

CONF 345, Section 2 (Spring 2016)

The Social Dynamics of Terrorism, Security, and Justice

Instructor: Dr. Will David
Tue/Thu, 3:00-4:15 pm
Classroom: RA 349

Email: wdavid@gmu.edu
Office: NE Module II
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.

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 3.5 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. 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), late arrivals will be treated as unexcused absences. If you sleep, text, or browse the internet for non-course related material in class, it counts as an unexcused absence.

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 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 (e.g., APA, MLA). 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.
- 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 ½ to 15 ½ pages.
- Footers or headers must include CONF 345-002, the date turned in, and your name on a single line (e.g., CONF 345-002/18 February 2016/Skip Noclass.
- Paper copies must be printed on white paper in black ink 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

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|------------------------------|-----|--------------|
| Participation/Quizzes | 10% | All semester |
| FTO Wikis/Class Presentation | 20% | All semester |
| Essay #1 | 10% | 18 February |
| Essay #2 | 20% | 31 March |
| Term Paper | 40% | 28 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 and synthesize course concepts and your research into your remarks. I call on students to respond to questions and I may use short quizzes to monitor your preparation.

Foreign Terrorist Organization (FTO) Profile Teams/Wikis/Presentations. You will be assigned to a team that develops expertise on an FTO, including its origins, history, ideology, grievances, objectives, strategy, leadership and organization, recruitment, funding, supporters, targets, audiences, communications, narrative, and tactics. 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. Each group will also present a twenty minute presentation to the class. All members of the group must contribute to the presentation, but not all members must have a speaking part. The presentation should be worthy of an audience of security professionals. The presentation will be followed by a ten minute period for questions from the audience.

Essays. You must integrate course material into your essays. Essay #1 requires a 3-page response to a question posed by a leader 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 two specific milestones (sources and outline) over the course of the semester.

Schedule

| Dates | Tuesday | Thursday |
|---|---|--|
| | Describe | |
| Week 1 75 pages 3 videos | <p><u>19 January: Introductions & Critical Thinking</u></p> <p>Readings:</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>Video:</p> <ul style="list-style-type: none"> ▪ "How We Make Choices," <i>TED Talks</i> (I) (watch the talk by Dan Gilbert, 33:38 min) http://www.ted.com/playlists/164/how_we_make_choice_s <p>Assignment:</p> <ul style="list-style-type: none"> ▪ Complete the PEW Typology Quiz (I). Send me an email <u>no later than 6 pm on 17 January</u> with your result (a label such as "solid liberal" or "business conservative"). http://www.people-press.org/quiz/political-typology/ | <p><u>21 January: Terrorism Narratives and Discourses</u></p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ Jackson et al. 2011, Introduction & Ch 1, 1-28 (text) ▪ Martin 2015: Ch 1, 2-21 (text) <p>Videos:</p> <ul style="list-style-type: none"> ▪ Hamas Music Video (1:06) (I) https://www.youtube.com/watch?v=i9jGsrQI5dw ▪ "Why We Fight—FARC-EP" (5:57) (I) https://www.youtube.com/watch?v=UpOW0XAppUY&list=UU_0s_EG%20M7SprOWwiO-mlyA |
| Week 2 91 pages 2 videos 2 prints | <p><u>26 January: Historical Survey of Terrorism & 9/11</u></p> <p>Readings:</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) ▪ Skim: "Counterterrorism 2014 Calendar." <i>The National Counterterrorism Center</i> (I) http://www.nctc.gov/site/index.html <p>Video:</p> <ul style="list-style-type: none"> ▪ "25 Worst Acts of Terrorism Ever Committed" (10:00) (I) https://www.youtube.com/watch?v=7L4nPpzN1ak <p>Assignment:</p> <ul style="list-style-type: none"> ▪ Selection of wiki-FTO (in-class) | <p><u>28 January: Terrorism & Critical Thinking</u></p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ Jackson et al. 2011: Ch 2-3, 29-73 (text) ▪ Friedman, Benjamin H. 2008. "The Terrible 'Ifs'." <i>Regulation</i>: Winter, 32-40. (I) http://object.cato.org/sites/cato.org/files/serials/files/regulation/2007/12/v30n4-1.pdf ▪ "Global Terrorism Index 2014." <i>Institute for Economics & Peace</i> (2:37) (I) http://www.visionofhumanity.org/#/page/our-gti-findings ▪ 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. |
| Week 3 114 pages 1 video | <p><u>2 February: Defining and Conceptualizing Terrorism I</u></p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ Martin 2015: Ch 2, 22-45 (text) ▪ Jackson et al. 2011: Ch 5 & 6, 99-149 (text) ▪ Skim: <i>Chapter 6. Foreign Terrorist Organizations</i>. U.S. Department of State. (I) http://www.state.gov/j/ct/rls/crt/2012/209989.htm <p>Assignment:</p> | <p><u>4 February: Defining and Conceptualizing Terrorism II</u></p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ 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 ▪ Richards, Anthony. 2014. "Conceptualizing Terrorism." <i>Studies in Conflict & Terrorism</i> 37:3, 213-236. (EJ) |

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| | <ul style="list-style-type: none"> Selection of FTO/group for term paper (in-class) | <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"> Essay #1 assignment provided |
| <p>Week 4</p> <p>87 pages 1 video</p> | <p><u>9 February: Terrorism in/and the Media I</u></p> <p>Readings:</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) Martin 2015: Ch 11, 303-326 (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>Video:</p> <ul style="list-style-type: none"> "Hamas to Kids: Shoot all the Jews" (1:28) https://www.youtube.com/watch?v=0ORAM-usqhQ <p>Assignment:</p> <ul style="list-style-type: none"> Search for your wiki-group FTO on the internet and, if possible, skim its website Bring a media article related to your wiki-group FTO Update wikis prior to class <ul style="list-style-type: none"> -Origins and date designated as FTO -Significance of name & symbols -History & recent major activities -Leadership & organization | <p><u>11 February: A Strategic Choice</u></p> <p>Readings:</p> <ul style="list-style-type: none"> Demmers, Jolle. 2012. "Rational Choice Theory." In <i>Theories of Violent Conflict</i>. New York: Routledge, 100-115. (ER) Martin 2015: Ch 3, 46-73 (text) Jackson et al. 2011: Ch 9, 198-214 (text) |
| | Understand & Explain | |
| <p>Week 5</p> <p>80 pages 1 video</p> | <p><u>16 February: Psychological/Sociological Forces</u></p> <p>Readings:</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) Piazza, James A. 2008. "Incubators of Terror: Do Failed and Failing States Promote Transnational Terrorism?" <i>International Studies Quarterly</i> 52, 469-488. (EJ) 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) | <p><u>18 February: Social Identity Theory and Social Network Analysis</u></p> <p>Readings:</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 Cook-Huffman, Celia. 2009. "The Role of Identity in Conflict." In <i>Handbook of Conflict Analysis and Resolution</i>. Dennis Sandole et al. eds. London and New York: Rutledge, 19-28. (ER) <p>Videos:</p> <ul style="list-style-type: none"> <i>Ending Up on the Wrong Side of the Tracks</i>—Valdis Krebs at TEDxRiga (15:55) (I) https://www.youtube.com/watch?v=opPh67lmhfE&feature=iv&src_vid=R-y71DEMZHc&annotation_id=annotation_1597129955 <p>Assignment:</p> <p>Essay #1 due</p> |

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| <p>Week 6</p> <p>90 pages</p> | <p><u>23 February: Structural and Delegitimation Theories</u></p> <p>Readings:</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 Delegitimation: 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"> Update wikis prior to class <ul style="list-style-type: none"> -Ideology & grievances -Objectives -Supporter, opponents, competitors | <p><u>25 February: State Terrorism</u></p> <p>Readings:</p> <ul style="list-style-type: none"> Jackson et al. 2011: Ch 8, 174-197 (text) Martin 2015: Ch 4, 76-106 (text) |
| <p>Week 7</p> <p>93 pages 1 video</p> | <p><u>1 March: Dissident Terrorism</u></p> <p>Readings:</p> <ul style="list-style-type: none"> Jackson et al. 2011: Ch 7, 150-171 (text) Martin 2015: Ch 5, 107-132 (text) <p>Video:</p> <ul style="list-style-type: none"> <i>The Battle of Algiers</i> (7:10-22:11 as a minimum) (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>Assignment:</p> <ul style="list-style-type: none"> Update wikis prior to class <ul style="list-style-type: none"> -Strategy -Funding activities -Recruitment activities | <p><u>3 March: Religious Terrorism</u></p> <p>Readings:</p> <ul style="list-style-type: none"> Martin 2015: Ch 6, 133-162 (text) Gregg, Heather S. 2014. "Defining and Distinguishing Secular and Religious Terrorism." <i>Perspectives on Terrorism</i> 8:2, 36-51. (EJ) <p>Recommended:</p> <ul style="list-style-type: none"> 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>Assignment:</p> <ul style="list-style-type: none"> Term paper initial source list due |
| <p>Week 8 7-13 Mar</p> | <p><i>Spring Break</i></p> | |
| <p>Week 9</p> <p>88 pages</p> | <p><u>15 March: Terrorism from the Left and Right</u></p> <p>Readings:</p> <ul style="list-style-type: none"> Martin 2015: Ch 7, 163-207 (text) 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><u>17 March: International Terrorism</u></p> <p>Readings:</p> <ul style="list-style-type: none"> Martin 2015: Ch 8, 208-236 (text) Hernandez, Joel. 2013. "Terrorism, Drug Trafficking, and the Globalization of Supply." <i>Perspectives on Terrorism</i> 7:4, 41-61. (EJ) <p>Assignment:</p> <ul style="list-style-type: none"> Finish Aboul-Enein text Essay #2 assignment provided |
| <p>Week 10</p> <p>65 pages 2 videos</p> | <p><u>22 March: Criminal Dissident Terrorism</u></p> <p>Readings:</p> <ul style="list-style-type: none"> Martin 2015: Ch 9, 246-260 (text) Jackson et al. 2011: Ch 4, 74-95 (text) | <p><u>24 March: Domestic Extremism / Terrorism I</u></p> <p>Readings:</p> <ul style="list-style-type: none"> Martin 2015: Ch 12, 328-367 <p>Videos:</p> |

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| | <p>Assignment:</p> <ul style="list-style-type: none"> Update wikis prior to class -Communications -Targets & audiences -Tactics | <ul style="list-style-type: none"> CBS 60 Minutes. 2005. "Burning Rage About ALF and ELF (1:56-14:29) https://www.youtube.com/watch?v=IVjQs4WWds8 "Film Chronicles the Rise and Fall of Eco-Terrorist Cell" (8:44) https://www.youtube.com/watch?v=tMSHxUr2Fjk This short clip briefly discusses the film "If a Tree Falls: The Story of the Earth Liberation Front." Unfortunately, a copyright issue led to the film's removal from the internet. <p>Assignment:</p> <ul style="list-style-type: none"> Term paper outline due |
| <p>Week 11</p> <p>60 pages 3 videos</p> | <p><u>29 March: Domestic Extremism / Terrorism II</u></p> <p>Readings:</p> <ul style="list-style-type: none"> 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>Video:</p> <ul style="list-style-type: none"> "The Terror from Within: 1995 Oklahoma City Bombing Documentary" (1:29:17) https://www.youtube.com/watch?v=M5cU_TzFo90 The entire film is worth watching, but watch at least the first hour to get a good feel for the right wing movement in America and the details surrounding the bombing. <p>Assignment:</p> <ul style="list-style-type: none"> Update wikis prior to class (no prescribed focus areas) | <p><u>31 March: Terrorist Tactics, Targets, and Measures of Effectiveness</u></p> <p>Readings:</p> <ul style="list-style-type: none"> Jackson et al. 2011: Ch 9, 215-218 (text) Martin 2015: Ch 10, 266-302 (text) Pape, R. 2003. "The Strategic Logic of Suicide Terrorism." <i>The American Political Science Review</i> 97:3, 343-361. (EJ) <p>Videos:</p> <ul style="list-style-type: none"> "Failed Suicide Bomber Interview" (27:24) (I) https://www.youtube.com/watch?v=OYSyoY4cRw4 "Inside an Al-Shabaab Training Camp" (10:38) (I) https://www.youtube.com/watch?v=enRVsBDz1oo <p>Assignment:</p> <p>Essay #2 due</p> |
| Prescribe | | |
| <p>Week 12</p> <p>70 pages 3 videos</p> | <p><u>5 April: Responding to Terrorism</u></p> <p>Readings:</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) <p>Videos:</p> <ul style="list-style-type: none"> "Targeting the Enemy: The IDF's Anti-Terror Strategy in Gaza" (2:31) (I) https://www.youtube.com/watch?v=j16xIxZdggg&list=UUawNWlihdgaycQpO3zi-iYg "Are We Safer?" <i>PBS</i> (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 -U.S. and other responses to your FTO | <p><u>7 April: Terrorism and U.S. National Security</u></p> <p>Readings:</p> <ul style="list-style-type: none"> 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) <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. (I) [Read the 20 findings and conclusions] http://www.washingtonpost.com/wp-srv/special/national/cia-interrogation-report/document/?hpid=z2 Skim: <i>National Counterterrorism Strategy 2011</i> (CC) Skim: <i>National Security Strategy of the United States 2015</i> (CC) |

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| Week 13 92 pages | <u>12 April: Counterterrorism/Anti-Terrorism</u> Readings: <ul style="list-style-type: none"> ▪ Martin 2015: Ch 13, 374-411 (text) ▪ Skim: United Nations Action to Counter Terrorism http://www.un.org/en/terrorism/strategy-counter-terrorism.shtml#plan Recommended: <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) | <u>14 April: Homeland Security</u> Readings: <ul style="list-style-type: none"> ▪ Martin 2015: Ch 14, 413-441 (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.) |
| Week 14 | <u>19 April: Presentations</u> Assignment: <ul style="list-style-type: none"> ▪ FTO presentations (BH and AS) | <u>21 April: Presentations</u> Assignment: <ul style="list-style-type: none"> ▪ FTO presentations (IS and AQAP) |
| Week 15 23 pages | <u>26 April: How Terrorism Ends</u> Reading: <ul style="list-style-type: none"> ▪ Martin 2015: Ch 15, 443-465 (text) | <u>28 April: Course Wrap Up</u> Assignment: <ul style="list-style-type: none"> ▪ End of course evaluations ▪ Term papers due |

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/presentation. |

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>)