



PSC 4750: Terrorism
Fall 2019
Tuesday and Thursday, 9:35 - 10:55
SM 3066

“I have never met anyone who wanted to be a terrorist. They are desperate people.” — John Perkins

Professor:

Prof. M. Joel Voss, PhD

Snyder Memorial 3064

419.530.2314 (office)

Michael.Voss@UToledo.edu

@mjoelvoss(twitter)

Department of Political Science and Public Administration on Facebook

Office Hours:

Tuesday and Thursday, 14:00 - 17:00 or by appointment.

Course Description:

This course will give students an historical, empirical, and theoretical overview of the causes, strategies, and goals of terrorists, insurgents, and the uses of political violence. In addition, counterterrorism strategies will be discussed. This course is worth three (3) credit hours.

Course Overview:

Terrorism is one of the more significant issues of our time. In this courses, students will gain an nuanced understanding of terrorism and potential responses to terrorism. What are the causes of terrorism? What factors lead to an individual joining a militant group? Why do groups take up arms against the status quo? What do terrorists and militant groups hope to achieve? Which tactics are most successful for terrorists? Which are the least successful tactics and why? How can states counter terrorism and militancy? What does the future hold for terrorism and counterterrorism? These are just a few of the important questions that will be explored in this course.

Learning Objectives:

- Students will gain an understanding of the causes of terrorism and motivations of terrorists.
- Students will analyze best and worst practices in terrorist strategies.
- Students will analyze best and worst practices in counterterrorism strategies.
- Students will increase competence and confidence in both oral and written communication through practice.

Teaching Methodology:

PSC 4980 is an in-person seminar course. Students are expected to participate heavily through presentations, discussions, and informed discussion. Students are expected to be intellectually challenged.

Course Expectations:

Students are expected to attend class on time, read and participate regularly. Students are expected to be open-minded and approach issues in good faith and in the spirit of social science.

Prerequisites:

There are no prerequisites for this course.

Technology Requirements:

There are no technology requirements in-class. Students should have access to the internet outside of class.

Textbooks:

The textbook is required. Additional readings are available on Blackboard. Read the news daily.

1. Nacos, B., Terrorism and Counterterrorism, 6th edition, 2019. Price: \$89.95, 67.45.
2. Student's choice of novel.

University Policies

The University is an equal opportunity educational institution. Please read *The University's Policy Statement on Nondiscrimination on the Basis of the Americans with Disability Act Compliance*.

Academic and Support Services

Please follow this link to view a comprehensive list of Student Academic and Support Services available to you as a student.

Safety and Health Services for UT Students Please use the following link to view a comprehensive list Campus Health and Safety Services available to you as a student

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the *Student Disability Services Office*.

Grade Policy:

Unexcused, late assignments will be assessed a penalty of 1/3 a letter grade per 24 hours late.

Grading Scale:

Numerical Grade	Letter Grade	Performance
93 - 100	A	Achievement of Exceptional or Outstanding quality.
90 - 92	A-	Achievement of slightly less than outstanding quality.
87 - 89	B+	Achievement of slightly more than high quality.
83 - 86	B	Achievement of high quality.
80 - 82	B-	Achievement of slightly less than high quality.
77 - 79	C+	Work of slightly more than acceptable quality.
73 - 76	C	Work of acceptable quality.
70 - 72	C-	Work of slightly less than acceptable quality.
67 - 69	D+	Work slightly below the quality expected.
63 - 66	D	Below the quality expected.
60 - 62	D-	Barely above failing.
59 or less	F	Failure

Grading:

- Midterm Exam 30%
- This in-class exam will consist of short answer and essay questions.
- Final Exam 30%
- This in-class exam will consist of short answer and essay questions.
- Final Paper / Book Review 25%
- Students are required to pick a reputable novel on terrorism and use in-class material as a basis for analyzing the book. The paper is 10 pages, double-spaced. Students must thoroughly cite the novel and in-class material.
- Group Presentation and Discussion 15%
- Student groups are required to lead class discussion. This includes a formal presentation of the material with visuals. Material should cover both theoretical and case study analyses of a particular class. The presentation occurs at the beginning of class and lasts 10-12 minutes. The presentation acts as the foundation for in-class discussions. Students may chose their group and date.

Academic Honesty:

“The free exchange of ideas depends on the participants’ trust that others’ work is their own and that it was done and is being reported honestly. Intellectual progress in all the disciplines demands the truthfulness of all participants. Plagiarism and cheating are attacks on the very foundation of academic life, and cannot be tolerated within universities.”

If you cheat, you will receive a zero on the assignment.

Extra Help and Office Hours:

Please feel free to come by my office hours if you need help understanding assignments or readings. It is best to come see me as soon as possible if you need any additional help.

Important Dates:

Midterm Exam	8 October 2019
Final Exam	10 December 2019, 10:15 - 12:15
Book Reviews	21 November 2019

Course Schedule:

27 August: Introduction to the syllabus and expectations

29 August: A brief primer on theory

- SLO1: Students will identify key theoretical approaches in IR and terrorism studies
- SLO2: Students shall compare and contrast theoretical approaches in IR and terrorism studies

1. Game Theory and Terrorism
2. Humphreys, M., Political Games, pp, 1-16 (blackboard).

3 September: A brief primer on methodology

- SLO1: Students will critique methodological approaches in IR and terrorism studies
- SLO2: Students shall compare and contrast methodological approaches in IR and terrorism studies

1. Ravndal, "Right-Wing Terrorism and Violence in Western Europe: Introducing the RTV Dataset," Perspectives on Terrorism, 10 (3), 2016 (blackboard).
2. Basu, "Social Network Analysis: A Methodology for Studying Terrorism" Social Networking, 2014 (blackboard)

5 September: Defining Terrorism

- SLO1: Students will define terrorism
- SLO2: Students will discuss competing definitions of terrorism

1. Nacos, chapters 1 and 2.

10 September: Terrorism in a Global Context

- SLO1: Students will identify the aspects of terrorism in a global context
- SLO2: Students will discuss how terrorism impacts the world, broadly.

1. Nacos, chapter 3.

12 September: Terrorism in the American Context

- SLO1: Students shall identify key aspects of terrorism within America
- SLO2: Students will compare and contrast scientific evidence to media and public perceptions

1. Nacos, chapter 4.

17 September: Religious Terrorism

-SLO1: Students will compare and contrast scientific evidence to media and public perceptions

-SLO2: Students will critique how religion and terrorism are related

1. Nacos, chapter 5.

19 September: The Making of Terrorists

-SLO1: Students will identify key explanations for radicalization

-SLO2: Students will compare and contrast scientific evidence to media and public perceptions

1. Nacos, chapter 6.

24 September: Women, Children, and Terrorists

-SLO1: Students will identify how women and children are impacted by and involved in terrorism

-SLO2: Students will compare and contrast impacts globally.

1. Nacos, chapter 7.

26 September: Common Threads

-SLO1: Students will identify key common threads in terrorism

-SLO2: Students will compare and contrast scientific evidence to media and public perceptions

1. Nacos, chapter 8.

1 October: Dr. Voss is at a conference, TBD.

3 October: Dr. Voss is at a conference, TBD.

8 October: Midterm Exam.

10 October: Fall Break.

15 October: Financing Terrorism

-SLO1: Students will identify how terrorism is financed

-SLO2: Students will compare and contrast financing in different sectors

1. Nacos, chapter 9.
2. Windle, "Fundraising, Organised Crime and Financing Terrorism," Routledge Handbook of Terrorism and Counterterrorism (blackboard).

17 October: Terrorism in the Middle East I

-SLO1: Students will identify primary methods and targets of terrorism in the MENA.

-SLO2: Students will compare and contrast scientific evidence to media and public perceptions

1. US Department of State Country Reports on the Middle East and North Africa

2. Slater, J., "Terrorism and the Israeli-Palestinian Conflict," Middle East Policy, 2015 (Blackboard)
3. Azani, E., "The Hybrid Terrorist Organization: Hezbollah as a Case Study," Studies in Conflict & Terrorism, 2013 (Blackboard)
4. Davidson, A., " Hamas: Government or Terrorist Organization?" NPR, 6 December 2006

22 October: Terrorism in the Middle East II

-SLO1: Students will discuss differences between major terrorist organizations in the MENA
 -SLO2: Students will compare and contrast scientific evidence to media and public perceptions

1. Cheterian, "ISIS and the Killing Fields of the Middle East" Survival 2015 (blackboard).
2. Walt, "ISIS as a Revolutionary State" Foreign Affairs 2015 (blackboard).
3. Ignatius, "How ISIS Spread in the Middle East and How to Stop It" The Atlantic (blackboard).
4. Geltzer, "The Perils of a Post-ISIS Middle East" The Atlantic (blackboard).

24 October: Africa I

-SLO1: Students will identify primary methods and targets of terrorism in Africa
 -SLO2: Students will compare and contrast scientific evidence to media and public perceptions

1. Mair, D., "#Westgate: A Case Study: How al-Shabaab used Twitter during the Ongoing Attack," Studies in Conflict & Terrorism, 2017 (Blackboard)
2. Masters, J., and Mohammed, A., "CFR Backgrounds: Al-Shabab," 13 March 2015
3. Joosse, P., Bucarius, S., and Thompson, S., "Narratives and Counternarratives: Somali-Canadians on Recruitment as Foreign Fighters to Al-Shabaab," The British Journal of Criminology, 2015 (Blackboard)

29 October: Africa II

-SLO1: Students will discuss differences between major terrorist organizations Africa
 -SLO2: Students will compare and contrast scientific evidence to media and public perceptions

1. Cook, D., "Boko Haram: A New Islamic State in Nigeria," James B. Baker Institute, 2014
2. Agibiboa, D., "Why Boko Haram Exists: The Relative Deprivation Perspective," African Conflict & Peacebuilding Review, 2013 (Blackboard)
3. Thurston, A., "The Disease is Unbelief: Boko Haram's Religious and Political Worldview," Brookings, 2016

31 October: Asia

-SLO1: Students will identify primary methods and targets of terrorism in Asia
 -SLO2: Students will compare and contrast scientific evidence to media and public perceptions

1. Hamilton-Hart, "Terrorism in Southeast Asia: Expert Analysis, Myopia, and Fantasy," *The Pacific Review* 18 (3), 2005 (blackboard).
2. Johnston and Sarbahi, "The Impact of US Drone Strikes on Terrorism in Pakistan," *ISQ* 2016 (blackboard).
3. Shahzad, Zakaria, and Rehman, "The Relationship between FDI, Terrorism, and Economic Growth in Pakistan: Pre and Post 9/11 Analysis" *Social Indicators* 2015 (blackboard).
4. Syed, Saeed, and Martin, "Causes and Incentives for Terrorism in Pakistan", *Journal of Applied Security* 2015 (blackboard).

5 November: Latin America

-SLO1: Students will identify primary methods and targets of terrorism in GRULAC

-SLO2: Students will compare and contrast scientific evidence to media and public perceptions

1. Jensen, M., "Terrorism in Latin America: Infographic," *War on the Rocks*, 15 July 2014
2. Sullivan, M., and Beittel, J., "Latin America: Terrorism Issues," *Congressional Research Service*, 15 December 2016
3. Farah, D., "Transnational Organized Crime, Terrorism, and Criminalized States in Latin America," *US Army War College*, 2012

7 November: Europe

-SLO1: Students will identify primary methods and targets of terrorism in WEOG and EEC

-SLO2: Students will compare and contrast scientific evidence to media and public perceptions

1. Bosi, L., "Explaining Pathways to Armed Activism in the Provisional Irish Republican Army, 1969-1972," *Social Science History*, 2012 (Blackboard)
2. Nesser, P., and Stenersen, A., "The Modus Operandi of Jihadi Terrorists in Europe," *Perspectives on Terrorism*, 2014 (Blackboard)
3. Alcantara, C., "45 Years of Terrorists Attacks in Europe, visualized," *Washington Post*, 19 December 2016
4. Tarabay, J., "Europe Under Siege," *The Atlantic*, 11 August 2016

12 November: USA Revisited

-SLO1: Students will identify primary methods and targets of terrorism in the USA

-SLO2: Students will compare and contrast scientific evidence to media and public perceptions

1. Klein, Gruenewald, and Smith, "Opportunity, Group Structure, Temporal Patterns, and Successful Outcomes of Far-Right Terrorism Incidents in the United States," *Crimes and Delinquency* 2017 (blackboard).
2. Silva, Duran, Freilich, and Chermak, "Addressing the Myths of Terrorism in America" *International Criminal Justice Review* 2019 (blackboard).
3. McQuade, "Proposed Bills Would Help Combat Domestic Terrorism" *LawFare* 20 August 2019 (blackboard).

4. Jurecic, "Lawfare Resources on Right-Wing Extremism, Domestic Terrorism, and De-Platforming," Lawfare 5 August 2019 (blackboard).

14 November: Counterterrorism I

- SLO1: Students will identify key strategies in counterterrorism
- SLO2: Students will discuss key strategies in counterterrorism

1. Nacos chapter 10 and 11

19 November: Counterterrorism II

- SLO1: Students will critique key strategies in counterterrorism
- SLO2: Students will compare and contrast key strategies in counterterrorism

1. Nacos, chapter 13

21 November: Propaganda

- SLO1: Students will identify propaganda strategies both for and against terrorism
- SLO2: Students will identify locations of propaganda

1. Nacos, chapter 14

26 November: Cyberspace

- SLO1: Students will identify how cyberspace is used in terrorism and counterterrorism
- SLO2: Students will demonstrate how cyberspace is used in terrorism and counterterrorism

1. Nacos chapter 15

28 November: Thanksgiving

- SLO1: Students will compare and contrast Thanksgiving sideshishes
- SLO2: Students shall discuss why pecan pie is the best type of pie

3 December: Security, Liberty, and Human Rights

- SLO1: Students will critique how security, liberty, and human rights intersect
- SLO2: Students will identify key issues with security, liberty, and human rights

1. Nacos, chapter 12

2. Gearty, "Human Rights in an Age of Counter-Terrorism" War on Terror 2006, (blackboard).

5 December: Conclusions

- SLO1: Students shall discuss lessons learned
- SLO2: Students will compare and contrast missing issues in terrorism studies

1. Nacos, chapter 16