POLI 386
Terrorism and Homeland Security
Spring 2019
MW 2-3:15
CCC 234

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This course broadly investigates terrorism, counter-terrorism, and homeland security. We will study international and domestic terrorism, and its causes, methods, and impact. We will also focus on different responses to terrorism and different approaches to counter-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 institutions and issues associated with 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:
- 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.
- 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 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 available in CANVAS.

Grading:
20%	Class participation and attendance
	See rubric
15%	Paper #1. Reaction paper. 500 words. Written online in CANVAS.
15%	Paper #2 START Terrorism Database project I
	Due, 11am; 750-1000 words. Uploaded to CANVAS.
25%	Final Paper. Uploaded to CANVAS.
25%	Final Exam. Online in CANVAS.

Grade distribution:

A	94-100%	A-	90-93%			
B+	87-89%	B	84-86%	B-	80-83%	
C+	77-79%	C	74-76%	C-	70-73%	
D+	66-69%	D	60-65%	F	<60%	

Papers

50% of your grade will consist of formative assessments that ask you to apply knowledge learned in the course to specific problems and data. The goal of the assignments is to have you organize information and identify connections and relationships in the information and other data on terrorism and politics.

The formative assessments will be in the form of three writing assignments: a reaction paper, and two analytical papers.

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

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

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

Paper #1:   Review of *Global Terrorism Index, 2018.* 500-750 words.
Paper #2:   START Terrorism Global Event Database analysis. Word count: 750-1000 words.
                    Please observe the minimum and maximum.
Paper #3:   Terrorism risk assessment paper. Minimum word count: 1500 words.

Paper #1:

DUE DATE: Friday February 8, 12 noon.

Module One: Terrorism Definitions and Categories

Review the material in *The Global Terrorism Index, 2018,* available in CANVAS. Write a reaction paper in which you provide your own thoughts and analysis to some of the things that you've read. You will write your reaction paper directly in CANVAS. Organize your thoughts before you start writing in CANVAS. You may wish to type in a Word Document and then cut and paste into the CANVAS area. Although this is a reaction paper, it is also a formal writing assignment and your paper will be graded on grammar, style, and content.

Paper #2:

DUE DATE: Friday March 15 12 noon.

Module 2 or Module 3

Using the START Global Terrorism Database (https://www.start.umd.edu/gtd/) conduct a basic analysis on some of the variables in the database.

Paper #2 continued:

Choose ONE of the following assignments:

1. Using the START database, assess David Rappaport's argument in "Four Waves of Modern Terrorism."

2. Pick one of the types of terrorism (dissident, ideological, religious) and using the START database provide your own analysis.

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;
        -apply knowledge from Module 1 or Module 2 of the course.

In your paper narrative explain the following:
        1. why you chose your variable(s);
        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 two descriptive graphs on your data.

Graphs MUST be embedded in your paper. A phone screenshot of your graphs is not acceptable. I suggest downloading or printing your graphs as PDF files and then embedding them in your final document. The data on your graphs needs to be identifiable and explanatory. See sample papers in CANVAS.

This is NOT a research paper. You may use your textbook or other course materials if needed to support an assertion, but other outside sources are prohibited.

Paper #3:

Due Date: Friday May 10 12pm.

This paper focuses on terrorism risk assessment as a component of counter-terrorism policymaking and homeland security. Your paper will assess the terrorism risk of a municipality. Details on this assignment will be distributed later.

The purpose of this assignment:
        -learn about risk assessment in the context of terrorism;
        -compile and collate data relevant to risk assessment;
        -explain selection and use of data for risk assessment; and
        -provide a basic risk assessment.

Minimum word counts: 1200 words minimum.

Module 1:
Terrorism: Definitions, Categories

1/23   Introduction

1/28   Terrorism: A Conceptual Review; Martin, Chapter 1:

1/30   Chapter 1; Skim *Global Terrorism Index, 2018, Institute for Economics and Peace*. In CANVAS.

2/4-6   Definitions of Terrorism; Martin, Chapter 2.

2/11   The START Database
Studying terrorism empirically; finding patterns

2/13   The Causes of Terrorism; Martin, Chapter 3.

2/18   Waves and Strains
Readings in CANVAS.
> David Rappaport, "Four Waves of Modern Terrorism"
> Tom Parker, Nick Sitter: "The Four Horsemen of Terrorism: It's not Waves, It's Strains."

Module 2:
Terrorism: Types and Tactics

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

2/25-27   Terrorism by Dissidents and Ideologues; International Terrorist Spillover:
Martin, Chapters 5, 7, 8.
Readings in CANVAS.
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

3/4-6   As Above

3/11-13   Religious Terrorism; Martin, Chapter 6.
Review: *Global Terrorism Index, 2018*.

In CANVAS: West Point Report, "The Caliphate's Paper Trail"

Religious Terrorism, continued

     In CANVAS:
     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

March 18/20   Spring Break

3/25-27   Terrorist Tactics; Martin, Chapter 10
            Readings in CANVAS: Brent L. Smith, et al., "The Terrorists' Planning Cycle"
            Jerold Post, "The Terrorists in Their Own Words"
            Michael Freeman, "The Sources of Terrorist Financing"

Module 3: Terrorism in the United States

4/1   Terrorism in the United States; Martin, Chapter 12.

       Reading in CANVAS:
       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.

4/3-8   As above.

Module 4: Counter-Terrorism and Homeland Security

4/10   Lecture
              Martin, Chapters 13, 14.

4/15-17   Counter-Terrorism, Homeland Security, and Risk Assessment
              Readings in CANVAS: CATO "Public Opinion and Counter-
                                           Terrorism Policy, 2018"
                                           GAO Report on Homeland Security's
                                           Grant Program—FEMAS's Risk-Based
                                           Grant Assessment Model

4/22   The Federal Government and Homeland Security
              CANVAS: White House Strategies on Counter-Terrorism, 2011 and 2018.

 4/24   States and Homeland Security
              CANVAS: National Governor's Association Report on Counter-Terrorism

4/29   Countering Violent Extremism (CVE) as Counter-Terrorism
              Reading to be determined

5/1   As above
5/6-8   As Above

Final Paper due in CANVAS dropbox no later than Friday May 10 12 noon.

Final Exam: online in D2L. Opens on Tuesday, May 14, at 8am. Closes on Thursday, May 16, at 5pm. Once you open the exam you will have 3 hours in which to finish it. It is open-book, open-notes, so you may use your course materials on the exam.

GRADING Rubrics

Class Participation Rubric

	Excellent (A to B+)	Satisfactory (B to C)	Unsatisfactory (C- to F)
Attendance	Attendance is consistent, on time	Attendance is relatively consistent	Poor attendance and/or late to class consistently.
Engagement	Student shows consistent and ongoing engagement with the class and course materials.	Student shows general interest in course and materials	Student does not show interest or engagement with course and materials.
Preparation	Student shows clear and excellent familiarity with course materials and is prepared for discussion.	Students shows general familiarity with course materials and is nominally prepared for discussion	Student does not show familiarity with materials, or preparation for discussion.
Demeanor	Student shows respect for diversity of opinions in class.	Not applicable	Student does not show respect for diversity of opinion in class.

Rubric for Papers

All papers must be uploaded to the CANVAS 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.

There are two separate rubrics for the papers. The first paper has a shorter rubric that assesses your ability to write a reaction paper. The second rubric is more detailed and assesses your ability to write a more analytical paper.

Even with the paper rubrics, here are some things to 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*.

Rubric for Paper #1 Reaction Paper

	Excellent (A to B+)	Satisfactory (B to C)	Developing (C- to F)
Grammar, Spelling, Sentence Structure, Style.	Minimal grammatical, spelling, and structural errors. Paper is written in clear prose	Some grammatical, spelling, and structural errors. General style conventions are followed.	Paper contains an excessive number of grammatical, spelling, and structural errors. Style is poor, i.e. paper uses inappropriate narrative (such as 1st person), colloquialisms, etc
Word Count, Font	Word count and font and paper mechanics (margins, spacing, etc) are appropriate	Not applicable.	Failure to meet minimum word count.
Structure of argument and analysis	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
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 generally unable to comment on them.

Analytic Paper Rubric for Papers #2 and #3

	Excellent (A to B+)	Satisfactory (B to C)	Developing (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
Word Count, Font	Word count and font and paper mechanics (margins, spacing, etc) are appropriate	Not applicable.	Failure to meet minimum word count. Font and paper mechanics are inappropriate to 300 level university course.
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 and Use of Data	Display of data is clear. Excellent use of data. Data is appropriate the questions asked and conclusions reached.	Display of data is generally clear and understandable. Good use of data to address and analyze research question(s)	Data lacks clarity. Use of data is not developed.
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	Writer is unfamiliar with the materials and is generally unable to critically analyze and reflect upon them