

# INTL 4410: Terrorism

Tuesday/Thursday 9:30 to 10:45 am

MLC 251

Fall 2016

Dr. Amanda Murdie

327 Candler Hall

Email: [murdie@uga.edu](mailto:murdie@uga.edu)

Office Hours: 2:00 - 4:00 Tuesday/Thursday and other times by appointment

## Course Description and Objectives

What motivates a terrorist? When are people likely to rebel? Are counterterrorism or repression efforts successful? This course focuses on the social scientific study of terrorism. We will focus on scientific explanations for rebellion, the rise of terrorist organizations, political and economic explanations for terrorist attacks, and the effects of efforts to combat terrorism. After this class, you will have not only an understanding of the major players and factors influencing terrorism, but a base understanding of the social scientific processes which govern political violence and rebellion more generally. As such, this class is **not** a history class or a class on current events. Though current and historical events will be discussed, your grade will not depend on your rote memorization of these events. Instead, the focus will be on understanding the underlying interests of important actors for international security, the arenas in which these actors interact, and the rules which govern their interactions. This focus on the basic principles will provide you with a rich practical knowledge of the study of terrorism.

We will begin the semester by first defining terrorism and then focusing on the social scientific method and its role in the study of political violence. After this introduction, the class will be divided into four major sections: (1) background theory on collective action, social movements, and political violence, (2) theoretical frameworks for the causes and goals of terrorism, (3) scholarship on how terrorism works and who is targeted by terrorism, and (4) the consequences of terrorism and counterterrorism.

## Grading

Your course grade is calculated from the following components:

- 25% - Test 1 - **October 6th in class**
- 25% - Test 2 - **Final Exam Week - Thursday, December 8th, 8:00 to 11:00 am**
- 10% - Small Data Project - **Due September 15th, beginning of class**
- 15% - Background Paper on a Terrorist Group - **Due November 29th, beginning of class**
- 25% - Participation and Informed Discussion

## Tests

Each test will be in-class. The tests will consist of both short answer and essay. I will provide a study guide prior to each exam. The tests will not be cumulative but you should retain your basic knowledge of the social science of political violence for the second test.

## Small Data Project and Background Paper

Being a political violence specialist requires knowing a lot about a whole host of political violent events and having a depth of knowledge on some particular cases. At two times throughout the semester, there will be small projects to build your competence as a political violence specialist. The first project will build your competence with the common datasets used to study violent political events and the second project will make sure you have some depth of knowledge in a particular case. For the data project, we will go over available datasets for the study of political violence on August 18th. In the following 4 weeks, you will go over one of these datasets on your own and answer some questions about the dataset. This project will not require any background knowledge in statistics but will require you to examine numbers and make a graph in Microsoft Excel or a comparable program. I will be available to help you during office hours.

For the background paper, you are to watch a film on a particular group/event and do some background research. You will then have to write a 10-12 page (double spaced, 1 inch margins, 12 point font) summary and reaction paper on the violent event or group, the film, and how it relates to the larger literature we have read on terrorism. You are welcome to watch any of the films from the approved film list (on the eLearningCommons site for the course) or to get approval for a film of your choice from me during office hours.

## Participation

I have also allotted 25% of your grade to participation and informed discussion. An upper-level course that relies on the scholarly literature only works if we all have read the readings for each class period and are willing to discuss these readings. As such, I will take attendance every day and will record whether you are willing and able to participate in the course discussion and answer questions about the readings. At certain times throughout the semester, an **in-class quiz** will be used for that day's participation points. You will be allotted 2 course absences without penalty for your participation grade. After that, any excused absence will require documentation. If documentation of an excused absence is provided, you will be required to take a make-up quiz (during office hours) to verify your understanding of the materials that you missed.

Your active participation is very important. Always feel free to state your opinions in a way that invites discussion. No outside knowledge of international relations or political science scholarship, of history, or of current events will be necessary for effective class participation. Discussion of other scholarship, history, and current events will certainly be welcome when they are relevant, but **careful reading** of the materials assigned for this course and **concentrated thinking** about the ideas raised in class will be a sufficient basis from which to contribute profitably to class discussion. The first step toward participating in class is attending class and reading the course materials prior to the day they are assigned.

Your final grade will be calculated on the following scale. Please note that I do not round grades.

- 94 to 100 - A
- 90 to 93 - A-
- 87 to 89 - B+
- 84 to 87 - B
- 80 to 83 - B-

- 77 to 79 - C+
- 74 to 77 - C
- 70 to 73 - C-
- 67 to 69 - D+
- 64 to 67 - D
- 60 to 63 - D-
- 59 and below - F

## Useful Information and University Policies

### Attendance and Missing Class

I realize you are adults with rich and full lives outside of class. However, as stated above, the participation points for this class require your attendance. Tests and assignments are also taken and/or due in class. Making up any assignment or participation points requires proper documentation.

### University Honor Code and Academic Honesty Policy

The following is taken verbatim from <https://curriculumsystems.uga.edu/curriculum/courses/syllabus>:

“As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.”

### Changes to the Syllabus Could Occur

The following is taken verbatim from <https://curriculumsystems.uga.edu/curriculum/courses/syllabus>:

“The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.”

### Disability Services

The following is taken verbatim from <https://drc.uga.edu/faculty/sample-access-statements>:

“If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>”

The following is taken verbatim from <https://online.uga.edu/documents/ugasyllabusguidelines.pdf>:

“Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.”

## Useful Campus Resources

There are many campus resources that can help you with your academic performance and assist you during the semester. I urge you to check out the Division of Academic Enhancement and the Writing Center.

Some material in this course contains references to violence. You are always welcome to excuse yourself during class for any reason and I urge you to take your mental health seriously. There are campus resources to help.

## Course Readings

No textbook is necessary for this class. All of the readings come from academic journal articles and book chapters. These readings can all be found on the eLearningCommons page for this course. I expect you to have completed the readings **before** the day they appear on the syllabus. When doing all of your readings, it works best to identify each reading's research question, theory, hypotheses, empirical analysis, and conclusion. Also, try to identify one or two problems or questions you have with the work. I remember readings best when I've actually taken the time to write out some notes; it might work for you, too. If nothing else, it will definitely help in preparing for the exams.

## Class Outline

**August 11th: Intro to Course - State of Terrorism.**

**August 16th: Intro to Social Science and the Study of Political Violence.**

Frieden, Jeffrey A., and David A. Lake. 2005. "International Relations as a Social Science: Rigor and Relevance." *The Annals of the American Academy of Political and Social Science*. 600(1): 136-156.

Sandler, Todd, and Walter Enders. 2007. "Applying Analytical Methods to Study Terrorism." *International Studies Perspectives* 8(3): 287-302.

**August 18th: Definitional Issues and Available Data.**

Ganor, B. 2002. "Defining Terrorism: Is One Man's Terrorist another Man's Freedom Fighter?" *Policy Practice and Research*. 3(4): 287-304.

LaFree, Gary, and Laura Dugan. 2007. "Introducing the global terrorism database." *Terrorism and Political Violence* 19(2): 181-204.

**August 23rd: Relative Deprivation and Repression.**

Gurr, Ted. 1968. "A Causal Model of Civil Strife: A Comparative Analysis Using New Indices." *American Political Science Review* 62(4):1104-1124.

Rasler, Karen. 1996. "Concessions, Repression, and Political Protest in the Iranian Revolution." *American Sociological Review*. 61(Feb): 132-152.

**August 25th: Mobilization and Collective Action.**

Van Belle, Douglas A. 1996. "Leadership and Collective Action: the Case of Revolution." *International Studies Quarterly* 107-132.

Finkel, Steven E. and Edward N. Muller. 1998. "Rational Choice and the Dynamics of Collective Political Action: Evaluating Alternative Models with Panel Data." *American Political Science Review* 92(1):37-49.

### **August 30th: History of Terrorism.**

Shughart II, William F. 2006. "An analytical history of terrorism, 1945–2000." *Public Choice* 128(1-2): 7-39.

Simon, Jeffrey D. "The forgotten terrorists: Lessons from the history of terrorism." *Terrorism and political violence* 20(2): 195-214.

### **September 1st: Alternative Course Assignment - Class Canceled due to the Annual Meeting of the American Political Science Association.**

\*Listen to The Hidden Brain podcast on the psychology of terrorist radicalization - <http://www.npr.org/2016/06/14/48191143/psychology-of-modern-terrorism-what-drives-radicalization-at-home>

### **September 6th: 3 Terrorism Truisms to Remember and Strategies of Terrorism.**

Asal, Victor, and R. Karl Rethemeyer. 2008. "The Nature of the Beast: Terrorist Organizational Characteristics and Organizational Lethality." *Journal of Politics*. 70: 437-449.

Kydd, Andrew and Barbara Walter. 2006. "Strategies of Terrorism" *International Security*. 31(1): 49-80.

### **September 8th: Causes/Goals of Terrorism 1: Psychological Theories of Terrorism.**

Victoroff, Jeff. 2008. "The Mind of the Terrorist: A Review and Critique of Psychological Approaches." *Journal of Conflict Resolution* 49(1): 3-42.

Post, Jerrold M. 2005. "When Hatred is Bred in the Bone: Psycho-cultural Foundations of Contemporary Terrorism." *Political Psychology* 26(4): 615-636.

### **September 13th: Causes/Goals of Terrorism 2: What Terrorists Really Want.**

Abrahms, Max. 2008. "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy." *International Security* 32(4): 78-105.

Chenoweth, Erica, Nicholas Miller, Elizabeth McClellan, Hillel Frisch, Paul Staniland, and Max Abrahms. 2009. "What makes terrorists tick." *International Security* 33(4): 180-202.

### **September 15th: Causes/Goals of Terrorism 3: Ideologies and Terrorism.**

Masters, Daniel. 2008. "The origin of terrorist threats: Religious, separatist, or something else?." *Terrorism and political violence* 20.3 (2008): 396-414.

Piazza, James A. 2009. "Is Islamist Terrorism More Dangerous? An Empirical Study of Group Ideology, Organization, and Goal Structure," *Terrorism and Political Violence*, 21(1): 62-88.

### **September 20th: Causes/Goals of Terrorism 4: Religion and Terrorism.**

Juergensmeyer, Mark. 1997. "Terror Mandated by God." *Terrorism and Political Violence*. 9(2): 16-23.

Berman, Eli and David D. Laitin. 2008. "Religion, Terrorism, and Public Goods: Testing the Club Model." *Journal of Public Economics*. 92(10-11): 1942-1967.

## **September 22th: Causes/Goals of Terrorism 5: Economics/Poverty and Terrorism.**

Kruger, Alan B. and Jitka Maleckova. 2003. "Education, Poverty, and Terrorism: Is there a Causal Connection?" *Journal of Economic Perspectives*. 17(4): 119-44.

Piazza, James A. 2006. "Rooted in poverty?: Terrorism, poor economic development, and social cleavages." *Terrorism and Political Violence* 18(1): 159-177.

## **September 27th: Female Terrorists.**

Jacques, Karen, and Paul J. Taylor. 2009. "Female Terrorism: A Review." *Terrorism and Political Violence* 21(3): 499-515.

Jacques, Karen, and Paul J. Taylor. 2013. "Myths and Realities of Female-Perpetrated Terrorism." *Law and Human Behavior* 37(1): 35.

## **September 29th: Suicide Terrorism.**

Horowitz, Michael. 2010. "Nonstate Actors and the Diffusion of Innovations: The Case of Suicide Terrorism" *International Organization*. 64:33-64.

Crenshaw, Martha. 2007. "Explaining Suicide Terrorism: A Review Essay." *Security Studies* 16(1): 133-162.

## **October 4th: Review for Test 1.**

## **October 6th: Test 1.**

## **October 11th: Does Terrorism Work? Do Terrorists Get What They Want?**

Abrahms, Max. 2006. "Why Terrorism Does Not Work." *International Security* 31(2): 42-78.

Pape, Robert A. 2003. "The strategic logic of suicide terrorism." *American Political Science Review* 97(3): 343-361.

## **October 13th: Terrorists and Money.**

Bahney, Benjamin W., Radha K. Iyengar, Patrick B. Johnston, Danielle F. Jung, Jacob N. Shapiro, and Howard J. Shatz. 2013. "Insurgent compensation: Evidence from Iraq." *The American Economic Review* 103(3): 518-522.

Baradaran, Shima, Michael Findley, Daniel Nielson, and Jason Sahrman. 2013. "Funding terror." *University of Pennsylvania Law Review*. 162: 477.

## **October 18th: Terrorism and State Sponsorship.**

Byman, Daniel, and Sarah E. Kreps. 2010. "Agents of Destruction? Applying Principal-Agent Analysis to State-Sponsored Terrorism." *International Studies Perspectives* 11(1): 1-18.

Byman, Daniel. 2005. "Passive sponsors of terrorism." *Survival* 47(4): 117-144.

## **October 20th: Alternative Course Assignment - Class Canceled due to the Annual Meeting of the Peace Science Society**

\*Listen to The Freakonomics podcast on fighting terrorism - <http://freakonomics.com/podcast/is-there-a-better-way-to-fight-terrorism-a-new-freakonomics-radio-podcast/>

## **October 25th: How do Terrorists Get Attention? Terrorism and the Media.**

Gadarian, Shana Kushner. 2010. "The politics of threat: How terrorism news shapes foreign policy attitudes." *The Journal of Politics* 72(2): 469-483.

Bell, Sam R., K. Chad Clay, Amanda Murdie, and James Piazza. 2014. "Opening yourself up: The role of external and internal transparency in terrorism attacks." *Political Research Quarterly* 67(3): 603-614.

## **October 27th: Targets of Terrorism - Democracy.**

Savun, Burcu, and Brian J. Phillips. 2009. "Democracy, foreign policy, and terrorism." *Journal of Conflict Resolution* 53(6): 878-904.

Chenoweth, Erica. 2010. "Democratic Competition and Terrorist Activity." *JOP* 72: 16-30.

## **November 1st: Targets of Terrorism - Globalization.**

Li, Quan, and Drew Schaub. 2004. "Economic globalization and transnational terrorism a pooled time-series analysis." *Journal of Conflict Resolution* 48(2): 230-258.

Cronin, Audrey Kurth. 2002. "Behind the Curve: Globalization and International Terrorism." *International Security* 27(3): 30-58.

## **November 3rd: Consequences of Terrorism - Psychological.**

Huddy, Leonie and Stanley Feldman, Theresa Capelos, Colin Provost. 2002. "The Consequences of Terrorism: Disentangling the Effects of Personal and National Threat." *Political Psychology*. 23(3): 485-509.

Kam, Cindy D., and Donald R. Kinder. 2007. "Terror and ethnocentrism: Foundations of American support for the war on terrorism." *Journal of Politics* 69(2): 320-338.

## **November 8th: Consequences of Terrorism - Political.**

Berrebi, Claude and Esteban F. Klor. 2006. "On Terrorism and Electoral Outcomes." *Journal of Conflict Resolution*. 50(6) 899-925.

Kibris, Arzu. 2011. "Funerals and Elections: The Effects of Terrorism on Voting Behavior in Turkey." *Journal of Conflict Resolution* 220-247.

## **November 10th: Counterterrorism Options and Strategy #1 - Harden Targets.**

Bueno de Mesquita, Ethan. 2005. "The Quality of Terror." *American Journal of Political Science* 49(3):515-530.

Byman, Daniel. 2007. "US Counter-terrorism Options: A Taxonomy." *Survival* 49(3): 121-150.

## **November 15th: Counterterrorism Options and Strategy #2 - Hearts and Minds.**

Bueno de Mesquita, Ethan. 2005. "Conciliation, Counterterrorism, and Patterns of Terrorist Violence," *International Organization*. 59: 145-176.

Berman, E., Shapiro, J. N., & Felzer, J. H. 2011. "Can hearts and minds be bought? The economics of counterinsurgency in Iraq." *Journal of Political Economy* 119(4): 766-819.

## **November 17th: Counterterrorism Options and Strategy #3 - Human Rights Abuses.**

Walsh, James I. and James A. Piazza. 2010. "Why Respecting Physical Integrity Rights Reduces Terrorism." *Comparative Political Studies*. 43(5): 551-557.

Hafner-Burton, Emilie M., and Jacob N. Shapiro. 2010. "Tortured Relations: Human Rights Abuses and Counterterrorism Cooperation." *PS: Political Science & Politics* 43(3): 415-419.

## **November 22nd and 24th: Thanksgiving Break**

## **November 29th: Counterterrorism Options and Strategy #4, 5, 6 - How Terrorism Ends.**

Reinares, Fernando. 2011. "Exit from terrorism: A qualitative empirical study on disengagement and deradicalization among members of ETA." *Terrorism and Political Violence* 23(5): 780-803.

Barrelle, Kate. 2015. "Pro-integration: disengagement from and life after extremism." *Behavioral sciences of terrorism and political aggression* 7 (2): 129-142.

## **December 1st: Class Wrap-Up and Review for Final.**

**Thursday, December 8th, 8:00 to 11:00 am: Final Exam.**