

# INTL 4410: Terrorism

Fall 2023

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<b>Instructor:</b> LIAN, Jie/Jason	<b>Time:</b> MWF 11:30 am - 12:20 pm (CRN: 56881)
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## Office Hours

- **Office Hours:** Candler Hall 217 – 3:30 pm to 4:30 pm on Wednesdays.
- **Online Office Hours:** Zoom (meeting ID: 4827643495) – 3:30 pm to 4:30 pm on Wednesdays.
- **Other Times:** By appointment

## Course Description and Objectives

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

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, you should 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. All of the readings come from academic journal articles and book chapters. These readings can all be found on the eLC page for this course. Students are expected to finish the required readings **before** each class. When doing all of your readings, it works best to identify each reading's research question, theory, hypotheses, empirical analysis, and conclusion (more details will be discussed during the class). Also, try to identify one or two problems or questions you have with the work. I remember readings best when I've actually taken the time to write out some notes; it might work for you, too. If nothing else, it will definitely help in preparing for the quizzes.

## Course Format

This course is in-person. All materials, including the slides and the additional materials, are available online through UGA's eLearning Commons (eLC) portal.

The course consists of **four modules**. Each module consists of **four topics**. You'll have a new topic a week (except for the final week, in which we will go through two topics). Each topic will include:

1. One to three required readings of current or canonical academic research on the topic or classic;
2. A set of slides on the topic, which will be uploaded onto eLC by the end of each week;
3. A set of additional materials/video links you could explore for further information on the topic.

I am here to help however I can. Please feel free to email at any time ([jasonlian@uga.edu](mailto:jasonlian@uga.edu)). I strive to answer all emails within 24 hours. I am happy to schedule a time to chat in person or over video.

## Grading

- 60% - Four tests, 15% each
- 5% - Short Overview Paper
- 15% - Final Paper
- 20% - Attendance (5%) and participation (15%)

## Tests

At the end of each module, there will be a test. Each tests will consist of multiple choice, short answer, and essay questions. The tests are open note, open book but must be completed within 2 hours of you opening the test. You can take the tests at anytime (you are free to work ahead) but you must complete the tests by the following dates. To note if you work ahead: I will not grade tests until after the due dates. Doing the reading and going over the longer set of slides for each of the module's topics should prepare you for each test.

### Important Dates for the Tests

**Test 1: Terrorism Basics**

Due on September 11.....by 11:59pm (EST)

**Test 2: What Motivates Terrorists**

Due on October 09.....by 11:59pm (EST)

**Test 3: The Logic of Terrorism**

Due on November 06.....by 11:59pm (EST)

**Test 4: The Consequences of Terrorism and Counterterrorism**

Due on December 04.....by 11:59pm (EST)

## Short Overview Paper

For each topic, there are a series of recommended readings that should aid in your understanding of the course materials. Of course, I don't expect you to read all of the recommended readings. However, for one topic over the course of the semester, please read one of the **starred recommended readings** and provide

**one short response paper** the reading (2-4 pages, double spaced). The assignment can be completed any time but is due by November 21st at 11:59 pm in eLC. A rubric for the assignment is available on eLC.

## Final Paper

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 10-15 page paper (double spaced) on one 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 findings relate to the readings we have covered in the course. A rubric for this assignment is available on the eLC page for this course. This paper is due on December 3rd at 11:59 pm in eLC. I am happy to discuss the group/event of your choosing and offer suggestions!

## Attendance

Consistently attending lectures is crucial for an effective and enriching learning experience. I will take attendance every class. There are **1 unexcused absence**. I do not need to know the reason for the absence. **Any unexcused absences after the freebie will result in a half point deduction from your final attendance grade for each absence.**

Excused absences are given when I receive one of the following: an official UGA excuse, a medical note, or a student-athlete responsibility. **Documentation** is required for all of these (For more information, please see the [Class Attendance Policies](#)).

## Participation

Participation, including in-class interaction and in-class activities is worth 15% of your final grade. Keep in mind that a not-so-great attendance record can erase participation, because it's hard to participate if you are not around. **Even perfect attendance without active participation does not guarantee a good participation score.** What is more, **disruptive behaviors will result in one point deduction.** The details can be found on the table below.

**A note on participation:** Your active participation is very important. Always feel free to state your opinions in a way that invites discussion. No outside knowledge of international relations or political science scholarship, of history, or of current events will be necessary for effective class participation. Discussion of other scholarship, history, and current events will be certainly be welcome when they are relevant, but careful reading of the materials assigned for this course and concentrated thinking about the ideas raised in

class will be a sufficient basis from which to contribute profitably to class discussion. The first step toward participating in class is attending class.

5 points	Student attends classes and regularly participates in class discussions. Student contributions critically engage with the material and with class peers.
4 points	Student attends classes and regularly participates in class discussions. Student contributions critically engage with the material.
3 points	Student attends classes and regularly participates in class discussions. Student contributions involve examples from personal life but they lack critical engagement with the material.
2 points	Student attends classes and occasionally participates in class discussions.
1 points	Student attends classes but does not participate in the discussions.
0 points	Student does not attend the class.

## 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 to 87 – B
- 80 to 83 – B-
- 77 to 79 – C+
- 74 to 77 – C
- 70 to 73 – C-
- 67 to 69 – D+
- 64 to 67 – D
- 60 to 63 – D-
- 59 and below – F

## Useful Information and University Policies

### Make-up Quiz

Legitimate excuses for absence from a quiz (e.g., religious holiday, medical emergency, or illness) must be presented to the instructor and accepted prior to the quiz when feasible. Grades are due immediately after the course is over; late or missing assignments at this time may cause difficulties in grade reporting. For more information about legitimate excuses, please refer to the [UGA class attendance policy](#).

### Changes to the Syllabus Could Occur

The following is taken verbatim from the [University Council](#): "The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary."

### University Honor Code and Academic Honesty Policy

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling

cases of suspected dishonesty, can be found [the website of Office of Instruction](#).

We expect that the Student Honor Code will guide your efforts in this course. A lack of knowledge of the academic honesty policy does not explain a violation. Please direct any questions to the instructor.

### **Prohibition on Recording Lecture**

The following is taken verbatim from [LINK](#):

"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 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."

### **Preferred Name and Pronouns**

The following is taken verbatim from the [Inclusive Statements for Syllabi](#):

"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."

### **FERPA Statement**

The following is taken verbatim from the [Syllabus Checklist](#):

"The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the [registrar's explanation](#). FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar."

### **Disability Services**

The following is taken verbatim from the [Disability Resource Center](#):

”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](#)”

The following is taken verbatim from the [document of Syllabus Creation](#):

”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.”

I want to help all students succeed in this course!

### **Mental Health and Wellness Resources**

The following is taken verbatim from the [University Council](#):

”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 the [website of Student Care and Outreach](#). 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](#) or [crisis support](#). If you need help managing stress anxiety, relationships, etc., please visit [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.”

### **Coronavirus Information for Students**

I can offer accommodations for students with positive COVID-19 tests. Students who test positive SHOULD BE accommodated.

I’ll accommodate students who test positive for COVID as I would have accommodated ill students prior to the pandemic. I will assist students who may need to isolate per CDC guidelines, students with Disability Resource Center (DRC)-recommended accommodations, or other circumstances that may require a student to occasionally miss a class. For all other students, classes must continue to be offered in an in-person format.

Please email me ([jasonlian@uga.edu](mailto:jasonlian@uga.edu)) when you need the accommodation.

### **Useful Campus Resources**

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

Some material in this course contains references to violence. I urge you to take your mental health seriously. There are campus resources to [help](#).

## Course Outline

### Module 1: Terrorism Basics

#### Topic 1: Intro to Course

Week 1: August 16 - August 18

- Reading: Syllabus
- Slides: Introduction to the course
- Recommended Readings/Links: None

#### Topic 2: Intro to Social Science and Defining Terrorism

Week 2: August 21 - August 25

- Readings:
  - Ganor, B. 2002. "Defining Terrorism: Is One Man's Terrorist another Man's Freedom Fighter?" *Policy Practice and Research*. 3(4): 287-304.
  - Huff, Connor and Kertzer, Joshua D., 2018. "How the public defines terrorism." *American Journal of Political Science*. 62(1): 55-71.
- Slides: Topic 2: Reviewing social science basics and defining terrorism
- Recommended Readings/Links:
  - Video: Terrorism Research Before and After 9/11, Gary LaFree - [Link](#).
  - Blogpost: Was what happened in Charleston terrorism? - [Link](#).
  - Blogpost: Inspired or Directed? Why This Distinction Matters in Recent Terrorist Attack in Orlando - [Link](#).
  - \* LaFree, Gary, and Laura Dugan. 2007. "Introducing the Global Terrorism Database." *Terrorism and Political Violence* 19(2): 181-204.

#### Topic 3: History of Terrorism & Common Ideologies of Terrorists

Week 3: August 28 - September 01

- Readings:
  - Shughart II, William F. 2006. "An Analytical History of Terrorism, 1945-2000." *Public Choice* 128(1-2): 7-39.
  - Masters, Daniel. 2008. "The Origin of Terrorist Threats: Religious, Separatist, or Something Else?." *Terrorism and Political Violence* 20(3): 396-414.
- Slides: Topic 3: History of terrorism & common ideologies of terrorists
- Recommended Readings/Links:
  - Video: Terrorism Time Lapse - [Link](#).
  - \* Hafez, Mohammed M., 2020. "Fratricidal rebels: Ideological extremity and warring factionalism in civil wars." *Terrorism and Political Violence*. 32(3): 604-629.
  - \* 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.
  - \* Simon, Jeffrey D. 2008. "The Forgotten Terrorists: Lessons from the History of Terrorism." *Terrorism and Political Violence* 20(2): 195-214.

- \* Auger, Vincent A. 2020. "Right-Wing Terror: A Fifth Global Wave?." *Perspectives on Terrorism*. 14(3): 87-97.

#### **Topic 4: Mobilization for Violence**

*Week 4: September 06 - September 08 (Labor Day – No Class on September 04)*

- Readings:
  - Van Belle, Douglas A. 1996. "Leadership and Collective Action: the Case of Revolution." *International Studies Quarterly* 40(1): 107-132.
- Slides: Topic 4: Mobilization for Violence
- Recommended Readings/Links:
  - Video: The rise of ISIS, explained in 6 minutes - [Link](#).
  - \* Gurr, Ted. 1968. "A Causal Model of Civil Strife: A Comparative Analysis Using New Indices." *American Political Science Review* 62(4): 1104-1124.
  - \* Rasler, Karen. 1996. "Concessions, Repression, and Political Protest in the Iranian Revolution." *American Sociological Review*. 61(Feb): 132-152.
  - \* Finkel, Steven E. and Edward N. Muller. 1998. "Rational Choice and the Dynamics of Collective Political Action: Evaluating Alternative Models with Panel Data." *American Political Science Review* 92(1):37-49.

**TEST 1: Over Module 1, Must be completed by September 11th at 11:59 pm**

### **Module 2: What Motivates Terrorists**

#### **Topic 5: Terrorism Truisms to Remember and Strategies of Terrorism**

*Week 5: September 11 - September 15*

- Readings:
  - Kydd, Andrew and Barbara Walter. 2006. "Strategies of Terrorism" *International Security*. 31(1): 49-80.
  - Asal, Victor, and R. Karl Rethemeyer. 2008. "The Nature of the Beast: Terrorist Organizational Characteristics and Organizational Lethality." *Journal of Politics* 70(2): 437-449.
- Slides: Topic 5: Terrorism Truisms to Remember and Strategies of Terrorism
- Recommended Readings/Links:
  - \* Conrad, Justin, and James Igoe Walsh. 2014. "International Cooperation, Spoiling, and Transnational Terrorism." *International Interactions* 40(4): 453-476.
  - \* Biberman, Yelena, and Farhan Zahid. 2016. "Why terrorists target children: Outbidding, desperation, and extremism in the Peshawar and Beslan school massacres." *Terrorism and Political Violence* 31(2): 169-184.
  - \* Abrahms, Max and Conrad, Justin, 2017. "The strategic logic of credit claiming: A new theory for anonymous terrorist attacks." *Security Studies*, 26(2), pp.279-304.

#### **Topic 6: Causes/Goals of Terrorism 1: Psychological Theories of Terrorism & The Role of Religion**

*Week 6: September 18 - September 22*



- Readings:
  - Victoroff, Jeff. 2008. "The Mind of the Terrorist: A Review and Critique of Psychological Approaches." *Journal of Conflict Resolution* 49(1): 3-42.
  - 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.
- Slides: Topic 6: Causes/Goals of Terrorism 1: Psychological Theories of Terrorism & The Role of Religion
- Recommended Readings/Links:
  - \* Berman, Eli and David D. Laitin. 2008. "Religion, Terrorism, and Public Goods: Testing the Club Model." *Journal of Public Economics*. 92(10-11): 1942-1967.
  - \* Post, Jerrold M. 2005. "When Hatred is Bred in the Bone: Psycho-cultural Foundations of Contemporary Terrorism." *Political Psychology* 26(4): 615-636.
  - \* Juergensmeyer, Mark. 1997. "Terror Mandated by God." *Terrorism and Political Violence*. 9(2): 16-23.
  - \* Decety, Jean, Robert Pape, and Clifford I. Workman. 2018. "A multilevel social neuroscience perspective on radicalization and terrorism." *Social Neuroscience* 13(5): 511-529.

### Topic 7: Causes/Goals of Terrorism 2: Poverty & Belonging/Brotherhood

Week 7: September 25 - September 29

- Readings:
  - Kruger, Alan B. and Jitka Maleckova. 2003. "Education, Poverty, and Terrorism: Is there a Causal Connection?" *Journal of Economic Perspectives*. 17(4): 119-44.
  - Chenoweth, Erica, Nicholas Miller, Elizabeth McClellan, Hillel Frisch, Paul Staniland, and Max Abrahms. 2009. "What Makes Terrorists Tick." *International Security* 33(4): 180-202.
- Slides: Topic 7: Causes/Goals of Terrorism 2: Poverty & Belonging/Brotherhood
- Recommended Readings/Links:
  - Blogpost: Today's Highly Educated Terrorists - [Link](#).
  - \* Brockhoff, Sarah, Tim Krieger, and Daniel Meierrieks. 2015. "Great expectations and hard times: The (nontrivial) impact of education on domestic terrorism." *Journal of Conflict Resolution* 59, no. 7 (2015): 1186-1215.
  - \* Morris, Andrea Michelle. 2020. "Who wants to be a suicide bomber? Evidence from Islamic state recruits." *International Studies Quarterly*. 64(2): 306-315.
  - Abrahms, Max. 2008. "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy." *International Security* 32(4): 78-105.

### Topic 8: Female Terrorists

Week 8: October 02 - October 06

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

- Slides: Topic 8: Female Terrorists
- Recommended Readings/Links:
  - Video: TEDxPSU - Mia Bloom - Seeing the New Face of Terrorism - [Link](#).
  - Video: Why Are Women Joining ISIS? - [Link](#).
  - \* Wickham, Brittany M., Nicole M. Capezza, and Victoria L. Stephenson. 2020. "Misperceptions and motivations of the female terrorist: A Psychological Perspective." *Journal of Aggression, Maltreatment & Trauma* 29 (8): 953-968.
  - \* Thomas, Jakana L. 2021. "Wolves in sheep's clothing: assessing the effect of gender norms on the lethality of female suicide terrorism." *International Organization*. 1-34.

**TEST 2: Over Module 2, Must be completed by October 09th at 11:59 pm**

### **Module 3: The Logic of Terrorism**

#### **Topic 9: Suicide Terrorism**

*Week 9: October 09 - October 13*

- Readings:
  - Pape, Robert A. 2003. "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97(3): 343-361.
  - Morris, Andrea Michelle. 2020. "Who Wants to Be a Suicide Bomber? Evidence from Islamic State Recruits." *International Studies Quarterly*. 64(2): 306-315.
- Slides: Topic 9: Suicide Terrorism
- Recommended Readings/Links:
  - Horowitz, Michael. 2010. "Nonstate Actors and the Diffusion of Innovations: The Case of Suicide Terrorism" *International Organization*. 64:33-64.
  - Crenshaw, Martha. 2007. "Explaining Suicide Terrorism: A Review Essay." *Security Studies* 16(1): 133-162.
  - Abrahms, Max. 2006. "Why Terrorism Does Not Work." *International Security* 31(2): 42-78.

#### **Topic 10: Terrorism and the Media**

*Week 10: October 16 - October 20*

- Readings:
  - 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.
  - Gadarian, Shana Kushner. 2010. "The Politics of Threat: How Terrorism News Shapes Foreign Policy Attitudes." *Journal of Politics* 72(2): 469-483.
- Slides: Topic 10: Terrorism and the Media
- Recommended Readings/Links:
  - Video: Terrorism and the media — Ariela Marcus-Sells - [Link](#).

- \* Savun, Burcu, and Brian J. Phillips. 2009. "Democracy, Foreign Policy, and Terrorism." *Journal of Conflict Resolution* 53(6): 878-904. *Annual Review of Political Science*, 20, pp.529-544.
- \* Chenoweth, Erica. 2010. "Democratic Competition and Terrorist Activity." *Journal of Politics* 72(1): 16-30.
- \* Gaibulloev, Khusrav, James A. Piazza, and Todd Sandler. 2017. "Regime types and Terrorism." *International Organization* 71(3): 491-522.

### Topic 11: Terrorists and Money/Sponsorship

Week 11: October 23 - October 25 (Fall Break – No Class on October 27)

- Readings:
  - 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.
- Slides: Topic 11: Terrorists and Money/Sponsorship
- Recommended Readings/Links:
  - Video: Which Countries Are Accused of Supporting Terrorism? - [Link](#).
  - Video: How fake handbags fund terrorism and organized crime — Alastair Gray - [Link](#).
  - \* Neumann, Peter R. 2017. "Don't Follow the Money: The Problem with the War on Terrorist Financing." *Foreign Affairs* 96(4): 93-102. HeinOnline.
  - \* 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.
  - \* Byman, Daniel. 2005. "Passive Sponsors of Terrorism." *Survival* 47(4): 117-144.
  - \*Baradaran, Shima, Michael Findley, Daniel Nielson, and Jason Sahrman. 2013. "Funding Terror." *University of Pennsylvania Law Review*. 162(3): 477-536.

### Topic 12: "New" Forms of Terrorism: CBRN and Cyberterrorism

Week 12: October 30 - November 03

- Readings:
  - 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.
  - Campbell, B. and Murdie, A., 2023. Keep the informants talking: The pursuit and use of CBRN weapons by terrorist organizations. *Studies in Conflict & Terrorism*, 46(7), pp.1088-1107.
- Slides: Topic 12: "New" methods of terrorism
- Recommended Readings/Links:
  - Video: Governments don't understand cyber warfare. We need hackers — Rodrigo Bijou - [Link](#).
  - \* Gartzke, Erik. 2013. "The Myth of Cyberwar: Bringing War in Cyberspace Back Down to Earth." *International Security* 38(2): 41-73.
  - \* Ivanova, Kate, and Todd Sandler. 2007. "CBRN Attack Perpetrators: An Empirical Study." *Foreign Policy Analysis* 3(4): 273-294.
  - \* Asal, V., Avdan, N. and Ackerman, G., 2023. Breaking taboos: Why insurgents pursue and use CBRN weapons. *Journal of Peace Research*, 60(2), pp.193-208.

**TEST 3: Over Module 3, Must be completed by November 06th at 11:59 pm****Module 4: The Consequences of Terrorism and Counterterrorism****Topic 13: Consequences of Terrorism - Psychological & Political**

*Week 13: November 06 - November 10*

- Readings:
  - Huddy, Leonie and Stanley Feldman, Theresa Capelos, Colin Provost. 2002. "The Consequences of Terrorism: Disentangling the Effects of Personal and National Threat." *Political Psychology*. 23(3): 485-509.
  - Kam, Cindy D., and Donald R. Kinder. 2007. "Terror and ethnocentrism: Foundations of American Support for the War on Terrorism." *Journal of Politics* 69(2): 320-338.
- Slides: Topic 13: Consequences of Terrorism
- Recommended Readings/Links:
  - Blogpost: Psychiatric and Societal Impacts of Terrorism - [Link](#).
  - \* Berrebi, Claude and Esteban F. Klor. 2006. "On Terrorism and Electoral Outcomes." *Journal of Conflict Resolution*. 50(6) 899-925.
  - \* Kibris, Arzu. 2011. "Funerals and Elections: The Effects of Terrorism on Voting Behavior in Turkey." *Journal of Conflict Resolution* 220-247.
  - \* Agerberg, M. and Sohlberg, J., 2021. "Personal proximity and reactions to terrorism". *Comparative Political Studies*, 54(14), pp.2512-2545.

**Topic 14: Counterterrorism Options and Strategy - Human Rights Abuses**

*Week 14: November 13 - November 17*

- Required Readings:
  - Walsh, James I. and James A. Piazza. 2010. "Why Respecting Physical Integrity Rights Reduces Terrorism." *Comparative Political Studies*. 43(5): 551-557.
  - Koo, J.W. and Murdie, A., 2022. "Do NGO restrictions limit terrorism? Smear campaigns or counterterrorism tools". *Journal of Global Security Studies*, 7(1).
- Slides: Topic 14: Counterterrorism Options and Strategy 1 - Human Rights Abuses
- Recommended Readings/Links:
  - Video: Torture to Combat Terrorism? It Doesn't Work, but Good Cop Bad Cop Does — Juliet Kayyem - [Link](#).
  - \* 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.
  - \* Smith, Megan, and James Igoe Walsh. 2013. "Do Drone Strikes Degrade Al Qaeda? Evidence from Propaganda Output." *Terrorism and Political Violence* 25 (2): 311-327.
  - \* Bagchi, Aniruddha, and Jomon A. Paul. 2021. "National security vs. human rights: A game theoretic analysis of the tension between these objectives." *European Journal of Operational Research* 290(2): 790-805.

**No Class on November 20****Short Overview Paper: Must be completed by November 21 at 11:59 pm.****Topic 15 & 16: Counterterrorism Options and Strategy - Harden Targets and Hearts and Minds & How Terrorism Ends***Week 16: November 27 - December 01*

- Required Readings:
  - Byman, Daniel. 2007. "US Counter-Terrorism Options: A Taxonomy." *Survival* 49(3): 121-150.
  - Barrelle, Kate. 2015. "Pro-Integration: Disengagement from and Life after Extremism." *Behavioral Sciences of Terrorism and Political Aggression* 7(2): 129-142.
- Slides:
  - Topic 15: Counterterrorism Options and Strategy 2 - Harden Targets and Hearts and Minds
  - Topic 16: Counterterrorism Options and Strategy 3 - How Terrorism End
- Recommended Readings/Links:
  - Harden Targets and Hearts and Minds
    - \* Blogpost: On Winning Hearts and Minds: Key Conditions for Population-Centric COIN - [Link](#).
    - \* Blogpost: Cruel to be Kind: Authoritarian Counterinsurgency and the Winning of Hearts and Minds - [Link](#).
    - \* Blogpost: Article Review 87 on "The 'Hearts and Minds' Fallacy: Violence, Coercion, and Success in Counterinsurgency Warfare." - [Link](#).
    - \* \* Berman, E., Shapiro, J. N., & Felter, J. H. 2011. "Can Hearts and Minds be Bought? The Economics of Counterinsurgency in Iraq." *Journal of Political Economy* 119(4): 766-819.
    - \* \* Bueno de Mesquita, Ethan. 2005. "The Quality of Terror." *American Journal of Political Science* 49(3):515-530.
  - How Terrorism Ends
    - \* Video: How Christmas lights helped guerrillas put down their guns - [Link](#).
    - \* \* Cronin, Audrey Kurth. 2006. "How al-Qaida ends: The Decline and Demise of Terrorist Groups." *International Security* 31(1): 7-48.
    - \* \* Reinares, Fernando. 2011. "Exit from Terrorism: A Qualitative Empirical Study on Disengagement and Deradicalization Among Members of ETA." *Terrorism and Political Violence* 23(5): 780-803.
    - \* \* Gaibulloev, Khusrav, Dongfang Hou, and Todd Sandler. 2020. "How do the factors determining terrorist groups' longevity differ from those affecting their success?." *European Journal of Political Economy* 65: 101935.
    - \* \* Windisch, Steven, Pete Simi, Gina Sott Ligon, and Hillary McNeel. 2016. "Disengagement from ideologically-based and violent organizations: A systematic review of the literature." *Journal for Deradicalization* 9: 1-38.

**Final Paper: Must be completed by December 3 at 11:59 pm****TEST 4: Over Module 4, Must be completed by December 04th at 11:59 pm**