



POL490V: Terrorism in the Modern World

**Professor:** Susan Haynes, PhD

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**Office Hours:** Ezell 109; M-F, 9-11am and by appointment

**Class Time:** T,R, 1445-1600

**Class Location:** Ezell



### **Introduction:**

This course surveys the international security landscape with particular attention to the circumstances and choices that shaped security policy after World War II. The course will cover the evolution of war over the past half century, including the emergence of non-state actors, the transition to intrastate war, and the development of increasingly destructive weapons of war. Areas of inquiry include the causes of terrorist group formation, the strategies and objectives of terrorist groups, the organizational constraints facing terrorist groups, and the conditions for group decline. We will also be exploring the theoretical and political landscape associated with terrorism, including the rise of ethnic conflict and intrastate/civil war.



### **Course Texts:**

In our exploration, we'll use the following texts to guide us:

Marie-Helen Maras, *Counterterrorism*, New York, NY: Jones & Bartlett Learning (2012). ISBN: 978-1449648602



### **Ways to get there:**

To fulfill the course promise, you will need to take responsibility for your own learning. More specifically, I expect you to:

Come to each class prepared and ready to participate. (10% of grade) While this course will consist predominately of lectures, I expect active student participation. Oftentimes students will be asked to summarize an author's primary argument and to provide his/her analysis of the author's findings. This level of engagement requires that students prepare for each class by doing the designated readings. Skimming is not sufficient. You will need to *comprehend* the material assigned. If necessary, write down questions or concepts you need clarified and ask these questions in class. In the third part of the course (weeks 11-16), we will shift gears and the course will resemble more of a seminar format. Students will be asked to stay up-to-date on current events and incorporate this material into the discussion. Students will also take turn leading class discussions.

Analyze contemporary political events/issues. (20% of grade) All students will be required to complete two analysis papers, worth 10 points each, throughout the semester. These will each need to be a minimum of 1000 words, single-space, 12 pt font with a separate works cited page. All papers should be emailed AND brought to class the day they are due. Paper topics and deadlines are indicated in Appendix A.

Test your Knowledge. (60% of grade) Students will be expected to two tests in this course. Each exam will be cumulative and will consist of a variety of multiple choice, fill-in-the-blank, short answer, and essay questions.

Research & present a final case study. (10% of grade) The second week of class, students will pair up and pick a specific terrorist group to research. (See Appendix D for the State Department's list of Foreign Terrorist Organizations.) Throughout the course of the semester, students will become experts on their chosen terrorist group and their knowledge will culminate into a 20 minute class presentation (complete with visual aid). One student will present research on the group's origins, strategies, and methods; while the other student will discuss the group's future trajectory (ie. Is it thriving or declining?) and provide specific recommendations for the group's dissolution.



### **Measuring your Learning:**

To evaluate your learning progress (and to provide you with feedback on your learning), I will use the following grading criteria:

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- F = below 59 points

\*All written assignments will be evaluated based upon the grading rubric included in the back of the syllabus



### **The Road Ahead:**

#### **Week One: Introduction (January 12)**

Stathis N. Kalyvas, "'New' and 'Old' Civil Wars: A Valid Distinction?" *World Politics* 54, no. 1 (October 2001): 99-118; Caroline Kennedy and Thomas Waldman. "The Changing Nature of Intrastate Conflict and 'New Wars'" in *the Routledge Handbook of Civil Wars*, pp. 213-223.

#### **Week Two: The Changing Nature of War (January 19)**

*Martin Luther King Jr Day, 1/18*

Barry R. Posen, "The Security Dilemma and Ethnic Conflict," *Survival* 35, no. 1 (1993): 27-47; James D. Fearon and David D. Laitin, "Sons of the Soil, Migrants, and Civil War," *World Development* 39, no. 2 (February 2011): 199-211. Crenshaw, pp. 1-18

#### **Week Three: Causes of Civil War (January 26)**

V. P. Gagnon, Jr., "Ethnic Nationalism and International Conflict: The Case of Serbia," *International Security* 19, no. 3 (Winter 1994/95): 130-166.

Adria Lawrence, "Triggering Nationalist Violence: Competition and Conflict in Uprisings against Colonial Rule," *International Security* 35, no. 2 (Fall 2010): 88-122.

#### **Week Four: War to end War (February 2)**

Edward N. Luttwak, "Give War a Chance," *Foreign Affairs*, Vol. 78. No. 4 (July/August 1999):

36-44; Carter Johnson, "Partitioning to Peace: Sovereignty, Demography, and Ethnic Civil Wars," *International Security* 32, no. 4 (Spring 2008): 140-170; Monica Duffy Toft, "Ending Civil Wars: A Case for Rebel Victory?" *International Security* 34, no. 4 (Spring 2010): 7-36.

#### **Week Five: Negotiating an end to War (February 9)**

Barbara F. Walter, "The Critical Barrier to Civil War Settlement," *International Organization* 51, no. 3 (Summer 1997): 335-364; Caroline Hartzell, "Explaining the Stability of Negotiated Settlements to Intrastate Wars," *Journal of Conflict Resolution* 43, no. 1 (February 1999): 3-22;

### **Week Six: Changing Actors in War (February 16)**

#### Exam #1

Maras, Ch. 1 & 4; Audrey Kurth Cronin, "Behind the Curve: Globalization and International Terrorism," *International Security*, Vol. 27, No. 3 (Winter 2002/2003), pp. 30-58.

[http://belfercenter.ksg.harvard.edu/files/88504\\_cronin.pdf](http://belfercenter.ksg.harvard.edu/files/88504_cronin.pdf)

### **Week Seven: The What & Why of Terrorism (February 23)**

Maras, Ch.2; Max Abrahms, "What Terrorists Really Want," *International Security*, Vol. 32, No. 4 (2008), pp. 78-105; Erica Chenoweth et. al. "Correspondence: What Makes Terrorists Tick," *International Security*, Vol. 33, No. 4 (2009), pp. 180-202

### **Week Eight: The Strategies & Ideologies of Terrorists (March 1)**

Peter R. Neumann, MLR Smith, "Strategic Terrorism: The Framework and Its Fallacies," *Journal of Strategic Studies*, Vol. 28, No. 4 (2005), pp. 571-595.

Gordon H. McCormick, "Terrorist Decision Making," *Annual Review of Political Science*, Vol. 6 (2003), pp. 473-507; Jeff Victoroff, "The Mind of the Terrorist: A Review and Critique of Psychological Approaches," *Journal of Conflict Resolution* Vol. 49, No. 1 (2005), pp. 3-42.

### **Week Nine: Policies and Tactics of Counterterrorism, Preemptive Responses (March 8)**

#### Exam #2

Maras, Ch. 5 & 6

### **Week Ten: Spring Break (March 15)**

### **Week Eleven: Intelligence & Individual Targeting (March 22)**

Maras, Ch. 7 & 8; Jonathan Masters, "Targeted Killings," *Backgrounder*, Council on Foreign Relations (May 13, 2013). <http://www.cfr.org/counterterrorism/targeted-killings/p9627>; Jenna Jordan, "When Heads Roll: Assessing the Effectiveness of Leadership Decapitation," *Security Studies*, Vol. 18, No. 4 (December 2009), pp. 719-755

[http://belfercenter.ksg.harvard.edu/files/johnston\\_policybrief-june-2012.pdf](http://belfercenter.ksg.harvard.edu/files/johnston_policybrief-june-2012.pdf)

### **Week Twelve: Policies and Tactics of Counterterrorism, Incapacitation (March 29)**

Maras, Ch. 9 & 10

### **Week Thirteen: Policies and Tactics of Counterterrorism, Rehab & Negotiation (April 5)**

Maras, Ch. 11 & Ch. 13; Peter R. Neumann, "Negotiating with Terrorists," *Foreign Affairs*, Vol. 86, No. 1 (January/February 2007), pp. 128-138.

### **Week Fourteen: The Media and Terrorism (April 12)**

Maras, Ch. 12; Adam Hoffman and Yoram Schweitzer. "Cyber Jihad in the Service of the Islamic State (ISIS)," *Strategic Assessment*, Vol. 18, No. 1 (April 2015), pp. 71-81.

#### Exam #3

### **Week Fifteen: Group Presentations (April 18)**

### **Week Sixteen: Group Presentations (April 26)**



**Correspondence:** Email is a quick and convenient way to communicate. You will notice that I regularly send emails to students through Blackboard to notify them of upcoming due dates and assignments. If you have a question pertaining to the course, first check the Blackboard announcements and then your syllabus. If the answer is not available in these areas, feel free to email me directly. To increase efficiency, I ask that you include both your name and course name in the subject line of every email you send.



**Attendance:** Regular class attendance is required and repeated absences will detrimentally impact your participation grade. (*One point will be deducted for every 2 classes missed. Points will also be deducted for continued tardiness.*) If you are likely to miss classes for an extended period of time such as a week or more, contact Professor Steve Prewitt, Associate Provost for Student Academic Support (steve.prewitt@lipscomb.edu; 615-966-5804). You are expected to provide timely notification to Associate Provost Prewitt regarding any extended absence, and may be required to provide supporting documentation for the absences.

A decision to stop attending class does not constitute dropping the course. A drop/add form available in the Registrar's Office must be signed the professor and processed in the Registrar's Office before the drop is official. If your name appears on the class roster at grading time and you have not officially dropped the course, a grade will be assigned based upon the policies outlined in this syllabus.



**Open Inquiry & Civility:** As an accredited institution of higher education, Lipscomb University is committed to providing students with a superior learning experience. Pursuant to this objective, it is critical the classroom be a place where open intellectual inquiry is encouraged and the diversity of opinions is respected and appreciated. This course covers a wide array of content; including issues which may evoke strong opinions and emotions. As such, it is important, that students strike a balance between free expression and civil engagement. Discriminatory or hateful language will not be tolerated. Please be respectful of the views and beliefs of others.



#### **Technology:**

I allow the use of laptops or tablets for taking notes in class. Everyone learns differently, and if you learn better by typing notes during a lecture, I encourage you to do so...but there's a catch: If you chose this option, you are required to email me your notes at the end of class. Your notes will need to be thorough. The use of a laptop or tablet for other purposes (i.e. checking email, shopping, watching YouTube, etc.) is strictly prohibited.

In order to ensure an optimal learning environment, I ask that you please refrain from using your cell phone during class. (This means talking, texting, checking Facebook, etc.) If it is an emergency, please politely dismiss yourself from the room prior to engaging in conversation. The use of your phone during class time, if not an emergency, will result in a reduction in participation points.



#### **Academic Integrity:**

Lipscomb students are expected to conduct themselves with high integrity, both inside and outside of the classroom. Academic fraud undermines this integrity and has serious consequences. The university website (<http://www.lipscomb.edu/academics/definitions>) provides definitions and examples of several different types of academic fraud, including unauthorized collaboration, cheating, fabrication, multiple submission, false citation, and plagiarism. Of these, plagiarism is the most common. *Plagiarism includes, but is not limited to, copying and pasting the direct words of someone else and not including these words in quotations marks.* I am lenient on most things, but not this. Using someone else's words is theft. It devalues their work and it robs you the chance of processing and learning the material yourself. Read someone else's words and

think about them. Step away from the computer or put down the book if you need to. Write/type your own notes and then attempt to put in your own words what the author was saying. Then, cite the author as the original source in an in-text citation and include a full reference in your bibliography.



#### **Sources:**

You will have several writing assignments throughout the course. These assignments will be academic in nature and thus require outside research. This means that your papers should NOT be solely based upon your opinion. Instead, you should use your text and other academic sources to help inform your analysis. As you write, you will need to include properly formatted in-text citations and end references (MLA style is preferred.) While attention should be paid to formatting, it is even more important to pay attention to the sources you use. Not all sources are created equal! Wikipedia, for example, is not a valid source, nor is about.com.



#### **Writing Help:**

This course requires a fair amount of writing. If this is not your strong suit, I strongly encourage you to visit Lipscomb's Writing Studio located in Beaman Library 141 (the Academic Success Center). The Writing Studio provides valuable one-on-one writing assistance to students. Conferences are available by walk-in or appointment (966-6301 or visit the ASC if the studio isn't open). If you are in a jam (i.e. you waited until the last minute), you can use the online proofing service [paperrater.com](http://paperrater.com). This is an automated service, so it is not a substitute for personal writing help, but it might help you notice and fix larger issues before submission.



#### **Late Work:**

Late work will be accepted under a 10-point per day penalty, and this allowance will expire one week from the assigned due date. A ten point penalty will also be applied to any work not submitted at the beginning of class. Make-up work will be allowed only under extraordinary circumstances and at the instructor's discretion. Any late work must be emailed to [sthaynes@lipscomb.edu](mailto:sthaynes@lipscomb.edu).



#### **Extra Credit:**

Throughout the semester, there will be several opportunities to earn extra credit. These will require you to physically attend an on-campus or community event or participate in a conference call or online webinar. These opportunities will be announced during class. In addition to your attendance, you will be required to write a brief paper (500 words) providing a synopsis of the event and what you learned.

*Each student is required to submit TWO papers in a semester. You are given the liberty to select the topic/date that best suits your interest/schedule. Each paper should address all questions included under the designated topic. While some questions may ask for a student's opinion, these opinions must be substantiated or supported with information from appropriate academic sources. The more specific information you can provide (ie examples/statistics), the better. Students should cite their textbook as well as other appropriate outside sources. See grading rubric for additional details.*

**1/26: The Changing Nature of War**

In what way has war changed over the past century? Is this change overall a good or bad thing? Explain.

**2/16: Civil Conflict**

In what way is civil conflict distinct from other types of conflict? What challenges does the international community face in lessening this type of conflict?

**2/23: Risk Analysis**

Do you think the US perception regarding the threat of terrorism is accurate or overblown, why? What factors contribute to this perception?

**3/29: Intelligence Gathering**

Evaluate the technological measures implemented post 9/11. How effective are they in thwarting terrorism?

**3/31: Torture**

Why are interrogations important in counterterrorism? Is torture justified? If yes, under what circumstances? Why?

**4/12: Rehabilitation**

What are the pros and cons of implementing a rehabilitation program in the United States that resembles the one currently running in Saudi Arabia? Would you recommend that the US establish a similar program? Why or why not?

	Poor 0 -10 Points	Proficient 11 - 20 Points	Distinguished 21 - 25 Points
Grammar (25 pts) _____	Obvious grammatical errors & spelling mistakes throughout, making the essay difficult to read	Numerous grammatical errors and spelling mistakes of the variety typically caught by Word Processors, including run-on sentences, sentence fragments, etc.	Relatively few grammatical errors or spelling mistakes – most often those that are <i>not</i> picked up by a Word Processor such as missing commas, failure to capitalize proper nouns, and/or homonyms.
Structure (25 pts) _____	Does not meet specified word count requirement; and/or is not properly structured (i.e. does not have an introduction or conclusion and/or is one singular block of text.)	Minor structural issues throughout such as lengthy paragraphs; lengthy quotes not put in block form, a missing thesis statement, etc.	Single-space, 12 pt font, succinct introduction with a clear thesis statement, several supporting paragraphs of appropriate length, and a solid conclusion.
Research (25 pts) _____	No sources or questionable sources used – the writing either demonstrates the sole opinion of the author or relies upon information from non-academic sources (i.e. Wikipedia, About.com, etc.)	Uses several valid sources, though these do not include the textbook and/or an academic article. Student does not always include full source information (ie author’s name(s), publication date, title of article, title of journal/newspaper/website & web address.	Uses several academic sources, including at least one academic journal article; All sources are properly cited in the text as well as in the reference list. Page numbers are given when direct quotes are used.
Argument (25 pts) _____	Off topic - Did not sufficiently answer the question presented	Answered the question but was unclear on specific points or did not adequately support them; misunderstood a critical concept/concepts; answered the question fully, but did so by relying heavily upon the words of others. (ie repeatedly using direct quotes)	<i>Rich</i> in content, full of thought, insight, and analysis, incorporating and citing outside research. Defined all relevant terms in argument. The author’s voice is the primary voice of the paper, and he/she primarily paraphrases –rather than quotes – the research of others.
TOTAL: _____	Comments:		

**Appendix C: Information Sheet – PO 490V – Fall 2015**

**Legal Name:** \_\_\_\_\_

**Preferred Name:** \_\_\_\_\_

**Major:** \_\_\_\_\_

**Year:**            Freshman                      Sophomore                      Junior                      Senior

**Why did you register for this class?**

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**What do you expect of me as your professor?**

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**What type of career would you like to have?**

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**Please tell me anything you would like me to know about yourself, such as hobbies, extracurricular activities, learning style, study habits, etc.** (If you've had a class with me before, tell me something new!)

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**APPENDIX D: State Department List of Foreign Terrorist Organizations<sup>i</sup>**

Abu Nidal Organization (ANO)



Abu Sayyaf Group (ASG)  
Aum Shinrikyo (AUM)  
Basque Fatherland and Liberty (ETA)  
Gama'a al-Islamiyya (Islamic Group) (IG)  
HAMAS  
Harakat ul-Mujahidin (HUM)  
Hizballah  
Kahane Chai (Kach)  
Kurdistan Workers Party (PKK) (Kongra-Gel)  
Liberation Tigers of Tamil Eelam (LTTE)  
National Liberation Army (ELN)  
Palestine Liberation Front (PLF)  
Palestinian Islamic Jihad (PIJ)  
Popular Front for the Liberation of Palestine (PFLP)  
PFLP-General Command (PFLP-GC)  
Revolutionary Armed Forces of Colombia (FARC)  
Revolutionary Organization 17 November (17N)  
Revolutionary People's Liberation Party/Front (DHKP/C)  
Shining Path (SL)  
al-Qa'ida (AQ)  
Islamic Movement of Uzbekistan (IMU)  
Real Irish Republican Army (RIRA)  
Jaish-e-Mohammed (JEM)  
Lashkar-e Tayyiba (LeT)  
Al-Aqsa Martyrs Brigade (AAMB)  
Asbat al-Ansar (AAA)  
al-Qaida in the Islamic Maghreb (AQIM)  
Communist Party of the Philippines/New People's Army (CPP/NPA)  
Jemaah Islamiya (JI)  
Lashkar i Jhangvi (LJ)  
Ansar al-Islam (AAI)  
Continuity Irish Republican Army (CIRA)  
Libyan Islamic Fighting Group (LIFG)  
Islamic State of Iraq and the Levant (formerly al-Qa'ida in Iraq)  
Islamic Jihad Union (IJU)  
Harakat ul-Jihad-i-Islami/Bangladesh (HUJI-B)  
al-Shabaab  
Revolutionary Struggle (RS)  
Kata'ib Hizballah (KH)  
al-Qa'ida in the Arabian Peninsula (AQAP)  
Harakat ul-Jihad-i-Islami (HUJI)  
Tehrik-e Taliban Pakistan (TTP)  
Jundallah  
Army of Islam (AOI)  
Indian Mujahedeen (IM)  
Jemaah Anshorut Tauhid (JAT)

Abdallah Azzam Brigades (AAB)  
Haqqani Network (HQN)  
Ansar al-Dine (AAD)  
Boko Haram  
Ansaru  
al-Mulathamun Battalion  
Ansar al-Shari'a in Benghazi  
Ansar al-Shari'a in Darnah  
Ansar al-Shari'a in Tunisia  
Ansar Bayt al-Maqdis  
al-Nusrah Front  
Mujahidin Shura Council in the Environs of Jerusalem (MSC)  
Jaysh Rijal al-Tariq al Naqshabandi (JRTN)

i. This list is comprised by the US State Dept. the legal criteria for designation includes: (1) It must be a foreign organization; (2) it must engage in terrorist activity, as defined in section 212 (a)(3)(B) of the INA (8 U.S.C. § 1182(a)(3)(B)),\* or terrorism, as defined in section 140(d)(2) of the Foreign Relations Authorization Act, Fiscal Years 1988 and 1989 (22 U.S.C. § 2656f(d)(2)),\*\* or retain the capability and intent to engage in terrorist activity or terrorism; and (3) It's activity must threaten the security of U.S. nationals or the national security (national defense, foreign relations, or the economic interests) of the United States