POLI 386
Terrorism and Politics
Spring 2018
T, R 11-12:15
CCC 234

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This course broadly investigates terrorism. We will study international and domestic terrorism, and its causes, methods, and impact. We will also focus on different responses to terrorism. Our study of terrorism is guided by several different approaches too, including historical perspectives, social science, criminology, and public policy. We will also study issues of counter-terrorism and homeland security.

One of the guiding approaches to the course will be a focus on the public policy issues and consequences surrounding terrorism. We will consider many of the various public policy options that governments have when responding to terrorism, from military force to criminal prosecution and deradicalization strategies.

Learning outcomes: Students will:
- Be able to discuss how government agencies, particularly law enforcement and national security agencies, deal with the problems of domestic and international and terrorism.
- Learn about the underlying theories that explain the origins and development of terrorist beliefs and terrorist groups.
- Demonstrate familiarity with the different types of terrorism, at the global and domestic levels.
- Learn about policy approaches to terrorism in the United States and globally.
- Become familiar with empirical ways of studying and understanding terrorism, including the use of data bases that study terrorism events.

Readings:
Textrental: Understanding Terrorism, 6th ed. (SAGE, 2017). Gus Martin
Other required readings in D2L

Grading:
20%	Class participation and attendance
	See rubric
15%	START Terrorism Database project I
	Due February 27, 11am; 750-1000 words, minimum one graph
15%	START Terrorism Database Project II
	Due March 22, 11am; 750-1000 words, minimum two graphs
25%	Mock Grant Proposal
	Due at end of semester; 1500-2000 words
	Details in D2L.
25%	Final Exam
	OR Certification in START Deradicalization course

Writing Assignments: There are three papers due in the course.

ALL 3 writing assignments are graded based on a rubric. Make sure to familiarize yourself with the rubric.

All papers must be uploaded to the appropriate D2L dropbox by the due date.

Plagiarism on any paper will result in a grade of 0 for that paper.

Paper #1:   START Terrorism Global Event Database analysis. Word count: 750-1000 words.
Please observe the minimum and maximum.

Paper #2:   START Terrorism Global Event Database analysis. Word count: 750-1000 words.
Please observe the minimum and maximum.

Paper #3:   Mock Homeland Security Grant Proposal on Countering Violent Extremism.
1500-2000 words.

Paper #1: Using the START Global Terrorism Database (https://www.start.umd.edu/gtd/) conduct a basic analysis on a database variable of your choosing. We will review the database in class.

The purposes of this assignment:
   -learn familiarity with a major database on terrorism;
   -experiment with choosing variables for analysis;
   -learn how to find and explain patterns of terrorist events and other phenomena.

In your paper narrative explain the following:
   1. why you chose your variable;
   2. what patterns have you observed;
   3. what the data and results potentially tell you. This will be speculative, of course.
   4. Provide at least one descriptive graph on your data.

This is NOT a research paper, but you must provide some evidence to support your assumptions, hunches, etc about why your choice of survey question is relevant. You may use the textbook and/or PRINT media source (international or domestic newspaper, or other printed news media—website of the newspaper is acceptable), or a scholarly source. Wikipedia is absolutely prohibited, as are television media outlets such as CCN, FOX, MSNBC, etc—since they're not print media.

The focus on the paper is on your own analysis.

Due DATE: Tuesday, February 27, 11 am. No exceptions.

Paper #2: Take your original analysis from Paper #1 and embellish/refine it with other data. Provide at least two descriptive graphs.

DUE DATE: Thursday, March 22, 11am. No exceptions.

Paper #3: This paper is a mock grant application for funding from the Department of Homeland Security under its Countering Violent Extremism program. More information about the assignment is in D2L, including the DHS call for grants and several grant applications that received funding. More details about this will be discussed in class.

DUE DATE: Friday, May 11, 12 noon. No exceptions.

Final Exam

The final will be online in D2L. It opens on Monday, May 14th at 8am, and closes on Wednesday, May 16th, at 5pm. You will answer 2 essay questions in D2L, and you are allowed to use the textbook and course materials. You will have 3 hours to complete the exam once you have opened it.

In lieu of the final exam, you may take a 4 hour online course offered by START: the National Consortium for the Study of Terrorism and Responses to Terrorism. The course is free.

The course is called ***Community-led Action in Response to Violent Extremism***

START's description: Community-led Action in Response to Violent Extremism (CARVE) is a 4-hour self-paced online course designed for a U.S.-based audience to provide community-focused, rigorously researched, and academically-informed instruction on Countering Violent Extremism (CVE). Targeted at the FEMA "awareness" training level, this FEMA-certified course is intended to provide a general introduction to radicalization to violence and community-based efforts. The course addresses the topic "Radicalization to Violence Awareness" by examining START-supported research about violent extremism and radicalization to violence in the United States. The course also provides guidance on "Community-Based Efforts for Countering Violent Extremism" by exploring a spectrum of community-led efforts to foster resilience to violent extremism and radicalization to violence.

The development and delivery of CARVE is funded by the Department of Homeland Security, Federal Emergency Management Agency's National Training and Education Division.

Training Objectives:
After completing this training, participants will be able to recall and understand research-based information about violent extremism in the U.S., and a social science theory of radicalization to violence. Participants will also be able to discuss a spectrum of community-based efforts for countering violent extremism.

http://www.start.umd.edu/training/community-led-action-response-violent-extremism

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Why take the online course instead of the final exam? The online course is free (as is the final exam). The online course is 4 hours long approximately, and self-paced, which means you can start the course and return to it until it is finished. Finally, the online course gives you a certification that you can list on your resume, and/or present to future employers who might find it of interest.

If you take the online course, you must upload your certification by Saturday, May 11, 5pm. There will be a D2L dropbox for you to upload the certification. There absolutely no exceptions to this. If you have not uploaded your certificate by the due date, you must take the final exam.

If you complete the online course, you will receive a grade of 93 for the final exam grade component of the course.

Terrorism: Definitions, Categories

1/23 Introduction
1/25 Terrorism: A Conceptual Review; Martin, Chapter 1:
1/30 Chapter 1; Skim *Global Terrorism Index, 2017, Institute for Economics and Peace*. In D2L.

2/1 Definitions of Terrorism; Martin, Chapter 2.
2/6 Defining Terrorism in the United States; Agency definitions

2/8 The START Database
      Studying terrorism empirically; finding patterns

2/13 The Causes of Terrorism; Martin, Chapter 3.
2/15 Waves and Strains
      Readings in D2L
            David Rappaport, "Four Waves of Modern Terrorism"
            Tom Parker, Nick Sitter: "The Four Horsemen of Terrorism: It's not Waves, It's Strains"

Global Perspectives on Terrorism

2/20 State sponsored terrorism; Martin, Chapter 4.

2/22 Terrorism by Dissidents and Ideologues; International Terrorist Spillover : Martin, Chapters 5, 7, 8.
      Readings in D2L.
      Manuals and Manifestos: Baader-Meinhof Gang
                                    Che Guevara
                                    Urban Guerilla Minimanual
                                    Red Brigades Manifesto
                                    IRA Manifesto
                                    Irgun/Menachim Begin Manifesto
                                    Popular Front for the Liberation of Palestine Manifesto
                                    The Weathermen: Prairie Fire
2/27 As above
3/1 As above
3/6 As above

3/8 Religious Terrorism; Martin, Chapter 6.
      Review: *Global Terrorism Index, 2017, Institute for Economics and Peace*.

      In D2L: West Point Report, "The Caliphate's Paper Trail"
                    Piazza, "Is Islamist Terrorism More Dangerous?"
                    Congressional Research Service, "The Islamic State's Acolytes and the Challenges They Pose to U.S. Law Enforcement."

START: "Understanding the Threat: Explaining the Rise the Appeal of the Islamic State."
START: "Comparative Psychological Profiles: Baghdadi and Zawahiri"
Manuals and Manifestos: Al Qaeda Manual
                            Al Zawahiri Manifesto
                            Hamas Manifesto

3/13   As above
3/15   As above.

Terrorist Tactics and Financing

3/20   Terrorist Tactics; Martin, Chapter 10
       Readings in D2L: Brent L. Smith, et al., "The Terrorists' Planning Cycle"
       Jerold Post, "The Terrorists in Their Own Words"
       Michael Freeman, "The Sources of Terrorist Financing"

3/22   No Class

3/27-29   Spring Break

4/3   Terrorist Tactics and Financing
4/5   As above

Terrorism in the United States
Homeland Security
Counter-Terrorism
Public Policy and Criminal Justice

4/10   Terrorism in the United States; Martin, Chapter 12.

       Reading in D2L:
       Congressional Research Service: "Domestic Terrorism: An Overview," August 2017.
       West Point: "Challengers from the Sidelines: Understanding America's Violent Far-Right"
       Government Accountability Office: "Countering Violent Extremism," April 2017.
       FBI/Joint Intelligence Bulletin: "White Supremacist Extremism Poses Persistent Threat of Lethal Violence."
       START Report: "Ideological Motivators of Terrorism in United States, 1970-2016."
       Congressional Research Service: "American Jihadist Terrorism: Combating a Complex Threat," January 2013.
       Steven Chermak, et al. "Surveying American State Police Agencies About Lone Wolves, Far Right Criminality, and Far Right and Islamic Jihadist Criminal Collaboration." 2010.

4/12   As above.

4/17   Counter-Terrorism and Issues in Homeland Security: Martin, Chapters 13, 14.
4/19   As above.
4/24   As above.

4/26   Public Policy and Criminal Justice: Prosecution and De-Radicalization
            Readings in D2L; to be assigned
5/1-3   As above
5/8-10 As Above

GRADING Rubrics

Class Participation Rubric

A grade
- Student demonstrates real familiarity with the assigned materials and can discuss them cogently, critically and informatively.
- Student actively participates in discussion, activities and during presentations.
- Comments are thoughtful and reflective.
- Demonstrates higher order thinking analysis, synthesis and evaluation.
- Makes sincere effort to complete activities and does so with excellent results.
- Provokes questions and comments from classmates.
- Offers ways to help other group members understand concepts discussed.

B Grade
- Student demonstrates familiarity with assigned materials and can discuss them relatively clearly.
- Student participates in class.
- Comments are appropriate, on topic and demonstrate some thoughtfulness.
- Makes sincere effort to complete activities and does so with good results.

C Grade
- Student demonstrates only some familiarity with assigned materials and is generally unable to discuss them.
- Student does minimal participation.
- Student occasionally offers a comment when directly questioned or prompted.
- Student tends to ground discussion in his/her personal opinion.
- Student has excessive absences

D or F Grade
- Student is unprepared
- Student is not familiar with assigned materials and is unable to discuss them in a meaningful way.
- Student shows disregard for opinions of classmates or instructor.

Rubric for Papers

All papers must be uploaded to the D2L dropbox by the deadline specified for each assignment. Plagiarism on this assignment will result in a grade of 0 for this assignment. Late papers will NOT be graded, and the grade category will be assigned a 0.
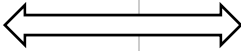
I presume that you know how to write using proper grammar, appropriate style, and so forth, and your papers will be graded accordingly. I will NOT devote class time to a discussion of these issues, and I will only make minimal comments on your papers concerning basic grammatical problems and stylistic issues. The purpose of a WE course is not to teach you to write; it is to engage you in discipline-specific writing, which means for this course writing on legal issues.

Things to absolutely avoid:
1. Do not use colloquialisms.
2. Don't use contractions.
3. Do not write informally.
4. Do not tell the reader how you "feel" about something—this isn't an opinion piece and your feelings aren't relevant.
5. Do NOT write in the first person, as you are not part of the story. Do NOT use second person narrative either, which is really only appropriate for song lyrics. If you are confused about 1st, 2nd and 3rd person narratives, you'd best check a grammar book or something like Strunk and White's *Elements of Style*.

	Excellent (A to B+)	Satisfactory (B to C)	Unsatisfactory (C- to F)
Grammar, Spelling, Sentence Structure	Minimal grammatical, spelling, and structural errors. Generally no more than 2 per page.	More than 2 grammatical, spelling, or structural errors per page	Paper contains an excessive number of grammatical, spelling, and structural errors
Style	Paper is written in clear prose	General style conventions are usually followed	Style is poor, i.e. paper uses inappropriate narrative (such as 1st person), colloquialisms, etc
Structure of argument	Argument is clear, logical, supported by appropriate references to texts	Argument is generally clear and logical, nominally supported	Argument is unclear, structure of paper is illogical and does not substantiate the author's thesis
Display of Data	Display of data is clear, appropriate, and understandable.	Display of data is generally clear and understandable.	Data lacks clarity and is difficult to understand.
Use of Data in analysis	Excellent use of data. Data is appropriate the questions asked and conclusions reached.	Good use of data to address and analyze research question(s)	Poor use of data
Use of assigned materials	Writer shows detailed and comprehensive familiarity with assigned materials and the ability to incorporate them into a relevant, logical argument or analysis	Writer shows some familiarity with assigned materials and the limited ability to incorporate them into a relevant, logical argument or analysis	Writer is generally unfamiliar with assigned materials and is unable to incorporate them into the paper
Strength of Analysis	Writer shows clear understanding of materials and the outstanding ability to critically analyze and reflect upon them	Writer shows nominal understanding of materials and the intermediate ability to critically analyze and reflect upon them	Write is unfamiliar with the materials and is generally general unable to critically analyze and reflect upon them
Research question(s)	Questions are clear, concise, and answerable with data	Questions could have been more clear, concise	Questions are vague, too broad, not answerable with given data
Word Count, Font	Word count and font and paper mechanics (margins, spacing, etc) are appropriate	Font and paper mechanics are inconsistent	Failure to meet minimum word count. Font and paper mechanics are inappropriate to 300 level university course.

Final Exam Rubric

Criteria	A Grade Excellent	B Grade Above Average	C Grade Average	D Grade Unsatisfactory
Addresses the Exam Question or Questions	Fully addresses the exam question or questions	⟵⟶		Does not address the exam question or questions
Incorporates course materials	Uses course materials in a meaningful, insightful manner.	⟵⟶		Does not use course materials in a meaningful manner; shows unfamiliarity with course materials..
Offer insights	Offers insights that go beyond just answering the question; perhaps the writer poses, and answers, follow-up questions	⟵⟶		Offers minimal to no original insights.
Skill in understanding and explaining difficult concepts	Demonstrates skill in understanding and explaining difficult concepts.	⟵⟶		Does not demonstrate the skill. Shows little to no understanding of concepts and does not demonstrate ability to explain them.
Grammatical/Word Choice/Sentence Structure	No major mistakes	Minimal to some major mistakes	Minimal to some major mistakes	Too many mistakes
Understanding of the material	Demonstrates excellent understanding of the course material	⟵⟶		Does not demonstrate understanding of the course materials.
Follows the assignment	Answer conforms to the assignment, and all relevant questions are answered in a meaningful way.	Most questions are answered in a meaningful way.	Most questions are answered in a meaningful way.	Answer does not address the question or questions.
Organization of Essay	Excellent	Above average	Average	Essay is unorganized, incoherent.