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Office Hours
MW 1-2:30 pm or by appointment

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Course Description and Goals

After the end of Cold War and the 9/11 terrorist attack, terrorism has become a key security problem for the U.S. and countries around the world. Terrorist strikes are labeled as the “Poor man’s Air Force” and are used by various individuals, groups and even states to achieve foreign and domestic policy goals. This course provides an introductory understanding of these complex events. How can we define terrorism? Why do actors use terrorism? Can using such means help them achieve their goals? What are the consequences? Two main goals of this course are to provide introductory account of the terrorism and encourage students to think about the terrorist activity not as the work of the mad but of self-interested and calculating political actors.

Course Objectives

By the end of this course, students should be able to:

1. Provide a working definition of terrorism.
2. Discuss causes of terrorism.
3. Analyze the terrorist strategies
4. Analyze consequences of terrorism

Course Textbook

This course does not require textbook. All readings are based on journal articles from the UNCW library.

Earning Grades

15%- Classroom Participation. 5% of the participation grade will be allocated for attendance. The remaining 10% will be for allocated for participating in class. Attendance is taken every day in class. Students are allowed to miss two classes for any reason deemed necessary (sickness, family emergency, etc...). After two absences, students will lose 10 percent points towards their attendance grade. If the student misses five classes (over the allowed two) s/he will receive a zero for attendance, and will also reduce his/her course grade by 10%. If, on the other hand, a student misses two or less classes, s/he will receive their full attendance points. In the event that a university excused absence is the cause of an absence, students must provide proper documentation. Also note that not

being present for a class makes participating very difficult, and excessive absences will lower your participation grade.

How to increase your participation? Remember, familiarity with the assigned course contents will help you think analytically and contribute towards richer discussion in class. In order to participate in discussions, any of the following counts: Ask a question or make a comment that shows you're interested in what someone's saying, contribute something that builds on, or springs from, what someone else has said (be explicit the way you are doing this), post comments/questions in discussion boards, find a way to express appreciation for the enlightenment you have gained from the discussion (try to be specific about what helped you), make a summary observation that takes into account several people's contributions & that touches on a recurring theme in the discussion (online if you like), bring in a resource (a reading, web link, video) not covered in the syllabus that adds new information or perspectives to our learning, ask a question or make a comment that encourages another person to elaborate on something they have already said, make a comment that explicitly underscores the link between two people's contributions, or, make a comment (online if this is appropriate) indicating you found someone's ideas interesting or useful (be specific why this was the case).

20%- Reading summaries (500-800 words). In four different weeks, you will prepare reading summary of the week's (selected) assigned articles. You will submit this assignment from Canvas before the due date. You will summarize the following components of the reading

- Research question/puzzle
- Main argument (or main theme)
- Why is this work important? (new understanding/useful for policymakers?)
- Evidence used in the study and the main finding
- *Your main emphasis* in a reading summary should be critical evaluation of the paper. Give your verdict as to what extent a statement or findings within the reading you agree with or contradict, and why. Come to a final conclusion, basing your decision on what you judge to be the most important factors and justify how you have made your choice.
- Conclusion

10% Project on a terrorist group- Student group project on a terrorist group & presentation (group presentation). Students will be divided into groups and each group will choose one terrorist group from a list. They will research the following topics on the group and make a 10 minute presentation to the class: Introduction, short historical background (why/how they started?), leadership, evolution time line, supporters and opposition, objectives/strategies/demands, notable incidents, future trajectories (group opinion).

15%-Country report focusing on terrorist activity.

You will research and write an analysis on a terrorist group(s) in a country (2000 words, excluding bibliography). This policy analysis report is intended to inform policy-makers about the terrorist group and political risk that it poses to the country/region/world. Students can choose any terrorist group worldwide that are active currently or past groups that can pose risk in the future. An example of a similar report (although it is slightly longer compared to report you need to produce for the class) can be found [here](#). The report should have following sections:

- Title of the report that quickly communicates the contents of the brief in a memorable way
- Introduction (overview of the problem, what is the report about, method/sources, why is this important, what is the layout of the report),
- Main body (Key analysis - how can the group pose risk? To whom? This is the longest section in the report and it should be evidence-based)
- Conclusion
- Bibliography (not included in the word count)

15%- Exam 1 - submitted Online.

25%- Exam 2 - Submitted Online.

Course grades are assigned according to the following criteria.

Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage
A	93 - 100	B+	87 - 89.9	C+	77 - 79.9	D	60 - 69.9
A-	90 - 92.9	B	83 - 86.9	C	73 - 76	F	Below 60
		B-	80 - 82	C-	70 - 72.9		

Academic Honor Code

All members of UNCW's community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will not be tolerated in this class. Please be especially familiar with UNCW's position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own.

Student Disabilities

UNCW Disability Services supplies information about disability law, documentation procedures and accommodations that can be found at <http://www.uncw.edu/stuaff/disability/>. To obtain accommodations the student should first contact Disability Services and present their documentation to the coordinator for review and verification.

Student Conduct

Students are expected to maintain decorum that includes respect for other students and the professor, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Cell phones: Students will not use cell phones during the class. If you have issues that needs immediate attention, please simply remove yourself from the class and take care of the issue. I will provide you with the lecture note of each class.

Food: I do not mind you eating in class, but make sure not to disturb others.

Late Assignments

If assignments are submitted late, students will lose 10 % of their assigned grade for each day after the due date and time. For exams, there is a stricter late policy. Delay in submitting exams will result in 20% grade deduction for first 6 hours after the due time; 50% deduction if 6-12 hours late; and a zero thereafter.

Absences

Students must attend all classes scheduled during the semester. The only allowable absences are: a) University excused; b) university holidays; c) pre-approved absences where the student has contacted and informed the instructor of a need to miss class. Students should make any and all efforts (within reason) to be in class at the beginning of the class session everyday. Tardiness is generally disruptive to the flow of the course and is discourteous to your fellow students. If tardiness cannot be avoided, please enter the class quietly and try not to draw attention to yourself. Exercise judgment as well. If you are significantly late to a class, please do not enter. Speak with the instructor afterwards.

Make-up Exams

Make up exams will be permitted only under the gravest of circumstances and with appropriate documentation (This does not apply for quizzes. Missed quizzes will not be re-taken). Students are required to notify me before the exam takes place of any reason why they are unable to take the exam at the designated time. Students will be allowed to make-up an exam due to sickness if the student can provide a doctor's note stating the dates the student should be excused from classes. *Note: personal travel plans are not a legitimate reason for requesting to take an exam at a different time.*

Class Preparation

You are expected to be prepared when coming to class. This means you will have read the chapters before the lectures and be ready to participate. Information for your exams and quizzes will come from both book chapters, lectures and discussions.

You will also focus on the international news. You should visit the two news websites mentioned above and skim the international news section. I will also post announcements about important news events on blackboard. Pay particular attention to these. Following the news events will help you in three ways. First, it will help boost your participation grades. We will be discussing some of the major news items in class. Second, there will be some news related quiz questions. Third, you will be analyzing one of the main events in your final writing assignment.

Schedule

Week 1 (1/14, 1/16) what is terrorism?

Intro to Syllabus (Day 1)

Townshend, C., 2002. Terrorism: A very short introduction. Oxford University Press. p. 1-20 (Chapter 1)

Richards, A., 2014. Conceptualizing terrorism. *Studies in Conflict & Terrorism*, 37(3), pp.213-236.

Week 2 (1/21, 1/23) Origins of Modern Terrorism

READING SUMMARY #1: Summarize two papers: (1) Rapaport 2002 & (2) either Cronin(2003) OR Jensen (2004)

Due: Before the class on 1/23

Rapoport, D.C., 2002. The Four Waves of Rebel Terror and September 11. *Anthropoetics*, 8(1).

Cronin, A.K., 2003. Behind the curve: Globalization and international terrorism. *International security*, 27(3), pp.30-58.

Jensen, R., 2004. Daggers, rifles and dynamite: anarchist terrorism in nineteenth century Europe. *Terrorism and Political Violence*, 16(1), pp.116-153.

Week 3 (1/28, 1/30) Conflict of interest: Revolutionary Ideology and Nationalism

Crenshaw, M., 1981. The causes of terrorism. *Comparative politics*, 13(4), pp.379-399.

Duerr, G. 2018. Secessionism and Terrorism: Bombs, Blood and Independence in Europe and Eurasia. (READ ONLY PAGES 4-8) Routledge.[[LINK to UNCW library](#)]

Sanchez-Cuenca, I., 2007. The dynamics of nationalist terrorism: ETA and the IRA. *Terrorism and Political Violence*, 19(3), pp.289-306.

Week 4 (2/4, 2/6) Conflict of interest: Religion and Terrorism

Rapoport, D.C., 1983. Fear and trembling: Terrorism in three religious traditions. *American Political Science Review*, 78(3), pp.658-677. [Skim]

Esposito, J.L., 2003. Unholy war: Terror in the name of Islam. Oxford University Press, USA. [Chapter 1 & 2, [LINK to UNCW library](#)]

Week 5 (2/11, 2/13) Conflict of interest

Group Project on Terrorist groups & Student Presentations

Understanding Causes & Conditions

Week 6 (2/18, 2/20) Why terrorism?

READING SUMMARY #2: Summarize either Piazza (2012) OR Ghatak (2016)

Due: Before the class on 2/18

Piazza, James A. 2012. "Types of minority discrimination and terrorism." *Conflict Management and Peace Science* 29(5): 521-546.

Ghatak, S., 2016. Willingness and Opportunity: A Study of Domestic Terrorism in Post-Cold War South Asia. *Terrorism and Political Violence*, 28(2), pp.274-296.

Week 7 (2/25, 2/27) Democracy and Terrorism

Windsor, J.L., 2003. Promoting democratization can combat terrorism. *The Washington Quarterly*, 26(3), pp.43-58.

Li, Q., 2005. Does democracy promote or reduce transnational terrorist incidents? *Journal of Conflict Resolution*, 49(2), pp.278-297.

[**OPTIONAL**] Schmid, A.P., 1992. Terrorism and democracy. *Terrorism and Political Violence*, 4(4), pp.14-25.

Week 8 (3/3, 3/5) State capacity and terrorism

Lai, B., 2007. "Draining the Swamp": An Empirical Examination of the Production of International Terrorism, 1968—1998. *Conflict Management and Peace Science*, 24(4), pp.297-310.

Piazza, J.A., 2008. Incubators of terror: Do failed and failing states promote transnational terrorism?. *International Studies Quarterly*, 52(3), pp.469-488.

EXAM - 1

Week 9 (3/10, 3/12)

SPRING BREAK - NO CLASS

The Terrorist Strategy & Targeting

Week 10 (3/17, 3/19) Terrorist Strategy

READING SUMMARY #3: Summarize Kydd & Walter (2012)

Due: Before the class on 3/17

Kydd, A.H. and Walter, B.F., 2006. The strategies of terrorism. *International security*, 31(1), pp.49-80.

Nemeth, S.C., Mauslein, J.A. and Stapley, C., 2014. The primacy of the local: Identifying terrorist hot spots using geographic information systems. *The Journal of Politics*, 76(2), pp.304-317.

Week 11 (3/24, 3/26) Terrorist Strategy

... Continue Terrorist Strategy

[Student present/discuss with class their progress on country reports]

Condra, L.N., Long, J.D., Shaver, A.C. and Wright, A.L., 2018. The logic of insurgent electoral violence. *American Economic Review*, 108(11), pp.3199-3231.

Week 12 (3/31, 4/2) Terrorist Targeting

Libicki, M.C., Chalk, P., Sisson, M.W. and Sisson, M., 2007. Exploring terrorist targeting preferences. Rand Corporation. (Chapter 1 & 2, p. 1-23)

Brandt, P.T. and Sandler, T., 2010. What do transnational terrorists target? Has it changed? Are we safer? *Journal of Conflict Resolution*, 54(2), pp.214-236.

DUE Country report - 4/3

Week 13 (4/7, 4/9) Terrorist Targeting

No class on April 9 - University Calendar

Polo, S.M., 2019. The quality of terrorist violence: Explaining the logic of terrorist target choice. *Journal of Peace Research*.

Week 14 (4/14, 4/16) Does terrorism work?

Abrahms, M., 2008. What terrorists really want: Terrorist motives and counterterrorism strategy. *International Security*, 32(4), pp.78-105.

Fortna, V.P., 2015. Do Terrorists Win? Rebels' Use of Terrorism and Civil War Outcomes. *International Organization*, 69(3), pp.519-556.

Week 15 (4/21, 4/23) Does terrorism work?

READING SUMMARY #4: Summarize either Krause (2018) OR Abrahms (2006)

Due: Before the class on 4/21

Krause, P. 2018. When Terrorism Works. In Muro, D. (Ed.). *When Does Terrorism Work?* p. 33-51. Routledge. [[LINK to ebook in UNCW Library](#)]

Abrahms, M., 2006. Why terrorism does not work. *International Security*, 31(2), pp.42-78.

Week 16 (4/28, 4/30) Exam

EXAM 2

(Disclaimer: As the class proceeds, I reserve the right to modify the syllabus, the assignments, and the grading structure if I see fit to better accommodate the course. Modifications will be communicated via e-mail and in class.)