

IR6685: Terrorism and Political Violence (W-E)
Term 5, 2017-2018: May 29 – July 29, 2018 3 Credit Hours
Location: Kadena Air Base, Education Center
Meeting Times and Dates: 0900-1800 June 2-3, June 30-July 1

Instructor: Clifton W. Sherrill
Office Phone: DSN 634-5539
Office Hours: By appointment

Office: Kadena, Japan (Education Bldg. Rm. 120)
E-mail: csherrill@troy.edu
Website: <http://trop.troy.edu/csherrill>

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

After taking this course, students should have an understanding of the history of terrorism, recognition of its primary modern sponsors, means, and goals, and appreciation of the efficacy of counterterrorism policies as evaluated against the empirical record. Students should also acquire a basic understanding of how terrorism is evolving and the types of future challenges states may encounter.

Required Texts

- Hoffman, Bruce G. *Inside Terrorism*, 3rd edition. (Columbia University Press, 2017). ISBN: 9780231174770
- Kilcullen, David. *Out of the Mountains: The Coming Age of the Urban Guerrilla*. (Oxford University Press, 2013). ISBN: 9780190230968
- Stern, Jessica, and J.M. Berger. *ISIS: The State of Terror*. (Harper Collins, 2015). ISBN: 9780062395542

Additional assigned readings will be available electronically through TROY library databases or through provided websites. Students will need to obtain a TROY e-mail account in order to access the TROY library databases. Students should not pay separately for articles; if an article cannot be found via the databases or listed websites, please advise the instructor.

Nature of Graduate Work

“Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student’s field of interest. Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. (2017-18 Troy University Graduate Catalog, p. 4).

Course Requirements

Students are expected to keep up with the readings and to participate in class discussion. Students should obtain a TROY e-mail account and check it regularly as this will be the means of providing notice of assignment changes, class cancellations, or other matters outside of class.

A. Exams

There will be one midterm exam and one final exam in this course. The midterm will account for 25% of the course grade. The final exam will account for 25% of the course grade. Exams will include material covered in the readings and material discussed in class. The midterm will be an open-book exam; however, it will be timed (2 hours) consisting of short answer questions and essay questions. The midterm will be available in Canvas during Week 5. The final exam will be a take-home (open-book) exam provided on Wednesday, July 25 with the completed exam submitted via Canvas by 23:59, Saturday, July 28, 2018. The final will consist of 3 essay questions.

B. Paper

There will be a single analytical paper accounting for 30% of the semester grade. Students will review Kilcullen's *Out of the Mountains: The Coming Age of the Urban Guerrilla*. The final paper is due by 0800 July 23, 2018. Detailed instructions are provided in the paper instructions at the end of this syllabus.

C. Quizzes

A series of short quizzes accounting for 10% of the course grade will be posted in Canvas. These will include an introductory syllabus quiz, with the remainder comprising weekly reading quizzes. The quizzes, other than the syllabus quiz, will have 5-minute time limits. The lowest quiz grade will be dropped and the remaining grades averaged together for the overall quiz grade.

D. Discussion Board Participation

Departmental policy mandates use of discussion boards in Canvas. Accordingly, a series of questions will be posted in Canvas. Students must read all discussion boards and must respond to at least 3 different discussion questions over the course of the term. Some questions will require viewing of on-line videos first. Posts will account for 10% of the course grade.

E. Attendance

Regular attendance is imperative for understanding the subject as well as for maximizing your chances to succeed on the exams. Per PACOM and Troy University instructions, the site coordinator must be notified of students who miss more than 25% of classes. Attendance will be taken in compliance with this policy. Students missing class may have their grades reduced by one full letter per day missed.

Grading Policy

| | | | | | |
|----------|---|---------|---|--------|---|
| 90 - 100 | A | 70 - 79 | C | 0 - 59 | F |
| 80 - 89 | B | 60 - 69 | D | | |

Incomplete grades: If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the discretion of the instructor using the following criteria: Student submits a completed "Incomplete

Grade Request” form prior to assignment of a course grade. Student’s progress in the course is deemed satisfactory. Student is passing the course when the request is made. The circumstances that prevented the student’s completion of course requirements are beyond the student’s control and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an “Incomplete Grade Request” form. This form can be found at trojan.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 5 is July 6, 2018.

Web-Enhanced Classes

A 3 credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Canvas. To meet this 9 hours, this course includes the following: Viewing of on-line videos (2 hours); discussion board posts (4 hours); quizzes (1 hour); and review of instructor slides/lectures posted on Canvas (2 hours). Slides will be posted in the Canvas Learning Modules. All essays and quizzes should be submitted via Canvas.

Americans with Disabilities Act

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>

Cell Phone and Other Electronic Devices

Use of any electronic device (cell 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. Cell phones and other communication devices may be used for emergencies, however, 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. The instructor in this class has opted to permit use of tablets and/or laptops in class.

Academic Honesty

By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. It is the student’s responsibility to be familiar with these guidelines and to comply therewith.

Plagiarism is the use of another person’s words or ideas without proper attribution; whether intentional or not, representing another person’s words or ideas as one’s own constitutes plagiarism. Plagiarism is an ethical offense violating Troy’s Standards of Conduct and Troy’s Academic Code. All MSIR students are expected to understand the concept of plagiarism as well as the rules of proper citation. If a student has any doubt about proper attribution, it is the responsibility of the student to seek clarification from the instructor. Students deemed by the instructor to have engaged in intentional plagiarism in this course shall receive an automatic F in the class and are subject to additional discipline up to and including expulsion from the program. Students deemed by the instructor to have engaged in unintentional plagiarism are subject to disciplinary action to be determined by the instructor in accordance with the severity of the offense. The instructor uses on-line software to help detect plagiarism. Please note that no assignment prepared for or submitted in a different course may be used in this course without prior approval of the instructor.

Library Resources

Students can access online information resources through 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. Remote access is available via the student’s Troy User ID and Password. Specific help for Global Campus students, including a dedicated librarian, is available at:

http://trojan.troy.edu/library/globalcampus/gc_librarian.html

Course Schedule

Week 1: Course Introduction, Defining Terrorism, History of Terrorism

- Boaz Ganor, “Defining Terrorism – Is One Man’s Terrorist Another Man’s Freedom Fighter?” IDC-Herzliya, International Institute for Counter-Terrorism. Available at <http://www.ict.org.il/Article/1123/Defining%20Terrorism%20-%20Is%20One%20Man%E2%80%99s%20Terrorist%20Another%20Man%E2%80%99s%20Freedom%20Fighter>)
- Hoffman, Ch. 1-3

Saturday, June 2

- *Defining Terrorism*
- *4GW*
- *Religious motivations*
- *Secular motivations*

Sunday, June 3

- *Purposes*
- *Strategies*
- *Suicide Terrorism*
- *WMD*

Week 2: Religion and Terrorism

- Hoffman, Ch. 4
- Christopher Henzel, “The Origins of Al-Qaeda’s Ideology: Implications for U.S. Strategy,” *Parameters* (Spring 2005): 69-80.
- Daniel Benjamin: National Security in an Age of Sacred Terror, 2006 (Video). Available at <http://conversations.berkeley.edu/category/topic/terrorism>
- Steve Coll: The Rise of al-Qaeda, 2005 (Video). Available at <http://conversations.berkeley.edu/category/topic/terrorism>
- Islamism Reading (posted on Canvas)

Week 3: Motivations & Purposes

- Hoffman, Ch. 8-9
- Alan B. Krueger and Jitka Maleckova, “Education, Poverty, and Terrorism: Is There a Causal Connection?” *Journal of Economic Perspectives* 17, no. 4 (Autumn 2003): 119-144.

Week 4: Motivations & Purposes (Part II)

- Martha Crenshaw, “The Causes of Terrorism,” *Comparative Politics* 13, no. 4 (July 1981): 379-399.
- David Lake, “Rational Extremism: Understanding Terrorism in the 21st Century,” *Dialogue IO* 1, 1 (January 2002): 15-29. Available at <https://quote.ucsd.edu/lake/files/2014/06/Rational-Extremism.pdf>
- Gordon H. McCormick, “Terrorist Decision Making,” *Annual Review of Political Science* 6, no. 1 (2003): 473-507.
- Andrew H. Kydd and Barbara F. Walter, “The Strategies of Terrorism,” *International Security* 31, 1 (Summer 2006): 49-80.
- Max Abrahms, “What Terrorists Really Want: Terrorist Motives and Counter-terrorism Strategy,” *International Security* 32, no. 4 (Spring 2008): 78-10

Week 5: Media, Suicide Terrorism, WMD, Midterm Exam

- Hoffman, Ch. 5-7
- Robert Pape, “The Strategic Logic of Suicide Terrorism,” *American Political Science Review* 97, vol. 3 (August 2003): 343-61.
- Ashton Carter et al., “The Day After: Action Following a Nuclear Blast in a U.S. City,” *The Washington Quarterly* 30, no. 4 (Autumn 2007): 19-32.
- William Perry’s Nuclear Nightmare (March 2016). <https://www.youtube.com/watch?v=SUuOskX3z7U>
- **MIDTERM EXAM (Due by 23:59 Monday, July 2)**

Saturday June 30

- Case study: Hezbollah
- Case Study: ISIS
- Counterterrorism

Sunday, July 1

- Insurgency
- Counterinsurgency Theory
- Future Terrorist Threats

Week 6: ISIS

- Stern & Berger (all)

Week 7: Countering Political Violence

- John Mueller, "Six Rather Unusual Propositions about Terrorism," *Terrorism and Political Violence* 17 (2005): 487-505. Available at <http://politicalscience.osu.edu/faculty/jmueller/6PROPS.PDF>
- Audrey Kurth Cronin, "How Al-Qaida Ends: The Decline and Demise of Terrorist Groups," *International Security* 31, no. 1 (Summer 2006): 7-48.
- Daniel Byman, "Friends Like These: Counterinsurgency and the War on Terrorism," *International Security* 31, no. 2 (Fall 2006): 79-115.
- Matt Frankel, "The ABCs of HVT: Key Lessons from High Value Targeting Campaigns Against Insurgents and Terrorists," *Studies in Conflict & Terrorism* 34 (January 2011): 17-30.
- Bryan C. Price, "Targeting Top Terrorists: How Leadership Decapitation Contributes to Counterterrorism," *International Security* 36, no. 4 (Spring 2012): 9-46.
- Karl Eikenberry, "The Limits of Counterinsurgency Doctrine in Afghanistan," *Foreign Affairs* 92, no. 5 (Sept/Oct 2013).

Week 8: Countering Political Violence II

- Jim Gant, "One Tribe at a Time," (2009) Available at http://www.globalsecurity.org/military/library/report/2009/2009_one_tribe_at_a_time.pdf
- Michael Crawford and Jami Miscik, "The Rise of Mezzanine Rulers: The New Frontier for International Law," *Foreign Affairs* 89, no. 6 (Nov/Dec 2010): 123-30.
- Benedetta Berti, "Armed Groups as Political Parties and Their Role in Electoral Politics: The Case of Hizballah," *Studies in Conflict and Terrorism*, 34 (December 2011): 942-962.
- Richard J. Norton, "Feral Cities," *Naval War College Review* 56, no. 4 (Autumn 2003): 97-106.
- Harleen K. Ghambir, "Dabiq: The Strategic Messaging of the Islamic State," Institute for the Study of War Backgrounder (August 15, 2014). Available at http://www.understandingwar.org/sites/default/files/Dabiq%20Backgrounder_Harleen%20Final.pdf

Week 9: **FINAL EXAM**

The final exam will be provided to students by Wednesday July 25 and will be due NLT 2359 Saturday, July 28.

Note: The above schedule, readings and procedures in this course are subject to change.

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Term 5, 2017-18

Review Essay Instructions

Pursuant to the syllabus, there is a single review essay worth 30% of the course grade. This essay is intended to demonstrate the student's comprehension of the concepts contained in the assigned book, as well as the student's critical thinking skills, and analytical writing skills. The essay is not intended to be a research paper. However, papers should be careful to cite as appropriate when referring to the book or to other works.

Writing well is among the most important skills you can possess in your professional career. In many cases, you will find you are judged based on written documentation that you present. The quality of your writing will often serve, fairly or not, as an indicator of your intelligence and ability. Poor grammar, misspelled words, confused syntax, and incoherent organization will reflect poorly upon you. Thus, it is imperative when undertaking a writing assignment to have a basic plan (an outline), to pay attention to detail, and to proofread the final product carefully.

A key goal in writing is to communicate with clarity and precision. Often, simpler is better. As Strunk and White advise, "omit unnecessary words."¹ Never use words that you are not certain you can define. Avoid cluttering up sentences with numerous clauses. Even if grammatically correct, a sentence that requires multiple readings is poorly drafted. Include an introduction explaining what your essay is about and how it is organized (provide a road map to your essay). Use paragraphs in a logical fashion (paragraphs are structured by idea, not length). Conclude with a brief summary, recapping your main point(s). Do not use the conclusion to introduce new ideas.

When you have finished your essay, review it through the eyes of potential critics. In other words, look for ambiguities or weaknesses that are open to misunderstanding and attack. If you were tasked with arguing a contrasting position to that in your paper, what sections would you attack?

¹ William Strunk Jr. and E.B. White, The Elements of Style, 4th ed. (Needham Heights, MA: Allyn and Bacon, 2000), 23.

After careful consideration of the author's arguments, students should draft well-thought-out, well-structured, well-proofread essays that directly address the primary thesis of the book. Papers are expected to be between 10-12 pages with a maximum length of 12 pages, exclusive of title page and references. Keep in mind these are academic essays. Thus, although you are taking a position in these essays, you should approach the task with appropriate humility. That is, you are not prosecuting a case in court; your goal is to provide a logical case in support of your position, while admitting vulnerabilities or weaknesses inherent in your position.

Format: The paper must be typed, double-spaced, in black, twelve-point, Times New Roman font, with one inch margins. Headings and subheadings are acceptable.

Citation and Sources: You may use whatever citation system you are familiar with; however, you must identify the system you are using and keep to it consistently. If I am not familiar with the system, you must be able to provide me with a system manual that I may review upon request. Proper citation requires sufficient information for me to check your sources with ease. Internet sources may be used at your own risk. Common sense should help tell you which websites are acceptable and which are not for academic work. If in doubt, it is probably best to avoid that site. Of course, you may always ask me for an opinion as to suitability. Citation of Internet sources requires more than simply listing the website. Include titles, authors, dates written, and dates accessed. Papers citing Wikipedia will be docked 5 points.

Grading: Papers will be graded on demonstrated understanding of the issues, coherence of argument, and attention to detail. Grades will not take into account ideological positions. In other words, I am looking for the quality of your presentation rather than whether I agree with it. Poor spelling, grammar, punctuation or style will negatively affect the grade. **Plagiarism will result in an F for the course.** Late papers will lose ten points per 24 hour period late.

PLEASE PROOFREAD.