Course Description
From the jungles of Malaysia to the streets of Belfast, the British have a long and extensive history with the challenges of terrorism and insurgency. To respond to this threat, the British government has learned to adapt their tactics to the realities on the ground. In colonial Malaysia, British troops implemented policies to win local support and draw the public away from Communist insurgents, while in Northern Ireland, British actions vacillated between repression and political concession, with sometimes mixed results. More recently, London has significantly expanded its use of CCTV cameras, seeking to create a surveillance “Ring of Steel” as protection against modern terrorist threats.

These actions have, quite frequently, sparked considerable criticism and controversy. In this class, you will take part in the debate between civil liberty advocates and supporters of government security measures, evaluating the strengths and weaknesses of these policies. You will read about the history and politics surrounding the British responses to terrorism, including British policy in Malaya. This constantly changing situation led the British military to shift from a forcible internment policy to a more conciliatory policy of addressing Malays’ economic and political concerns. The latter strategy, dubbed the “Hearts and Minds” approach by the commanding general, more recently inspired American military strategy in Iraq and Afghanistan. We will also examine the challenges of confronting terrorism within an advanced democracy. We will hear from activists both in support and opposition to London’s “Ring of Steel” security measures, and learn about the challenges of urban counterinsurgency.

The class will culminate with a trip to Britain’s most well-known experience with counterinsurgency and counterterrorism: Northern Ireland. While there, we will experience the continued security measures taken by the British state as well as see and learn about the nature of the division between the two sides, the interpretation of history from each perspective, and current efforts to bridge the divide.

Required Reading
All readings are listed below in the syllabus, with a pdf copy of each reading posted to the class D2L page. This reading list includes a short list of readings students are expected to complete before the program, to help prepare them for their time abroad, as well as daily readings while at Cambridge.

Students are also encouraged to keep up with recent events by consulting newspapers or news websites that offer detailed coverage of this region. BBC News ((http://www.bbc.co.uk/news/) is
always a good source, and they have a special page dedicated to news from Northern Ireland (http://www.bbc.com/news/northern_ireland).

**Grading**

Following university guidelines, our grading scale is:

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<th>%</th>
<th>Grade</th>
<th>Explanation</th>
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<tr>
<td>90-100</td>
<td>A</td>
<td>Exceptional &amp; outstanding work</td>
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<tr>
<td>80-89</td>
<td>B</td>
<td>Very good work</td>
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<tr>
<td>70-79</td>
<td>C</td>
<td>Adequate work; superficial grasp on concepts</td>
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<tr>
<td>60-69</td>
<td>D</td>
<td>Very poor work; poor understanding of the material</td>
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<td>Below 60</td>
<td>F</td>
<td>Failing; unacceptable work</td>
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Remember, “A” is a rare grade reserved for projects that demonstrate outstanding skill and effort.

Our class work includes:

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<th>Participation</th>
<th>Worth</th>
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<td>Students are expected to be active participants in class discussion and projects.</td>
<td>30%</td>
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<th>Blog posts</th>
<th>Worth</th>
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<td>Students will complete 3 blog post assignments for this class. One post will be a short reflection write-up about your service learning experience and will be <strong>due by Monday, July 11</strong>. The second post will be a reflection on the Belfast trip, and will be <strong>due Wednesday, July 20</strong>. For the final post, you will write a response to a discussion question that the professors will present in class. Students will sign-up for one day these questions will be presented, and these write-ups are <strong>due by midnight on the day they are assigned</strong>. Since several students will be writing on each day’s prompt, students are encouraged to discuss their ideas or brainstorm together, but each student must submit their own individual response blog post. These assignments should be completed in Microsoft Word and uploaded to the corresponding D2L Dropbox folder. Be sure to include your references in a bibliography/reference list at the end of your post, and use hyperlinks. We will be posting a handout to D2L outlining some blog-writing tips, but generally, we do expect that these response write-ups will be:</td>
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<tr>
<td>o Short – no more than 2 pages!</td>
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<td>o Well-written, presenting a clear argument/narrative.</td>
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<td>o Present accurate and detailed information, with references properly cited.</td>
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<td>▪ If your references are online sources (meaning open to the public and NOT on our D2L page), students are encouraged to follow</td>
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the blog-writing norm and include their citations as hyperlinks rather the typical in-text or footnote citation style.

- ALL references to your paper (online and not online) should be listed in a bibliography at the end of your write-up.
  - Visually appealing. Students are encouraged to use visuals (graphs, pictures, etc)…just be sure to cite them properly if you do!!

The best blog write-ups will be featured on the class blog that we will be running during our time in Cambridge (unless the student has asked that we keep their work private), and we will spend time in class discussing the issues this student raised in their paper.

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<th>Photoessay. Students will work in groups to complete a photoessay by the end of the class time. The photoessay is an audio-visual presentation, and will require students to write an essay. This essay will serve as the script to a 5-6 minute video presentation that should include pictures or other visuals that further illustrate the narration.</th>
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<td>Each group will present on different counterterrorism strategies, with the options including surveillance (including CCTV, data-mining, or profiling), “hearts and minds” (including community engagement, economic development projects, police reforms, or symbolic politics), peace walls, or hardline tactics (including mass arrests, curfews, or internment without trial).</td>
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<td>The essay part of the photoessay should include a definition of the broad strategy, at least one example of where it has been used, and a discussion of arguments for and against using this strategy. In the pros/cons section, we would encourage you to discuss how this tactic relates to civil liberties.</td>
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<td>For the visual element, students are allowed to use any visual images, maps, or animations they find as long as they properly cite the sources. However, we strongly encourage you to use your own images if possible.</td>
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<td>The photoessays will be completed by the last day of class at Cambridge, and we will have a screening of the completed projects during the fall semester back at Oklahoma State.</td>
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<th>Final paper. For the final project, students will complete a 10-15 page paper examining one case study of British involvement in counterinsurgency and/or counterterrorism activities. This paper will proceed in 2 parts:</th>
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<td>• In the first part of the paper, students will describe their chosen campaign, the events leading up to it, who was involved (major disputants or insurgent groups), and discuss the tactics used by the British in trying to establish control over this territory.</td>
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In the second part of the paper, students will analyze this campaign. They should focus on explaining what lessons we (the US) can take from this British involvement and apply to modern counterterrorism strategy.

The paper will be completed early during the Fall 2016 semester, with the final paper due Friday, October 7.

Students should turn in a short (1 page) discussion of the case they have chosen as well as an outline of their proposed paper no later than Friday, August 26 in order to receive feedback from the instructors on the direction of their project. In this outline, students should include a list of at least 5 sources that they will reference in this paper.

Course Schedule and Readings

Required before the course

- Background on British Counterinsurgency Activities:
    - Chapter 14: The American Hornets \(\rightarrow\) covers the American Revolution
    - Chapter 27: Commandos \(\rightarrow\) covers South Africa
- Background on Northern Ireland:
  - Handout: The Basics – The Northern Ireland Conflict

Cambridge (July 4-11)

Monday, July 4: An Introduction to Terrorism and Counterinsurgency

*Schedule*
- 9 am: Class begins
- 5 pm: Group photo at Pepys Library, Magdalene
- 6 pm: Welcome dinner in Wordsworth Room at St. John’s College
  
  *Business/business casual attire*

*Readings*

Tuesday, July 5: “Draining the Sea by Filling the Graves”

Schedule
- 9 am: Blog post discussion

Readings

Wednesday, July 6: Individual Motivations for Violence

Schedule
- 9 am: Blog post discussion
- 3:30 pm: Begin service learning experiences

Readings

Thursday, July 7: “Winning Hearts and Minds”

Schedule
- 9 am: Class resumes

Readings

Friday, July 8: Surveillance

Schedule
- 9 am: Blog post discussion
- 1 pm: Lecture on British Parliamentary System

Readings
- TBA

Northern Ireland (July 11-15)

Monday, July 11: The Troubles and the Peace Process

Schedule
- 9 am: Blog post discussion

Readings


**Optional Readings**


**Tuesday, July 12: Getting to Know Belfast**

**Schedule**

- 11 am: Flight to Belfast
- 2 pm: Optional excursion in Belfast

**Readings**


**Wednesday, July 13: The Falls and Shankill Neighborhoods**

**Schedule**

- 10 am: Tour of Shankill Neighborhood with Noel Large (EPIC tours)
- 2 pm: Tour of Falls Neighborhood with Coiste
- 5:30 pm: Dinner at The Felons

**Readings**


**Thursday, July 14: Policing in Northern Ireland**

**Schedule**

- 9 am: Meet with Hugh Forrester, Curator of Police Museum, at Newforge Country Club
- 10:15 am: Meet with Allan Jones, former member of the Police Service/RUC, and Ken Pennington, Chief Superintendent
- 7:00 pm: Return flight to London Heathrow

**No required readings, but here are some optional readings on recent politics**

Friday, July 15: Last Day of Class

**Schedule**
- 9-10 am: Discussion of Belfast Experience
- 10 am - noon: Final work on Photoessay

**Readings**
- No readings today!
Recommended Readings (and Citations!) for the Final Research Paper

General Definitions

Imperial Strategies (with a focus on South Africa)

Decolonization Strategies (with a focus on Malaysia)

Lessons from Northern Ireland

Modern Counterinsurgency Operations (Afghanistan and Iraq)