

CRIM.2480 – 201

Terrorism

Spring 2019

Tues & Thurs.: 3:30 – 4:45 p.m.

Instructor

Professor: Dr. Christopher Linebarger

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Course Website: Blackboard

Office: HSSB 435

Office Hours: Tues & Thurs.: 3:30 – 4:45 p.m.

Description

History provides numerous examples of people attempting to change the conditions under which they live. Those who are unable to alter their environment through peaceful means sometimes resort to violence. And while the American public has developed a greater interest in terrorism since 9/11, the field of terrorism studies has existed for decades. This course is designed to introduce students to the field of “terrorism studies” and help them develop a solid understanding of the nature of terrorism.

Upon successfully completing this course, you will be familiar with terrorism’s causes and consequences. More importantly, you will be able to apply this knowledge to real-world scenarios, including historical cases, current events, and the prospects for terrorism in the future. Finally, you will develop skills that are useful regardless of your post-college career choices. Such skills include thinking analytically and critically, and presenting logically sound arguments in written form.

Learning Objectives

Upon completion of the course, students should be able to articulate an understanding of the origins, definitions and evolution of terrorism; major threats from terrorism confronting the world today; tendencies and patterns in terrorist behavior; and the variety of terrorist motivations. We will examine current and classic research on terrorism, and explore some of the many research puzzles that remain unanswered.

Examinations, writing assignments and discussions in class are all intended to help students develop their ability to:

- Distinguish terrorism from other forms of criminal and political violence;
- Differentiate the historic manifestations of terrorism;
- Analyze the various causes and facilitators of terrorist radicalization at the individual, group, and structural levels;
- Describe the background of revolutionary (left-wing), ethno-national/separatist, reactionary (right-wing), state-sponsored, and religious forms of terrorist groups;
- Explain the different kinds of ideological arguments given by these groups for why terrorism is necessary to affect political/social change;
- Describe the structure, recruiting methods, and financial sources of terrorist organizations;
- Analyze the role of the Internet and the media in modern terrorism; and,
- Examine the threat of terrorists acquiring and using weapons of mass destruction.

Required Course Materials

There is one basic textbook that is required for this course. Students should purchase this book and read the relevant sections as assigned every week. We will also read a number of pieces consisting of journal articles. These can be found in the Blackboard system. Assigned readings are listed on the course calendar below.

- James J.F. Forest. 2015. *The Terrorism Lectures, 2nd Edition*. Nortia Press. ISBN: 978-1940503066

Assignments

There are three major components to the class (with grade percentages):

1. Attendance & participation (10%);
2. Two exams (1 midterm and 1 final, 25% each);
3. One film reaction paper (10%); and,
4. One paper (30%).

1 – Attendance & Participation (10% of grade)

Although lectures comprise most of this class, it is my intention to also emphasize discussion. Because discussion is impossible without your presence, attendance is expected. Roll will be taken throughout the semester. Midterm attendance will be posted so that you can make any needed course corrections before the end of the term.

Your base attendance and participation grade will be based upon the proportion of times you attend out of the total number of times that I take the roll. Then, I will adjust that grade up or down depending on your participation. To maximize this part of your grade, it is highly recommended that you come to class prepared (e.g., having done the assigned readings) and be willing to participate in discussions. Merely showing up and occupying a seat will not constitute full participation. **Note, moreover, that missing more than three classes will result in a “0” for Attendance and Participation.**

The lectures should not simply be a matter of the professor dispensing information onto passive students. Students are therefore expected to engage with the lectures by asking questions, responding to prompts, providing thoughtful analysis, etc.

My hope is that the classroom will have an atmosphere in which ideas and opinions will be welcomed and addressed. As such, please note that you will be graded on a number of criteria beyond simple participation, under the rubric of “professionalism,” and as such you are expected to act in a professional manner.

Other ways to lose participation points include but are not limited to: being a disruption to others (e.g., side conversations with friends, reading for other classes, texting, browsing the internet), leaving class early without my explicit prior approval, repeatedly failing to answer a question if called upon, and not participating in classroom discussions and exercises in a productive manner.

Please note that leaving class before it is dismissed and then not returning is extremely rude. Perhaps most importantly, it is highly disrespectful to the learning environment of your fellow students. If you engage in this behavior, you will be marked as absent for the day. If you must leave class early, please obtain my explicit prior approval. If you are sick and must leave early, please email me afterwards.

2 – Two exams (25% of grade each)

There will be two exams in this class: a midterm and a final. Neither exam is cumulative. “Make up” exams are available only for legitimate family and medical related emergencies, and school-sanctioned events in which the student is a direct participant.

Students seeking a “make up” exam must contact me as far in advance of the exam as possible. We will then set a time for the make up exam, which will occur as close to the exam as possible.

3 – Film Reaction Paper (10% of grade)

The professor will be at a conference during the week of March 26–28. As such, there will be a writing assignment due on date specified on the calendar below. Your task is to watch an assigned film. You are then to write a short essay that reacts to the following prompt:

- Which theory of political violence do you think best explains the motivations for the terrorist actions seen in the film, and why? You may choose from one of the following theories: Grievance-based, Opportunity-based, or Social Movement theory?

The assignment is to be 500 words in length, written in a standard font and with 1 inch margins.

Please submit the assignment through the submission system in Blackboard.

To make sure your essay respects the word-count, use the “review” tab in Microsoft Office and click on “word count,” make sure to un-tick “Include, textboxes, footnotes...”). A word count should appear at the end of your assignment.

The prompt asks for your opinion, but your thoughts should be informed by the readings, lecture, and/or discussions that we undertake in the prior weeks.

The assignment should cite at least two sources from the readings that we have covered to date (citations should be in APA format, please include a bibliography that is not included in the word count).

3 – One research paper (25% of grade)

All students are to submit a **2000 word paper on the date specified**. Please ensure that you keep to within +/-10% of the specified word limits. Essays that do not keep to within these limits will be penalized. To make sure your essay respects the word-count, use the “review” tab in Microsoft Office and click on “word count,” make sure to un-tick “Include, textboxes, footnotes...”. A word count should appear at the end of your essay.

The following requirements apply to your essay:

First, choose one of the following terrorist groups:

| | | |
|------------------|----------------------|------------------------|
| Al Shabaab | FARC | PFLP |
| Abu Sayyaf Group | Hamas | Provisional IRA |
| Boko Haram | Hezbollah | Real IRA |
| Caucasus Emirate | Italian Red Brigades | RAF/Baader-Meinhof |
| ETA | Jemmaah Islamiyah | Sendero Luminoso |
| ETIM | LTTE | Ulster Volunteer Force |
| Fatah | KKK | Weather Underground |

A different terrorist group can be selected based on instructor’s approval. Al Qaeda and Islamic State will not be approved for research papers, as we already examine them extensively in class materials. However, an affiliate group (e.g., AQAP, AQIM, IS-Khorasan, etc.) could be approved.

Second, respond to the following two prompts (papers must answer **both** prompts):

- Describe the leadership of the group you have selected, as well as financial/recruiting support networks, sociological context, strategies, vulnerabilities, and significant attacks or key incidents; and,
- Provide a detailed analysis of whether the group achieved any of its primary objectives through the use of violence.

Additional paper policies

Additional policies for the paper are as follows:

1. Your paper is to have one-inch margins, double-spacing, 12 point font, and a standard typeface (e.g., Times New Roman, Arial, Calibri, etc.).
2. A cover sheet or running head should be included. An abstract is unnecessary.
3. The aim of the paper is to gain practice at building an argument and to learn how to recognize good research. As such, students must provide attribution throughout their paper for each fact, assertion, or argument. Attribution is given with citations and a bibliography. All quotations should be cited, of course, but overly-extensive use of quotes to inflate your word-count will result in a lower grade.

4. You must use scholarly sources (journal articles, academic books, government reports, etc.). The aim of the exercise is to gain practice at original research and to learn how to recognize a good source on which to base an argument.
5. You should use at least **four scholarly sources**. News articles and other sources can be cited, but do not count toward the four academic sources. Political tracts and arguments by non-experts also do not count toward the citation count.
6. Finally, questionable websites and encyclopedias are not permitted for use as references. Generally, questionable websites include anything with a “.com” or a “.org” top level domain. Citing or giving attribution to Wikipedia is expressly forbidden.
7. All citations must use parenthetical citations, in APA format.
8. A full bibliography must also be included at the end of the paper, listing all sources in alphabetical order. The bibliography must be excluded from the word count.
9. Plagiarism, which is defined as claiming the work of others as your own, is totally unacceptable. As well, using the language of another source with only a few word changes is a form of plagiarism, even if you provide a properly cited reference. Attempting to artificially construct a paper by pasting together the words of others, with little or not original writing of your own, is simply another form of plagiarism and will be treated as such. The aim here is for you to generate your own research.

Grades

Course grades are assigned according to the following scale:

| Letter Grade | Percentage |
|--------------|------------|
| A | 93–100% |
| A- | 90–92.9% |
| B+ | 87–89.9% |
| B | 83–86.9% |
| B- | 80–82.9% |
| C+ | 77–79.9% |
| C | 73–76.9% |
| C- | 70–72.0% |
| D+ | 67–69.9% |
| D | 64–66.9% |
| F | 0–63.9% |

Grading Rubrics

All written material submitted for this class are assessed on the following categories:

- **Argument:** Stated in introduction? Convincing? Original?
- **Analysis:** Critical discussion/evaluation of facts? Conclusions logical?
- **Coherence & Structure:** Line of argumentation? Contradictions? Terms used consistently? Logical Structure?
- **Research:** Enough relevant sources? Quality of sources? Primary sources?
- **Language and form:** Grammar/punctuation? Page numbers? Paragraphs? Referencing? Bibliography? Respecting word-count?

Each one of these categories will then be graded according to whether it has:

- **No issues** (-0%);
- **Minor issues** (-3%);
- **Moderate issues** (-5%);
- **Major issues** (-7%); or,
- **Significant issues** (-10%).

Course policies

Classroom courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions, and to do so without awkward confrontations with their fellow students. These distractions include: laptops, cell phones/smartphones, and the like, talking during the lectures (unless recognized by the instructor), reading non-class material, falling asleep, etc. If you use a laptop to take notes during class, turn off the sound and restrain yourself from browsing the internet. If you need a phone for emergency purposes, leave it set to vibrate. Entering and leaving also creates significant distraction. It is your responsibility to be on time and stay for the entire class. In circumstances where you need to leave early, tell the professor beforehand. If you are unavoidably late, please enter the classroom with as minimum a disruption as possible. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, class discussions of issues relating to politics, security strategies, and criminology, especially as they relate to terrorism, can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly.

Scholarly Comments:

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments:

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

Late Assignment Policy

Late submissions will only be tolerated in exceptional cases (such as a medical or family emergency). Without proper documentation, assignments that are submitted late will receive an automatic 10 percent reduction per day. Essays submitted more than 96 hours (4 days) after the deadline will not be accepted and will receive a zero.

Inclement Weather and Other Class Cancellations

If, for any reason, a class is unable to meet as regularly scheduled, the instructor will make that day's lecture slides available on the Blackboard website. Most importantly, even though the class meeting has been canceled, you are still required to do the reading assignment for that class. Keep in mind that even if the class doesn't meet, the assigned materials may still be on the midterm or final exams.

Academic Integrity Policy

Please visit: <https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Policies/Academic-Integrity.aspx>, and familiarize yourself with UMass Lowell Integrity policy. Students should follow accepted ethical and moral standards in their academic work. A violation is subject to administrative dismissal.

Student Disability Services

UMass Lowell is dedicated to assisting students with disabilities by providing sensible accommodations in all courses. Students with documented disabilities should contact the Student Disability Services at: <http://www.uml.edu/studentservices/Disability/default.aspx> or by calling: 978-934-4574.

Course Calendar & Assigned Readings

The following calendar is only a guide. Dates and topics are subject to change. Any changes will be announced in-class well ahead of time. It is your responsibility to keep up to date with any schedule alterations.

Readings marked “**Text**” are found in the textbook(s).

Readings marked “**BB**” are to be found in the Blackboard Learn system.

Readings marked “**Web**” are found on the internet.

Week 1, January 22: Course introduction

- No readings.

Week 1, January 24: Definitions of terrorism

- Ch. 1, “An Introduction to Terrorism: Terms, Definitions, and the Quest for Power.” **Text**.
- Video: Martha Crenshaw, “Definitions of Terrorism.” Online at: <https://stanford.io/2BkxHIB> **Web**.

Week 2, January 29: A brief history of terrorism

- Ch. 2, “Surfing the Historical “Waves” of Terrorism.” **Text**.
- 33 Maps that Explain Terrorism (*from France’s “Reign of Terror” to the Islamic State*). Online at: <https://www.vox.com/2015/12/15/10133138/terrorism-maps> **Web**.

Week 2, January 31: Revolutionary terror (left-wing terror)

- Ch. 11, “Left-Wing Terrorism.” **Text**.
- START: “An Overview of Bombing and Arson Attacks by Environmental and Animal Rights Extremists in the United States, 1995-2010.” Online at: <https://bit.ly/2C02YB3> **Web**.

Week 3, February 5: Reactionary terror (right-wing terror)

- Ch. 12, “Right-Wing Terrorism.” **Text**.
- *Charlottesville Remembered*. Online at: <https://bbc.in/2B0AVAQ> **Web**.

Week 3, February 7: Identity based terror (ethnic terror)

- Ch. 10, “Ethnonationalist/Separatist Terrorism.” **Text.**
- Daniel Byman. 1998. “The Logic of Ethnic Terrorism.” *Studies in Conflict & Terrorism*. 21(2). **BB.**

Week 4, February 12: Identity based terror (religious terror)

- Ch. 13, “Religious Terrorism.” **Text.**

Week 4, February 14: Global Jihadism, part I

- Ch. 14, “Al-Qaeda, Part I: History and Evolution.” **Text.**
- Shadi Hamid and Rashid Dar. “Islamism, Salafism and Jihadism: A Primer.” <https://brook.gs/2mkTk0F> **Web.**

Week 5, February 19: MONDAY SCHEDULE (NO CLASS)

Week 5, February 21: Global Jihadism, part II

- Ch. 15, “Al-Qaeda, Part II: Ideology and Targeting Strategies.” **Text.**
- BBC: “Islamic State and the Crisis in Iraq and Syria in Maps” (March 28, 2018). <http://www.bbc.com/news/world-middle-east-27838034> **Web.**

Week 6, February 26: Motivations

- Ch. 4, “Grievances and Opportunities: An Introduction.” **Text.**
- Benedict Wilkinson, “Do Terrorists Really Think They’re Going to Win?” *BBC News Magazine*, November 25, 2015. Online at: <http://www.bbc.com/news/magazine-34909636> **Web.**

Week 6, February 28: Opportunities

- Ch. 7, “Economic Dimensions.” **Text.**
- Ch. 9, “Political Dimensions.” **Text.**

Week 7, March 5: Organizations

- Ch. 5, “Engagement, Recruitment, and Radicalization.” **Text.**
- Ch. 8, “Financial and Criminal Dimensions.” **Text.**

Week 7, March 7: MIDTERM EXAM

- No readings.

March 11–15: SPRING BREAK (NO CLASS)

Week 8, March 19: Strategies

- Andrew Kydd and Barbara Walter. 2006. “The strategies of terrorism.” *International Security*. 31(1): 29–80. **BB.**

Week 8, March 21: Suicide Terror

- Ch. 17, “Suicide Bombings.” **Text.**
- “The Last Night,” A 4-page handwritten letter with Arabic writing, found in luggage recovered at Logan Airport, Boston, belonging to one of the 9/11 hijackers. Online at: <https://bit.ly/2wo1NpN> **Web.**

Week 9, March 26 & 28: Film

- No readings.
- The professor is at a conference this week. As such, you are to watch an assigned film and then write the 500 word Film Reaction Paper described on the syllabus. The assignment is due by **Sunday, March 31 at 11:59 PM.**

Week 10, April 2: Terror and insurgency

- Insurgency reading packet (with excerpts from the writings of Carl von Clausewitz, T.E. Lawrence, Mao Tse-tung, Che Guevara, Abraham Guillen, and Ayman al-Zawahiri). **BB.**

Week 10, April 4: State terror

- Daniel Byman. 2016. “Death solves all problems: The authoritarian model of counterinsurgency.” *Journal of Strategic Studies* 39(1). BB.
- Bruce Falconer. 2003. “Murder by the State.” *Atlantic Monthly*. **BB.**

Week 11, April 9: State sponsored terrorism

- Daniel Byman and Sarah Kreps. “Agents of destruction? Applying principal-agent analysis to state-sponsored terrorism.” *International Studies Perspectives*. 11(1): 1–18. **BB.**

Week 11, April 11: Counter-terrorism

- Brian Michael Jenkins, “How Do We Know if Security Measures Work Against Terrorists?” *Inside Science Minds*. Available online: <https://www.insidescience.org/news/how-do-we-know-if-security-measures-work-against-terrorists> Web.
- Matthew Kroenig and Barry Pavel. 2012. “How to Deter Terrorism.” *The Washington Quarterly* 35(2): 21–36. **BB.**

Week 12, April 16: How terrorism ends

- Audrey Kurth Cronin. 2006. “How al-Qaida ends: The decline and demise of terrorist groups.” *International Security*. 31(1): 7–48. **BB.**

Week 12, April 18: Is the threat overstated?

- John Mueller. 2005. “Six rather unusual propositions about terrorism.” *Terrorism and Political violence*. 17(4): 487–505. **BB.**
- **Paper due by Sunday, April 21, at 11:59 PM.**

Week 13, April 23: The future of terrorism

- Ch. 20, “The Future of Terrorism.” **Text.**

Week 13, April 25: Simulation

- No readings.

Week 14, April 30: Simulation

- No readings.

Week 14, May 2: Film

- We will watch a film on this day of the class. A question(s) over the film will appear on the final.

This syllabus is a guideline and is subject to change.

Last updated: January 20, 2019