

GOV 360S: Terrorism and Counterterrorism, Fall 2020

Department of Government, University of Texas at Austin

DRAFT: November 10, 2020

1 Instructor Information

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Class Location: MEZ 1.306

Office Hours: Tu 9:30–12:30

Office hours signup: [\[Sign up link\]](#)Findley Zoom link: [\[Zoom link here\]](#)

TA: Jeremy Nicot-Cartsonis

TA Office Hours: Tu 10–11:30, Fri 9–10:30

TA office hours signup: [\[Link here\]](#)TA Zoom link: [\[Zoom link here\]](#)

TA Zoom link Mtg ID: 737 710 203

2 Course Overview, Format, and Objectives

This course introduces the topic of terrorism and addresses the core ideas in scholarly studies of terrorism. We examine in detail the primary causes of terrorist acts committed both by dissidents and governments as well as counterterrorist measures taken by states and international organizations. We also focus on common misunderstandings of terrorism, such as the idea that terrorism is a group ideology or group characteristic rather than a political act. Further, we move beyond a narrow focus on Islamic terrorism, which seems to dominate the public discourse, and consider many varieties of terrorism over time and throughout the world.

The course will enable students to develop an understanding of what terrorism is, what its causes are, and how it can be addressed. In addition to considering various theoretical approaches, we will discuss a number of instances of terrorist acts and campaigns. These activities and assignments should help you (1) gain a knowledge of countries and patterns of violence, theoretically and factually, (2) write professional research papers, (3) communicate effectively in oral presentations, and (4) think critically, analytically, and synthetically.

I hope that our sessions will be engaging, informative, and participatory. I eschew a strict lecture format and hope we will be able to engage in a variety of activities including lectures, personal writing exercises, partner and group work, class discussions, video clips, demonstrations, problem-solving activities, and other critical thinking exercises. With the unique challenges posed by COVID-19, we will need to be flexible and adjust as needed. I value and will solicit your input on class activities both at the beginning of the semester as well as around midterm. I will make every reasonable effort to incorporate these ideas in the classroom.

3 Requirements

3.1 Required Readings

One book is required for purchase, but other articles will be placed on Canvas and you will also be responsible for them. Please note that I will alter the readings from time to time including adding, dropping, and reorganizing. I will give you advance notice when this is to take place.

- Martin, Gus. 2017. *Understanding Terrorism: Challenges, Perspectives, and Issues*. 6th ed. Thousand Oaks, CA: Sage Publications.

You should also plan to follow world news on a regular basis by reading, for examples, the *BBC* or *New York Times*.

Below are a bunch of films you might consider watching.

- Motorcycle Diaries - Dramatic depiction of Che Guevara's early life
- Battle of Algiers - Classic film about terrorism/insurgency. Actors were actual militants.
- Four Days in September - Brazilian film about the kidnapping of the US Ambassador in the 1970s
- Baader Meinhof Complex - Dramatic depiction of the famous German terrorist organization
- To Die in Jerusalem - intimate portrait of two teenagers and two families destroyed by a suicide bombing in Jerusalem
- Meeting Resistance - a unique inside account of the Iraqi insurgency
- The Siege - movie from the 1990s that predicted a 9/11 style attack in the US
- Son of Al-Qaeda - Frontline interview with a former child of a high-ranking Al-Qaeda member
- Cult of the Suicide Bomber II More Robert Baer interviews with participants in the process
- Inside the Mind of a Suicide Bomber - History channel documentary on suicide bombers
- American History X - story of brothers in California that go in and out of the skin head life
- KKK: A Secret History - History Channel Documentary on the longest running US terrorist organization.
- Arlington Road - A story of a terrorism professor who becomes neighbors with a domestic extremist
- Age of Rage - documentary surrounding the 2017 events in Charlottesville
- Behind the mask - a film about the Animal Liberation Front
- Guerrilla: The Taking of Patty Hearst - Inside account of the SLA who famously kidnapped a young heiress who later joined them in their struggle against the US government
- Your Mommy Kills Animals - Portrait of violent animal rights activists
- Weather Underground - interviews with the most notorious militant leftists in the US in the 1970s
- If a Tree Falls - Oscar winning documentary about the Earth Liberation Front
- The Naked Truth - documentary about American foreign fighters who join the Kurdish militia to fight ISIS
- Inside the insurgency - Frontline documentary on the insurgency in during the second Iraq war
- Only the Dead - documentary of the second Iraq war through the birth of ISIS
- In the Name of the Father - based on true events, British forces arrest a man from Northern Ireland for terrorist offenses as he struggles to reveal the truth

3.2 Attendance and Participation

Attendance and participation are worth 15% of your grade. The pop quizzes are worth another 15% of your grade. With COVID-19 considerations, attendance and participation may be tracked through in person attendance or viewing of the lecture videos.

I expect all students to attend class regularly. On many days, we will spend a few minutes writing about various topics from the text or lecture. Frequently, you will hand in these writings for credit. These writing activities will enable us to think critically and they will also guide some of our discussion. On other days, we will have pop quizzes on the readings. I also encourage you to ask questions and make germane comments *at any time* during class. Furthermore, finish the assigned readings *by the date* they appear in the syllabus. Read critically and be prepared to comment on the readings in class.

3.3 Assignment

Students are required to complete one writing assignment. The TA and I are happy to provide initial feedback on the direction of the paper if you get it to us far enough in advance. If you turn in any rough draft less than a week in advance, we will most likely not look at it.

For this assignment, you need to conduct some research on current trends in terrorism. To do this, you need to use a data set and do some very basic data analysis on global terrorism. I will post the data set on Canvas. For the assignment, you need to obtain the following information from the data:

1. How is terrorism defined and measured in the data set?
2. How many terrorist events are there (total) in each data set?
3. Which country (countries) have the fewest events; which have the most; and what is the average?
4. What is the average number of deaths in a terrorist event?
5. What is the most common terrorist target?

Once you obtain these specific pieces of information, then I would like you to learn three other trends or spatial comparisons about terrorism in the world. You should choose other trends or comparisons yourself, so long as they are not isolated facts. To reiterate, the trends/comparisons need to aggregate across the data in some meaningful.

Please write a 7 page (max; double-spaced) paper that reports the results of your data searches both in brief tables as well as in the text. You should talk about each result and discuss what you thought about the trend prior to seeing the data, what your impressions are now that you have examined the trends, and why you think the trend exists. Finally, please identify three possible *causal* research questions that you could address with this dataset.

The assignment is worth 15% of your final grade and is due on Nov 5.

3.4 Exams

The midterm and final exams account for 55% of your final grade (25% for the midterm and 30% for the final). Both exams will consist of multiple choice and short and long essays. Closer to the exam dates, I will hand out more detailed information about preparing for, and taking, the exams.

3.5 Schedule of Important Dates

Date	Assignment	Time	% of Grade
9/3	Email about syllabus		Req.
10/8	Midterm Exam	TBA	25%
11/5	Writing Assignment	Canvas	15%
TBA	Final Exam	TBA	30%
	Attendance/Participation	Class	15%
	Pop Quizzes	Class	15%

4 Course Policies

4.1 Make-up Exams and Assignment

No make-up exams or quizzes will be given unless either prior consent is obtained from the instructor or a valid excuse is obtained according to university guidelines. I will consent to give makeup exams only in the case of a documented emergency or some other commensurate event.

Papers arriving late (i.e., later than 5 minutes into the class period) will be subject to a 1/3 grade reduction. For each successive late day, your grade will be reduced by 1/3 each day (i.e., an A will be lowered to an A- on the first day late, an A- to a B+ on the second day late, and so on).

4.2 Assignment of Grades

Grades are assigned on the following scale: A = 94–100; A- = 90–93; B+ = 87–89; B = 84–86; B- = 80–83;...F = 63 or lower. If you have a complaint about how your exam (or paper) was graded, I am happy to take a second look. You must type a formal appeal addressing the problem and explain clearly what you originally wrote, why you wrote it, and how you think your original response correctly answered the original question. Additionally, you must turn in the original exam (or paper) along with your typed appeal.

4.3 Online Resources

The syllabus, all grades, paper topics, lecture outlines, and more will be posted on Canvas. Although the lecture outlines will be posted here, do not assume that this exempts you from taking notes in class. The outlines will facilitate your note taking, but will not provide sufficient detail from which to study for exams.

4.4 Academic Integrity

UT students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are expected not only to be honest but also to assist other students in fulfilling their commitment to be honest.

While students should make a general commitment to proper academic conduct, there are still specific skills most students need to master over time in order to correctly cite sources, especially in the age of the internet, as well as deal with the stress and strain of college life without resorting

to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers.

Writing submitted for credit at UT must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit a writing lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current *Harbrace College Handbook*, the *MLA Handbook*, and James D. Lester's *Writing Research Papers*.

Please also see the University Honor Code site for more information at:
<http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>.

4.5 Classroom Civility

Regrettably, a handful of students occasionally demonstrate insensitivity to other students and to instructors by disrupting classes unnecessarily. Arriving late for class, reading newspapers in class, packing up bags prior to the end of class, and cell phone use are all disruptive activities.

Browsing the internet, checking email, and playing games on laptops are also inappropriate in class because you should be listening and participating. Certainly, taking notes on a laptop is appropriate, but do not waste your time or mine by getting distracted by other activities on the web. In calculating the attendance and participation grades I will take into account whether you spent your time engaged in the discussion/lecture or whether you were distracted with other activities.

Moreover, I will not tolerate incivility of one opinion to another. It is exciting and healthy to exchange a diversity of opinions, but in no case should anyone demean another because of his or her viewpoint. If you have any questions about what classroom civility entails, please contact me.

4.6 Syllabus

Each of you needs to email the TA by September 3 to let us know that you have read through the syllabus and that you understand all that is required of you. Also, readings for this course may be changed on an ad hoc basis. For the most part this will not happen, but if so, I will give as much notice as possible. I will likely assign short conflict summaries on a regular basis so that we can discuss specific civil wars in class.

4.7 Health

Every student must wear a cloth face-covering properly in class and in all campus buildings at all times.

Students are encouraged to participate in documented daily symptom screening. This means that each class day in which on-campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day

to Canvas. Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.

COVID Caveats: To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to University Health Services, and faculty and staff report to the HealthPoint Occupational Health Program (OHP) as soon as possible. Please see this link to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this University Health Services link.

Information regarding safety protocols with and without symptoms can be found here.

4.8 Sharing of Course Materials

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 unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am 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 in the course.

4.9 Class Recordings

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.

4.10 Other Policies

Access: The University of Texas at Austin is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to 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.

Emergencies: Please also see the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>. 1. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. 2. 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. 3. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. 4. In the event of an evacuation, follow the instruction

of faculty or class instructors. 5. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. 6. Behavior Concerns Advice Line (BCAL): 512-232-5050. 7. Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.

Family: I am not aware of an official university policy on children in the classroom. The following is an attempt to insure family friendliness while also maintaining a proper learning environment. [I borrowed heavily and adapted these policies from Melissa Cheyney's syllabus. Link here] 1. All exclusively breastfeeding babies are welcome in class as often as is necessary. 2. For older children and babies, unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. 3. I ask that all students work to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. 4. In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for others' students, you may step outside until their need has been met. For my part, I will work with you should you need to step out so that you can remain caught up. 5. Finally, often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. While I maintain the same high expectations for all students in my class regardless of parenting status, I am happy to problem-solve with you in a way that helps you feel supported as you strive for school-parenting balance.

Sensitive Content: This is a course about violence, so the content and discussion will necessarily engage with sensitive material in each class session, all the readings, and in the assignments. Those topics may include the following: violence, kidnapping and abduction, sexual assault, abuse, racism, ethnic discrimination, religious discrimination, and terrorism. Much of the material is emotionally and intellectually challenging to engage with. Some content may be particularly sensitive, including the films, *Soldiers in the Army of God* and *Paradise Now*. Because I am not a mental health professional I do not understand all possible conditions that could be triggered, so if I need to be aware of any personal circumstances, please stop by and let me know or provide an SSD accommodations letter and I will be happy to adjust as possible. To the full extent possible, I will provide alternative readings, assignments, or discussion opportunities to adequately accommodate. More generally, I will do my best to make space for thoughtful, respectful, and meaningful discussion of difficult content each class session, while balancing the weightiness of the topics, including when possible advance notice of material that is more sensitive than usual for a course on violence. Students with concerns related to these topics may wish and are encouraged to consult the UT Counseling and Mental Health Center: <https://cmhc.utexas.edu>, or another organization that provides suitable support. (Some of this material adapted from <https://sites.lsa.umich.edu/inclusive-teaching/>).

5 Tentative Course and Reading Schedule

The following schedule is tentative and and is subject to change with advanced notice.

5.1 Aug 27: Syllabus and Introduction

5.2 Sept 1, 3: Defining / Conceptualizing Terrorism

- Martin: 1–8; Chp 2

- Hoffman: 1–3; 20–41 (Canvas)
- Schmid & Jongman 2008: 1–38 (skim)
- Young 2016
- Huff and Kertzer, 2018
- Definition simulation

5.3 Sept 8: History of Terrorism

- Martin: Pg 8–19
- Hoffman: 3–20; 43–80 (Canvas)
- Rapaport 2004: 46–73

5.4 Sept 10, 15, 17: Rational, Psychological, Sociological, Biological Theories

- Martin: Chp 3
- Kydd and Walter, 2006: 49–79
- Thayer and Hudson, 2010: 37–62
- Victoroff 2005: 3–42
- McCauley and Moskalenko, 2008
- “A Most American Terrorist: The Making of Dylann Roof” ([Link here](#))
- “The Jihadist Next Door.” ([Link here](#))
- “Jahar’s World.” ([Link here](#))

5.5 Sept 22, 24: Specific Causes of Terrorism (Democracy, Poverty, Security)

- Martin: Chp 5
- Crenshaw 1981: 379–399
- Findley and Young, 2011a: 357–378
- Piazza, 2011.
- Eubank and Weinberg 2001: 155–164
- Chenoweth 2013: 355–378

5.6 Sept 29, Oct 1: Rightist/Reactionary & Leftist/Revolutionary Terrorism

- Martin: Chp 7
- Schonteich, 2004: 757–776
- Durham, 2003: 96–111
- Crenshaw, 1972: 383–396
- McClintock, 1984: 48–84

5.7 Oct 6: Film

- *Soldiers in the Army of God*

5.8 Oct 8: Midterm Exam**5.9 Oct 13, 15: Religious & Nationalist Terrorism**

- Martin: Chp 6
- Byman, 1998: 149–169
- “Using the Qur’an to Justify Terrorist Violence.” ([Link here](#))

5.10 Oct 20: State (-Sponsored) Terrorism

- Martin: Chp 4
- Piazza and Walsh, 2010: 551–577 (skim)
- Piazza 2020

5.11 Oct 22: Wars and International Terrorism

- Martin: Chp 8
- Sambanis, 2008: 1–49 (skim)
- Merari, 1993: 213–251 (skim)
- Findley and Young, 2012
- Milton, Spencer, Findley, 2013
- Marineau, et al, 2020

5.12 Oct 27, 29: Organization, Tactics, and Targets

- Martin: Chp 10
- Fortna, 2015. (skim)
- Horowitz, 2010: 33–64 (skim)
- Bloom, 2005: 76–100 (skim)
- Sanderson, 2004: 49–61 (skim)
- Voices of Terror (Canvas):
 - Qutb, Sayed, “Jihad in the Cause of God”, p. 394–397.
 - Bin Laden, Osama. “Jihad Against the Jews and Crusaders”, p. 410–412.
 - Azzam, Sheikh Abdullah Yusuf Azzam. “A Short Biography”, p. 420–425.
 - Zawahiri, Ayman Al. “Knights Under the Prophet’s Banner”, p.426–433.
 - Hamas, “The Covenant” p. 434–438.

5.13 Nov 3, 5: Hostage Crisis Simulation

- Writing assignment due Nov 5

5.14 Nov 10: Gendered Terrorism

- Martin: Chp 9

5.15 Nov 12: Terrorism and the Media

- Martin: Chp 11

5.16 Nov 17, 19: Counterterrorism

- Martin: Chp 13
- Abrahms, 2006: 42–78
- Meier, 2020: 1–11

5.17 Nov 24: Film

- *Paradise Now*

5.18 Dec 1: Summing Up Lessons Learned

- Gaibulloev and Sandler, 2019
- Chenoweth and Gofas, 2019

5.19 Dec 3: Future of Terrorism

- Martin: Chp 15
- USIP report, 1999: 1–11
- Betts, 1998: 1–8

5.20 Final Exam — TBA

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