

**TROY UNIVERSITY PACIFIC REGION  
COURSE SYLLABUS  
IR 6685 Terrorism and Political Violence  
Term 3, 2018-19 (7 January – 10 March, 2019)  
Weekend/Web-Enhanced at Misawa AB, Japan  
23-24 February, 9-10 March**

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**MEETING TIMES:** Classes will meet on two weekends (**23-24 February** and **9-10 March**) from 0900 to 1800, at the Misawa Education Center. This course includes a “web-enhanced” portion, which is explained below.

**CATALOG COURSE DESCRIPTION:** An examination of the origins and significance of contemporary political violence with an emphasis on the phenomenon of terrorism. The course employs an interdisciplinary, case-study approach.

**COURSE OBJECTIVES:** This course introduces the ethical dilemma of democracies’ response to terrorism. Democracies broadly prefer for domestic freedoms and an open international system. Disruptive, unpredictable terrorism threatens these liberal values. This creates two interlocked, ethical quandaries. First, domestically, how should democracies balance the need for internal security with their liberal preference for expansive personal freedom? Second, internationally, how should democracies adapt their foreign policies toward real or perceived state-sponsors of terror, and the international character of modern terror? Students should leave the course with the ability to conceptually analyze the GWoT/homeland security debate, particularly in the United States. It is a large, poorly bounded discussion; after this course, you should have the ability to cut into it in theoretically meaningful ways. Ideally such knowledge will improve your ability to make informed choices as voters.

**PREREQUISITES:** None

**TEXTBOOKS:**

Cindy Combs. 2017. *Terrorism in the Twenty-First Century, eighth edition*. Upper Saddle River, NJ: Pearson Prentice Hall. ISBN: 978-1138671393.

James F. Hoge, Jr., and Gideon Rose, eds. 2005. *Understanding the War on Terror*. NY: Council on Foreign Relations. ISBN: 978-0876093474.

Lawrence Wright. 2006. *The Looming Tower: Al Qaeda and the Road to 9/11*. NY: Vintage. ISBN: 9781400030842

## **FILMS**

*Battle of Algiers*

*United 93*

*Baader-Meinhof Complex*

*Valley of the Wolves: Iraq*

Alternatives: *Munich, Zero Dark Thirty, Eye in the Sky, Hurt Locker, Syriana*

To break up the long day, we will watch a film at the end of each class. These media are R-rated and contain adult material such as language, violence, drug and alcohol use, sexuality, and so on. Should you find any of this material deeply objectionable, please notify me and you may excuse yourself. That said, these are all well-reviewed, mainstream films directly relevant to the course. I hope you enjoy them and find them useful. We will also discuss them in class.

## **GRADING AND ASSIGNMENTS:**

Student grades will be determined as follows:

MENA Map Quiz (first week, available through Canvas): 5%

Participation in class discussions and Canvas: 30%

Paper: 35%

Final: 30%

## **CLASS PARTICIPATION**

Students are expected to do the readings before class and be prepared to discuss the contents. Because we will spend 9 hours straight together, discussion and presentations will break-up the monotony of long lectures. The participation and presentation scores are to incentivize your engagement. The class will be more enjoyable for all of us if there is much discussion.

## **CANVAS WEB-ENHANCED PORTION**

Troy requires 45 hours of instruction for a three-unit course. We will meet for a total of 36 hours in the classroom, so 9 hours must be covered outside of class. These hours will be completed through the “Canvas” service in three areas: course discussion; general discussion about current events relevant to the course material (pronouncements by the Trump administration, North Korean provocations, Syria, etc.); and discussion of your paper topic and your paper’s development. Each week I will put up a topic of discussion under current events for debate. This course requires you know how to use Canvas. Please consult Troy IT if this is a problem.

Please be pro-active and engaged in your use of Canvas. I will not pursue you or nag you to post, nor is Canvas to be a crutch because you missed class or do not know what to write your paper about. I will check the service regularly for your comments and concerns. Canvas participation – on the discussion boards – will count toward your participation grade, along with in-class participation.

**PAPER:** You will write a research paper due on **Friday, March 8** via Canvas. The paper is

to be 12-15 pages in TNR, double-spaced, 1-inch margins, 12-point font with 10-point bibliographic footnotes. Do not deviate from these specs; gimmicks like bloated footnotes or lengthy block quotes will be treated as such. The paper can be about any topic in the course area. I am flexible and happy to accommodate your professional needs or interests. Please talk to me about any special concerns, and more generally, it is best if you talk to me, and your colleagues, about your paper before you write it.

The paper is to make a *theoretical argument* (the Iraq war has energized Islamic terrorism, not reduced it; democracies cannot defeat terrorism because of immovable liberal-constitutional restraints; whatever). It must be written in general and conceptual language. You must use the tools and concepts developed in the course. It may not be a case study of a country or organization that interests you (no general 'al Qaeda in the 1990s' or 'history of the FARC'-style papers, eg.). Do not write journalism, a literature review, a history of a country or group that interests you, etc. Avoid this common error.

I do not care what you claim is (although I would encourage you not to be extreme or ridiculous), but it is this argument, not the casework, that drives the paper. You are free to make predictions and policy prescriptions, but as addenda. **Terrorism, particularly the US GWoT in the Middle East, is the heart of this course. An 'A' paper will use the books, primary sources, films, and course discussion. Do not wander outside the course frame; do use the course materials.**

**FINAL EXAM:** On the same day the paper is due, **March 8**, you will also receive the take-home final exam via Canvas. It is due **March 11** and is 8-10 pages following the same spec as above. You will answer 3 questions (at least 2 pages per question), each worth 10% of your grade. Footnotes and a bibliography are not required.

**OFFICE HOURS:** I live in Busan, South Korea and do not have regular office hours. However, meetings are available by appointment on the days before and after class (i.e., after/before my travel from/to Osan). We can also meet after class in the evenings if we are not too exhausted. Canvas is Troy's preferred mode of professional, course-related interaction, but should you have personal concerns, please email me. In emergencies, you may IM/Skype/call me, but please be considerate of my privacy and time. Thank you.

## **CLASS SCHEDULE:**

### **February 23 (Saturday)**

Course introduction

What is Political Science? What is International Relations?

Basic Concepts of International Security Analysis

Conceptual Discussion of Terrorism

- Definition
- History
- Ideology
- Structures
- Funding
- WMD

Counter-Terrorism

- GWoT

- COIN
- Homeland Security

**Readings:** Cindy Combs, whole book

**End of Class Film:** *Battle of Algiers*

**February 24 (Sunday)**

Big Picture of Security in MENA

Profile of Major Players (US, Israel, Saudi Arabia, Egypt, Iraq, Pakistan, Iran)

Grand Strategies of Regional Great Powers

Islamic Fundamentalism

Review of Non-State Violent Actors in the Region:

- State Dept FTO List: <https://www.state.gov/j/ct/rls/other/des/123085.htm>
- Al-Qaeda
- ISIS
- Hezbollah
- Hamas

The Global War on Terrorism

- Afghanistan
- Iraq
- The Drone War

**Readings:** James Hoge, the whole book

**End of Class Film:** *United 93*

**March 9 (Saturday)**

Case Study: Al-Qaeda

Leaders: OBL, Zawahiri

Ideology: Qutb

Soviet-Afghan War

Founding and the Near Enemy

Shift to Far Enemy

Pre-9/11 Operations

Al Qaeda Today

**Readings:** Lawrence Wright, whole book

**End of Class Film:** *Valley of the Wolves: Iraq*

**March 10 (Sunday)**

Remaining Issues:

ISIS

Non-Islamic Terrorism

Leftist Cold War Terror

Nationalist/Anti-Imperial  
Terrorism in Asia

WMD

Future of Terrorism

Future of Counter-Terrorism and COIN

**Readings:** read at least three or four of these

Robert E Kelly, 2017, "Terrorism's Place in South Korean Grand Strategy," *Korean Journal of Defense Analysis*, 29/3, 409-28:  
<http://www.kida.re.kr/frt/board/frtNormalBoard.do?sidx=707&depth=3>.

Kang Wook, Lee Julak, and Chun Yongtae, 2014, "Attack Patterns and Trajectories of Terrorist Groups in East and South Asia," *Korean Journal of Defense Analysis*, 26/2, 209-24:  
<http://www.kida.re.kr/frt/board/frtNormalBoard.do?sidx=707&depth=3>.

Samuel Huntington, 1993, "Clash of Civilizations," *Foreign Affairs*:  
[http://www.columbia.edu/itc/sipa/S6800/courseworks/foreign\\_aff\\_huntington.pdf](http://www.columbia.edu/itc/sipa/S6800/courseworks/foreign_aff_huntington.pdf)

Audrey Kurth, 2006, "How Al-Qaida Ends: The Decline and Demise of Terrorist Groups," *International Security*, 31/1, 7-48:  
<https://www.mitpressjournals.org/doi/pdf/10.1162/isec.2006.31.1.7>.

Keir Lieber and Daryl Press, 2013, "Why State Won't Give Nuclear Weapons to Terrorism," *International Security*, 38/1, 80-104:  
[https://www.mitpressjournals.org/doi/pdf/10.1162/ISEC\\_a\\_00127](https://www.mitpressjournals.org/doi/pdf/10.1162/ISEC_a_00127).

Robert Pape, 2003, "The Strategic Logic of Suicide Terrorism," *American Political Science Review*, 97/3, 343-61:  
<http://www.columbia.edu/itc/journalism/stille/Politics%20Fall%202007/readings%20weeks%206-7/Strategic%20Logic%20of%20Suicide%20Missions.pdf>.

Mette Eilstrup-Sangiovanni and Calvert Jones, 2008, "Assessing the Dangers of Illicit Networks: Why Al-Qaida May Be Less Threatening Than Many Think," *International Security*, 33/2, 7-44:  
<https://pdfs.semanticscholar.org/81b7/e8f517c79a783748f3999c51cce5129d0d6b.pdf>.

John Mueller and Mark Stewart, 2012, "The Terrorism Delusion: America's Overwrought Response to September 11," *International Security*, 37/1, 81-110:  
<https://politicalscience.osu.edu/faculty/jmueller/absisfin.pdf>.

**End of Class Film:** *Baader-Meinhof Complex*

**ATTENDANCE POLICY:** Attendance is mandatory, because even one missed day is 25% of our total class time. At the graduate level, that is simply not acceptable, and I recommend you withdraw from the course if you cannot make all four sessions. Should you need to miss a day, you must contact me as far in advance as possible. Perhaps we can arrange some manner of make-up. Most likely, we will need to speak with department about whether you

can complete the class.

**INCOMPLETE GRADE POLICY:** If a student requests an “INC”, he or she must submit to the instructor a signed *Petition for and Work to Remove an Incomplete Grade* form indicating the compelling reason for the “INC”. The instructor approving the request will document the required work and the deadline for completion. When the student completes the required work, the instructor will submit a *Change of Grade* form. In cases where a student fails to make up “INC” course work by the end of the next term in which they enroll, the “INC” will automatically be recorded as an “F” grade on the student’s record. A student may request an incomplete by completing and submitting to the instructor an “Incomplete Grade Request” form. This form can be found at [www.troy.edu/graduateschool/forms.html](http://www.troy.edu/graduateschool/forms.html).

**TROY UNIVERSITY DEADLINES:** Students can find the Troy Online calendar at <http://trojan.troy.edu/online/academiccalendar.html> listing key dates for the term, including refund deadlines, payment dates, and Comp Exam dates. Note the last day to drop classes in Term 3 is February 15, 2019.

**AMERICANS WITH DISABILITIES ACT (ADA):** Troy University, under the guidelines of ADA and the Rehabilitation Act, makes reasonable accommodations for documented physical and mental limitations of otherwise-qualified individuals with disabilities. To provide the best possible services to students, employees, and visitors, Troy University has designated Disability Services Coordinators and Human Resources representatives on each campus as responsible parties for coordinating accommodations for persons with disabilities. For more information about physical access to building or grounds, academic or workplace accommodations, or other ADA related services, individuals should contact a Disability Services Coordinator or Human Resources representative on their campus of attendance. Specific information regarding the ADA, including contact information for responsible parties, can be found at the following link: <http://trojan.troy.edu/employees/humanresources/documents/ADAPolicy2003.htm>.

**MOBILE PHONES AND ELECTRONIC DEVICES:** Use of any electronic device (mobile phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Mobile phones and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University “Standards of Conduct” will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.)

In order to receive emergency messages from the University or family members, devices must be in a vibration, or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period.

**STANDARDS OF CONDUCT:** By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. Students may be disciplined up to and including suspension and expulsion for the commission of

offenses in described in the Graduate Bulletin. As a reminder to graduate students, the “Standards of Conduct” regards dishonesty as an offense, which includes cheating and plagiarism. Students should carefully study the definitions of cheating and plagiarism:

1. Cheating includes:

a) Copying, or relying upon, another student’s answers or submitting another student’s work as one’s own or submitting as new work assignments previously completed for another class, while completing any class assignment, study group assignment, or during in-class or take home examinations.

b) Providing one’s own answers to another student while completing any class assignment, study group assignment (except where approved by the instructor due to the nature of the assignment itself), or during in-class or take-home examinations.

c) Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.

2. Plagiarism is submitting a paper, other required student course requirement in which the language, ideas, or thoughts are identical to published or unpublished material from another source, including material found on the Internet, without correctly giving credit to that source. While computers and the Internet allow students to cut and paste work from other material, new software is making it easier for universities detect plagiarism. Instructors may screen electronic versions of student assignments using the detection software.

### **LIBRARY SUPPORT:**

Students can access online information resources through Troy University web site at <http://www.troy.edu> or the Troy Library Services home page at <http://trojan.troy.edu/library/>. These resources include a variety of full text databases that provide complete article texts from thousands of journals, magazines and newspapers. Among the most helpful databases are JSTOR, Academic Search Complete, and Lexis-Nexis.