

## INTL4410E: Terrorism (online)

University of Georgia – Spring 2021

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Office: IA Building (202 Herty Drive), Room 217

Office Hours:

Wednesdays 11:30-12:30 – OPEN (no appointment needed) via Zoom

Wednesdays 12:30-2pm – by appointment via Zoom



### 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 to 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.

### 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, or major topics, and each module has several parts, or sub-topics.** For instance, Module 1 has 4 Parts. **All assignments for a module are due by the time a module closes (select Saturday nights at 11:59pm).**

Each PART of a Module 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 understand the assigned readings. You can think of this as the “lecture.” Each video will about 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 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 readings (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.
5. **\*Group Discussion Assignment** – this is the writing and critical analysis portion of the class. The assignments are varied but most will require a written component of about 300 words (unless otherwise noted) that are shared with a small-group of colleagues throughout the semester. \*Please note that not every part of a module has a discussion assignment.

### **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. **Once a module closes you will be unable to access any videos, quizzes, and assignments in the 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 residing in a different time zone).

### **COVID Information**

I am committed to making this an academically rigorous course that provides you a comprehensive understanding of the field of terrorism studies, while also prioritizing compassion and patience. The COVID-19 pandemic will create extenuating circumstances for many students and faculty. With this in mind it is crucial that you understand the following:

- 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.
- Importantly, a typical semester can be stressful – this semester is likely to be anything but normal. Please take care of yourself and others around you. In addition to wearing a mask, socially distancing, and washing your hands, please also be sure to set aside downtime to engage in activities that are meaningful to you such as spending time outside, listening to music, or talking with friends and loved ones. I've listed resources

below for those needing additional support (and of course you can always let me know and I'll put you in contact with the many resources UGA has to offer).

- UGA COVID Information for students: Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus:  
<https://dawgcheck.uga.edu/>
  - Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>
  - Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested.
  - Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

### **Course 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.
- 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 – 40% (15 “Parts” + syllabus quiz = 16 total quizzes)

Group Discussion Assignments – 50% (10 posts = 40%; 2 replies per assignment = 10%)

Class Participation – 10%

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 Saturday, January 23.**

**Group Discussion Assignments:** Each student is automatically enrolled in a small discussion group for the duration of the course and will need to complete an assignment at the end of most parts of a module that is shared with their group. Most of these assignments require you to refer to class readings, the post-quiz video, and/or some outside sources. **\*\*In addition to starting your own thread for each assignment, you need to “reply” to two of your groupmates’ posts per assignment.** Your reply should demonstrate that you’ve been thoughtful about their argument (replies that are simple, short statements such as “good post” or “I agree” will not receive credit). **Remember that your assignment as well as your responses to your colleagues are due before the module ends.**

- Formatting:
  - You should **type your assignment directly into the dialogue box** provided for the appropriate discussion board; do NOT upload it as a word or google doc.
  - **Posts should be approximately 300 words unless otherwise noted. You are expected to include proper in-text citations using the Chicago Manual of Style’s (CMS) author-year format 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.
  - You may write using the first person voice (but avoid “I think,” “I believe” – your reader knows that you think these things, you wrote them!), however these are to be treated as **formal academic writing assignments**. Your grade will take into account whether you completely addressed the question, the clarity of your thesis, evidence provide for your arguments, and overall quality of your writing. Please see the **grading rubric on ELC** for criteria explaining how each assignment will be graded.

### Class Participation:

- There are multiple ways to earn points toward your participation grade.
  - Active participation on zoom discussions. I will hold two zoom discussion meetings for each module. If you are unable to attend because of other commitments it's absolutely no problem, there are plenty of other ways to earn your participation grade. If you choose to participate this way you will need to be **visibly present**, prepared, and engaged. (2pts)
  - Send me a 10-15 minute video of you discussing topics from the readings with a group of classmates. (2 pts)
  - **Participation through the Full-Class Discussion board (this is DIFFERENT from the group discussion assignments)** – most students will earn the bulk of 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 (1pt/post). You should aim for 1 post/week.
    - 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 course 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-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 your peers.
- While your participation grade is worth 10% of your overall grade, you will receive half (5%) your participation grade at midterm (March 9), and the other half (5%) at the end of the term (May 3). This is to ensure that you’re engaging *throughout the semester*.
- 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!*].
- **IMPORTANT NOTE ON INTRODUCTIONS:** Everyone needs to submit an introduction to the members of your group under the “**Welcome and Introductions**” discussion board.
  - Students may upload a video introduction in place of a written one as long as they include the required information.
  - You can earn 1-point extra credit toward your final grade if you reply and comment on two other students’ introductions.

### Missed Assignments/Quizzes:

- All work for a module should be completed before it closes. This is to ensure you’re progressing together through the course in a timely manner and to enable me to grade your assignments. However, we’re living through a global pandemic, so if you don’t

complete an assignment/quiz **do not panic**. I will reopen all modules for 3 days at the end of the semester to allow all students the opportunity to complete any unfinished assignments/quizzes (note: you will not be able to reply to discussion posts of your group members during this reopening as the point of that exercise is to engage with each other when we are covering the topic, nor will you be able to enhance your participation grade from the first half of the semester).

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](http://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.
  - *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** – Office hours are student hours. They are a chance for us to get to know each other. Most students come with questions regarding concepts from the course, the IA major, internships/jobs, and life in general. The first hour of my office hours is “open” meaning no appointment is necessary; all other times are by appointment. **The link to sign-up for an appointment** (also on ELC) is:  
<https://docs.google.com/document/d/11V8ETwJbmKJ8ah9eIUtH0YRyf0B7wFSLWYWUS3j4GTc/edit?usp=sharing>
- **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](http://www.drc.uga.edu)) and should contact me with their appropriate paperwork from DRC within the **first two weeks** of classes.

- **Prohibition on Recording Lectures/Discussions.** In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:
  - Will use the records only for personal academic use during the specific course.
  - Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
  - Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
  - Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
  - Will erase/delete all recordings at the end of the semester.
  - Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.
- 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](mailto: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**



<b>Introduction</b> <b>January 13-23</b>		<ul style="list-style-type: none"> <li>• View Instructor Introduction Video</li> <li>• Read Syllabus</li> <li>• Syllabus Quiz</li> <li>• Make Your Introduction Post (due by 1/23)</li> </ul>
<b>MODULE 1:</b> <b>What is Terrorism?</b> <b>January 13 - February 13</b>  <i>No School:</i> <i>Jan 18 (MLK)</i>	<b>Part 1: What is Terrorism?</b>	<b>Pre-Reading Video: What is Terrorism?</b> <i>Required Reading</i> 1. Ganor, Boaz. 2002. "Defining Terrorism: Is One Man's Terrorist Another Man's Freedom Fighter?" <i>Police Practice and Research</i> 3(4): 287-304.  2. Abrahms, Max. Nov 8, 2017. "The T- Word. When is an attack Terrorism?" <i>Los Angeles Times</i> . Available: <a href="https://www.latimes.com/opinion/op-ed/la-oe-abrahms-terrorist-definition-20171108-story.html">https://www.latimes.com/opinion/op-ed/la-oe-abrahms-terrorist-definition-20171108-story.html</a>  3. Groll, Elias. June 18, 2015. "Was the Charleston Massacre an Act of Terrorism?" <i>Foreign Policy</i> . Available: <a href="https://foreignpolicy.com/2015/06/18/was-the-charleston-massacre-an-act-of-terrorism/#">https://foreignpolicy.com/2015/06/18/was-the-charleston-massacre-an-act-of-terrorism/#</a>  4. Williams, Jennifer. March 21, 2018. "Are the Austin Bombings Terrorism? It Depends Who You Ask." <i>Vox</i> . <a href="https://www.vox.com/2017/10/2/9868048/austin-bombings-terrorism-definition">https://www.vox.com/2017/10/2/9868048/austin-bombings-terrorism-definition</a>  5. State Department List of State Sponsors of Terrorism: <a href="https://www.state.gov/state-sponsors-of-terrorism/">https://www.state.gov/state-sponsors-of-terrorism/</a>  6. State Department List of Foreign Terrorist Organizations (FTOs): <a href="https://www.state.gov/foreign-terrorist-organizations/">https://www.state.gov/foreign-terrorist-organizations/</a>  <i>Suggested Reading:</i> Weinberg, Leonard, Ami Pedahzur, and Sivan Hirsch-Hoefler. 2004. The Challenges of Conceptualizing Terrorism. <i>Terrorism and Political Violence</i> 16(4): 777-794.
		<b>Quiz M1P1</b>
		<b>Post-Quiz Video: What is Terrorism?</b> <b>Group Discussion Assignment #1</b> Analyze a definition of terrorism used by an IGO, NGO, or state agency (it may not be the US State Department, FBI, or one that has already been used by a member of your discussion group). In your discussion post: <ul style="list-style-type: none"> <li>• Provide the definition that is used and a link to the organization's website where you found the definition.</li> <li>• Explain how that definition relates to the readings and video on the definition of terrorism. For instance, is it similar to Ganor's definition? Does it employ some of the definitional elements found by WPHH?</li> <li>• Relate the definition you found to the one posted by the member of your group directly before you (Note: the first person to upload a post doesn't have to do this part!). What might explain the similarities and differences in the definition used by the institutions you and the person above you selected?</li> <li>• Your post should be approximately 300 words and include proper citations.</li> </ul>
	<b>Part 2: History of Terrorism</b>	<b>Pre-Reading Video: History of Modern Terrorism</b> <i>Required Reading</i> 1. Shughart, William F., II. 2006. An Analytical History of Terrorism, 1945-2000. <i>Public Choice</i> 128: 7-39.



		<p>2. Simon, Jeffrey D. 2008. The Forgotten Terrorists: Lessons From the History of Terrorism. <i>Terrorism and Political Violence</i> 20(2): 195-214.</p> <p>3. PBS Documentary “The Bombing of Wall Street”  <a href="https://www.pbs.org/video/the-bombing-of-wall-street-orolm9/">https://www.pbs.org/video/the-bombing-of-wall-street-orolm9/</a></p>
		<b>Quiz M1P2</b>
		<b>Post-Quiz Video: The History of Modern Terrorism</b>
		<b>Group Discussion Assignment - NONE</b>
	<b><u>Part 3: Measuring Terrorism</u></b>	<p><b>Pre-Reading Video: Measuring Terrorism</b></p> <p><b>Required Reading</b></p> <p>1. Lafree, Gary and Laura Dugan. 2007. Introducing the Global Terrorism Database. <i>Terrorism and Political Violence</i> 19: 181-204.</p> <p>2. Browse the Profiles of Individual Radicalization in the United States (PRIUS) database (especially the FAQs link): <a href="https://www.start.umd.edu/data-tools/profiles-individual-radicalization-united-states-pirus">https://www.start.umd.edu/data-tools/profiles-individual-radicalization-united-states-pirus</a></p> <p>3. Browse RAND’s Database of Worldwide Terrorism Incidents (RDWTI) (especially the “Database Scope” link as this is essentially their codebook).  <a href="https://www.rand.org/nsrd/projects/terrorism-incidents.html">https://www.rand.org/nsrd/projects/terrorism-incidents.html</a></p>
		<b>Quiz M1P3</b>
		<b>Post-Quiz Video: Terrorism Research Before and After 9/11</b>
		<p><b>Group Discussion Assignment #2</b></p> <p>First, go to the GTD database at START hosted by the University of Maryland (<a href="https://www.start.umd.edu/gtd/">https://www.start.umd.edu/gtd/</a>) and using the data available there generate two different figures using their database (these can be line graphs, bar graphs, pie charts, whatever you like). The figures can be based on tactics, region, fatalities, etc. – whatever you find interesting - and can span any time period you like based on what GTD makes available.</p> <p>Then write a discussion post of ~ 300 words where you (1) include the <b>2 figures</b> (you can hit export or print to do this, although screen shots are also an easy option), and <b>explain what the figures capture</b> – what values did you set for each parameter? (2) Make <b>2 observations</b> about the data in your figures (so you should write about a total of 4 observations... two for each figure). (3) How do these figures inform your understanding of terrorism? (you can just compare to the figures in the LaFree and Dugan reading if that makes life easy).</p> <p>[See ELC for Directions on how to generate a figure/table]</p>
	<b><u>Part 4: State Sponsored Terrorism</u></b>	<p><b>Pre-Reading Video: State Sponsored Terrorism</b></p> <p><b>Required Reading</b></p> <p>1. Byman, Daniel and Sarah E. Kreps (2010). “Applying Principal-Agent Analysis to State-Sponsored Terrorism.” <i>International Studies Perspectives</i> 11(1): 1-18.</p>

		<p>2. Kaplan, Eben. 2007. "How Libya Got Off the List." Council on Foreign Relations. Available: <a href="https://www.cfr.org/background/how-libya-got-list">https://www.cfr.org/background/how-libya-got-list</a></p> <p>3. Awan, Akil. August 2015. "Hiroshima and Nagasaki: The Single Greatest Acts of Terrorism in Human History?" <i>New Statesman</i>. Available: <a href="https://www.newstatesman.com/world-affairs/2015/08/hiroshima-and-nagasaki-single-greatest-acts-terrorism-human-history">https://www.newstatesman.com/world-affairs/2015/08/hiroshima-and-nagasaki-single-greatest-acts-terrorism-human-history</a></p> <p>4. "Iran Still Top State Sponsor of Terrorism, U.S. Report Says." July 19, 2017. PBS. Available: <a href="https://www.pbs.org/newshour/world/iran-still-top-state-sponsor-terrorism-u-s-report-says">https://www.pbs.org/newshour/world/iran-still-top-state-sponsor-terrorism-u-s-report-says</a></p> <p>5. Tankel, Stephen. April 2018. "Beyond the State Sponsors List: Finding the Right Tools to Counter Russia." War on the Rocks (blog): <a href="https://warontherocks.com/2018/04/beyond-the-state-sponsors-list-finding-the-right-tools-to-counter-russia/">https://warontherocks.com/2018/04/beyond-the-state-sponsors-list-finding-the-right-tools-to-counter-russia/</a></p> <p>6. Chappell, Bill. April 2019. "U.S. Labels Iran's Revolutionary Guard As a Foreign Terrorist Organization." NPR. Available: <a href="https://www.npr.org/2019/04/08/710987393/u-s-labels-irans-revolutionary-guard-as-a-foreign-terrorist-organization">https://www.npr.org/2019/04/08/710987393/u-s-labels-irans-revolutionary-guard-as-a-foreign-terrorist-organization</a></p> <p><b>Quiz M1P4</b></p> <p><b>Post-Quiz Video: The Origins of the War on Terror</b></p> <p><b>Group Discussion Assignment #3</b></p> <p>Congratulations - you've been tasked with revising the US State Department's List of State Sponsors of Terrorism. In this discussion post (approximately 300-500 words) you should list the states you think ought to be on the list as well as an explanation for each state's inclusion (e.g. what has it done to qualify as a state sponsor of terrorism?). Please note: you will need to do some research, cite those sources in your discussion post, and include the sources you use in your full bibliographic citations list at the end of your post. Also please be sure to use legitimate sources – this would include academic articles as well as <b>reputable</b> information sources (stay away from the conspiracy theory websites your crazy uncle posts on FB) such as national newspapers (e.g. <i>NYT</i>, <i>WaPo</i>, <i>Wall Street Journal</i>), major international newspapers, international news sites (e.g. BBC, Al Jazeera, France 24), and articles/reports from major think tanks.</p>
<b>MODULE 2:</b> <b><u>Motivations and Strategies of Terrorist Organizations</u></b> <b>February 14 – March 6</b>	<b>Part 1:</b> <b><u>Motivations of Terrorists &amp; Terrorist Organizations (Political, Psychological,</u></b>	<b>Pre-Reading Video</b> <b><i>Required Reading</i></b> <p>1. Piazza, James A. 2006. "Rooted in Poverty?: Terrorism, Poor Economic Development, and Social Cleavages." <i>Terrorism and Political Violence</i> 18(1): 159-177.</p> <p>2. Chenoweth, Erica. 2019. "Chapter 5: The Ideological Approach" in <i>The Politics of Terror</i>. Oxford University Press.</p>

No School Feb 17	<b><u>Economic, &amp; Religious)</u></b>	<p>3. Hoffman, Bruce. "Today's Highly Educated Terrorists." National Interest (blog). September 15, 2010. <a href="https://nationalinterest.org/blog/bruce-hoffman/todays-highly-educated-terrorists-4080?page=0%2C1">https://nationalinterest.org/blog/bruce-hoffman/todays-highly-educated-terrorists-4080?page=0%2C1</a></p>
	<p><b>Quiz M2P1</b></p> <p><b>Post-Quiz Video</b></p> <p><b>Group Discussion Assignment #4</b></p> <p>Compare Timothy McVeigh's statement about his motivation to carry out the Oklahoma City bombing (see Chenoweth pages 152-3) with Osama Bin Laden's fatwa against the west (see Chenoweth page 154-6). Begin with a clear thesis that considers how much ideology mattered, and which type of ideologies were relevant to these terrorists. What perspective(s) that scholars use to study terrorism, other than the ideological perspective, would be useful for studying the acts of terrorism they engaged in? Your post should be ~ 300 words and include proper citations (as is the norm for the group discussion assignments).</p>	
	<b><u>Part 2: Terrorist Strategies</u></b>	<p><b>Pre-Reading Video</b></p> <p><b>Required Reading</b></p> <p>1. Kydd, Andrew F and Barbara F. Walter. 2006. The Strategies of Terrorism. <i>International Security</i> 31(1): 49-80.</p> <p>2. Perkoski, Evan and Phillip Potter. "The Diversification of Militant Violence." Political Violence at A Glance (blog). December 13, 2016. <a href="https://politicalviolenceataglance.org/2016/12/13/the-diversification-of-militant-violence/">https://politicalviolenceataglance.org/2016/12/13/the-diversification-of-militant-violence/</a></p> <p>3. Vox. "The Rise of ISIS, Explained in 6 Minutes." <i>YouTube</i>. Video File. <a href="https://www.youtube.com/watch?v=pzmO6RWy1v8">https://www.youtube.com/watch?v=pzmO6RWy1v8</a></p> <p>4. Reuter, Christoph. "Secret Files Reveal the Structure of Islamic State." Spiegel Online. April 18, 2015. <a href="https://www.spiegel.de/international/world/islamic-state-files-show-structure-of-islamist-terror-group-a-1029274.html">https://www.spiegel.de/international/world/islamic-state-files-show-structure-of-islamist-terror-group-a-1029274.html</a></p> <p>5. Byman, Daniel and Jennifer R. Williams. February 24, 2015. ISIS vs. Al Qaeda: Jihadism's Global Civil War. Brookings. <a href="https://www.brookings.edu/articles/isis-vs-al-qaeda-jihadisms-global-civil-war/">https://www.brookings.edu/articles/isis-vs-al-qaeda-jihadisms-global-civil-war/</a></p> <p>6. Mills, Andy. September 20, 2018. "Caliphate - Chapter 7: Mosul." Podcast audio. <i>Caliphate. The New York Times</i>. <a href="https://www.nytimes.com/2018/09/20/podcasts/caliphate-transcript-chapter-seven-mosul.html">https://www.nytimes.com/2018/09/20/podcasts/caliphate-transcript-chapter-seven-mosul.html</a></p> <p>7. Mills, Andy. September 20, 2018. "Caliphate - Chapter 8: The Briefcase." Podcast audio. <i>Caliphate. The New York Times</i>. <a href="https://www.nytimes.com/2018/09/20/podcasts/caliphate-transcript-chapter-eight-the-briefcase.html?action=click&amp;module=audio-series-bar&amp;region=header&amp;pgtype=Article">https://www.nytimes.com/2018/09/20/podcasts/caliphate-transcript-chapter-eight-the-briefcase.html?action=click&amp;module=audio-series-bar&amp;region=header&amp;pgtype=Article</a></p>

		<p>8. Barbaro, Michael. August 7, 2019. "Osama bin Laden's Successor." Podcast audio. <i>The Daily. The New York Times</i>. <a href="https://www.nytimes.com/2019/08/07/podcasts/the-daily/hamza-bin-laden-al-qaeda.html">https://www.nytimes.com/2019/08/07/podcasts/the-daily/hamza-bin-laden-al-qaeda.html</a></p>
		<b>Quiz M2P2</b>
		<b>Post-Quiz Video</b>
		<p><b>Group Discussion Assignment #5</b></p> <p>In this discussion post you will analyze the <i>Caliphate</i> podcast episodes from this Part's "required readings" in light of what you have learned about the motivations and strategies of terrorist organizations. Your thesis should present <b>two separate arguments</b> that demonstrate your ability to apply what you learned from the readings and pre-reading videos in this module so far to understand the <i>Caliphate</i> episodes (you may use readings/videos from Part 1 and/or Part 2 of this module). Your post should be ~300 words and include proper in-text citations and a reference list with full bibliographic citations at the end.</p>
	<p><b><u>Part 3:</u></b>  <b><u>Radical Right</u></b>  <b><u>Terrorism</u></b></p>	<p><b>Pre-Reading Video</b></p> <p><b>Required Reading</b></p> <ol style="list-style-type: none"> <li>1. Taylor, Helen. 2019. "Domestic Terrorism and Hate Crimes: Legal Definitions and Media Framing of Mass Shootings in the United States." <i>Journal of Policing, Intelligence, and Counter Terrorism</i> 14(3): 227-244.</li> <li>2. Watts, Clint. "America has a White nationalist Terrorism Problem." Foreign Policy Research Institute (blog). May 1, 2019.  <a href="https://www.fpri.org/article/2019/05/america-has-a-white-nationalist-terrorism-problem-what-should-we-do/">https://www.fpri.org/article/2019/05/america-has-a-white-nationalist-terrorism-problem-what-should-we-do/</a></li> <li>3. McAlexander, Richard J. "Terrorism does increase with immigration — but only homegrown, right-wing terrorism" <i>Washington Post</i> (Monkey Cage blog). July 19, 2019.  <a href="https://www.washingtonpost.com/politics/2019/07/19/immigration-does-lead-more-terrorism-by-far-right-killers-who-oppose-immigration/">https://www.washingtonpost.com/politics/2019/07/19/immigration-does-lead-more-terrorism-by-far-right-killers-who-oppose-immigration/</a></li> <li>4. Ravndal, Jacob Asaland. "Right-wing terrorism and violence may actually have declined: Here's why the way it's measured matters." <i>Washington Post</i> (Monkey Cage blog). April 2, 2019.  <a href="https://www.washingtonpost.com/politics/2019/04/02/is-right-wing-terrorism-violence-rise/">https://www.washingtonpost.com/politics/2019/04/02/is-right-wing-terrorism-violence-rise/</a></li> <li>5. Barbaro, Michael. "The Rise of Right-Wing Extremism, and How U.S. Law Enforcement Ignored It," The Daily (Podcast). <i>The New York Times</i>, December 13, 2018.  <a href="https://www.nytimes.com/2018/12/13/podcasts/the-daily/far-rightextremism-united-states.html">https://www.nytimes.com/2018/12/13/podcasts/the-daily/far-rightextremism-united-states.html</a></li> <li>6. "The Christchurch Massacre and the Rise of Right-Wing Extremism." (documentary) Australian Broadcasting Channel. <a href="https://www.youtube.com/watch?v=EUVychuUnPk">https://www.youtube.com/watch?v=EUVychuUnPk</a></li> </ol>

<b><u>MODULE 3:</u></b> <b><u>Effectiveness</u></b> <b><u>of Terrorism</u></b> <b><u>March 7 –</u></b> <b><u>March 27</u></b>  <i>No School</i> <i>March 12</i>  <i>*Withdrawal</i> <i>deadline 3/23</i>		<b>Quiz M2P3</b> <b>Post-Quiz Video</b> <b>Group Discussion Assignment – NONE</b>
	<b><u>Part 1:</u></b> <b><u>Suicide</u></b> <b><u>Terrorism</u></b>	<b>Pre-Reading Video</b> <b>Required Reading</b> 1. Pape, Robert A. 2003. The strategic logic of suicide terrorism. <i>American Political Science Review</i> , 97(3), 343-361.  2. Horowitz, Michael C. 2015. The Rise and Spread of Suicide Bombing. <i>Annual Review of Political Science</i> 18: 69-84.  3. “Tamil Tigers: Suicide Bombing Innovators.” NPR. (listen to audio or read transcript) <a href="https://www.npr.org/templates/story/story.php?storyId=104391493">https://www.npr.org/templates/story/story.php?storyId=104391493</a>  4. Sharmeen Obaid-Chinoy. 2010. “Inside a School for Suicide Bombers.” TED Talk. <a href="https://www.ted.com/talks/sharmeen_obaid_chinoy_inside_a_school_for_suicide_bombers">https://www.ted.com/talks/sharmeen_obaid_chinoy_inside_a_school_for_suicide_bombers</a>
		<b>Quiz M3P1</b> <b>Post-Quiz Video</b> <b>Group Discussion Assignment – NONE</b>
		<b>Pre-Reading Video</b> <b>Required Reading</b> 1. Chenoweth, Erica. 2013. “Terrorism and Democracy.” <i>Annual Review of Political Science</i> 16: 355-378.  2. Makarenko, Tamara. “The Crime-Terror Continuum: Tracing the Interplay between Transnational Organised Crime and Terrorism,” <i>Global Crime</i> , Vol. 6, No. 1 (2004), pp. 129-145.  3. Gray, Alastair. “How Fake Handbags Fund Terrorism and Organized Crime.” TED Video <a href="https://www.youtube.com/watch?v=5UH7uTpTa44">https://www.youtube.com/watch?v=5UH7uTpTa44</a>  4. Neumann, Peter. 2017. “Don’t Follow the Money: The Problem with War on Terrorist Financing.” <i>Foreign Affairs</i> 96(4): 93-102.  5. “Dollars for Daesh: A Discussion of Terrorism Financing and American Islamic State Supporters.” 2020. George Washington University Project on Extremism (video): <a href="https://extremism.gwu.edu/dollars-daesh-discussion-terrorism-financing-and-american-islamic-state-supporters">https://extremism.gwu.edu/dollars-daesh-discussion-terrorism-financing-and-american-islamic-state-supporters</a> <ul style="list-style-type: none"> <li>• <i>**Only need to watch minutes 1-45</i></li> </ul>
		<b>Quiz M3P2</b> <b>Post-Quiz Video</b> <b>Group Discussion Assignment #6</b> Find a news article (or video) that illustrates a criminal organization using terror or a terrorist organization engaging in criminal activity. In a post of 300-600 words begin by
	<b><u>Part 2:</u></b> <b><u>Regime Type</u></b> <b><u>and Funding</u></b> <b><u>Terrorism</u></b>	

		<p>introducing the organization – who are they, where they operate, how long have they been in existence, and their primary goals/motivations (and provide a link to the news article or video). Then discuss where your example falls on the crime-terrorism continuum (alliance/operational effectiveness/convergence/black hole). In making this decision you should consider the goals of the organization, where the organization gets its money, and its relationship to the state. (Note: you will likely need to do research on the group beyond the one article/video you link in order to address all these questions – remember to cite all your sources!) <b>You may NOT use the same organization as one that has been previously used by a member of your discussion group - be sure to read the previous posts in your group!</b></p>
	<p><b><u>Part 3:</u></b> <b><u>Shaping the</u></b> <b><u>Media and</u></b> <b><u>Public</u></b> <b><u>Attitudes</u></b></p>	<p><b>Pre-Reading Video</b></p> <p><b><i>Required Reading</i></b></p> <ol style="list-style-type: none"> <li>1. Gadarian, Shana (2010). The politics of threat: How terrorism news shapes foreign policy attitudes. <i>The Journal of Politics</i>, 72(2), 469-483.</li> <li>2. Zelin, Aaron. 2015. “Picture It or It Didn’t Happen: A Snapshot of the Islamic State’s Media Output,” <i>Perspectives on Terrorism</i>, 9(4): 85-97. <a href="http://www.terrorismanalysts.com/pt/index.php/pot/article/view/445">http://www.terrorismanalysts.com/pt/index.php/pot/article/view/445</a></li> <li>3. “How the US Hacked ISIS” <a href="https://www.npr.org/2019/09/26/763545811/how-the-u-s-hacked-isis">https://www.npr.org/2019/09/26/763545811/how-the-u-s-hacked-isis</a></li> <li>4. Brigitte L. Nacos. 2005. The Portrayal of Female Terrorists in the Media: Similar Framing Patterns in the News Coverage of Women in Politics and in Terrorism. <i>Studies in Conflict and Terrorism</i>. 435-451.</li> </ol> <p><b>Quiz M3P3</b></p> <p><b>Post-Quiz Video</b></p> <p><b>Group Discussion Assignment #7</b></p> <p>For this assignment, pick <b>ONE</b> (yes, only 1!) of these prompts:</p> <ol style="list-style-type: none"> <li>1. Find a video clip of TV news coverage of terrorism and analyze it in light of the Gadarian reading. Discuss the images and how different people’s attitudes may be affected in light of her findings. You must include a link to the video (please nothing longer than 5 minutes – if the clip is longer then only focus on a 5-minute segment and identify the timing of it in your essay).</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Find a newspaper article that discusses a female terrorist. Analyze the frame(s) used to discuss the terrorist in light of the Nacos reading. Does it use frames that Nacos identifies? Are there other frames used? Explain. You must include a link to the article.</li> </ol>
		<p><b>Pre-Reading Video</b></p> <p><b><i>Required Reading</i></b></p>



**MODULE 4:**  
**Gender &**  
**Terrorism**  
**March 28 –**  
**April 17**

**Part 1:**  
**Terrorism**  
**and Gender**

1. Valerie Hudson and Hilary Matfess. 2017. In Plain Sight: The Neglected Linkage Between Bride Price and Violent Conflict. *International Security*. Pp. 7-40.
2. Johnston, Melissa and Jacqui True. October 2019. "Misogyny & Violent Extremism: Implications for preventing violent extremism." Monash Gender, Peace, and Security (policy brief). Available at:  
[https://arts.monash.edu/\\_data/assets/pdf\\_file/0007/2003389/Policy-Brief\\_VE\\_and\\_VAW\\_v6-1-6.pdf](https://arts.monash.edu/_data/assets/pdf_file/0007/2003389/Policy-Brief_VE_and_VAW_v6-1-6.pdf)
3. McCulloch, Jude et al. 2019. Lone Wolf Terrorism Through a Gendered Lens: Men Turning Violent or Violent Men Behaving Violently? *Critical Criminology*

**Quiz M4P1**

**Post-Quiz Video**

**Group Discussion Assignment #8**

Several people who self-identify as "Incels" (involuntary celibates) have committed deadly violence in the US and Canada over the last 3 years. Below are links to 4 short articles - two on Elliot Rodger, who killed six people and wounded 13 in Isla Vista, CA in 2018, one on a man who was inspired by Rodger and murdered two women at a yoga studio in Tallahassee Florida several months later, and a *WaPo* article on the "manosphere" within which Rodger participated (also linked as a PDF in case you encounter WaPo's paywall). First, read the articles below which provide some more info on these attacks. Then write a response to the question ***"are these acts of terrorism?"*** using at least 2 of the course readings beyond the articles listed below. Remember to include proper in-text citations and a full bibliographic reference for the readings.

Readings:

1. Video Rant, Then Deadly Rampage in California Town"  
<https://www.nytimes.com/2014/05/25/us/california-drive-by-shooting.html?searchResultPosition=24>
2. Killer Who Committed Massacre in Isla Vista Was Part of Alt-Right, New Research Shows  
<https://www.latimes.com/local/lanow/la-me-isle-vista-massacre-alt-right-20180206-story.html>
3. Gunman in Yoga Studio Shooting Recorded Misogynistic Videos and Faced Battery Chargers  
<https://www.nytimes.com/2018/11/03/us/yoga-studio-shooting-florida.html?searchResultPosition=14>
4. Inside the 'manosphere' that inspired Santa Barbara shooter Elliot Rodger  
[https://www.washingtonpost.com/news/the-intersect/wp/2014/05/27/inside-the-manosphere-that-inspired-santa-barbara-shooter-elliott-rodger/?noredirect=on&utm\\_term=.6d99342a640f/content/enforced4/1832769-CO.180.INTL4410E.43221.20202/Manosphere.pdf](https://www.washingtonpost.com/news/the-intersect/wp/2014/05/27/inside-the-manosphere-that-inspired-santa-barbara-shooter-elliott-rodger/?noredirect=on&utm_term=.6d99342a640f/content/enforced4/1832769-CO.180.INTL4410E.43221.20202/Manosphere.pdf)

**Part 2:**  
**Female**  
**Terrorists**

**Pre-Reading Video**

**Required Reading**

1. Weinberg, Leonard and William Eubank. 2011. Women's Involvement in Terrorism. *Gender Issues*. 22-49.



		<p>2. Lindsey O'Rourke. 2009. What's Special About Female Suicide Terrorism? <i>Security Studies</i>.</p> <p>3. Caron E. Gentry. 2011. "The Committed Revolutionary: Reflections on a Conversation with Leila Khaled" in <i>Women, Gender, and Terrorism</i>.</p> <p>4. Lihi BenShitrit. 2015. Excerpt on Reem Riyashi in <i>Righteous Transgressions</i>. Pp. 168-179.</p> <p>5. Bloom, Mia. "Seeing the new face of terrorism." Dec. 2011. TEDx PSU (video). <a href="https://www.youtube.com/watch?v=KOTyVBhpTEM">https://www.youtube.com/watch?v=KOTyVBhpTEM</a></p> <p>6. "Women &amp; Terrorism: Perpetrators and Peacemakers." Georgetown Institute for Women, Peace, and Security. <a href="https://giwps.georgetown.edu/profiles-in-peace/women-and-terrorism/">https://giwps.georgetown.edu/profiles-in-peace/women-and-terrorism/</a></p>
		<p><b>Quiz M4P2</b></p>
		<p><b>Post-Quiz Video</b></p>
		<p><b>Group Discussion Assignment #9</b></p>
<p><b><u>Part 3:</u></b> <b><u>Gender and</u></b> <b><u>the WOT</u></b></p>		<p>You've read accounts of two female terrorists, Reem Ryahsi and Leila Kahled, in this part of Module 4 in their own words. Analyze the motivations of <i>one or both</i> of these terrorists using <i>at least three readings from the semester so far</i> (that includes this part of the module - the Gentry and/or BenShitrit readings can count towards the 3). Your response should begin with a clear thesis about one or both of their motives and should address which of the 6 perspectives on terrorism that we've discussed throughout this course are most useful for understanding their motivations to become terrorists. Are their motivations primarily personal or political?</p> <p><b>Pre-Reading Video</b></p> <p><b>Required Reading</b></p> <p>1. Meredith Loken and Anna Zelenz. Explaining Extremism: Western Women in Daesh. <i>European Journal of International Security</i> Vol. 3:1. pp.45-68</p> <p>2. Bloom, Mia and Hilary Matfess. 2016. "Women as Symbol and Swords in Boko Haram's Terror." <i>PRISM</i> 6(1): 104-121.</p> <p>3. Why women are joining ISIS: <a href="https://www.youtube.com/watch?v=HfJqkX59iuc">https://www.youtube.com/watch?v=HfJqkX59iuc</a></p> <p>4. Sjoberg, Laura. The Women of ISIS: Gender and Political Violence. Political Violence at A Glance (blog). August 28, 2017. <a href="http://politicalviolenceataglance.org/2017/08/28/the-women-of-isis-gender-and-political-violence/">http://politicalviolenceataglance.org/2017/08/28/the-women-of-isis-gender-and-political-violence/</a></p>

		<p>5. “Why Kurdish Women Joined the Fight Against ISIS”. WBUR <i>Here &amp; Now</i> (podcast). June 26, 2017. Available at: <a href="https://www.wbur.org/hereandnow/2017/06/26/kurdish-women-fight-isis">https://www.wbur.org/hereandnow/2017/06/26/kurdish-women-fight-isis</a></p> <p>6. Loveluck, Louisa and Souad Mekhennet. “At a Sprawling tent camp in Syria, ISIS women impose a brutal rule.” WaPo September 3, 2010. <a href="https://www.washingtonpost.com/world/at-a-sprawling-tent-camp-in-syria-isis-women-impose-a-brutal-rule/2019/09/03/3fcdfd14-c4ea-11e9-8bf7-cde2d9e09055_story.html">https://www.washingtonpost.com/world/at-a-sprawling-tent-camp-in-syria-isis-women-impose-a-brutal-rule/2019/09/03/3fcdfd14-c4ea-11e9-8bf7-cde2d9e09055_story.html</a></p> <p>7. Islamic State Women Attack Security at Syria Camp: SDF <a href="https://www.reuters.com/article/us-syria-security-camp/islamic-state-women-attack-security-at-syria-camp-sdf-idUSKBN1WQ27M">https://www.reuters.com/article/us-syria-security-camp/islamic-state-women-attack-security-at-syria-camp-sdf-idUSKBN1WQ27M</a></p> <p><b>Quiz M4P3</b></p> <p><b>Post-Quiz Video</b></p> <p><b>Group Discussion Assignment – NONE</b></p>
<b><u>MODULE 5:</u></b> <b><u>State</u></b> <b><u>Responses to</u></b> <b><u>Terrorism</u></b> <b><u>April 18 –</u></b> <b><u>May 3</u></b>	<b><u>Part 1:</u></b> <b><u>Counter</u></b> <b><u>Terrorism</u></b> <b><u>Strategies &amp;</u></b> <b><u>Effectiveness</u></b>	<p><b>Pre-Reading Video</b></p> <p><b>Required Reading</b></p> <p>1. Chenoweth, Erica and Pauline Moore. 2018. The Politics of Terror. Ch. 13: Counterterrorism Instruments. Pp. 345-370.</p> <p>2. Fishman, Brian. Feb 2019. Crossroads: Counter-Terrorism and the Internet. <i>Texas National Security Review</i>. Available: <a href="https://tnsr.org/2019/04/crossroads-counter-terrorism-and-the-internet/">https://tnsr.org/2019/04/crossroads-counter-terrorism-and-the-internet/</a></p> <p>3. Jordan, Jenna, Margaret E. Kosal, and Lawrence Rubin, “The Strategic Illogic of Counterterrorism Policy,” <i>The Washington Quarterly</i> 39(4). Winter 2017, pp. 181-192.</p> <p>4. Jordan, Jenna. “Attacking the Leader, Missing the Mark: Why Terrorist Groups Survive Decapitation Strikes,” <i>International Security</i>, Vol. 38, No. 4 (Spring 2014), pp. 7-38.</p> <p>5. Aolain, Fionnuala and Jayne Huckerby. Gendering Counterterrorism: How To, and How Not To. <i>Just Security</i> (blog): Part 1: <a href="https://www.justsecurity.org/55522/gendering-counterterrorism-to/">https://www.justsecurity.org/55522/gendering-counterterrorism-to/</a> Part 2: <a href="https://www.justsecurity.org/55670/gendering-counterterrorism-to-part-ii/">https://www.justsecurity.org/55670/gendering-counterterrorism-to-part-ii/</a></p> <p>6. Sandler, Todd. 2018. Excerpt from <i>Terrorism: What everyone needs to know</i>. Pp. 70-92.</p> <p>7. NPR “Amid Aid Uncertainty, U.S. Counterterrorism Cooperation Continues in Africa” <a href="https://www.npr.org/sections/parallels/2017/04/17/521400443/amid-aid-uncertainty-u-s-counter-terrorism-cooperation-continues-in-africa">https://www.npr.org/sections/parallels/2017/04/17/521400443/amid-aid-uncertainty-u-s-counter-terrorism-cooperation-continues-in-africa</a></p> <p>8. NPR “A Look Inside the National Counterterrorism Center and Preventing the Next Big Attack”</p>

		<a href="https://www.npr.org/2019/03/26/706969391/a-look-inside-the-national-counterterrorism-center-and-preventing-the-next-big-a">https://www.npr.org/2019/03/26/706969391/a-look-inside-the-national-counterterrorism-center-and-preventing-the-next-big-a</a>
		<b>Quiz M5P1</b>
		<b>Post-Quiz Video</b>
		<b>Group Discussion Assignment – NONE</b>
	<b><u>Part 2: How do Terrorist Groups End? (And at what cost?)</u></b>	<b>Pre-Reading Video</b>
		<b><i>Required Reading</i></b>
		1. Cronin, Audrey. 2006. How al-Qaida ends: The decline and demise of terrorist groups. <i>International Security</i> , 31(1), 7-48.
		2. Becker, Michael. 2015. Why Violence Abates: Imposed and Elective Declines in Terrorist Attacks. <i>Terrorism and Political Violence</i> . p.215-235.
		3. Chernov Hwang, Julie. 2017. The Disengagement of Indonesian Jihadists. <i>Terrorism and Political Violence</i> 29 (2): 277-295.
		4. Beech, Hannah and Jason Gutierrez. March 9, 2019. How ISIS is Rising in the Philippines as it Dwindles in the Middle East. <i>New York Times</i> . <a href="https://www.nytimes.com/2019/03/09/world/asia/isis-philippines-jolo.html">https://www.nytimes.com/2019/03/09/world/asia/isis-philippines-jolo.html</a>
		5. Roth, Kenneth. 2004. “The Law of War in the War on Terror: Washington’s Abuse of ‘Enemy Combatants’.” <i>Foreign Affairs</i> 83(1): 2-7.
		6. Johnson, Douglas A., Alberto Mora, and Averell Schmidt, "The Strategic Costs of Torture: How Enhanced Interrogation Hurt America." <i>Foreign Affairs</i> 95(5): 121-132
		<b>Quiz M5P2</b>
		<b>Post-Quiz Video</b>
		<b>Group Discussion Assignment #10</b>
		Write a response of approximately 300 words reacting to <b>one</b> of the points that Walzer makes in his lecture and relate it to <b>at least one reading</b> you have completed for this class (both academic and non-academic articles are fine). You can choose any point that you like; it could be a statement that you agree/disagree with, or a new idea you had not previously considered, or maybe something that you understand in a new way given the readings you have done for this course. Your essay should include a clear thesis and Walzer’s direct quote (to which you are responding). <b>No more than two students in a group may choose to focus on the same point.</b> Be sure to read your colleagues’ assignments before you start writing. Remember to include in-text references as well as full bibliographic citations at the end.