

INTL 4410 Terrorism

M, W, F, 11:30 am - 12:20 pm

Caldwell Hall 102

Spring 2023

Instructor: Ryan Yu-Lin Liou

E-mail: ryanliou@uga.edu

Office Hours: Friday 9:00-10:00 am & other times by appointment

Office: Candler Hall (IA Building), Rm 303

Course Description and Objectives

What motivates a terrorist? When are people likely to rebel? Are counterterrorism or repression efforts successful? 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.

This course will be divided into four major sections: (1) terrorism basics, (2) what motivates terrorists, (3) the logic of terrorism, and (4) the consequences of terrorism and counterterrorism. At the end of the course, students should be able to critically engage with the concept of terrorism, address the question of who or what makes a terrorist, grasp the linkages between the use of terrorism and various other political dynamics, such as economic performance, regime type, media, state instability, and human rights. Students should also be able to convey an advanced understanding of terrorism and insurgency research to prospective employers, including government security and intelligence agencies, risk analyst organizations, and think tanks.

Course Readings

There is no assigned textbook for this course. Course readings include journal articles, news articles, and videos/films. All the readings will be available on the UGA eLearningCommons (eLC) page. This class will consist of a combination of lectures and discussions. Therefore,

students are expected to come to class prepared, having completed the readings for the week **BEFORE** the class. When doing all of your readings, it works best to identify each reading's research question, arguments, hypotheses, analysis, and conclusion. Also, try to identify one or two problems or questions you have with the work.

Grade

Grading

Your course grade is evaluated based on the following components:

Participation (20%)

Tests (40%)

Response paper (15%)

Final paper (25%)

- **Participation (20%):**

Students are expected to attend all classes and participate in discussions on readings. The participation grade consist of two parts: contributions to the discussions and attendance.

- Discussion: During the class, I will regularly ask questions. The questions aim to encourage the discussion in class. The quality of the class discussion relies on your comments on and responses to the readings. Students are expected to answer the following guiding questions:
 1. What is the research question?
 2. What are the main arguments?
 3. What evidence do the author(s) use to support their arguments? Are any examples that the arguments do not explain?
 4. How does this reading relate to the other readings from the course? What are the similarities and differences among them?
- Attendance: Two free class absences are allowed during the semester. Free absence means that students are not required to provide an explanation for the missing class, and the attendance grade will not be reduced. However, I will take 1 point off for each absence if students miss more than two classes. Under special circumstances, students may provide related documentation and a self-signed note with a reasonable excuse for the absence. **Latecomer policy:** Lateness for more than 10 minutes will be considered an absence. This is important because lateness will interrupt the class discussion. Also, it is not fair for other students who come on time.

- **Tests (40% - 2 tests at 20% each):**

There will be two tests throughout the semester. The tests will require students to answer questions demonstrating that they have done the readings. The tests are open note, open book and completed online through the eLC. Doing the reading, watching the short video, and going over the slides for each of the topics should prepare you for each test. I will also provide a study guide prior to the test.

- Test 1: February 10th (Friday).

- Test 2: March 27th (Monday).

There will be no class on test days. Online tests will be available in eLC beginning at 8 am and will close at 8 pm. There are no time restrictions once you begin the quiz, other than the 8 pm deadline.

- **Response Paper (15%):**

Students should submit one response paper based on the weekly topics. The paper should discuss 3 to 6 readings listed on the syllabus and be around 4 pages. Late submission will result in 0.5 points deduction for every day they are late. Papers must be formatted using the Chicago Manual of Style (CMS)'s author-year in-text citations and a full list of bibliographic citations. I will provide a separate file for the rubric of response paper and discuss further details in class. This assignment is due by **April 7th** at 11:59 pm in eLC.

- **Final Paper (25%):**

As much as it is necessary to have a broad understanding of the dynamics and logic of terrorism, it is also important to have an in-depth knowledge of certain terrorist events or groups. On a group or event of your choosing, please write a 5-7 page paper (double spaced and reference excluded) on one to three of the following topics covered in the course:

1. Group grievances - Why is this group fighting?
2. Group leadership and recruitment - Who is in charge of the group? How does the group get its members?
3. Group funding and attention - How does this group get its funds? How does the group get media attention?
4. Group attacks - What type of attacks has the group carried out? Why were these attacks carried out?
5. Counterterrorism efforts - What efforts have countries taken to stop this group and its activities? Were these efforts successful?

In your paper, you will outline the information you have found on this topic and how your readings relate to the readings we have covered in the course. A rubric for this assignment is available on the eLC page for this course. The paper is due by **May 3rd** at 11:59 pm in eLC. Late submission will result in a 5-point deduction for every day they are late. I am happy to discuss the group/event of your choosing and offer suggestions.

Grade Appeal

If you wish to appeal the grade received, you must submit a one-page computer-edited (e.g. in Word) statement to me at least 24 hours after receiving the grade. The statement must clearly and thoroughly explain the reasons why your works deserve a higher grade. The assignment will then be re-graded, taking the statement into consideration. The revised grade may be higher, lower, or the same as the initial grade.

Grading Scale

Your final grade will be calculated on the following scale:

- 94 to 100: A
- 90 to 93: A-
- 87 to 89: B+
- 84–86: B
- 80–83: B-
- 77–79: C+
- 74–76: C
- 70–73: C-
- 60–69: D
- 59 and below: F

Course Policy and Useful Information

Class Etiquette

Although all perspectives are welcomed in the class, please keep in mind that not everyone shares the same political stance or viewpoint. Since we are in a political science class, it is likely to have debates on undecided issues. In addition, when email me (or others), please use appropriate language. Email etiquette is the skill you would want to acquire when you are still in school. Here is a link you can refer to if you would like to confirm the dos and don'ts: [“Your Recent Email to Your Professor.”](#)

Electronic Devices

Use of mobile phones is prohibited during the class. The participation grade will be reduced if you are found using mobile phones in class. You may use laptops in class, but only for class-related reasons.

Preferred Name and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records

Changes to the Syllabus Could Occur

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. I reserve the right to change the syllabus based on the course's progression.

University Honor Code and Academic Honesty Policy

I expect you to do your own work and to abide by all university policies on academic integrity and professional conduct. 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://honesty.uga.edu/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.

Disabilities Accommodation

- 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 the Disability Resource Center.
- 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.

Mental Health and Wellness Resources

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

Schedule of Topics and Readings

Week 1, 01/09 & 01/11 & 01/13: Course Overview & Defining Terrorism

- Please read syllabus carefully.
- 1. Ganor, B. 2002. "Defining Terrorism: Is One Man's Terrorist another Man's Freedom Fighter?" *Policy Practice and Research*. 3(4): 287-304.
- 2. LaFree, Gary, and Laura Dugan. 2007. "Introducing the Global Terrorism Database." *Terrorism and Political Violence* 19(2): 181-204 (Skim).

Week 2, 01/16 & 01/18 & 01/20: History of Terrorism & Common Ideologies of Terrorists

- No Class on 1/16 (Martin Luther King, Jr. Day).
- 1. Shughart II, William F. 2006. "An Analytical History of Terrorism, 1945-2000." *Public Choice* 128(1-2): 7-39.
- 2. 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.

Week 3, 01/23 & 01/25 & 01/27: Mobilization for Violence

1. Van Belle, Douglas A. 1996. "Leadership and Collective Action: the Case of Revolution." *International Studies Quarterly* 40(1): 107-132.
2. Lichbach, Mark Irving. 1994. "What Makes Rational Peasants Revolutionary: Dilemma, Paradox, and Irony in Peasant Collective Action." *World Politics* 46: 383-418 (Skim).
3. Besançon, Marie L. 2005. "Relative Resources: Inequality in Ethnic Wars, Revolutions, and Genocides." *Journal of Peace Research* 42 (4): 393-415.

Week 4, 01/30 & 02/01 & 02/03: Terrorism Truisms to Remember and Strategies of Terrorism

1. Kydd, Andrew and Barbara Walter. 2006. "The Strategies of Terrorism." *International Security* 31(1): 49-80.
2. Video: [The rise of ISIS, explained in 6 minutes](#).

Week 5, 02/06 & 02/08 & 02/10: Causes/Goals of Terrorism 1: Psychological Theories of Terrorism & The Role of Religion

- Test 1 on 2/10.
- 1. Victoroff, Jeff. 2005. "The Mind of the Terrorist: A Review and Critique of Psychological Approaches." *Journal of Conflict Resolution* 49(1): 3-42.
- 2. Mitts, Tamar. 2019. "From Isolation to Radicalization: Anti-Muslim Hostility and Support for ISIS in the West." *American Political Science Review*: 113(1): 173-194.

Week 6, 02/13 & 02/15 & 02/17: Causes/Goals of Terrorism 2: Poverty & Belonging/Brotherhood

1. Krueger, Alan B. and Jitka Malečková. 2003. "Education, Poverty, and Terrorism: Is There a Casual Connection?" *Journal of Economic Perspectives* 17(4): 110-44
2. Abrahms, Max. 2008. "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy." *International Security*: 32(4), 78–105.
3. Choi, Seung Whan. 2022. "Leader Nationalism, Ethnic Identity, and Terrorist Violence." *British Journal of Political Science* 52 (3): 1151–67.

Week 7, 02/20 & 02/22 & 02/24: Female Terrorists

1. Jacques, Karen, and Paul J. Taylor. 2009. "Female Terrorism: A Review." *Terrorism and Political Violence* 21(3): 499-515.
2. O'Rourke, Lindsey A. 2009. "What's Special about Female Suicide Terrorism?" *Security Studies* 18(4): 681–718.

Week 8, 02/27 & 03/01 & 03/03: Suicide Terrorism

1. Pape, Robert A. 2003. "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97(3): 343-361.
2. Morris, Andrea Michelle. 2020. "Who Wants to Be a Suicide Bomber? Evidence from Islamic State Recruits." *International Studies Quarterly*. 64(2): 306-315.
3. Horowitz Michael C. 2010. "Nonstate Actors and the Diffusion of Innovations: The Case of Suicide Terrorism." *International Organization* 64(1):33-64.

Week 9, Spring Break

Week 10, 03/06 & 03/08 & 03/10: Terrorism and the Media

1. 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.
2. Gadarian, Shana Kushner. 2010. "The Politics of Threat: How Terrorism News Shapes Foreign Policy Attitudes." *Journal of Politics* 72(2): 469-483.
3. Piazza, James A. 2020. "Politician Hate Speech and Domestic Terrorism." *International Interactions* 46(3): 431–53.

Week 11, 03/13 & 03/15 & 03/17: Terrorism and Democracy

1. Savun, Burcu, and Brian J. Phillips. 2009. "Democracy, Foreign Policy, and Terrorism." *Journal of Conflict Resolution* 53(6): 878-904.
2. Chenoweth, Erica. 2010. "Democratic Competition and Terrorist Activity." *Journal of Politics* 72(1): 16-30.
3. Gaibullov, Khusrav, James A. Piazza, and Todd Sandler. 2017. "Regime types and Terrorism." *International Organization* 71(3): 491-522.

Week 12, 03/20 & 03/22 & 03/24: Terrorists and Money/Sponsorship

1. 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
2. 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." *American Economic Review* 103(3): 518-522.

Week 13, 03/27 & 03/29 & 03/31: "New" Forms of Terrorism: CBRN and Cyberterrorism

- Test 2 on 3/27.
1. Asal, Victor, Jacob Mauslein, Amanda Murdie, Joseph Young, Ken Cousins, and Chris Bronk. 2016. "Repression, Education, and Politically Motivated Cyberattacks." *Journal of Global Security Studies* 1(3): 235-247.
 2. Asal, Victor, Nazli Avdan, and Gary Ackerman. 2022. "Breaking Taboos: Why Insurgents Pursue and Use CBRN Weapons." *Journal of Peace Research*. Forthcoming.
 3. Video: [Governments don't understand cyber warfare. We need hackers | Rodrigo Bijou](#).

Week 14, 04/03 & 04/05 & 04/07: Consequences of Terrorism - Psychological & Political

- Response paper due by 4/7.
1. Huddy, Leonie, Stanley Feldman, Theresa Capelos, and Colin Provost. 2002. "The Consequences of Terrorism: Disentangling the Effects of Personal and National Threat." *Political Psychology* 23(3): 485-509.
 2. 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.
 3. Kibris, Arzu. 2011. "Funerals and Elections: The Effects of Terrorism on Voting Behavior in Turkey." *Journal of Conflict Resolution* 55(2): 220-247.

Week 15, 04/10 & 04/12 & 04/14: Counterterrorism Options and Strategy 1

- No Class on 4/14 due to MPSA conference.
- 1. Byman, Daniel. 2007. "US Counter-terrorism Options: A Taxonomy." *Survival* 49(3): 121-150.
- 2. Walsh, James I. and James A. Piazza. 2010. "Why Respecting Physical Integrity Rights Reduces Terrorism." *Comparative Political Studies* 43(5): 551-557.

Week 16, 04/17 & 04/19 & 04/21: Counterterrorism Options and Strategy 2

1. Daxecker, Ursula E., and Michael L. Hess. 2013. "Repression Hurts: Coercive Government Responses and the Demise of Terrorist Campaigns." *British Journal of Political Science* 43 (3): 559-577.
2. Barrelle, Kate. 2015. "Pro-Integration: Disengagement from and Life after Extremism." *Behavioral Sciences of Terrorism and Political Aggression* 7(2): 129-142.
3. Video: [How Christmas lights helped guerrillas put down their guns.](#)

Week 17, 05/03: Final Paper Due