

CONF 345, Section 2 (Spring 2015)

The Social Dynamics of Terrorism, Security, and Justice

Instructor: Dr. Will David
Tue/Thu, 3:00-4:15 pm
Classroom: ENT 277

Email: wdavid@gmu.edu
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 that typically focus on security, including preventive measures, laws and policies, intelligence, law enforcement, risk management, military operations, and post-attack responses. While this course prepares students to interact with traditional security-centric studies, 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 strategies for contending with terrorism, evaluating current approaches and reflecting on alternative prescriptions.

Learning Objectives

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

- 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 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, and all of us must come prepared to make the most of our in-class time. You must complete the readings and watch the videos prior to class. You should be able to summarize the main points. Check Blackboard often for updates and new material. You are required to 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. 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 5 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.

Classroom Protocol. Arrive on time and attend to personal needs before class. Computers, tablets, and cell phones may be used for course-specific purposes only, and must not disturb others. 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 course performance. I expect well-written papers that adhere to the prescribed length. Edit your papers carefully as spelling and grammatical errors will lower your score. Papers must be typed and double-spaced, using Times New Roman 12-point font and one-inch paper margins. Use left justification for the body of your paper. Do not manipulate margins or fonts to lengthen or shorten your paper. Properly cite material and ideas that are not your own. You will submit all papers through Safe Assign on Blackboard. Use a standard citation format such as APA, MLA, Chicago, or Turabian. Endnotes, works cited/bibliography, and title pages do not count towards the assigned paper length. Number your pages. Title pages are not required. Footers or headers must include CONF 345-002, the date turned in, and your name on a single line (e.g. CONF 345-002/30 April 2015/Skip NoClass). Papers (paper and digital) are due at the start of class on the due date. Paper copies must be printed on one-side only. 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/Quizzes	10%	All semester
FTO Profile Teams/Wikis	20%	All semester
Essay #1	10%	24 February
Essay #2	20%	2 April
Term Paper	40%	30 April

Participation. Your grade is based on 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. Selected students/groups will be asked to do additional readings, summarizing the material for the class. I may use short quizzes to monitor your preparation.

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, strategy and objectives, leadership and organization, group dynamics, supporters and opponents, communications, and tactics. You will also become knowledgeable on strategies to counter the FTO and the effectiveness of those strategies. Each team will have a BB Wiki to which group members are expected to contribute regularly. You will follow your FTO in different media to contrast coverage. Student teams will serve as platforms for in-class discussion and the integration of course concepts. You may organize your team as it suits you, but all team members must become experts on the FTO and contribute to the Wiki. Teams will provide in-class updates, comment on current events related to their FTO, and use their FTO to illustrate course concepts.

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*. You will receive the assignments two weeks before the due dates.

Term Paper. This 15-page research paper will analyze an FTO or domestic extremist group, 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 milestones (sources, outline, and introduction) over the course of the semester.

Schedule

The schedule presents class-specific topics, requirements, and assignments due. You must complete *required* and *assignment* items as shown for each class session. *Recommended* items are optional unless specifically assigned to you or your FTO group. You will average about 100 pages of reading per week to prepare for class, excluding group-specific assignments, skimming requirements, recommended readings, and extra credit efforts. I will adjust the schedule as needed during the semester to ensure that the class is meeting course objectives.

Dates	Tuesday	Thursday
<p>Week 1 20/22 Jan</p> <p>28 pages 2 videos</p>	<p align="center">Describe</p> <p><u>Introductions & Critical Thinking</u> Required:</p> <ul style="list-style-type: none"> ▪ Syllabus (BB) ▪ Van Gelder, Tim. 2005. "Teaching Critical Thinking: Some Lessons from Cognitive Science." <i>College Teaching</i> 53:1, 41-46. (EJ) ▪ Kahneman, Daniel, Dan Lovalla, and Olivier Sibony. 2011. "Before you Make that Big Decision." <i>Harvard Business Review</i>, June: 50-60. (EJ) 	<p><u>Terrorism Discourses, Narratives, and Images</u> Required:</p> <ul style="list-style-type: none"> ▪ Hamas Music Video (1:06) (I) https://www.youtube.com/watch?v=i9jGsrQI5dw ▪ Let the Bodies Hit the Floor (4:33) (I) https://www.youtube.com/watch?v=91RBb8mCejc ▪ Do an online search for "terrorism," "terrorists," "terrorist groups," "counterterrorism," and "anti-terrorism." Take notes on the variety of ways that these terms and their associated images are used.
<p>Week 2 27/29 Jan</p> <p>128 pages 1 video 2 prints</p>	<p><u>Historical Survey of Terrorism & 9/11</u> Required:</p> <ul style="list-style-type: none"> ▪ Rapoport, D.C. 2002. "The Four Waves of Rebel Terror and September 11th." <i>Anthropoetics</i> 8: 1. (EJ) ▪ 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) ▪ "25 Worst Acts of Terrorism Ever Committed" (10:00) (I) https://www.youtube.com/watch?v=7L4nPpzN1ak ▪ Skim: "Counterterrorism 2014 Calendar." <i>The National Counterterrorism Center</i> (I) http://www.nctc.gov/site/index.html <p>Assignment:</p> <ul style="list-style-type: none"> ▪ Selection of FTO teams (in-class) 	<p><u>Terrorism & Critical Thinking</u> Required:</p> <ul style="list-style-type: none"> ▪ Jackson et al. 2011: Ch 1 & 2, 1-49 (text) ▪ Martin 2015: Ch 1 (text) ▪ Friedman, Benjamin H. 2008. "The Terrible 'I's'." <i>Regulation</i>: Winter, 32-40. (I) http://object.cato.org/sites/cato.org/files/serials/files/regulation/2007/12/v30n4-1.pdf ▪ Hertrich, Susanna. 2010. <i>Comparison of Fatalities and Public Dread and Actual Deaths</i>, prints on canvas. Felix Ringel Galerie, Dusseldorf, Germany. (I) http://www.susannahertrich.com/risk.php. <p>Assignment:</p> <ul style="list-style-type: none"> ▪ Selection of FTO/group for term paper (in-class)
<p>Week 3 3/5 Feb</p> <p>119 pages 1 video</p>	<p><u>Defining and Conceptualizing Terrorism I</u> Required:</p> <ul style="list-style-type: none"> ▪ Martin 2015: Ch 2 (text) ▪ Richards, Anthony. 2014. "Conceptualizing Terrorism." <i>Studies in Conflict & Terrorism</i> 37:3, 213-236. (EJ) ▪ Skim: Chapter 6. <i>Foreign Terrorist Organizations</i>. U.S. Department of State. (I) http://www.state.gov/j/ct/rls/crt/2012/209989.htm ▪ Skim page and watch "Global Terrorism Index 2014." <i>Institute for Economics & Peace</i> (2:37) (I) http://www.visionofhumanity.org/#/page/our-gti-findings <p>Recommended:</p> <ul style="list-style-type: none"> ▪ Schmid, Alex. P. 2004. "Frameworks for Conceptualising Terrorism." <i>Terrorism and Political Violence</i>, 16:2, 197-221. (EJ) <p>Assignment:</p> <ul style="list-style-type: none"> ▪ Update wikis prior to class 	<p><u>Defining and Conceptualizing Terrorism II</u> Required:</p> <ul style="list-style-type: none"> ▪ Jackson et al. 2011: Ch 5 & 6, 99-149 (text) ▪ Ganor, Boaz. 2010. "Defining Terrorism—Is one Man's Terrorist Another Man's Freedom Fighter?" <i>International Institute for Counter-Terrorism</i>. (I) http://www.ict.org.il/Article/1123/Defining-Terrorism-Is-One-Mans-Terrorist-Another-Mans-Freedom-Fighter. ▪ Skim: Cordes, Bonnie, Brian M. Jenkins, and Konrad Kellen. 1985. <i>A Conceptual Framework for Analyzing Terrorist Groups</i>. Rand. (CC) <p>Assignment:</p> <ul style="list-style-type: none"> ▪ FTO updates (2-3 minutes) -Origins and date designated as FTO -Significance of name & symbols -Objectives & areas of operation -Recent major activities
<p>Week 4 10/12 Feb</p> <p>56 pages 1 video</p>	<p><u>Terrorism in the Media I</u> Required:</p> <ul style="list-style-type: none"> ▪ 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) <p>Assignment:</p> <ul style="list-style-type: none"> ▪ Essay #1 assignment provided ▪ Bring a media article related to your group FTO 	<p><u>Terrorism in the Media II</u> Required:</p> <ul style="list-style-type: none"> ▪ Jackson et al. 2011: Ch 3, 50-73 (text) ▪ "Hamas to Kids: Shoot all the Jews" (1:28) https://www.youtube.com/watch?v=OORAM-usqhQ <p>Assignment:</p> <ul style="list-style-type: none"> ▪ Bring a media article related to your term paper FTO/group ▪ Update wikis prior to class

Understand & Explain		
<p>Week 5 17/19 Feb</p> <p>67 pages</p>	<p><u>A Strategic Choice</u> Required:</p> <ul style="list-style-type: none"> ▪ Martin 2015: Ch 3 (text) ▪ Jackson et al. 2011: Ch 7, 150-173 (text) <p>Recommended:</p> <ul style="list-style-type: none"> ▪ Crenshaw, Martha. 1998. "The Logic of Terrorism: Terrorist Behavior as a Product of Strategic Choice." In <i>Origins of Terrorism</i>, edited by Walter Reich. Washington, D.C.: Woodrow Wilson Center Press, 7-24. (ER) <p>Assignment:</p> <ul style="list-style-type: none"> ▪ FTO updates (2-3 minutes) -Ideology -Grievances 	<p><u>Psychological/Sociological Forces</u> Required:</p> <ul style="list-style-type: none"> ▪ 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) ▪ Rubenstein, Richard E. 2003. "The Psycho-Political Sources of Terrorism." In <i>The New Global Terrorism: Characteristics, Causes, Controls</i>, edited by Charles W. Kegley. Upper Saddle River, New Jersey: Prentice Hall, 139-150. (ER) ▪ Skim: 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) <p>Recommended:</p> <ul style="list-style-type: none"> ▪ 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) ▪ Piazza, James A. 2008. "Incubators of Terror: Do Failed and Failing States Promote Transnational Terrorism?" <i>International Studies Quarterly</i> 52, 469-488. (EJ)
<p>Week 6 24/26 Feb</p> <p>92 pages</p>	<p><u>Social Identity Theory and Social Network Theory</u> Required:</p> <ul style="list-style-type: none"> ▪ 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) http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1242&context=jss ▪ Sageman, Marc. 2004. "Social Networks and the Jihad." In <i>Understanding Terror Networks</i>. Philadelphia: University of Pennsylvania Press, 137-174. (ER) <p>Assignment:</p> <ul style="list-style-type: none"> ▪ Essay #1 due ▪ Update wikis prior to class 	<p><u>Structural and Delegation Theories</u> Required:</p> <ul style="list-style-type: none"> ▪ Ehrlich, Paul R. and Jianguo Liu. 2002. "Some Roots of Terrorism." <i>Population and Environment</i> 24: 2, 183-192. (EJ) ▪ Sprinzak, Ehud. 1991. "The Process of Delegation: Toward a Linkage Theory of Political Terrorism." <i>Terrorism and Political Violence</i> 3:1, 50-68. (CC) <p>Assignment:</p> <ul style="list-style-type: none"> ▪ FTO updates (2-3 minutes) -Key leaders & organization -Group dynamics & recruiting
<p>Week 7 3/5 Mar</p> <p>114 pages 1 video</p>	<p><u>State Terrorism</u> Required:</p> <ul style="list-style-type: none"> ▪ Martin 2015: Ch 4 (text) ▪ Jackson et al. 2011: Ch 8, 174-197 (text) <p>Assignment:</p> <ul style="list-style-type: none"> ▪ Term paper initial source list due ▪ Update wikis prior to class 	<p><u>Dissident Terrorism</u> Required:</p> <ul style="list-style-type: none"> ▪ Martin 2015: Ch 5 (text) ▪ Jackson et al. 2011: Ch 9, 198-221 (text) ▪ <i>The Battle of Algiers</i> (7:10-22:11) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc <p>Recommended:</p> <ul style="list-style-type: none"> ▪ Sanchez-Cuenca, Ignacio. 2007. "The Dynamics of Nationalist Terrorism: ETA and the IRA." <i>Terrorism and Political Violence</i> 19:3, 289-306. (EJ)
<p>Week 8 9-15 Mar</p>	Spring Break	
<p>Week 9 17/19 Mar</p> <p>81 pages 1 video</p>	<p><u>Religious Terrorism</u> Required:</p> <ul style="list-style-type: none"> ▪ Martin 2015: Ch 6 (text) ▪ Finish reading Aboul-Enein 2013 by today 	<p><u>Terrorism from the Left and Right</u> Required:</p> <ul style="list-style-type: none"> ▪ Martin 2015: Ch 7 (text) ▪ "Why We Fight—FARC-EP" (5:57) https://www.youtube.com/watch?v=UpOWOXAppUY&list

	<p>Recommended:</p> <ul style="list-style-type: none"> Gregg, Heather S. 2014. "Defining and Distinguishing Secular and Religious Terrorism." <i>Perspectives on Terrorism</i> 8:2, 36-51. (EJ) Rudner, Martin. 2013. "Al Qaeda's Twenty-Year Strategic Plan: The Current Phase of Global Terror." <i>Studies in Conflict & Terrorism</i> 36:12, 953-980. (EJ) 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) 	<p>=UU_0s_EG%20M7SprOWwiO-mlyA</p> <p>Assignment:</p> <ul style="list-style-type: none"> Essay #2 assignment provided
<p>Week 10 24/26 Mar 108 pages</p>	<p><u>International Terrorism</u></p> <p>Required:</p> <ul style="list-style-type: none"> Martin 2015: Ch 8 (text) Hernandez, Joel. 2013. "Terrorism, Drug Trafficking, and the Globalization of Supply." <i>Perspectives on Terrorism</i> 7:4, 41-61. (EJ) Skim: <i>CTC Sentinel</i>. Combating Terrorism Center at West Point. (I) (Look at the topics in recent issues). https://www.ctc.usma.edu/publications/sentinel <p>Recommended:</p> <ul style="list-style-type: none"> 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) <p>Assignment:</p> <ul style="list-style-type: none"> Term paper outline due Update wikis prior to class 	<p><u>Gender-Selective Violence & Criminal Dissident Terrorism</u></p> <p>Required:</p> <ul style="list-style-type: none"> Martin 2015: Ch 9 (text) Jackson et al. 2011: Ch 4, 74-95 (text) <p>Assignment:</p> <ul style="list-style-type: none"> FTO updates (2-3 minutes) -Key supporters, rivals, opponents -Strategy to achieve objectives
<p>Week 11 Mar 31 / Apr 2 62 pages 4 videos 1 website</p>	<p><u>Domestic Extremism / Terrorism</u></p> <p>Required:</p> <ul style="list-style-type: none"> "rEVILution: The Rise of Right-Wing Terrorism" (Documentary) (32:23) https://www.youtube.com/watch?v=1OHQ5oMywMk "If a Tree Falls: The Story of the Earth Liberation Front" (1:25:37) https://www.youtube.com/watch?v=UfVAJ2aECOM (as a minimum, watch 26:00-40:00) Skim: "Hate and Extremism." <i>Southern Poverty Law Center</i>. (I) http://www.splcenter.org/what-we-do/hate-and-extremism Skim: 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) <p>Recommended:</p> <ul style="list-style-type: none"> Wessinger, Catherine. 2000. "1996—The Montana Freeman." In <i>How the Millennium Comes Violently</i>. New York: Seven Bridges Press, 158-217. (ER) 	<p><u>Terrorist Tactics and Targets</u></p> <p>Required:</p> <ul style="list-style-type: none"> Martin 2015: Ch 10 (text) Pape, R. 2003. "The Strategic Logic of Suicide Terrorism." <i>The American Political Science Review</i> 97:3, 343-361. (EJ) "Inside an Al-Shabaab Training Camp" (10:38) https://www.youtube.com/watch?v=enRVsBDz1oo <i>The Battle of Algiers</i> (41:25-54:19) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc <p>Recommended:</p> <ul style="list-style-type: none"> "Failed Suicide Bomber Interview" (27:24) https://www.youtube.com/watch?v=OYSyoY4cRw4 Jarvis, Lee, Stuart Macdonald, and Lella Nouri. 2014. "The Cyberterrorism Threat." <i>Studies in Conflict & Terrorism</i> 37:1, 68-90. (EJ) <p>Assignment:</p> <ul style="list-style-type: none"> Essay #2 due
Prescribe		
<p>Week 12 7/9 Apr 102 pages 3 videos</p>	<p><u>Responding to Terrorism</u></p> <p>Required:</p> <ul style="list-style-type: none"> Jackson et al. 2011: Ch 10, 222-248 (text) Abrahms, Max. 2014. "Deterring Terrorism: a New Strategy." <i>Perspectives on Terrorism</i> 8:3, 2-15. (EJ) "Targeting the Enemy: The IDF's Anti-Terror Strategy in Gaza" (2:31) (I) 	<p><u>Terrorism and Media</u></p> <p>Required:</p> <ul style="list-style-type: none"> Martin 2015: Ch 11 (text) 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)

	<p>https://www.youtube.com/watch?v=j16xlxZdggg&list=UUawNWlihdgaycQpO3zi-jYg</p> <ul style="list-style-type: none"> ▪ “Are We Safer?” PBS (21:25) (I) http://www.pbs.org/wgbh/pages/frontline/are-we-safer/ ▪ <i>The Battle of Algiers</i> (1:28:40-1:36:40) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc <p>Assignment:</p> <ul style="list-style-type: none"> ▪ Update wikis prior to class 	<p>Recommended:</p> <ul style="list-style-type: none"> ▪ 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) http://icsr.info/wp-content/uploads/2012/11/ICSR-Lights-Camera-Jihad-Report_Nov2012_ForWeb-2.pdf <p>Assignment:</p> <ul style="list-style-type: none"> ▪ FTO updates (2-3 minutes) -Communications & tactics
<p>Week 13 14/16 Apr 105 pages</p>	<p><u>Terrorism and U.S. National Security</u> Required:</p> <ul style="list-style-type: none"> ▪ Martin 2015, Ch 12 (text) ▪ 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) ▪ Skim: <i>National Counterterrorism Strategy 2011</i> (CC) ▪ Skim: <i>National Security Strategy of the United States 2010</i> (CC) ▪ Skim: <i>Quadrennial Defense Review 2014</i> (CC) <p>Assignment:</p> <ul style="list-style-type: none"> ▪ Term paper introduction due 	<p><u>Counterterrorism</u> Required:</p> <ul style="list-style-type: none"> ▪ Martin 2015: Ch 13 (text) ▪ Skim: United Nations Action to Counter Terrorism http://www.un.org/en/terrorism/strategy-counterterrorism.shtml#plan <p>Recommended:</p> <ul style="list-style-type: none"> ▪ 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 & Terrorism</i> 37:7, 541-566. (EJ) ▪ Crelinsten, R.D. 2014. “Perspectives on Counterterrorism: From Stovepipes to a Comprehensive Approach.” <i>Perspectives on Terrorism</i> 8:1, 2-15. (EJ) ▪ 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)
<p>Week 14 21/23 Apr 122 pages</p>	<p><u>Homeland Security</u> Required:</p> <ul style="list-style-type: none"> ▪ Martin 2015: Ch 14 (text) ▪ Rogers, Paul. 2013. “Lost Cause: Consequences and Implications of the War on Terror.” <i>Critical Studies on Terrorism</i> 6:1, 13-28. (EJ) ▪ Skim: <i>Terrorism</i>. Federal Bureau of Investigation. (I) http://www.fbi.gov/about-us/investigate/terrorism (Explore the links relevant to your research.) ▪ Skim: <i>Terrorism</i>. National Institute of Justice. (I) http://nij.gov/topics/crime/terrorism/pages/welcome.aspx (This site looks at terrorism from a law enforcement perspective. Explore the links relevant to your research.) <p>Assignment:</p> <ul style="list-style-type: none"> ▪ Update wikis prior to class 	<p><u>CAR and Terrorism</u> Required:</p> <ul style="list-style-type: none"> ▪ Jackson et al. 2011: Ch 11, 249-274 (text) ▪ 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) ▪ 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) <p>Recommended:</p> <ul style="list-style-type: none"> ▪ Dalgaard-Nielsen, Anja. 2013. “Promoting Exit from Violent Extremism: Themes and Approaches.” <i>Studies in Conflict & Terrorism</i> 36:2, 99-115. (EJ) ▪ Byman, Daniel. 2006. “The Decision to Begin Talks with Terrorists: Lessons for Policymakers.” <i>Studies in Conflict & Terrorism</i> 29:5, 403-414. (EJ) <p>Assignment:</p> <ul style="list-style-type: none"> ▪ FTO updates (2-3 minutes) -U.S. strategy toward the FTO -Effectiveness of strategy
<p>Week 15 28/30 Apr 25 pages</p>	<p><u>How Terrorism Ends</u> Required:</p> <ul style="list-style-type: none"> ▪ Martin 2015: Ch 15 (text) 	<p><u>Course Wrap Up</u> Assignment:</p> <ul style="list-style-type: none"> ▪ End of course evaluations ▪ Term papers due

Extra Credit

In general, I prefer that you focus on course preparation and assignments. However, students have reminded me that “things happen” and thus I am receptive to extra credit efforts. I must pre-approve your plan for extra credit. Typically, extra credit consists of an activity followed by a written summary. Activities may include additional readings, watching films, listening to guest speakers, or attending terrorism-related conferences.

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.
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.
80-82	B-	8.01	Good content; satisfactory composition
75-79	C	6	Satisfactory. Demonstration of satisfactory work in fulfillment of course requirements.
70-74	C-	5.01	Satisfactory content; poor composition
65-69	D	3	Poor. Unsatisfactory work in fulfillment of course requirements.
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 work/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.

"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. 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) contract 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>)