <i>Perspectives</i>. RAND Corporation. (I) <a href="http://www.rand.org/content/dam/rand/pubs/perspectives/PE100/PE130-1/RAND_PE130-1.pdf">http://www.rand.org/content/dam/rand/pubs/perspectives/PE100/PE130-1/RAND_PE130-1.pdf</a></li> </ul> <p>Skim:</p> <ul style="list-style-type: none"> <li>▪ <i>Terrorism</i>. Federal Bureau of Investigation. (I) <a href="http://www.fbi.gov/about-us/investigate/terrorism">http://www.fbi.gov/about-us/investigate/terrorism</a> (Explore the links relevant to your research.)</li> <li>▪ <i>Terrorism</i>. National Institute of Justice. (I) <a href="http://nij.gov/topics/crime/terrorism/pages/welcome.aspx">http://nij.gov/topics/crime/terrorism/pages/welcome.aspx</a> (This site looks at terrorism from a law enforcement perspective. Explore the links relevant to your research.)</li> <li>▪ "Terrorism and Homeland Security." RAND. (I) <a href="http://www.rand.org/topics/terrorism-and-homeland-security.html">http://www.rand.org/topics/terrorism-and-homeland-security.html</a> (Explore links relevant to your research.)</li> </ul>	<p>Update wikis prior to class -U.S. strategy toward the FTO -Effectiveness of strategy</p>
<p><b>1 Dec</b></p> <p>57 pages</p>	<p><b><u>CAR and Terrorism</u></b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Jackson et al. 2011: Ch 11, 249-274 (text)</li> <li>▪ Donohue, William A. 2009. "Terrorism in Conflict Resolution." In <i>The Sage Handbook of Conflict Resolution</i>, edited by Jacob Bercovitch, Victor Kremenyuk, and I. William Zartman. Los Angeles: Sage, 437-454. (ER)</li> <li>▪ Byman, Daniel. 2006. "The Decision to Begin Talks with Terrorists: Lessons for Policymakers." <i>Studies in Conflict &amp; Terrorism</i> 29:5, 403-414. (EJ)</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>▪ Dalgaard-Nielsen, Anja. 2013. "Promoting Exit from Violent Extremism: Themes and</li> </ul>	



	<p>Approaches." <i>Studies in Conflict &amp; Terrorism</i> 36:2, 99-115. (EJ)</p> <ul style="list-style-type: none"> <li>Feste, Karen A. 2011. "Framing Terrorism Conflict Resolution." In <i>America Responds to Terrorism: Conflict Resolution Strategies of Clinton, Bush, and Obama</i>. New York: Palgrave Macmillan, 101-131. (ER)</li> </ul>	
<p><b>8 Dec</b></p> <p>39 pages 1 video</p>	<p><b>How Terrorism Ends &amp; Course Wrap Up</b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Martin 2015: Ch 15, 443-465 (text)</li> <li>Rogers, Paul. 2013. "Lost Cause: Consequences and Implications of the War on Terror." <i>Critical Studies on Terrorism</i> 6:1, 13-28. (EJ)</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>Goodman, Marc 2012. "A Vision of Crimes in the Future." <i>TED</i> (19:22) (I) <a href="http://www.ted.com/talks/marc_goodman_a_vision_of_crimes_in_the_future?language=en#t-1138285">http://www.ted.com/talks/marc_goodman_a_vision_of_crimes_in_the_future?language=en#t-1138285</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Turn in end of course survey</li> <li>2. End of course evaluation (in-class)</li> <li>3. Term paper due</li> </ol>

### Extra Credit

I discourage reliance on extra credit, preferring that you focus on class preparation and assignments. However, students have reminded me that "things happen" and thus I will consider extra credit proposals on a case-by-case basis.

### Grading Scale (3 credit hour course)

Percentage	Mark	Quality Points	Description
95-100	A	12	Excellent. Demonstration of superior work in fulfillment of course requirements. Synthesis of course material into cogent remarks.
90-94	A-	11.01	Excellent content; good composition
87-89	B+	9.99	Good content; excellent composition;
83-86	B	9	Good. Demonstration of good work in fulfillment of course requirements. Accurate accounting and application of course concepts.
80-82	B-	8.01	Good content; satisfactory composition
75-79	C	6	Satisfactory. Demonstration of satisfactory work in fulfillment of course requirements. General knowledge of course concepts.
70-74	C-	5.01	Satisfactory content; poor composition
65-69	D	3	Poor. Unsatisfactory work in fulfillment of course requirements. Poor knowledge of course concepts.
0-64	F	0	Fail. Profoundly unsatisfactory/incomplete work in fulfillment of course requirements. Failure to turn in one or more of the written assignments. Failure to contribute to group discussions/FTO wikis.

### Secure Browsing

We will view materials produced by violent actors (e.g. propaganda videos hosted on YouTube). Some of you may be concerned about your digital footprint. For this reason, consider the use of Tor to anonymously browse the internet. Tor allows you to surf with added security through a Tor-equipped browser. The use of Tor is optional, but you may want to use it when researching primary sources on FTO or extremist group-related websites or while viewing materials sympathetic to terrorist/extremist groups. You cannot use Tor when accessing materials via the GMU Blackboard server. <https://www.torproject.org/about/overview.html.en>

## **Honor Code**

You are expected to abide by George Mason University's Honor Code while preparing all work for this class:

"To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community, have set forth this: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.**"

"All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at [academicintegrity.gmu.edu](http://academicintegrity.gmu.edu). All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it."

All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions or any doubt about what you should do, please ask me.

## **Student Services**

**GMU Writing Center**- "The Writing Center seeks to foster a writing climate on campus and beyond by offering free writing support to George Mason students, faculty, staff and alumni. No matter what your writing abilities are, writing specialists can help you to develop the skills you need to become a successful writer.

Free services include: one-on-one 45 minute sessions with a writing specialist; online writing lab; one-on-one sessions with and ESL specialist; workshops on such topics as documenting sources, grammar and punctuation; writing handouts on a variety of subjects; a library of handbooks and writing manuals; [and an] online chat with a tutor about papers submitted to the Online Writing Lab."

(<http://writingcenter.gmu.edu>). The Writing Center requires appointments and there can be a long

wait, particularly during the middle and final weeks of the semester. I strongly recommend that you seek assistance early in the semester.

Disability Support Services- Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Support Services (993-2474) to determine the best possible accommodations you might need; and 2) contact her or his instructor to discuss reasonable accommodations.

“George Mason University is committed to providing appropriate services and accommodations that allow self-identified students with disabilities to access programs and activities at the university as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To achieve this goal, the university maintains and supports the Disability Resource Center Office, which is responsible for assuring that students receive the services and accommodations to which they are entitled. The professional staff of the Disability Resource Center Office coordinates services for students with disabilities, determine reasonable services and accommodations on the basis of the disability, and act as a liaison between students and faculty/administration on concerns relating to services and accommodations.” (<http://www.gmu.edu/departments/advising/dss.html>)