International Terrorism

The Terrorism Problem. Following the mass casualty attacks on American soil by the Islamic extremist group, al Qaeda, who transformed aircraft into missiles to hit their targets in New York City and Washington D.C. on September 11, 2001—a day that will live in infamy—a ‘global war on terror,’ led by the United States, unfolded across the world. Terrorism became a top priority on the foreign policy agenda of many countries and continues to be regarded as a central national and international security issue. This form of violence is a political tool of power, force and influence designed to demonstrate societal vulnerability and heighten insecurity among ordinary citizens and government elites alike in order to bring about social change. Combating terrorism is not easy, but battling against an indefinite, ill-defined threat from shadowy small cells of individuals dedicated to violence often seems unjustifiable or even mindless.

Various terror tactics such as piracy and execution were employed by states and non-state groups in the past, but the modern era, roughly the last half of the twentieth century and beyond, is notable both for the expanded use of terrorism by political groups and the increasing lethality associated with individual terrorist acts. Today, there is heightened awareness of the threat posed by these events. Many governments are reviewing and redesigning policy options to deal with the problem. For the moment, terrorism has become an enduring feature of the global environment. The use of suicide bombings and transportation bombings (with explosives placed in cars, on buses, subway and commuter trains) and domestic, or homegrown terrorism cells is troubling to law enforcement.

What is Terrorism? Over the last century, the term terrorism has been applied most often to the illegal use of violence aimed at governments—directly or indirectly—in an attempt to influence policy or to topple an existing regime. Terrorist acts are designed to create widespread fear across an audience far beyond their immediate victims in order to weaken the general sense of security in society, and to mobilize publics and pressure leaders to change. Historically, terrorism has been practiced by political organizations on the right and on the left, used by nationalist and religious groups, by revolutionaries, and by state institutions including military forces and intelligence services. Numerous definitions of terrorism have been proposed. Many are confusing and controversial owing to the value-laden basis of the concept and its intense stigma.

Course Objectives: This is an introductory course designed for students with no academic background in the subject to help you: (1) understand terrorism: its definitions, causes, and strategies; (2) analyze who becomes a terrorist; (3) separate truth from fiction with respect to the causes and consequences of terrorism; and (4) appreciate the need for further investigation to learn about terrorists strategies and the relationship to counterterrorism policy.

Course Format: We will examine terrorism from several points of view: definitional disputes, political and social causes, the psychology of individuals who commit terrorist violence; terrorist
organizations; lone-wolf terrorism; techniques of terrorism and discuss counter terrorism policies, concluding with the current conflict atmosphere: an assessment of GWOT and the terrorist threat posed by ISIS. Seminar sessions combine lecture with class discussion.

**Course Readings:**

There is a significant amount of required reading for the course, and you are expected to complete all of it on time. Please note that sections of articles or books are often assigned; note the assigned pages before reading sections that are not required. This course will teach you how to read actively for argument and evidence, rather than passively allowing the readings to wash over you. This approach will shorten the time you spend on reading while improving your understanding and retention of relevant information. Be prepared to discuss the main arguments and evidence of each required reading during class discussion. Please note that readings are subject to change, but this is rare and advance notification will be given. I recommend additional readings that you may consult for additional background, insight, and reference. You will not be tested on the recommended readings, but they will help you flesh out your knowledge in any area in which you have a particular interest. All required readings for the course are either in your purchased books or are available online in the course blackboard site, the Library, or in the Library’s Electronic Journals database. Students should immediately familiarize themselves with the mechanics involved.

**Required books**

   ISBN-10: 0198746962
   ISBN-10: 0199981728
   ISBN: 9781940503066
   ISBN: 97806911138756
   ISBN: 9781594518225
   ISBN: 9780520249745

**Articles:**

Selected from recent issues of the following journals: *Terrorism and Political Violence; Studies in Conflict and Terrorism;* and *Perspectives on Terrorism*. (download articles from University Library website).

**Recommended Books**


**Course Expectations:**

Please read the assigned materials before each class meeting. On average, the weekly workload spread over the entire semester is about 10 hours outside class time. Kindly disengage cell phones and close laptop computers during class sessions.

**Course Assignments:**

1. **An Essay on the movie “Battle of Algiers.”** Describe the causes and solutions to terrorism portrayed in the movie in the context of the cleverness and mistakes of the French government and the Algerian FLN. **Specs:** maximum 6 pp. (double space, 12 point, Times New Roman font, 1 inch margins) (15% grade contribution, due on blackboard and discussed in class).

2. **Reading Summaries** of what is known, and what is unknown (what questions remain) about (1) Terrorist Organizations, (2) Lone Wolf Terrorism, (3) Current Terrorism Threats, (4) Counterterrorism, (5) Negotiating with Terrorists, (6) based on the materials assigned for each of the 9 topics. **Specs:** max 3 pages each (double space, 12 point, Times New Roman font, 1 inch margins). (45% total grade contribution--5% for each summary—due on blackboard and discussed in class).

3. **Group Research Presentation on a Technique of Terrorism** (assassination, hostage-taking, transportation bombing, suicide bombing, or cyber attacks) accompanied by a bibliography. Students will be divided into 5 groups, each focused on one particular technique. The presentations should include (1) a description of the technique, (2) when used (examples), (3) organizations using it, (4) its implementation effects, and (5) trends in usage. **Specs:** 25 minutes for each presentation. Font size 36+ for slide titles; 22+ bullet points, (avoid extensive text), nothing below font 18. Select easy read color combinations. (15% grade contribution, due and discussed in class on TBA).

4. **Review and Assessment of a Counterterrorism Policy Proposal** described in “Denying the Link between Islamic Ideology and Jihadist Terrorism: ‘Political Correctness’ and the Undermining of Counterterrorism,” by Jeffrey M. Bale, Perspectives on Terrorism, Vol. 7, Issue 5 (October, 2013) and “One Hundred Years of Jihad in Australia,” by Mark Durie, Middle East Forum, online (January, 2015). The review should (1) describe the main argument, (2) evaluate the logic and evidence for the proposed policy, (3) analyze possible consequences, and (4) provide an overall assessment of the perspective, specifically why it would be wise or unwise for any Western country to adopt. **Specs:** maximum 12 pp. (double space, 12 point, Times New Roman font, 1 inch margins). (20% grade contribution, due on blackboard by 5:00 p.m. May 5)
5. **Class participation:** You must complete all assigned written and oral work in order to pass the seminar. Any student found guilty of plagiarism will fail the seminar. Students who participate regularly during our class discussions will receive *extra credit*—meaning that if you find yourself between two grades at the end of the semester, you will receive the higher grade.

**Grading Criteria:** Everyone should perform at a good level, so distinctions are made only for very top grades:

- **A**  high level performance showing excellent reasoning, insightful analytic ability presented clearly and precisely.
- **A-** Very close, but not quite A level specification.
- **B+** Sound thinking, good reasoning, not insightful or as clearly expressed as in A-level work.
- **B**  Sound thinking, moderately good reasoning, not insightful, may lack argument or clarity of expression
- **B-**  Inadequate or insufficient reasoning or expression.

**Academic Dishonesty**
The UT Tyler community regards cheating as an extremely serious matter and deals severely with those who violate the standards of academic integrity.

Examples of academic dishonesty include (but are not limited to):

- Copying from another person’s test paper
- During a test, possession of materials not authorized by the person administering the test
- Discussing the contents of an examination with another student who will take the examination or the divulging of examination contents to another when an instructor has allowed the exam to be kept by the student
- Working with others in taking tests or preparing academic assignments when not authorized by the course instructor
- Obtaining by any means another person’s work and submitting that work as one’s own. This included the downloading of academic papers or the purchase of papers written by others.

**University Policies**
If a student is suspected of academic dishonesty, the classroom instructor may ask the student to meet with him or her to discuss the incident. A student may admit to allegations of academic dishonesty, waive the right to a hearing and accept penalties imposed by the instructor. The student may also deny all allegations and ask to see the Dean of Student Affairs. An accused student may accept the decision of the Dean of Student Affairs or ask for a hearing before an impartial hearing officer appointed by the university. Witnesses may be called and evidence presented. The hearing officer will consider all evidence and make a decision. The decision of the hearing officer may be
appealed to the President by either the student or the Dean of Student Affairs. For a discussion of possible penalties, please see the Guide to Student Conduct and Discipline.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.
Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Weekly Schedule
Week 1: (January 21)
   Topic: What is Terrorism?
   Reading: (read after class)
       1. Forest, James J.F. 2012. THE TERRORISM LECTURES, Chapters 1-3
   Viewing: (during class)

Week 2: (January 28)
Topic: Causes of Terrorism
Reading: (read before class)
1. Forest, James J.F. 2012. THE TERRORISM LECTURES, Chapters 4-9
2. Krueger, Alan. 2007. WHAT MAKES A TERRORIST, Chapters 2-3
Discussion (during class)
Essays on “The Battle of Algiers”

Week 3: (February 4)
Topic: Terrorist Organizations
Reading: (read before class)
1. Forest, James J.F. 2012. THE TERRORISM LECTURES, Chapters 10-15
First Reading Summary due online and discussed in class

Week 4: (February 11)
Topic: Becoming a Terrorist
Reading: (read before class)

Week 5: (February 18)
Topic: Lone Wolf Terrorism
Reading: (read before class)
Second Reading Summary due and discussed

Week 6: (February 25)
Topic: Techniques of Terrorism
Reading: (read before class)
1. Forest, James J.F. 2012. THE TERRORISM LECTURES, Chapters 16-18
Presentations (during class) Power Point slides on assassination, hostage-taking, transportation bombing, suicide bombing, and cyber attacks.

Week 7: (March 3)
Topic: Current Terrorism Threats
Readings: (read before class)

Third Reading Summary due and discussed

SPRING BREAK: (MARCH 7-11)

Week 8: (March 17)
Topic: Counter Terrorism
Reading: (read before class)

Fourth Reading Summary due on blackboard and discussed in class

Week 9: (March 24)
Topic: Negotiate with Terrorists?
Reading (read before class)
1. Feste, Karen. 2010. Terminate Terrorism. ENTIRE.

Fifth Reading Summary due on blackboard and discussed in class

Week 10: (March 31)
Topic: Accountability for Killing: “The Scope and Scale of Collateral Damage”
Reading: (read before class)

Sixth Reading Summary due on blackboard and discussed in class
Student Presentations

Week 11: (April 7)
Topic: Accountability for Killing: “Primary Moral Responsibility”
Reading (read before class)

Seventh Reading Summary due on blackboard and discussed in class
Student Presentations
Week 12: (April 14)
   Reading (read before class)

   Student Presentations

Week 13: (April 21)
   Topic: Islamic State
   Reading: (read before class)

   Eighth Reading Summary due on blackboard and discussed in class
   Student Presentations

Week 14: (April 28)
   Topic: Islamic State
   Reading (read before class)

   Ninth Reading Summary due on blackboard and discussed in class
   Student Presentations

Week 15: (May 5)
   Exams (While there will not be an official exam, I reserve this time for possible student presentations so plan on being here).
   Student Presentations