

INTL4410E: Terrorism (online)

University of Georgia – Fall 2019

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ELC Collaborate Ultra, or by appointment.

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Course Overview:

While most students in this course will find it difficult to recall a time when the topic of terrorism did not dominate the news and discussions of foreign affairs, the academic study of terrorism is relatively new in International Relations. In this course we will study the development of the sub-field of terrorism studies, giving particular attention to modern terrorism. We will discuss the definitions, causes, and consequences of terrorism. Students will become familiar with theories about how terrorism (and the study of it) has evolved, why groups resort to certain terrorist tactics (like suicide terrorism), whether terrorism is effective (and if so, under what conditions), how gender (i.e. the social construction of masculinities and femininities) is integral to terrorism, and the options that states have available for countering terrorism. Case studies of particular acts of terrorism and terrorist groups will be used alongside quantitative analyses of the systematic patterns of behavior by terrorist actors. The capstone of the course will be an op-ed where students make an argument linking a specific act or terrorist group to a theory that we read about during the semester.

Online Course Format:

This is an *asynchronous online course*, which means there are no set times when you have to be available to “join” the class. You schedule your hours to complete the videos, readings, and assignments by the due dates given. The course consists of 5 Modules. All assignments for a module are due by the time a module closes (select Saturday nights at 11:59pm). **Once a module is closed there will be no opportunity to make up incomplete work from that module** so please be sure to allocate sufficient time each week to completing your assignments (more on that below).

Within each Module (major topic) there will be several Parts (sub-topics). For instance, Module 1 has 4 Parts. Each Part consists of the following:

1. **A pre-reading video** – this provides an introduction to the topic, and usually covers some basic vocabulary or background information that will be necessary to understanding the assigned readings. You can think of this as the “lecture.” Each video will be less than 20 minutes.

2. **Required readings** – these are the foundation of each part. The readings will usually include several canonical or recent academic articles as well as several short newspaper articles/blogs/audio/video clips that are meant to illustrate key aspects of the lesson.
3. **Quiz** – each Part of a Module has a quiz based on the pre-reading video and the required readings (including any required audio or video).
4. **Post-Quiz video** – usually includes some deeper analysis of the reading (aka my hot, or mildly warm, takes) or a short video by another scholar to raise additional points about the topic. Sometimes the post-quiz video will also provide key information that will be useful for the group discussion assignment that follows. In most cases you will not have access to the post-quiz video until after you complete the reading quiz.
5. **Group Discussion Assignment** – this is primarily the writing and critical analysis portion of the class. The assignments are varied but most will require a written component of approximately 300 words (unless otherwise noted) that are included in a small-group discussion board.

Tips to Succeed in This Course:

1. Complete the required readings. Seriously!
2. **I strongly encourage you to take notes on the pre-reading video and each of the required readings BEFORE attempting the quiz.** You are welcome to keep the materials open while taking a quiz (indeed some questions may ask you to refer to a specific figure or table in a reading), however since the quizzes are timed you will not have sufficient time to read/watch the material for a first time with the quiz open. **Watch the pre-reading video, complete the readings and take notes – then attempt the quiz!**
3. Although entirely online, this course is worth the same amount of credit as an on-campus course. Therefore, you should expect to devote 5-7 hours/week to the course (about the amount of time expected for an on-campus course) in order to complete a module on time. You should expect this course to be challenging and require as much engagement as an on-campus course (if not more since you have to be proactive in participating - there's no opportunity for me to call on you or to see you enthusiastically nodding along). While you set the pace for completing your work, there are important deadlines to be aware of including the due dates for completing the various quizzes and assignments in each module. **Again, once a module closes there will be no opportunity to make up incomplete work from that module.**
4. Finally, you're responsible for being aware of times when ELC is down for maintenance and for ensuring that all your work is submitted by the times noted (in Eastern Standard Time – which is important for you to note if traveling to a different time zone). Please submit your work well before the deadline as **no extensions will be granted for encountering computer/internet problems.**

Courses Requirements:

Readings: There is no required textbook for this course; all your readings will be available on ELC. Your diligence in completing the readings will be essential to your success in this online course. Above I provide some tips on how to succeed in this course - #1 is complete the required readings!

- I spend a great deal of time curating the required reading list so that you are exposed to canonical, recent, or particularly intriguing academic work. Often the required readings will also consist of a few popular press, newspaper articles, videos, or audio clips that

help illustrate (or perhaps contradict!) the points in the academic work you've read. Sometimes there will also be a "suggested" reading list. As the name... um, suggests... these are not required readings and are included for those of you wanting to know a bit more about a topic.

- On occasion an article relevant to the topic we are covering will be published and I will assign it on short notice. In that case I will send out a message to the class using the "ANNOUNCEMENTS" section of the class ELC page.
- ****PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!**
 - To register for "Announcement Notifications" click on your name in the upper left hand corner of the class ELC page > notifications > scroll down to "instant notifications > check the boxes for "Announcements"
 - You can choose to have notifications sent to you by email or text message – students in the past have suggested that email is better as the content is incomplete in a text message
- **Grading:**
Quizzes – 30%
Group Discussion Assignments – 40%
Participation on Class Discussion Board (NOT the group assignments) – 10%
Final Op-Ed - 20%

Letter grades correspond to the following 0-100 scale:

94-100 A	74-76 C
90-93 A-	70-73 C-
87-89 B+	67-69 D+
84-86 B	64-66 D
80-83 B-	60-63 D-
77-79 C+	00-59 F

Quizzes: Quizzes will be based on the pre-reading video and the required readings (including any required audio or movies) for each part of a module. All quizzes have a time limit. **Most quizzes will consist of 10 questions with a 25-minute limit to complete the quiz;** 15-question quizzes will have a 35-minute time limit.

- Please note you also have a syllabus quiz that must be completed by Thursday, Aug 22

Group Discussion Assignments: Each student will be part of a small discussion group for the duration of the course and will need to complete an assignment at the end of each part of a module that is shared with their group. You should **type your assignment directly into the dialogue box** provided for the appropriate discussion board, not upload it as a word or google doc. Most assignments require you to refer to class readings, the post-quiz video, and/or some outside sources. To be clear, while you may write using the first person voice, these are to be treated as **formal academic writing assignments**. Please see the **grading rubric on ELC** for criteria explaining how each assignment will be graded.

- **You are expected to include proper in-text citations using the Chicago Manual of Style's (CMS) author-year format (NOT footnotes!) and a full bibliographic citation using the CMS format at the end of the discussion post.** I have included a link to the

CMS formatting on the class ELC page or you can ask the Google for “Chicago Manual of Style author year” to find the formatting requirements.

Participation through the Full Class Discussion board (NOT the group assignments) – students are expected to earn their participation grade by **starting new threads or responding to threads started by peers** (I will refer to both of these as “posts”) on the Full Class Discussion board. Appropriate topics for the Full Class Discussion board include: (1) reflections on current events related to terrorism; (2) reflections on ideas presented in course readings or (3) reflections on the post-quiz videos.

- Your participation is graded based on completion of a post, not content, however posts that demonstrate a lack of seriousness or relevance will not be given credit. Examples of posts that will not receive credit would include 1-2 sentence responses, or posts that present a general discussion of politics or topics unrelated to the course (i.e. “How informed do you think the public is about politics?,” “What do you think of President Trump’s decision to impose tariffs against China?,” or “What news sources do you think are the best for following international relations?”).
- On occasion I may weigh-in on a discussion if I think there is pertinent information or perspectives being overlooked, but this is primarily a space for you to engage with each other.
- While your participation grade is worth 10% of your overall grade, you will receive half your participation grade at midterm (5%), and the other half at the end of the term (5%). This is to ensure that you’re posting *throughout the semester*. Posts to the discussion board in the first half of the semester will not be given credit after October 7 (UGA’s midterm date), and posts to the discussion board for the second half of the semester will not be given credit after December 4 (last day of classes). [Note: spamming the discussion boards all at once and/or on the last week they are open will also automatically lower your grade! Again, the point of this is to demonstrate your engagement with the course throughout the semester!].
- You should aim for about 1 post per week. The following are guidelines for the participation grades based on what I expect to see for each **half** of the semester:
 - 6+ posts = 5%; 5 posts = 4%; 3 posts = 2%; 2 posts = 1%; 1-0 posts = 0%
- **IMPORTANT NOTE ON INTRODUCTION VIDEO:** Your introduction discussion post belongs under the “Welcome and Introductions” discussion board – it does NOT go on the discussion board for reflections on readings, post-quiz videos and current events.
 - Students may upload a video introduction in place of a written one and earn 1-point extra credit toward their final grade as long as they include the required information. **Students who fail upload an introduction discussion post (written or video) by August 22 will lose one point from their overall grade.**

Final Project: Each student will write an Op-Ed that will be published (may be done anonymously) on the social media platform Tremr. Details about this assignment will be given at the start of Module 2, however please note the following deadlines:

- October 5 – Op-Ed Proposal due by 11:59pm. Upload to Assignment Folder on ELC.
- November 9 – First Full Draft of Op-Ed due by 11:59pm. Upload as Group Discussion Assignment #13

- December 7 – Final Op-Ed due by 11:59pm. Must be uploaded to Tremr AND add a thread to your original proposal thread in the Assignment Folder on ELC (this is some of you may choose to make your op-ed anonymous).

Other important information:

- **Current Events:** Students are **REQUIRED** to stay up to date on foreign policy events. I suggest that you browse the world news sections of the *New York Times*, *The Wall Street Journal*, or the *Washington Post* on a **DAILY BASIS**. ***I encourage you to subscribe to the Council on Foreign Relations (www.cfr.org) for their daily email, which covers the top two issues in each region of the world.*
- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class ELC page – so again... ****PLEASE REGISTER FOR NOTIFICATIONS!**
 - When emailing me please only use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 24 hours. Importantly, before you email me **please check the syllabus** and the **announcements board** of the ELC site to be sure that your question has not been previously addressed.
 - Note: **I will be in limited email contact until September 23.** If you’re emailing regarding class content/clarification of a concept/problems with a reading, **before September 23 please direct your email to our graduate teaching assistant, Ryan Liou (ryanliou@uga.edu).** If you have a personal matter that requires being in direct contact with me then please know that it may take me a bit longer than usual to respond to your email.
 - *A note on etiquette:* please use **appropriate salutations** including **my name** in the opening (**NOT** Miss/Ms./Mrs. Gallagher!) and your name in the closing. (Hint: you can’t go wrong with “Dear Professor Gallagher”).
 - For further guidance see <http://www.wikihow.com/Email-a-Professor>.
- **Office Hours** – You are welcome to join the group for office hours online Mondays 10am-noon through the Collaborate Ultra link in the navigation bar on the course ELC page. If you are unable to make those office hours Ryan or I will try to schedule a Skype meeting with you within a week of your request.
- **Academic Dishonesty** – 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: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes Wikipedia!), without giving proper credit. If you are using data and/or statistics, direct quotes, or someone’s ideas, you must give them credit. I will post a link to the Chicago Manual of Style citation format on ELC.
- **Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of special accommodations need to request such

services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit www.drc.uga.edu) and should contact me with their appropriate paperwork from DRC within the **first two weeks** of classes.

- UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to reach out to me or contact these resources directly:
 - **Office of Student Care & Outreach** (coordinate assistance for students experiencing a variety of hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu
 - **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours) *After Hour Mental Health Crisis:* 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
 - **Relationship and Sexual Violence Prevention** – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentially).

This syllabus is subject to change throughout the semester.

Schedule of Modules and Assignments Associated With Each Module

<u>Introduction</u> <u>August 14-</u> <u>August 22</u>		View Instructor Introduction Video Read Syllabus Syllabus Quiz Upload Your Introduction
<u>MODULE 1:</u> <u>What is</u> <u>Terrorism?</u> <u>August 14-</u> <u>September 7</u>	<u>Part 1: What is</u> <u>Terrorism?</u>	Pre-Reading Video
		<i>Required Reading</i>
		Quiz M1P1
		Post-Quiz Video
		Group Discussion Assignment #1
	<u>Part 2: History of</u> <u>Terrorism</u>	Pre-Reading Video
		<i>Required Reading</i>
		Quiz M1P2
		Post-Quiz Video
		Group Discussion Assignment #2
	<u>Part 3: Measuring</u> <u>Terrorism</u>	Pre-Reading Video
		<i>Required Reading</i>
		Quiz M1P3
		Post-Quiz Video
		Group Discussion Assignment #3
	<u>Part 4: State Sponsored</u> <u>Terrorism</u>	Pre-Reading Video
		<i>Required Reading</i>
		Quiz M1P4
		Post-Quiz Video
		Group Discussion Assignment #4
<u>MODULE 2:</u> <u>Motivations</u>	<u>Part 1: Motivations of</u> <u>Terrorists & Terrorist</u>	Pre-Reading Video
		<i>Required Reading</i>

<u>and Strategies of Terrorist Organizations</u> <u>September 8-28</u>	<u>Organizations (Political, Psychological, Economic, & Religious)</u>	Quiz M2P1
		Post-Quiz Video
		Group Discussion Assignment #5
	<u>Part 2: Terrorist Strategies</u>	Pre-Reading Video
		<i>Required Reading</i>
		Quiz M2P2
		Post-Quiz Video
		Group Discussion Assignment #6
	<u>Part 3: Radical Right Terrorism</u>	Pre-Reading Video
		<i>Required Reading</i>
<u>MODULE 3: Effectiveness of Terrorism</u> <u>September 29-October 19</u> *Op-Ed Proposal Due 10/5 – Assignment Folder		Quiz M2P3
		Post-Quiz Video
		Group Discussion Assignment #7
	<u>Part 1: Suicide Terrorism</u>	Pre-Reading Video
		<i>Required Reading</i>
		Quiz M3P1
		Post-Quiz Video
		Group Discussion Assignment #8
	<u>Part 2: Regime Type and Funding Terrorism</u>	Pre-Reading Video
		<i>Required Reading</i>
		Quiz M3P2
		Post-Quiz Video
		Group Discussion Assignment #9
	<u>Part 3: Shaping the Media and Public Attitudes</u>	Pre-Reading Video
		<i>Required Reading</i>
<u>MODULE 4: Gender & Terrorism</u> <u>October 20-November 9</u> *Op-Ed Draft due 11/9 – Group Discussion Assignment #13		Quiz M3P3
		Post-Quiz Video
		Group Discussion Assignment #10
	<u>Part 1: Terrorism and Gender</u>	Pre-Reading Video
		<i>Required Reading</i>
		Quiz M4P1
		Post-Quiz Video
		Group Discussion Assignment #11
	<u>Part 2: Female Terrorists</u>	Pre-Reading Video
		<i>Required Reading</i>
		Quiz M4P2
		Post-Quiz Video
		Group Discussion Assignment #12
	<u>Part 3: Gender and the WOT</u>	Pre-Reading Video
		<i>Required Reading</i>
<u>MODULE 5: State</u>		Quiz M4P3
		Post-Quiz Video
		Group Discussion Assignment #13
	<u>Part 1: Counter Terrorism Strategies &</u>	Pre-Reading Video
		<i>Required Reading</i>

<u>Responses to Terrorism</u> <u>November 10-December 4</u> *Op-Ed Final Due 12/7 – online at Tremr & link to thread in Assignment Folder	<u>Effectiveness</u>	Quiz M5P1
		Post-Quiz Video
		Group Discussion Assignment #14
	<u>Part 2: How do Terrorist Groups End?</u>	Pre-Reading Video
		<i>Required Reading</i>
		Quiz M5P2
		Post-Quiz Video
		Group Discussion Assignment #15