

CONF 345 – 002: Social Dynamics of Terrorism, Security, and Justice

Fall 2016

The School for Conflict Analysis and Resolution

George Mason University

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Class meetings:

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W 4:00 to 5:00 & Thrs 12:30 to 1:30

M & F by appointment

W, 7:20 pm - 10:00 pm, Robinson Hall B106

Course Description:

Terrorism is a global problem that impacts hundreds of thousands of people round the world. Modern terrorism movements have include by state and non-state actors and targeted both civilian and government targets. Terrorism is a tactic used by groups on the left and the right of the social spectrum as a tool to address political goals. The course begins with a consideration of different definitions of terrorism and the consequences of the “terrorist” label. Subsequent topics include a broad survey of modern terrorism, the range of actors involved in terrorism, and cross-state comparisons of reactions to terrorism. Students will learn a method for analyzing conflict and use it to identify the sources and conditions that give rise to terrorism and the impacts that terrorist activities have on different societies. Great variation in both the forms terrorism takes and also in the impact of terrorism on social systems justifies focusing, on the one hand, on the social dynamics that give rise to terrorism and, on the other hand, on the effects on social dynamics in societies struggling with the threat and reality of terrorism. Students will develop case studies of terrorist organizations that will be used for cross-state comparisons of the dynamics of terrorism. Through course readings, films, and case study presentations students will become acquainted with a variety of theories for understanding terrorism and with many of the policies intended to address it.

Learning outcomes

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

1. Analyze conflict involving terrorism, including the application of relevant theories of conflict, reflecting factors in both the local and global context using conflict mapping.
2. Apply Concepts and Theories to explain prevalence of terrorism in particular societies.
3. Assess the integration of a terrorist group within its society using the case study material.
4. Conduct a threat assessment for a particular conflict, using what you learn about the ideology of terrorism and how it impacts choices of tactics and targets they should be able to identify most likely actions for a particular terrorist group based on the group’s ideology and goals.
5. Evaluate counter-terrorism measures in their case studies using the three metaphors (disease, crime, and warfare) and make recommendations for strategies to be used in the future.
6. Evaluate the author’s perspective and the messages being intentionally and unintentionally conveyed to readers in both fiction and non-fiction sources.

The School for Conflict Analysis and Resolution (S-CAR) hosts a variety of activities during the semester, such as films, talks, seminars, and social events. You are encouraged to attend these and to offer reflections on them in class and/or on our Blackboard site. Welcome!

Course Readings:

The following books are on e-reserve at the library! Read them through the library, for free!

- Nasser Abufarha, *The Making of a Human Bomb* (Duke University Press, 2009).
- Rubin and Rubin, *Chronologies of Modern Terrorism* (Routledge). (New, \$150; Used copies are around \$3.00 on Amazon.com, at the time the syllabus was written)
- *Routledge History of Terrorism*, ed. Randall Law (London, 2015) (\$250)
- *The Roots of Terrorism*, ed. Louse Richardson (Routledge, 2006)

Course Requirements:

Students will be graded on a variety of exercises, participation, discussion, collaborative assignments, critical conflict analysis, and a professional threat assessment. The following is how your grade will be determined:

Assignment Category	Points	% of Final Grade
Group Work (assignments #1, 2, 6, 9)	14 points	28%
Participation & Discussion (assignments # 5, 7, 8, 10, 11, 12, 13, 14)	16 points	32%
Individual Analysis (assignments #3, 4)	10 points	20%
Final Paper (proposal and final)	10 points	20%
total: 50 points		

**Assignments are listed in the syllabus.

Grading Scale:

A 93-100%	B+ 87-89%	C 73-77%	D 60-69%
A- 90-92%	B 83-86%	C- 70-72%	F 0-59%
	B- 80-82%		

Participation:

The professor will begin each class with comments and points of clarification on course readings. The majority of the course will consist of dialogue between students. A successful course will require that students are prepared, read all of the material, participate responsibly in discussions, and listen to the views and ideas of other students.

Attendance & Missed Assignments:

Students are expected to attend all classes of the courses. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, the professor will use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students will be allowed to miss 3 classes without penalty. Missing additional classes, for any reason, will result in a 10% penalty for each missed class. Late assignments will be penalized 10% for each day they are late.

Technology Policy:

Cell phones must be silenced while in class. Excessive text messaging and communicating via social media is not allowed, and will result in an “absence” from the course.

Part I: Introduction to the Course

8/31 Week 1 Concepts and Definitions

1. Book of Judith (skim to get the point, but read especially Judith 13:6-10).
2. Ramsbotham, et. al. *Contemporary Conflict Resolution*, Chapter 1.
3. ICAR, *Terrorism: Concept, Causes, and Conflict Resolution*, pages 1-5, 129-141
4. Bruce Hoffman, "Defining Terrorism" (Chapter 1). *Inside Terrorism* (Columbia University Press, 2006), 1-41.
5. Charles Tilly, "Terror, Terrorism, Terrorists." *Sociological Theory* Vol. 22 No .1 (2004): 5- 13.
6. Lisa Stampnitzky, "The Invention of Terrorism and the Rise of the Terrorism Expert" (Chapter 2). *Disciplining Terror* (Cambridge UP, 2013).

Assignment 1 Critical Analysis Group Wiki

Due: September 6, at 23:59

Instructions:

1. Create a wiki using the Blackboard wiki tool. (If you are unfamiliar with wikis, please view the video "Wikis in Plain English" <https://www.youtube.com/watch?v=-dnL00TdmLY> "How to Create and Edit Wikis Pages" <https://www.youtube.com/watch?v=vvy7LgC4MXA&list=PLontYaReEU1v1P4Nq1ilNGlkdDU NQDZVl&index=10>).

2. The first person who accesses the Wiki should copy and paste the list below into the wiki.

3. Make an argument for why each group should be defined as a terrorist group and why each group should not be defined as a terrorist group:

- Islamic State (ISIS)
- Kurdistan Workers Party (PKK)
- Klu Klux Klan (KKK)
- Al-Shabab
- Sons of Liberty in American Revolution
- Algerian National Liberation Front
- Front de Libération du Quebec
- The Sea Shepherds

*Make sure to include references to course readings in your explanations. Also provide citations for your sources of information about these groups.

4. Turn in the Wiki assignment as a word document, under the assignment page. Make sure to include everyone's name and group number at the top of the document.

Grading:

Blackboard allows me to view individual contributions to the Wiki.

Points: 2 points, Group Grade

Approximate Time: 1 hour

9/7 Week 2 Types of Terrorism

1. ICAR, *Terrorism: Concept, Causes, and Conflict Resolution*, pages 5-40, 41-118
2. Ariel Merari "Terrorism as a Strategy of Insurgency," *Terrorism and Political Violence* 5, 4 (1993): 213-251.
3. Geraint Hughes, "Terrorism and Insurgency," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
4. Geraint Hughes, "International Terrorism," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
5. Susanne Martin, "Suicide Terrorism," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
6. Ignacio Sanchez-Cuenca and Luis de la Calle, "Domestic Terrorism: The Hidden Side of Political Violence," *Annual Review of Political Science* Vol. 12 (2009): 31-49.
7. Michael G. Findley and Joseph K. Young, "Terrorism and Civil War: A Spatial and Temporal Approach to a Conceptual Problem." *Perspectives on Politics* Vol. 10 No. 2 (2012): 285-305.
8. Beatrice de Graaf, "Counterterrorism and Conspiracy: Historicizing the Struggle against Terrorism," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).

Assignment 2 Conflict Map Group Wiki

Due: September 13, at 23:59

Instructions:

1. As a group, vote on which of the groups from Assignment 1 you would like to research. (See mini lesson on using sources).
2. Once you have done the research, your group will work together to map the conflict using the mapping guide presented earlier using the Blackboard wiki tool.
3. The first person who accesses the Wiki should copy and paste the Blank Conflict Mapping Chart into the Wiki. Use the Wehr's Conflict Mapping Guide found in course documents.
4. Your group will be responsible for filling in all of the elements of the conflict mapping, unless you justify why that category is not relevant.
- 5. Turn in the Wiki assignment as a word document, under the assignment page. Make sure to include everyone's name and group number at the top of the document.**

Grading:

Points: 2 points, Group Grade

Approximate Time: 2 hours

Part II: History and Theory, Late 19th Century to Early 20th Century

9/14 Week 3 Revolutionary Terrorism, American Terrorism

1. Mike Rapport, “The French Revolution and Early European Revolutionary Terrorism,” on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
2. Matthew Jennings, “Terrorism in America from the Colonial Period to John Brown,” on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
3. Martin Miller, “Entangled Terrorisms in Late Imperial Russia,” on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
4. Norman Naimark, “Terrorism and the Fall of Imperial Russia,” *Terrorism and Political Violence*, Vol. 2, No. 2 (1990), 171-192.
5. Richard Bach Jensen, “Anarchist Terrorism and Counterterrorism in Europe and the World, 1878-1934” on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
6. Thai Jones, “Anarchist Terrorism in the United States,” on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
7. Beverly Gage, *The Day Wall Street Exploded: A Story of America in Its First Age of Terror* (Oxford UP, 2010)
8. Alexander Berkman, *Prison Memoirs of an Anarchist*
9. Blake Gilpin, “American Racial Terrorism from Civil War to Civil Rights” on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).

Assignment 3 Categorizing Groups Independent Assignment
Due: September 20, at 23:59

Instructions:

Copy and paste this into a Word document. Answer the following questions in the space provided. When you have finished, save your document and upload it into blackboard.

For the group Hamas, answer the following questions:

1. What would you describe as their Primary Motivator?
2. What is their orientation(s)?
3. What kinds of specific targets would you expect them to attack based on their motivation and orientation?
4. Does our expectation for the targets of their attacks match what they actually do?
5. Who specifically would you expect their audience to be?

For the group ISIS/ISIL, answer the following questions:

1. What would you describe as their Primary Motivator?
2. What is their Orientation(s)?
3. What kinds of specific targets would you expect them to attack based on their motivation and orientation?
4. Does our expectation for the targets of their attacks match what they actually do?
5. Who specifically would you expect their audience to be?

For the group IRA (PIRA), answer the following questions:

1. What would you describe as their Primary Motivator?
2. What is their orientation(s)?
3. What kinds of specific targets would you expect them to attack based on their motivation and orientation?
4. Does our expectation for the targets of their attacks match what they actually do?
5. Who specifically would you expect their audience to be?

Grading:

Points: 5 points, Individual Grade

Approximate Time: 1 hour

9/21 Week 4 Colonial Terror, A.K.A. Imperialism and Resistance

1. Otto Bauer, *The Nationalities Question in Social Democracy*
2. Vladimir Lenin, "Imperialism" (read from Marxists.org, <https://www.marxists.org/archive/lenin/works/1916/imp-hsc/>) Focus chapters 9 and 10
3. Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*. Download PDF from blackboard. Read chapter 2, focusing on first few pages and the last few pages
4. Adam Hochschild, *King Leopold's Ghost*
5. Michael Taussig, *Space of Death*
6. Benjamin Grob-Fitzgibbon, "Britain's Small Wars: The Challenge to Empire, 1881-1951," on reserve. In Routledge *History of Terrorism*, ed. Randall Law (London, 2015).
7. Benjamin Grob-Fitzgibbon, "Britain's Small Wars: The Empire Strikes Back, 1952-1968," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).

Assignment 4 Analyzing, Comparative Analysis Independent Assignment

Due: September 27, at 23:59

Instructions:

Are there any historical parallels between the following groups, and what you have read about in Week 3 and 4? When you have finished, save your document and upload it into blackboard.

For the group Hamas, are there any parallels?

Use your answers to Assignment 3

For the group ISIS/ISIL, are there any parallels?

Use your answers to Assignment 3

For the group IRA (PIRA), are there any parallels?

Use your answers to Assignment 3

Grading:

Points: 5 points, Individual Grade

Approximate Time: 1 hour

9/28 Week 5 Responses: Violence, Counter Insurgency, Peace, and the Law

1. Frantz Fanon, *The Wretched of the Earth*
2. Raphaël Lemkin, "Les Actes Constituant un Danger General (*interétatique*) Considérés Comme Delits du Droit des Gens." Read the English translation from this link: <http://www.preventgenocide.org/lemkin/>
3. Raphaël Lemkin and the UN Arab Delegation League, *Prosecuting French Terror in Algeria as Genocide, 1953*
4. W.E.B. Du Boise, Paul Robeson, William Patterson, et. al. *We Charge Genocide: The Petition to Prosecute the United States for Genocide Against the Negro People*
5. Martin C. Thomas, "Terror, Counter-Terror and Compliance: the Escalation of Violence in the Algerian War of Independence," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
6. A. Dirk Moses and Bart Luttikhui, *Colonial Counterinsurgency and Mass Violence: The Dutch Empire in Indonesia* (Abingdon: Routledge, 2014) (your course reader includes two chapters from the Journal of Genocide Research, instead of the same chapters from this book)

Assignment 5 Critical Analysis Discussion

Due: October 4, at 23:59

Instructions:

1. Watch the video "In the Name of Liberation: Freedom by Any Means" Accessed here: http://fod.infobase.com/p_ViewVideo.aspx?xtid=31761
2. Begin a New Discussion Thread by responding to the statement "One man's terrorist is another man's freedom fighter" indicating whether you agree or disagree and why in 150-200 words. Support your opinion with specific examples from the readings from Week 4 and 5, and the video, making sure to cite appropriately.
3. Reply and comment on at least 2 of your classmates' initial posts.

Grading:

Points, 2 points, Participation Grade

Approximate Time: 1 hour 30 minutes

Extra Credit

Due: October 4, at 23:59

1. Watch *The Battle of Algiers*. You will have to rent this movie on your own (it can be found through services such as Amazon, iTunes, Netflix, and so forth).
2. Write a 500 word essay analyzing the movie by applying theoretical lenses gained from course readings.
3. Cite at least 3 course readings from Weeks 1 through 5.

Grading: Worth 1 point, added at the end of the semester (or, 2% of final grade)

To gain this extra point, you will have to earn a B grade or higher on the essay.

Part III: Down to the Case Level

10/5 Week 6 North Ireland, Latin America, Pakistan & India, Sikh Terrorism in Sri Lanka Civil War, Israel & Palestine

1. Cillian McGrattan, "The Northern Irish Troubles," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
2. Jennifer Holmes, "The Urban Guerrilla, Terrorism, and State Terror in Latin America," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
3. Antonius C. G. M. Robben, *Political Violence and Trauma in Argentina*, Chapter 13 "The Disappearance: Despair, Terror, and Fear" READ AS AN E-BOOK from MASON LIBRARIES
4. Daniel Feierstein's chapter "National Security Doctrine in Argentina as a way of Rethinking Genocide as a Social Practice" in *Hidden Genocides*, ed. Douglas Irvin-Erickson (chapter 3). " READ AS AN E-BOOK from MASON LIBRARIES
5. Judith and Barry Rubin, "Social Revolutionary Terrorism in Latin America" on reserve. In *Chronologies of Modern Terrorism*. " READ AS AN E-BOOK from MASON LIBRARIES
6. Eamon Murphy, "Politics, Religion, and the Making of Terrorism in Pakistan and India," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
7. Boaz Ganor, "Israel and the Palestine Liberation Organization," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).

Assignment 6 Group Case Study Presentation Group Wiki

October 11, at 23:59

Learning Objective:

This activity is an opportunity to enhance your skills at conflict mapping. By the end of the activity you will be proficient at conflict mapping and understand some of the challenges.

Overview:

Each group will identify a terrorist group from the State Departments List of Foreign Terrorist Organizations and make a 5 slide presentation, that will be posted for the class to review and will be due next week.

Your grade will be based on the presentation and the peer assessments submitted by each group member on the other members of the group.

Instructions for Presentation and Peer Assessment:

Due October 11, before 23:59

1. Use your group discussion board or wiki tool to collaborate on the content of your 5-slide PowerPoint presentation.

2. Visit the list of Foreign Terrorist Organizations, here:
<http://www.state.gov/j/ct/rls/other/des/123085.htm>

3. As a group, pick 1 group to present on. Include an outline the group's basic history, membership, current level of activity using the conflict mapping guide, goals of the group, what kinds of actions they have undertaken, what community they claim to represent, and who joins the group.

4. One member of the group will record the presentation using the Blackboard Tool Kaltura. Instructions for recording the screen and posting the video can be found on blackboard.

Not all group members need to learn how to use Kaltura. The final presentation should be posted to the appropriate Discussion Board in Week 6.

5. Take the Quiz "Peer Assessment" located in Week 6 folder to provide an assessment of the contributions of the other group members

Grading:

Points: 8 points, Group Grade

Approximate Time: 2 hours

10/12 Week 7 The Rise of Islamic Terror

1. Judith and Barry Rubin, "Terrorism in the Middle East," on reserve. In *Chronologies of Modern Terrorism*.
2. Judith and Barry Rubin, "The Rise of Radical Islamic Terrorism," on reserve. In *Chronologies of Modern Terrorism*.
3. John Calvert, "The Roots of Islamism and Islamist Violence," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
4. David Cook, "Islamist Terrorism from the Muslim Brotherhood to Hamas," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).

Assignment 7 Peer Discussions Discussion

Due: October 18, at 23:59

Instructions:

1. Review at least 3 presentations by other groups posted to the Week 6 discussion board.
2. Comment on each presentation you review indicating similarities or differences you see to the organization your group researched.
3. Respond to at least one comment made on your group's presentation.

Grading:

Points, 2 points, Participation Grade

Approximate time: 1 hour 30 minutes

Part IV: The Logic of Terror

10/19 Week 8 Goals of Terrorist Groups and Audiences for Terrorism

1. Martha Crenshaw, "The Logic of Terrorism: Terrorist Behavior as a Product of Strategic Choice," *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind*. (Washington: Wilson Center, 1998), Chapter 1.
2. Andrew Kydd and Barbara Walter, "The Strategies of Terrorism," *International Security* Vol. 31, No. 1 (2006): 49-80.
3. Leonard Weinberg, Ami Pedahzur, and Arie Perliger "When Political Parties Turn to Terrorism," In *Political Parties and Terrorist Groups* (Routledge, 2009).
4. Gordon H. McCormick, "Terrorist Decision Making," *Annual Review of Political Science*, Vol. 6 (2003): 473-507.
5. Robert Pape, "The Strategic Logic of Terrorism." *American Political Science Review*, Vol. 97, No. 3 (2003): 343-361.

Assignment 8 Brainstorming for final paper Discussion

Due: October 25, at 23:59

Instructions:

1. Conduct basic research into the terrorist group Boko Haram. Consult the analysis of Boko Haram, and the analysis of the Nigerian state terror in response to Boko Haram, conducted by Genocide Watch (genocidewatch.net and genocidewatch.org).

2. Watch the video "The Imam and the Pastor" about two religious leaders' alliance to build peace in the face of Boko Haram terrorist violence in Nigeria.

<https://www.youtube.com/watch?v=kFh85K4NFv0>

Visit their website: <http://www.iofc.org/imam-pastor> and browse around their work. If you wish to support their work, you can order the DVD through their website. My copy of the DVD is on reserve at the Library. But I recommend buying the DVD so you can watch at home.

3. Begin a New Discussion Thread by answering "Given what you know about the goals, logic, and strategy of terrorism, how can religious leaders work together to promote peace, and try to end terrorism?" Your post should be 150-200 words. Support your opinion with specific examples from the reading and/or the video, making sure to cite appropriately.

4. Reply and comment on at least 2 of your classmates initial posts.

Grading:

Points: 2 points, Participation Grade

Approximate Time: 1 hour 30 minutes (plus the movie)

Final Paper Assignment:

You will prepare a research paper that maps the conflict the terrorist group Boko Haram. At a minimum your paper should address the following topics:

- Brief history of the conflict
- Parties to the conflict and their leaders
- Conflict Issues
- What are the goals of the terrorist group?
- Who is the intended audience of the violence?
- Previous attempts at Conflict Resolution or Counter-Terrorism and the outcome of those attempts
- Recommendation for future Conflict Resolution or Counter-Terrorism strategy

The paper should be between 3 and 4 pages, not including conflict map, references, and citations. The paper should reference course readings, videos and other course content, and be an analytical work, not simply a description or history of the conflict.

Instructions:

1. Conduct basic research into Boko Haram.
2. Watch the video “The Imam and the Pastor”
3. **Proposal is due October 25 via blackboard.**
4. **FINAL PAPER is DUE via Blackboard, on 12/6 at 23:59**

Proposal Template:

Create a Microsoft Word Document and name the file:

Lastname_CONF345Proposal.docx

Your document should contain the following:

[Your Name]

CONF 345 Research Proposal

[Date]

[Proposed Title of Paper]

[Proposed Research Question]

Write 1 sentence for each:

- Brief history of the conflict:
- Parties to the conflict and their leaders:
- Conflict Issues:
- What are the goals of the terrorist group:
- Who is the intended audience of the violence:
- Previous attempts at Conflict Resolution or Counter-Terrorism and the outcome of those attempts:
- Recommendation for future Conflict Resolution or Counter-Terrorism strategy:

Write 1 sentence about your reaction to “The Imam and the Pastor” and how you plan to use this movie in your final paper.

Grading:

Points, 2 points, Paper Grade

Final Paper Template:

Download the final paper template from blackboard and rename it:

Lastname_CONF345FinalPaper.docx

This assignment is designed to give you practice producing professional quality reports. Your document should contain the following:

Title Page
Table of Contents
Threat Assessment (2 paragraphs single spaced)
Analytical Report (3 pages, maximum, single spaced)
Appendix 1: Conflict Map
Bibliography

Your threat assessment should be 2 paragraphs long.

- Paragraph one should answer the following question: Based on course material, readings, class discussions etc., what kinds of terror activities should authorities expect from Boko Haram and prepare to prevent?
- Paragraph two should answer the following question: What are two key elements of a successful counter terrorism strategy to deal with Boko Haram?

Your analytical report should contain, at a minimum:

- Brief history of the conflict
- Parties to the conflict and their leaders
- Conflict Issues
- What are the goals of Boko Haram
- Who is the intended audience of the violence
- Previous attempts at Conflict Resolution or Counter-Terrorism and the outcome of those attempts
- Recommendation for future Conflict Resolution or Counter-Terrorism strategy

Grading:

Points, 8 points, Paper Grade

10/26 Week 9 Psychology

1. Pandit, L. "Inside the Mind of a Suicide Bomber: Santosh Sivans The Terrorist". In Nyatepe-Coo, A. and D. Zeisler-Vralsted (eds). *Understanding Terrorism: Threats in an Uncertain World*. New Jersey: Prentice Hall, 2004. Ch 6, pp. 91-112.
2. Jerrod Post, "The Psychological Dynamics of Terrorism" on reserve. In *Roots of Terrorism*. Edited by Louise Richardson. READ AS AN E-BOOK from MASON LIBRARIES
3. Nasra Hassan, "Suicide Terrorism" on reserve. In *The Roots of Terrorism*. Edited by Louise Richardson. READ AS AN E-BOOK from MASON LIBRARIES
4. Nasser Abufarha, *The Making of a Human Bomb*, Chapters 1 & 2

Assignment 9 Critical Analysis of Abufarha Discussion

Due: November 1, at 23:59

Instructions:

1. Begin a New Discussion Thread answering the following questions:
 - From what perspective is Abufarha studying terrorism and violence? How is this different from some other readings we've read this semester? How is it similar? What are the implications of his perspective?
 - The Introduction presents an outline for the rest of the book. How do you think the rest of the book will similar or different from other readings on the syllabus?
 - Why does Abufarha go into detail about the meanings of the terms sacrifice, martyrdom, suicide, and terrorism?
 - Chapter 2 is about History and Historicity. How does the author's perspective shape Chapter 2, and why do you think Abufarha is beginning his book on suicide bombings with a chapter on history?
2. Support your opinion with specific examples from the reading (cite one from before Week 9, and one from Week 9).
3. Reply and comment on at least 2 of your classmates' initial posts.

Grading:

Points: 2 points, Participation Grade

Approximate Time: 2 hours

11/2 Week 10 Religion

1. Mark Juergensmeyer, *Terror in the Mind of God*. Chapter 1, Introduction: Terror and God. READ AS AN E-BOOK from MASON LIBRARIES
2. Cavahaough, "Does Religion Cause Violence?" *Harvard Divinity School Bulletin*, Vol. 35, No. 2 & 3 (2007) <http://bulletin.hds.harvard.edu/articles/springsummer2007/does-religion-cause-violence>
3. John Esposito, "Terrorism and the Rise of Political Islam." On reserve. In *Roots of Terrorism*.
4. Nasser Abufarha, *The Making of a Human Bomb*, Chapters 3 & 4

Assignment 10 Holy Terror? Discussion

Due: November 8, at 23:59

Learning Objective:

At the end of this activity you will be familiar with the historic roots of religious movements that spawned terrorist campaigns and the relationships of societies religious traditions to the terrorist groups that claim to represent them.

Instructions:

1. Watch the videos "In the Name of God: Holy Word, Holy War" Accessed here:

http://fod.infobase.com/p_ViewVideo.aspx?xtid=31763

2. Begin a New Discussion Thread by answering "What do you think the most important difference is between secular liberation movements and religious terrorist groups?" Your post should be 150-200 words. Support your opinion with specific examples from the reading and/or the video, making sure to cite appropriately.

Make sure to discuss Abufarha's arguments on the connection between A) the violence of peacemaking, and B) how daily life in Palestine is shaped by an encounter with Israel and the Israeli state. Is it really so simple to say the conflict is about religion?

3. Reply and comment on at least 2 of your classmates initial posts.

Grading:

Points: 2 points, Participation Grade

Approximate Time: 1 hour 30 minutes

11/9 Week 11 Politics & Economics

1. Atanas Gotchev, "Terrorism and Globalization." On reserve. In *Roots of Terrorism*.
2. Tedd Gur, "Economic Factors of Terrorism." On reserve. In *Roots of Terrorism*.
3. Sanders and Sandler. "The Economic Impact of Terrorism," *The Political Economy of Terrorism*. (Cambridge 2012), chapter 10.
5. Michael Stohl, "Counterterrorism and Repression," On reserve. In *Roots of Terrorism*.

6. Nasser Abufarha, *The Making of a Human Bomb*, Chapters 5 & 6

Assignment 11 In the Name of the State Discussion

Due: November 15, at 23:59

1. Watch the video "In the Name of the State: When Might Makes Right" Accessed here: http://fod.infobase.com/p_ViewVideo.aspx?xtid=31764
2. Begin a New Discussion Thread by answering two questions: "Why are democracies more likely to be targets of terrorism than other kinds of regimes?" And "Do democracies use terror?" Your post should be 150-200 words. Support your opinion with specific examples from the reading and/or the video, making sure to cite appropriately.

Make sure to discuss Abufarha's book, touching on themes from chapters 5 and 6. You're also free to cite anything from Chapters 3, and 4.

3. Reply and comment on at least 2 of your classmates initial posts.

Grading:

Points: 2 points, Participation Grade

Approximate Time: 1 hour 30 minutes

11/16 Week 12 Communication and Performance

1. Juergensmyer, *Terror in the Mind of God*. Chapter 7 Theater of Terror and Chapter 8 Cosmic War. READ AS AN E-BOOK from MASON LIBRARIES
2. Nasser Abufarha, *The Making of a Human Bomb*, Chapter 7

Assignment 12 Religion, Politics, Communication, and Performance Discussion

Due: November 29, at 23:59

Instructions:

The Making of a Human Bomb attempts to illuminate the Palestinians' perspective on the conflict with Israel, and to help make sense of political violence. You'll now discuss the book in depth.

1. Read this very harsh book review published in *Middle East Quarterly* (<http://www.meforum.org/3163/the-making-of-a-human-bomb>). In a 150-word paragraph, support one of the arguments made by this reviewer. Make sure to cite 2 course readings.
2. In 150-word paragraph, refute your argument above by citing 2 different course readings. (Fanon and Lemkin on Algeria might be very helpful).
3. You've now considered two sides of an argument. Where do you actually stand? Write a 150-word paragraph describing your actual position. Support your opinion with specific examples from the readings (especially Abufarha's book).
4. Post your three paragraphs and comment on at least 2 of your classmates posts.

Grading:

Points: 2 points, Participation Grade

Approximate Time: 1 hour 30 minutes

11/23 THANKSGIVING

Part V: Ending terrorism

11/30 Week 13 The International Front (and Human Rights)

1. Audrey Kurth Cronin, "Why ISIS is not a Terrorist Group," *Foreign Affairs* (March/April 2015).
2. A. K. Cronin, *How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns*, Princeton, NJ: Princeton UP, 2009. READ AS AN E-BOOK from MASON LIBRARIES.
 - a. Skim the Intro and Conclusion to get a sense for the book (it is a very important book in the counter-terrorism field)
 - b. Skim Chapter 1. Focus on pages 14-17; and 31-end
 - c. Skim Chapter 2. Focus on pages 35-42; and 62-end
 - d. Skim Chapter 5. Focus on pages 115-117; and 141-end
3. David Cortright & George Lopez, *Uniting Against Terrorism: Cooperative Nonmilitary Responses to the Global Threat* (Cambridge, MIT Press, 2007). READ AS AN E-BOOK from MASON LIBRARIES
 - a. Skim Intro and Conclusion to get a sense for the book (notice how different this book is from Cronin's book. What are the major differences?).
 - b. Skim the chapters on Global Cooperation and Global Implementation (chapters 1 and 2). Read any of the chapters that interest you.
4. United Nations High Commission on Human Rights, *Human Rights, Terrorism and Counter-terrorism*. Available here:
(<http://www.ohchr.org/Documents/Publications/Factsheet32EN.pdf>)

Assignment 13 Security vs. Human Rights Discussion

Due: December 6, at 23:59

Instructions:

1. Read the Amnesty International Report on the consequences of France's State of Emergency following the Paris and Nice terrorist attacks. (Just read the introduction and conclusion. Then, you can focus on the sections that interest you). Do background research on these attacks, as needed.
3. Begin a New Discussion Thread by evaluating the U.S. governments current counter terrorism policy and what you think has been the positive and negative impact on the current public discourse about Human Rights. Compare and contrast the US with France. Your post should be 150-200 words. Support your opinion with specific examples from the reading and/or the video, making sure to cite appropriately.
3. Reply and comment on at least 2 of your classmates initial posts.

Grading:

Points: 2 points, Participation Grade

Approximate Time: 1 hour 30 minutes

12/7 Week 14 The Domestic Front (and Civil Rights)

1. P. Brady, "The Impact of the September 11, 2001 Terrorist Attacks on Civil Liberties." In A. Nyatepe-Coo and D. Zeisler-Vralsted (eds). *Understanding Terrorism: Threats in an Uncertain World* (New Jersey: Prentice Hall, 2004). Chapter 11, pp 175-182.
2. Carolyn Gallaher, "Domestic Terrorism in the United States," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
1. Judith Tydor Baumel, "Kahane in America: An Exercise in Right-Wing Urban Terror," *Studies in Conflict and Terrorism*, Vol. 22, No. 4 (2001): 311-329.
2. Southern Poverty Law Center, *Terror from the Right*. Also on Blackboard https://www.splcenter.org/sites/default/files/d6_legacy_files/downloads/publication/terror_from_the_right_2012_web_0.pdf
3. Southern Poverty Law Center, *White Hate Violence Supremacy and Violence*. Also on Blackboard <https://www.splcenter.org/fighting-hate/intelligence-report/2014/white-homicide-worldwide>

FINAL PAPER DUE via Blackboard, on 12/6 at 23:59

Assignment 14 Security vs. Civil Rights Final Discussion

Due: December 13 at 23:59

This final discussion will serve as your final exam. In actuality, it is just an extended version of what we have been doing all semester.

Introduction:

1. Watch the video Frontline Special "Are We Safer" Accessed here:
http://fod.infobase.com.mutex.gmu.edu/p_ViewVideo.aspx?xtid=56063

You only need to watch the first segment.

2. Read the Amnesty International Report on Germany's rise of anti-Muslim hate groups, and the German government's failure to prosecute hate crimes. (Just read the introduction and conclusion. Then, you can focus on the sections that interest you).

3. Begin a New Discussion Thread by evaluating the U.S. governments current counter terrorism policy and what you think has been the positive and negative impact on the current public discourse about Civil Rights. Compare and contrast this what is happening in Germany. Your post should be 500-600 words. Support your opinion with specific examples from the reading and/or the video, making sure to cite appropriately.

3. Reply and comment on at least 2 of your classmates initial posts.

Grading:

Points: 2 points, Participation Grade

Approximate Time: 1 hour 30 minutes

extra units we didn't have time for this semester

Communication and Performance

1. Robert A. Saunders, "Media and the History of Terrorism," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
2. Ann Larabee, "Technology and the History of Terrorist," on reserve. In *Routledge History of Terrorism*, ed. Randall Law (London, 2015).
3. Juergensmyer, *Terror in the Mind of God*. Chapter 7 Theater of Terror and Chapter 8 Cosmic War. READ AS AN E-BOOK from MASON LIBRARIES
4. Stephen Hess and Marvin Kalb, *Media and The War on Terrorism*
5. Watch the video "Jihad TV: Terrorism and Mass Media" Accessed here: http://fod.infobase.com.mutex.gmu.edu/p_ViewVideo.aspx?xtid=37557

Does Terrorism Work?

- Max Abrahms, "Why Terrorism Does Not Work." *International Security* Vol. 31, No. 2 (2006): 42-78.
- Erica Chenoweth and Maria J. Stephan. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict* (New York, NY: Columbia University Press, August 2011).

Controversial Arguments on Islamic Terror

- Samuel Huntington, "The Clash of Civilizations," *Foreign Affairs* Vol. 72, No. 3 (1993): 22-49
- Edward Said, "The Clash of Ignorance." *The Nation*, <http://www.thenation.com/doc/20011022/said/> (October 22, 2001): 1-4
- Edward Said, *Covering Islam*
- Abraham an, Evrand, "The US Media, Huntington and September 11." *Third World Quarterly*, Vol. 24, No. 3 (2003): 529-544
- Benjamin Barber, *Jihad vs. McWorld*
- Gilles Kepel, *Jihad: The Trail of Political Islam* (London: I.B.Taurus, 2008). (Kepel suggests Islamism reached its heights in the 1979 Iranian revolution and, since then, has not been able to win the support of the poor).
- Stephen Bronner, "The Sovereign," *Logos: A Journal of Modern Society and Culture*, Vol. 15, No. 1 (2016). http://logosjournal.com/2013/bronner_sovereign/

State Terror

- Hanno Balz, "Striking at the Heart of the State": Militant Organizations in 1970s and 1980s Western Europe," on reserve. In *Routledge History of Terrorism*, ed. Randall Law
- Robert Conquest, *The Harvest of Sorrow: Soviet Collectivization and the Terror-famine*. Oxford: Oxford University Press, 1986.
- Paul Hagenloh, *State Terrorism in Early Twentieth-Century Europe*
- Jeffrey A. Sluka, ed., *Death Squad: The Anthropology of State Terror*
- Video on State Sponsored Terrorism: In the Name of the State (http://fod.infobase.com/p_ViewVideo.aspx?xtid=31764)

University Policies and Student Services

Religious Holidays:

The only exception to the attendance rule is for Religious Holidays. Please refer to AP.1.6.1 Absence for Religious Observances or Participation in University Activities in the University Catalog, at catalog.gmu.edu for information.

Accommodations & Disability:

Any student who suspects she may need an accommodation based on the impact of a disability should contact the professor privately to discuss the student's specific needs, and provide written documentation from Disability Services. If the student is not yet registered as a student with a disability, she can contact Disability Services. For more information, view the office's website at <http://ods.gmu.edu>

University Libraries:

University Libraries provides resources for distance students. [See <http://library.gmu.edu/distance> and http://infoguides.gmu.edu/distance_students].

Writing Center:

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See <http://writingcenter.gmu.edu>]. You can now sign up for an Online Writing Lab (OWL) session just like you sign up for a face-to-face session in the Writing Center, which means YOU set the date and time of the appointment! Learn more about the Online Writing Lab (OWL).

Counseling and Psychological Services:

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu>].

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See <http://registrar.gmu.edu/privacy>].

English Language Learners:

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the faculty or staff. For more information, please visit their website at <http://eli.gmu.edu>

Technology Requirements for this Course

Blackboard:

We will use Blackboard for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use Blackboard to submit your work for grading. Please visit our Blackboard site regularly.

Access Blackboard by following these steps:

Go to MyMason (<http://mymason.gmu.edu>).
Login using your NETID and password,
Click on the ‘Courses’ tab.
Click on our course under the "course" heading.
Technical Support

If you have difficulty logging into Blackboard, contact the ITU Support Center at support@gmu.edu or 703-993-8870. If you have questions regarding Blackboard features or other course tools email courses@gmu.edu

Please see “Technology Requirements” on the Course Menu in Blackboard. Download the software indicated onto your computer for use in the course. Pay special attention to the Blackboard supported browsers and operating systems.

E-mail:

Simple: Use your Mason e-mail for all course purposes, and all communication with your professor and instructors.

Instructor-Student Communication:

Please feel free to email me with questions or concerns. I will respond to your emails within 48 hours. If I will be away from email for more than two days, I will post an announcement in the Blackboard course folder.

- Mason requires that Mason email be used for all courses.
- Always use your Mason e-mail when communicating with me to allow verification of your identity.
- You are required to check your Mason email account regularly and to keep your mailbox maintained.
- When you email me, be sure to include CONF 101 at the beginning of the subject heading to alert me that I have received a message from one of my students

Etiquette and Work Ethic

Classroom Etiquette:

Come to class on time and prepared. Turn off your cell phones and other devices. Do not leave the room during class unless you have an emergency. Do not disturb others by talking, passing notes, playing video games, etc. Do not check email or surf the web.

Be mindful of the sensitivities of others in your comments in class. This course will explore controversial and sensitive subject matter; it is, therefore, expected that students will engage with one another in a respectful manner even when they do not agree with one another. However, open discussion and dialogue are our goal.

Internet Etiquette:

Students are expected to follow courteous Internet etiquette

The topic of terrorism can be very divisive. The goal in this class is to have respectful, open dialogue of the topic as part of learning about how terrorism impacts our social world. Be mindful of the sensitivities of others in your comments; however, open discussion and dialogue are our goals.

Academic Conduct & Honor Code:

Students are accountable to the following Honor Code: "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work."

Plagiarism & Honor Committee:

Students are prohibited from: (a) knowingly permitting another student to plagiarize or cheat from one's work, and (b) submitting the same assignment in different courses without consent of the professor.

Should you have any questions about what it means to cheat, plagiarize, steal and/or lie, please consult the website: <http://oai.gmu.edu/understanding-the-honor-code/>

Students should review: "Student Strategies for Preventing Violations" link on the Office for Academic Integrity's website: <http://oai.gmu.edu/preventing-violations/student-strategies-for-preventingviolations/>

Any student found violating the tenets of the Honor Code will be reported to the Honor Committee for review.