

Fall 2022 - GOV 365T SUICIDE TERRORISM (38065)

Syllabus

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| Tuesdays and Thursdays 8:00 a.m.-9:30 a.m. | MEZ B0.306 |
| Instructor: Ami Pedahzur Pronouns he/him/his Office: MEZ 3.140 | TA: Olgahan Cat Pronouns he/him/his |
| Office Hours: Tuesdays 10 a.m. - 1 p.m. by appointment via Zoom | Office Hours: Wednesdays 2p.m. - 5p.m. on Zoom |
| Phone Number: 512-232-1452 | Phone: 512-506-0624 |
| E-mail: pedahzur@austin.utexas.edu | E-mail: olgahan@utexas.edu |

COURSE DESCRIPTION

Over the last four decades, suicide attacks turned from an obscure phenomenon into a focal theme in the research on terrorism and political violence.

The exhaustive research into the issue has generated hundreds of academic publications and ignited heated debates among scholars.

In this course, we will follow the recent evolution of research in the field by drawing attention to the following topics and the main debates.

Part I - Background and Concepts

We will begin by:

- Defining 'suicide', 'terrorism', and related concepts.
- Tracing the historical roots of suicide attacks.
- Contextualizing recent manifestations of suicide attacks.

Part II - Theories - Group Level Explanations

We will discuss the various theoretical debates within this area of study:

- The roles of culture and religion in facilitating suicide operations.
- Is there a strategic logic behind suicide operations?

- If so, is it complemented by political and organizational logic?

Part III - Theories - Individual Level Explanations

- The debates regarding the individual motivations of suicide attackers.
- We will assess the extent to which economic and societal variables contribute to individuals' decisions to kill themselves as a means of killing others.
- We will evaluate the advances the scholarly community has made in understanding the phenomenon and delineate the questions yet to be answered.

LEARNING OBJECTIVES

- The course builds on theories and methods in the social sciences.
- It will equip you with critical perspectives for analyzing contemporary political issues.
- We will address historical examples and case studies and frame them using relevant concepts and theories.

By the end of the course, you will be able to:

- Identify and explain the phenomena of terrorism and suicide terrorism in the contexts of political violence and warfare.
- Analyze political events through different theoretical prisms and levels of analysis.
- Evaluate debates among scholars who represent different theoretical perspectives.

REQUIRED MATERIALS

We will read articles from academic journals and magazines, we will also watch documentaries and films. You will find all the materials on Canvas.

FORMAT AND PROCEDURES

The class meets in person twice a week for 75-minute sessions.

You can expect to spend 2-3 hours reading or watching for every hour of class.

I will provide you with guiding questions for your readings.

HOW TO SUCCEED IN THIS COURSE

Your success in this class is important.

If there are aspects of this course that prevent you from learning or exclude you, please let us know as soon as possible.

We want to reward hard work and dedication.

Together we will develop strategies to meet both your needs and the requirements of the course.

I also encourage you to reach out to the student resources available through UT.

DIVERSITY, EQUITY, AND INCLUSION

I intend that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength, and benefit to all students. Please come to me at any time with any concerns.

DISABILITY & ACCESS (D&A)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law.

Please let me know if you experience any barriers to learning so I can work with you to ensure you have an equal opportunity to participate fully in this course.

If you are a student with a disability or think you may have a disability and need accommodations, please contact Disability & Access (D&A).

Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>.

If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

COURSE OUTLINE

All instructions, assignments, readings, rubrics, and essential information will be on the Canvas website at utexas.instructure.com.

Check Canvas regularly.

Changes to the schedule may be made at my discretion if circumstances require.

I will announce any such changes in class and communicate them via a Canvas announcement.

It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Evaluate debates among scholars who represent different theoretical perspectives.

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COURSE PLAN

| Date | Class Topic |
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| August 23 | Class 1 - Introduction |
| August 25 | Class 2 - Suicide and Terrorism |
| August 30 | Class 3 - History |

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| September 1 | Class 4 - Radicalism, Terrorism, Media |
| September 6 | Class 5 - Culture Wars |
| September 8 | Class 6 - Group Level Analysis |
| September 13 | Class 7 - Warfare |
| September 15 | Class 8 - Warfare - Critique |
| September 20 | Class 9 - Strategic Logic |
| September 22 | Class 10 - Strategic Logic - Critique |
| September 27 | Class 11 - Political Logic |
| September 29 | Class 12 - Political Logic - Critique |
| October 4 | Class 13 - Testing the Theories |
| October 6 | Class 14 - Quiz 1 |
| October 11 | Class 15 - Individual Level Explanations |
| October 13 | Class 16 - Psychological Explanations |
| October 18 | Class 17 - Social Networks Analysis |
| October 20 | Class 18 - Sociological Explanations |
| October 25 | Class 19 - Econometrical Explanations |
| October 27 | Class 20 - Testing the Theories |
| November 1 | Class 21 - Quiz 2 |
| November 3 | Class 22 - The New Theater of Terror |
| November 8 | Class 23 - Research on Terrorism I |
| November 10 | Class 24 - Research on Terrorism II |
| November 15 | Class 25 - Paradise now I |
| November 17 | Class 26 - Paradise now II |
| November 22 | Fall break / Thanksgiving |

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| November 24 | Fall break / Thanksgiving |
| November 29 | Class 27 - Quiz 3 |
| December 1 | Class 28 - Conclusions |

READINGS

| Due | Reading |
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| August 30 | 📄 Taylor, D. and Gautron, Y. (2015). Pre-Modern Terrorism: The Cases of the Sicarii and the Assassins. In <i>The Routledge History of Terrorism</i> 42–59. Routledge. |
| September 1 | 📄 Weimann, G. (2022). When the Theatre of Terror Emerged. <i>Israel Affairs</i> 28(4): 553–72. |
| September 6 | 🎥 Hufnail, Mark. (2002). Inside Islam. |
| September 13 | 📄 Horowitz, M. C. (2010). Nonstate Actors and the Diffusion of Innovations: The Case of Suicide Terrorism. <i>International Organization</i> 64(1): 33–64. |
| September 15 | 📄 Gilli, A., & Gilli, M. (2014). The Spread of Military Innovations: Adoption Capacity Theory, Tactical Incentives, and the Case of Suicide Terrorism. <i>Security Studies</i> 23(3): 513–547 |
| September 20 | 📄 Pape, R. A. (2003). The Strategic Logic of Suicide Terrorism. <i>American Political Science Review</i> 97(3): 343–361. |
| September 22 | 📄 Moghadam, A. (2006). Suicide Terrorism, Occupation, and the Globalization of Martyrdom: A Critique of Dying to Win. <i>Studies in Conflict and Terrorism</i> 29(8): 707–729. |
| September 27 | 📄 Bloom, M. M. (2004). Palestinian Suicide Bombing: Public Support, Market Share, and Outbidding. <i>Political Science Quarterly</i> 119(1): 61–88. |
| September 29 | 📄 Brym, R. J., & Araji, B. (2008). Palestinian Suicide Bombing Revisited: A Critique of the Outbidding Thesis. <i>Political Science Quarterly</i> 123(3): 485–500. |
| October 4 | 📄 Horowitz, M. C. (2015). The Rise and Spread of Suicide Bombing. <i>Annual Review of Political Science</i> 18(1): 69–84. |

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| October 13 | █ Victoroff, J. (2005). The Mind of the Terrorist: A Review and Critique of Psychological Approaches. <i>The Journal of Conflict Resolution</i> 49(1): 3–42. |
| October 18 | █ Koopmans, R. (2015). Religious Fundamentalism and Hostility against Out-Groups: A Comparison of Muslims and Christians in Western Europe. <i>Journal of Ethnic and Migration Studies</i> 41 (1): 33–57. |
| October 20 | █ Gambetta, D., & Hertog, S. (2009). Why are there so many Engineers among Islamic Radicals? <i>European Journal of Sociology</i> 50(2): 201–230. |
| October 25 | █ Krueger, A. B., & Maleckova, J. (2003) Education, Poverty, and Terrorism: Is There a Causal Connection? <i>The Journal of Economic Perspectives</i> 17(4): 119–144. |
| November 3 | █ Zeitzoff, T. (2017). “How Social Media Is Changing Conflict.” <i>The Journal of Conflict Resolution</i> |

GRADING POLICY

Flexibility is built into the assignments to support your success in this course.

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| A | 100% to 94% |
| A- | < 94% to 90% |
| B+ | < 90% to 87% |
| B | < 87% to 84% |
| B- | < 84% to 80% |
| C+ | < 80% to 77% |
| C | < 77% to 74% |
| C- | < 74% to 70% |
| D+ | < 70% to 67% |
| D | < 67% to 64% |
| D- | < 64% to 61% |

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| F | < 61% to 0% |
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ASSIGNMENTS

This course requires **active participation (10% of the final grade)**, which is crucial to your success in becoming a critical thinker. The more you put into it, the more you will get out of it.

Active participation includes being prepared to discuss readings, assignments, and concepts, engaging yourself in activities and discussions, and putting your best effort into formal and informal assignments.

3 Open-book quizzes (**30% of the final grade each**).

All instructions, readings, and essential information will be on the canvas website.

Check this site daily and use it to engage with your peers and with me.

I may make changes to the schedule if circumstances require it.

LATE WORK AND ABSENCES

I will handle late work on a case-by-case basis.

The only absences that will be considered excused are health-related issues, religious holidays, and extenuating circumstances due to an emergency.

OTHER ISSUES

If there are particular circumstances relating to your performance in this class that I should be aware of, please come and talk to me as close to the beginning of the semester as possible (or as problems arise).

CLASSROOM EXPECTATIONS

This course is a safe place to explore controversial issues, ideas, and arguments.

Respect for fellow students is mandatory to keep this class safe for exploring multiple perspectives, especially if you disagree.

Please read the policies of UT as they appear in the Catalog (app 11; app 13) and the Handbook of Operating Procedures 9-1810.

By participating in the class, you express your understanding of and consent to these regulations.

Students must not record activity in classrooms by any means without my written permission.

Authorized recordings must be used only by the student who received my consent during the semester the student is enrolled in the class.

Also, an authorized student-initiated recording must not be made available to anyone else in any fashion; this includes but is not limited to posting online or through other media.

Course Policies and Disclosures

Academic Integrity Expectations

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

[Also, for the types of assignments in your syllabus, include individual policies relating to collaboration and plagiarism. [Student Conduct and Academic integrity](#) in the Office of the Dean of Students reports that students often claim they were unaware of academic integrity expectations because they were not outlined in the syllabus.]

Confidentiality of Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Getting Help with Technology

Students needing help with technology in this course should contact the [ITS Service Desk](#) or [insert contact information for your local support unit(s) and for course materials, software, hardware, or other technology used in your course].

Content Warning

Our classroom provides an open space for the critical and civil exchange of ideas.

Some readings and content in this course will include topics that some students may find offensive and/or traumatizing.

I'll aim to forewarn students about potentially disturbing content, and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support.

UT maintains the [UT Outpost](#), which is a free on-campus food pantry and career closet.

Furthermore, if you are comfortable notifying me, please do so, as I may have additional resources I can share.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials,

review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor.

Unauthorized sharing of materials promotes cheating.

The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students.

These reports can result in sanctions, including failure of the course.

Religious Holy Days

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day.

If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Names and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities.

Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do so [here](#).

I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc).

Please advise me of any changes early in the semester so that I may make appropriate updates to my records.

For instructions on how to add your pronouns to Canvas, visit [this site](#).

More resources are available on the Gender and Sexuality Center's website, www.utgsc.org.

University Resources for Students

Disability & Access (D&A)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have an equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A).

Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515.

University Health Services (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332)."

Student Emergency Services (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations.

Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to a crisis or an emergency, you can work with Student Emergency Services.

SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050.

Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

Classroom safety and covid-19

For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness.

The university will continue to provide rapid antigen self-test kits at [distribution sites](#) throughout campus. Students can receive up to four tests at a time.

The university will provide [symptomatic COVID-19 testing](#) on campus for all students, faculty and staff.

UHS maintains up-to-date resources on COVID, which can be found here:

[COVID-19 Information and Resources](#)

[COVID-19 Exposure Action Chart](#)

Carrying of Handguns on Campus

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin.

Students in this class should be aware of the following university policies:

Students in this class with a license to carry are asked to [review the university policy regarding campus carry](#).

Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.

It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

Title IX Disclosure

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence, and stalking that is disclosed to them.

Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, one-on-one conversations, or third-party reports) must report it.

Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information to the Title IX Coordinator.

If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email supportandresources@austin.utexas.edu.

For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Education Code, Section 51.252.

The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support all impacted by a Title IX incident.

Campus Safety

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

Students should sign up for Campus Emergency Text Alerts at the page linked above.

Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or the Fire Prevention Services office.

For more information, please visit [emergency preparedness](#).

