

Spring 2018, Dix 1

INTL 4410: Terrorism  
Spring 2018  
The University of Georgia

Dr. Joshua Dix  
mail: [jadix@uga.edu](mailto:jadix@uga.edu)  
Class: MWF 1220-110pm  
Place: Park 126  
Office Hours: M/W 3-4pm  
(or by appointment)  
Final Exam: April 30th, 12-3pm  
CRN 40117

## **COURSE DESCRIPTION**

Before 9/11, terrorism was (in many circles) considered a persistent, yet marginalized security concern. Today, it is one of the most important problems at both the domestic and international security levels. 9/11 made clear to strong states that terrorists could and would kill thousands to pursue their ends -- and they would do so by whatever creative means they could accomplish. The United States is not alone in its issues with terrorism; few countries are not affected by some form of terrorism. While the terrorist threat is real and non-state actor terrorist groups like ISIS strike fear into the hearts of the world's populations, terrorists do make mistakes, and many scholars argue that terrorism does not constitute an existential threat to states.

In this class, we will look at a variety of questions to understand terrorism and its threats. We will ask: What is terrorism? How has it changed over time? What motivates individuals to pursue terrorism? Who are the terrorists? What motivates groups to pursue terrorism? Does terrorism work? If so, when does it work and when does it fail? How can terrorism be fought, diminished, or stopped altogether? We will look at the social science of terrorism. What political, economic, and social explanations are there for terrorism?

The course begins with defining terrorism and then focuses on various methods within the field to approach the topic. We will look at the history of terrorism. Then, we will move into theory on collective action and political and social movements. We will focus on theoretical arguments for why terrorism occurs and the goals of terrorism networks. Next, we will look at how terrorism works and what who terrorists target. Finally, we will look at outcomes of acts of terrorism and the effects of counterterrorism.

Spring 2018, Dix 2

## **COURSE READING & MATERIALS REQUIREMENTS**

1. Hoffman, *Inside Terrorism*, 9780231126991
2. Zimbardo, *The Lucifer Effect*, 9781844135776
3. Scholarly articles available on eLC
4. Students are expected to attend regularly and to have read the assigned materials prior to class meetings. Course updates will be posted to eLC. Students are encouraged to keep up with the news and pay attention to the news. *The Economist*, *The New York Times*, *The Wall Street Journal*, *Bloomberg News*, *The Washington Post*, and *The San Jose Mercury News* are all good sources.

## **COURSE OBJECTIVES (TO ANSWER THE FOLLOWING)**

1. What is terrorism? Are there different types? What components exist to each?
2. What are the causes?
3. Who becomes a terrorist and why?
4. What strategies and tactics are used in terrorist acts? What is the effect of technological changes (for both terrorists and those working in counter-terrorism)?
5. In what ways are terrorist groups weak, and why do such weaknesses exist?
6. What are challenges in terrorism and counterterrorism in various regions?
7. What effects do situational factors have on terrorism and counterterrorism efforts?
8. How does the nature of terrorist groups make them difficult to defeat?
9. What role do state intelligence agencies play in counterterrorism?
10. What is the relationship between ideology and violence?
11. In “rule of law” countries, how is terrorism fought?
12. Does terrorism ever work? And under which conditions does or doesn't it?
13. Is terrorism an existential threat? How does terrorism manifest itself?

## **GRADE COMPONENTS**

Participation:	10%
Group Presentation:	30%
Final Paper:	30%
Final Exam:	30%

*Attendance Policy* – None -- but, students must participate in the course in order to gain participation points.

### *Participation*

This class will largely be driven by student discussion.

Spring 2018, Dix 3

### *Presentations*

1. In groups, students will answer and debate one of the bolded topics on the syllabus. Groups should be composed of 5-6 students. Students will give a presentation of the topics, and then debate. More information to follow. The entire project should be about 30 minutes. After that time, students will lead a discussion about the group with the class. Groups should prepare a number of discussion questions for facilitation.

### *Final Paper*

You will have a number of options for what kind of final paper you can write. The topic of your paper will be related to some facet of terrorism. The research question you choose to answer, however, is entirely up to you. You **MUST** clear your paper topic, question, and type with me first. Over the course of the semester, we will be working on the paper, with specific sections of the paper due at particular points during the semester. The paper sections will be graded solely for completion and content with check/check minus system. Do not worry if your paper sections are incomplete at the time of the due dates. These checks and check minuses won't impact your grade; they exist for you to know how you're doing on the paper. If you do not turn in sections on time or if it's clear that you haven't put forth the effort, you will receive point deductions on your final paper. The final paper will be graded as a full term paper.

The final paper should be theory driven, incorporating theories, articles, and books we have read over the semester. In addition, students are to include data to facilitate the offering of the question or the answering of the question. In political science, quantitative methods are often used to answer our many questions. In this class, you will use a data set in order to answer a particular set of questions. You will not be required to perform complex statistical analysis. You will, however, be expected to use the data set to illustrate your question. I will be available to help you. You will use this data set to create a chart or graph to incorporate into your final paper.

The paper should be **AT LEAST** 12 pages, double-spaced, 12pt Times New Roman. There is no maximum. I expect to receive papers between 12-13 pages double spaced. There is no maximum paper size; if students wish to write 50-page papers, students may.

***NOTE: All paper should be converted to the following format before submission to the instructor:***

**Single-spaced, 2" Left Margins. Students should include section headings for their papers: introduction with a question and a thesis statement, literature review, theory, data, methodology, results, and conclusion. Papers should be stapled with page numbers, class time, and students' last names. Correct formatting, staples, and inclusion of the above information will net +3 bonus points on the paper. Students must have all in order to get the points.**

### *Final Examination*

The final examination will be *cumulative*, as the concepts from throughout the course build upon one another.

Readings on spreadsheet in course folder.

Spring 2018, Dix 4

### **GRADE SCALE**

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0-59 = F

Students who have questions about the grading scale/policies should refer to the grading policy file on eLC first, and then make an appointment with the instructor or attend office hours.

Withdrawals from the course before the middle of the term [“midterm” on University calendar] withdrawal deadline will receive a WP; withdrawals after the deadline will receive a WF.

### **ACADEMIC HONESTY**

All academic work must meet the standards contained in a “Culture of Honesty”([http://www.uga.edu/honest/ahpd/culture\\_honesty.htm](http://www.uga.edu/honest/ahpd/culture_honesty.htm)). You are responsible to inform yourself about those standards. Don’t Cheat. Students caught cheating will receive a failing grade and referred to the University’s Disciplinary System. Academic dishonesty will not be tolerated. Period.

### **GRADE APPEALS**

If you believe an exam or assignment has been graded wrongly, you can appeal your grade in writing within 48 hours of the assignment or exam being returned. Comparisons to other students’ graded work will not be accepted as evidence for the complaint. The written statement must provide the specific reasons for reconsideration as well as the student’s assessment of the particular grade the assignment deserves. The original copy of the graded assignment must be submitted with the letter. When the appeal has been submitted according to these guidelines, the assignment will be regraded. The new grade may be the same, higher, or lower than the original grade. It will be final.

### **CLASS POLICIES**

Make sure your cell phones are turned off before class. While class is in session, please refrain from any rude or distracting activities. Such behavior includes sleeping, reading or studying for other classes, text messaging, surfing the Internet, completing the crossword puzzle in the Red & Black, etc. If you are observed doing any of these things, it will greatly impact your course participation grade. Also, since this class revolves around the discussion of politics, culture, and current events, we will sometimes delve into controversial topics. Please remember to respect others’ opinions, even if you do not agree. Repeated offenses in this regard will result in a significant reduction of your participation grade.

### **MAKE-UP EXAMS**

Make-ups are offered for University excused absences. It is the students’ responsibility to contact the instructor immediately with conflicts or issues regarding test dates. Students who are ill or experience an emergency of some kind on the date of an examination must contact me within 24 hours noting the absence and have proper documentation (doctor’s note, etc) when returning to class.

Spring 2018, Dix 5

### **DRC ARRANGEMENTS**

Students with documented disabilities receive accommodations through the University DRC. Contact the instructor if this applies.

### **DISCLAIMER**

This syllabus details the instructor's expectation of students. It should also be viewed as a general plan for the course. Deviations announced to the class by the instructor may be necessary. Should deviations become necessary, the instructor may announce them over email.

### **READING SCHEDULE -- SEE SPREADSHEET FOR READINGS AND DUE DATES**