CJ 422: Terrorism, Fall 2017

Department of Criminology & Criminal Justice
University of Alabama

1   INSTRUCTOR INFORMATION

Dr. Kearns   Office: Farrah Hall 431
Email: emkearns@ua.edu   Office Hours: Wed. 11:30am-1:30pm,
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   *note that all emails must originate from your University of Alabama email account. Please reference this class (CJ 422) in the subject line of your email.

2   COURSE INFORMATION

Time: 2:00 pm - 3:15 pm Monday & Wednesday   Location: Lloyd Hall 329
Prerequisites: CJ 100

3   COURSE DESCRIPTION

An analysis of selected areas of terrorism and counter-terrorism, with an emphasis on parallels between terrorism and crime.

4   STUDENT LEARNING OUTCOMES

Upon successful completion of this course students will be able to:
   • Define and analyze terrorism and counterterrorism
   • Examine the historical foundations of terrorism domestically and globally
   • Critique and interpret early and contemporary counterterrorism missions
   • Develop knowledge of terrorist groups, extremist, hate and militia movements
   • Identify and investigate single or special interest terrorist networks
   • Analyze and evaluate domestic and international policies on counterterrorism
   • Analyze current research on terrorism and counterterrorism

5   TEACHING METHOD

The course is structured to examine various theoretical approaches to the study of terrorism. We will draw from literature across disciplines, including criminal justice, political science, sociology, psychology, and economics.

Research has shown that students learn best when they actively participate in class. I believe that the role of a professor is to facilitate an active learning environment through a combination of brief lectures, productive classroom discourse, teamwork, and creative thinking. As such, the course will engage in a variety of activities in addition to lectures, including writing exercises, group work, class discussions, simulations, debates, etc. I value your opinions about the course and will solicit

feedback periodically. To be successful in the course, you are required to read all assignments, come to class prepared, and engage fully in discussions and other activities.

6 COURSE EXPECTATIONS, REQUIREMENTS & GRADING

6.1 ASSESSMENT

Attendance and Participation (15%):
This class works best when students are present and engaged. I expect that you will have read all assigned material and bring a thoughtful question for each piece of reading. You should bring one-page total of notes for all of the readings each class in hard copy — this may be used for activities or pop quizzes, which will contribute to your weekly participation grade.

- You are permitted 2 absences for whatever reason. For each additional absence (3 or more), your grade will suffer. There is no need to provide documentation or explanations for any of your absences. Whether you dislocated your shoulder or are choosing to extend your weekend, all absences are viewed as equal. Be discerning with your 2 allowable absences. This policy is designed to avoid unfavorable conversations about attendance records near the end of the semester. Serious matters or extenuating circumstances beyond your control should be discussed privately with the professor at the earliest possible opportunity.
- We will use the TurningTechnologies to facilitate class participation and quizzes. You can use either the dedicated clicker or the phone app (ResponseWare). You are only permitted to use technology in class when I ask you to do something in TurningTechnologies.

Exams (50%):
There will be one midterm exam and a final exam (each 25%). They are not cumulative. The tests are a combination of multiple choice, short answer, and essay. Some material in the reading will not be discussed in lecture. Some material in lecture is not covered in the reading. All is fair game.

Media Memo (10%):
People select the sources from which they get their news and information. Confirmation bias suggests that people also tend to like things that support their previously held notions. This can create echo chambers where people are convinced of a viewpoint, even when that viewpoint can easily be proven as factually inaccurate. For many reasons, this is dangerous. To highlight how news sources report information on terrorism differently, you will **first choose one of the following people**: (1) Dylann Roof, (2) Omar Mateen, or (3) Esteban Santiago. You will then **read one news article from the last year on this topic from each of the following news sources**: *Associated Press, Breitbart, CNN, Fox News, Huffington Post, The New York Times,* and *Vox.*

You will write a 1 to 2 page, single spaced memo (with links to the articles in a separate reference section). Your job is to a) highlight the similarities and differences in reporting, b) identify and assess the credibility of the evidence/experts/sources used in each article, and c) discuss the impact these differences have on the conclusions that people would reach if only reading one of the sources.

Policy Memos:
The goal of these policy memos is to build your writing skills—specifically the ability to convey your point succinctly—to produce memos that can be used as a writing sample for job applications. Each memo has a 300-world limit.

Policy Memo 1 (10%): Imagine that you are writing a memo on a terrorist group for the Department of Homeland Security. You will choose a group (please, not ISIS), summarize why they engage in violence & how to combat their activity using readings from class!

Policy Memo 2 (15%): Imagine that you suggesting a policy for the Department of Justice. You will choose a counterterrorism policy, how it has been implemented, and the impact of the policy using readings from class!

You must complete the Academic Integrity Quiz due 8/28. Failure to do so will result in ZEROs on all written assignment until this is completed.

NOTE FOR ALL WRITTEN ASSIGNMENTS: You must use the APA style for your references. A guide on how to use this format can be found at: `https://owl.english.purdue.edu/owl/resource/560/01`.

6.2 GRADING

A = 94-100	A- = 90-93	
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62
F = 59 or below		

If you have questions or concerns about a grade(s) and believe I should review them, you should submit a written request over email to me describing your concern in detail. You must take 24 hours to reflect on the grade before contacting me, but you must submit the request within one week of the date that grades for that assignment are disseminated. The exception is an addition error, which should be pointed out immediately.

Unless otherwise stated in class, there are no extra credit assignments for this class. Assignments will be graded on accuracy, depth of expression, grammar, neatness, punctuation, quality, spelling, and thoroughness. Rubrics are available on BlackBoard for all graded assignments. Please note that Blackboard shows unweighted grades.

As per the Family Educational Rights Privacy Act (FERPA), grades will not be posted, given out over the phone or email, or released to anyone other than the student.

7 COMMUNICATION

EMAIL

I will send emails on a regular basis to remind students about upcoming events, due dates, important news, et cetera. These messages will come to your official university email. Students are responsible for the contents of these messages. I will respond to email within 24 hours during the week and within 48 hours on the weekend unless otherwise specified in advance.

PROFESSIONALISM

Recently, my colleagues and I have noticed that some (by no means all) students email us using language and format more appropriate for friendly emails, not professional ones. I will only respond

to emails that include: a subject, a salutation (Dear, Hello, etc.), a closing (at least your name), and proper grammar (no text speak). Additionally, if your question is about a due date, what the reading is for next week, or something else that is found in the syllabus or grading rubrics, I will not respond to your email. This is not to be harsh, but I want to make sure that all students are in the habit of corresponding professionally, which is what will be required of you in the future.

8 COURSE POLICIES

STUDENT COPYRIGHT
For the benefit of future students, work in this course may be used for educational critique, demonstration, samples, presentations, and verification. Outside of these uses, work shall not be sold, copied, broadcast, or distributed for profit without student consent. Items submitted for this course also may be submitted to TurnItIn.com for analysis.

THE MISCELLANEOUS CALAMITY CLAUSE
As you may know, each class is required to meet for a specified number of hours in a semester. When class is cancelled due to ice/hurricane/plague/zombies, these hours need to be made up. Instead making up hours at the end of the semester when you are very busy, we will simply hold class online for any week in which class is cancelled. If this happens, I record the lecture over my PowerPoint and post the video on the day we're out. Since we would not know of a cancellation in advance, the timeframe will shift slightly. You will have until the next class to respond to 3 of the discussion questions I post on Blackboard. Additionally, I am occasionally required to be out of town for professional conferences. I will give you as much advanced notice as possible and we will simply move the class online for that week.

MAKE-UP EXAMS, ASSIGNMENTS & NOTES
Copies of the PowerPoints will be available on Blackboard AFTER class. Handouts and returned assignments will be brought to class and distributed only once. Students who miss such items must schedule a time to pick them up. If you are absent, you will need to get the notes from a classmate, so find a reliable source now.

All assignments are due by the beginning of class on the date indicated and will receive a 0 if not provided at that time. I WILL NOT accept late papers or papers submitted in hard copy or email. Papers MUST be submitted to Blackboard. No excuses will be accepted.

In an extraordinary circumstance, a make-up test can be scheduled. To qualify for a make-up, the student must notify me by email in advance of the absence and provide documentation. The make-up exam must be schedule within a week of the original test date. You will receive a 0 for unexcused absence from an exam. Examples of extraordinary circumstances include, but are not limited to: medical problems that require bed care or surgery (including yourself and immediate family members), subpoena for court or jury duty, or in-service training. Oversleeping and other personal events do not qualify. The professor reserves the right to exercise discretion in this matter so that individual predicaments may be considered.

CLASSROOM COURTESY
Classroom courtesy is essential for learning. All students have the right to learn without unneeded distractions such as: cell phones, talking out of turn, reading, falling asleep, entering and leaving

the classroom, etc. If you need cell phone for emergency purposes, it must remain on vibrate. Cell phone use is prohibited unless I instruct you to enter something in TurningTechnologies. Laptops and tablets may only be used if you have a documented learning need. It is your responsibility to arrive on time and stay for the entire class period. If you need to leave early, tell the professor beforehand. Repeated disruptions will lead to a reduction in your final grade.

Most importantly, as the topics addressed in this class can lead to strong feelings and heated discussion, please remember that class discussion must be respectful and scholarly at all times.

Scholarly Comments:
- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- are focused on advancing the discussion about issues related to the course and/or course material rather than personal beliefs
- are delivered in normal tones and a non-aggressive manner

Unacceptable Comments:
- are personal in nature (includes attacks on a persons appearance, demeanor, or beliefs)
- include interrupting the professor or other students
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise in the context of the research discussed, they must be discussed in a scholarly way
- include using raised tones, yelling, arguing, or being threatening in any manner
- include ignoring the professor's authority to maintain the integrity of the classroom

SEVERE WEATHER GUIDLINES
Please see the latest Severe Weather Guidelines in the Online Catalog.

POLICY ON ACADEMIC MISCONDUCT
Students are expected to be familiar with and adhere to the official Code of Academic Conduct provided in the Online Catalog.

EMERGENCY CONTACT INFORMATION
UA's primary communication tool for sending out information is through its web site at `www.ua.edu`. In the event of an emergency, students should consult this site for further directions. Additional course information will be posted using Blackboard Learn.

DISABILITY STATEMENT
Contact the Office of Disability Services (ODS) as detailed in the Online Catalog.

UACT: ETHICAL COMMUNITY STATEMENT
The UAct website (`http://www.ua.edu/uact`) provides an overview of The University's expectations regarding respect and civility.

9 REQUIRED MATERIALS

REQUIRED BOOKS
- Hoffman, B. (2013). Inside Terrorism. Columbia University Press. ISBN-13: 978-0231126991.

- McCants, W. (2016). The ISIS Apocalypse: The History, Strategy, and Doomsday Vision of the Islamic State. St. Martin's Press. ISBN-13: 978-1250112644.

REQUIRED TECHNOLOGY

We will use TurningTechnology to facilitate seamless, immediate, and interactive discussion and assessments in the classroom. Each time we meet, I will ask you to use TurningTechnology for quizzes or questions. You will access the platform through either a dedicated clicker (which you may have for other classes) or the phone ap (ResponseWare), so please bring one of these devices to class even though you will not be allowed to take notes electronically.

ADDITIONAL READINGS

Mandatory readings will be posted to Blackboard. Students are required to do all the assigned reading. Due to the topical nature of the course material, additional reading will come from newspapers, magazines, et cetera. You are expected to read a newspaper daily. You can choose any paper you would like, but I would recommend one with good international coverage, such as the New York Times www.nytimes.com. If you are particularly interested in this topic and would like to do further reading on it, feel free to ask me for suggestions.

10 <u>TENTATIVE</u> COURSE SCHEDULE

This syllabus is a guide for the course. It is subject to change with advanced notice. Changes may come in class or may come via e-mail. You are responsible for all such communications.

<u>WHAT IS TERRORISM</u>

Class 1 (Wednesday 8/23): Defining Terrorism
- ⋆ Hoffman, Chapter 1
- Ross, Jeffrey Ian. (2006). Chapter 1. Political terrorism: an interdisciplinary approach.

Class 2 (Monday 8/28): What Terrorism is Not & A Brief History of Terrorism
- ⋆ Hoffman, Chapter 1
- LaFree, Gary, & Dugan, Laura. (2004). How does studying terrorism compare to studying crime? In *Terrorism and Counter-Terrorism* (pp. 53-74). Emerald Group Publishing.

<u>DIFFERENT APPROACHES TO UNDERSTANDING TERRORISM</u>

Class 3 (Wednesday 8/30): Rational Theories of Terrorism
- Kearns, Erin M., Conlon, Brendan, & Young, Joseph K. (2014). Lying about terrorism. *Studies in Conflict & Terrorism,* 37(5), 422-439.
- Kydd, Andrew H., & Walter, Barbara F. (2006). The strategies of terrorism. *International Security*, 31(1), 49-80.
ACADEMIC INTEGRITY QUIZ DUE

NO CLASS (Monday 9/4): Labor Day

Class 4 (Wednesday 9/6): Psychological Theories of Terrorism
- Borum, Randy. (2006). Understanding the Terrorist Mind-Set. pp. 22-25.

- Ganor, Boaz (2005). Terrorism as a strategy of psychological warfare. *Journal of aggression, maltreatment & trauma*, 9(1-2), 33-43.
- Victoroff, Jeff. (2005). The mind of the terrorist: A review and critique of psychological approaches. *Journal of Conflict Resolution*, 49(1), 3-42.

MEDIA MEMO DUE

Class 5 (Monday 9/11): Sociological Theories of Terrorism
- ⋆ Hoffman, Chapter 4
- Juergensmeyer, Mark. (2001). *Terror in the Mind of God.* University of California Press. Chapters 1 and 11.

TERRORISM AROUND THE GLOBE

Class 6 (Wednesday 9/13): Insurgency & Terrorism
- Sambanis, Nicholas. (2008). Terrorism and Civil War, in *Terrorism, Economic Development, and Political Openness* eds. Philip Keefer and Norman Loayza, pp. 174-206.
- Tse-tung, Mao. What is Guerrilla Warfare?

Class 7 (Monday 9/18): Terrorism around the World
- ⋆ Hoffman, Chapter 2

Class 8 (Wednesday 9/20): Transnational Terrorism
- ⋆ Hoffman, Chapter 3
- Cronin, Audrey K. (2006). How al-Qaida ends: The decline and demise of terrorist groups. *International Security*, 31(1), 7-48.

Class 9 (Monday 9/25): Suicide Terrorism
- ⋆ Hoffman, Chapter 5

Class 10 (Wednesday 9/27): State Terrorism & State-Sponsored Terrorism
- Claridge, David. (1996). State Terrorism? Applying a Definitional Model, *Terrorism and Political Violence*, 47-63.
- State Sponsors of Terrorism Overview - only skim this
- Wilkinson, Paul. (1981). Can A State Be Terrorist? *International Affairs*, 467-472.
- Zakaria, Fareed. Terrorists Don't Need States.

Class 11 (Monday 10/2): Terrorist Organizations - Al Qaeda
- Hoffman, Bruce. (2008). The Myth of Grass-Roots Terrorism, *Foreign Affairs*
- Jenkins, Brian. (2011). Al Qaeda After Bin Laden. *House Armed Services Committee.*
- Ross, Jeffrey Ian. 9/11, Al-Qaeda, and Osama Bin Laden pp.165-178

Class 12 (Wednesday 10/4): Terrorist Organizations - Al Qaeda & ISIS
- ⋆ McCants, Chapters 1-3

Class 13 (Monday 10/9): Terrorist Organizations - ISIS
- ⋆ McCants, Chapters 4-6

Class 14 (Wednesday 10/11): MIDTERM EXAM

DOMESTIC TERRORISM

Class 15 (Monday 10/16): History of Domestic Terrorism
- George, John, & Wilcox, Laird M. (1996). *American extremists: Militias, supremacists, klansmen, communists & others.* Amherst, NY: Prometheus Books. Chapter 1.
- Hewitt, Christopher. (2000). Patterns of American terrorism 19551998: An historical perspective on terrorism-related fatalities. *Terrorism and Political Violence*, 12(1), 1-14.

Class 16 (Wednesday 10/18): Left-Wing Domestic Terrorism
- Berger, D. (2006). *Outlaws of America: The weather underground and the politics of solidarity.* AK Press. Introduction & Chapter 1.
- George, John, & Wilcox, Laird M. (1996). *American extremists: Militias, supremacists, klansmen, communists & others.* Amherst, NY: Prometheus Books. Chapters 4-7.

Class 17 (Monday 10/23): Right-Wing Domestic Terrorism
- Guardian. Sovereign Citizens.
- Juergensmeyer, Mark. (2001). *Terror in the Mind of God.* University of California Press. Chapter 2.

NO CLASS (Wednesday 10/25): Mid-Semester Study Break

Class 18 (Monday 10/30): Islamist & Other Domestic Terrorism
- Berger, J.M. (2014). The Islamic State vs. al Qaeda. *Foreign Policy.*
- Horgan, J. (2008). From profiles to pathways and roots to routes: Perspectives from psychology on radicalization into terrorism. *The ANNALS of the American Academy of Political and Social Science*, 618(1), 80-94..
- Kleinmann, Scott M. (2012). Radicalization of homegrown Sunni militants in the United States: Comparing converts and non-converts. *Studies in Conflict & Terrorism*, 35(4), 278-297.
- START. Extremist Crime Database Infographic.

PERCEPTIONS OF TERRORISM

Class 19 (Wednesday 11/1): Public Perception of Terrorism
- ⋆ Hoffman, Chapter 6 & 7
- Vox. (2017). You're more likely to be killed by your own clothes than by an immigrant terrorist.

POLICY MEMO 1 DUE

Class 20 (Monday 11/6): Terrorism, Prejudice & Politics
- Gadarian, Shana K. (2010). The politics of threat: How terrorism news shapes foreign policy attitudes. *The Journal of Politics*, 72(2), 469-483.
- Holman, Mirya R., Merolla, Jennifer L., & Zechmeister, Elizabeth J. (2016). Terrorist threat, male stereotypes, and candidate evaluations. *Political Research Quarterly*, 69(1), 134-147.
- Malhotra, Neil, & Popp, Elizabeth. (2012). Bridging partisan divisions over antiterrorism policies: The role of threat perceptions. *Political Research Quarterly*, 65(1), 34-47.

COUNTERTERRORISM

Class 21 (Wednesday 11/8): Who Is Involved in Counterterrorism?
- LaFree, Gary & Hendrickson, James. (2007). Build a criminal justice policy for terrorism. *Criminology & Public Policy*, 6(4), 781-790.
- Maguire, Edward & King, William R. (2011). Federal-local coordination in homeland security. *Criminologists on terrorism and homeland security*, 322-356.
- Oliver, W. M. (2009). Policing for homeland security: Policy & research.

Class 22 (Monday 11/13): Building Cooperation in Counterterrorism
- Department of Justice. (2015). Building Community Resilience Minneapolis - St. Paul Pilot Program A Community-Led Local Framework.
- START. (2015). The Role of Community Policing in Countering Violent Extremism.
- START. (2015). Understanding Communities Attitudes towards CVE.
- United States Attorneys Office. (2015). Framework for prevention and intervention strategies.
- White House (2015). Fact sheet: The White House summit on countering violent extremism. Office of the Press Secretary, 18.
- Williams, Michael J., Horgan, John G., & Evans, William P. (2016). The critical role of friends in networks for countering violent extremism: toward a theory of vicarious help-seeking. *Behavioral Sciences of Terrorism and Political Aggression*, 8(1), 45-65.

Class 23 (Wednesday 11/15): TBD

Class 24 (Monday 11/20): Constitutional Issues & Counterterrorism
- Davis, Darren W., & Silver, Brian D. (2004). Civil liberties vs. security: Public opinion in the context of the terrorist attacks on America. *American Journal of Political Science*, 48(1), 28-46.
- Whitehead, John W., & Aden, Steven H. (2001). Forfeiting enduring freedom for homeland security: A constitutional analysis of the USA Patriot Act and the Justice Department's anti-terrorism initiatives. *Am. UL Rev.*, 51, 1081.
  POLICY MEMO 2 DUE

NO CLASS (Wednesday 11/22): Thanksgiving Break

Class 25 (Monday 11/27): Human Rights & Counterterrorism
- Economist. Is Torture Ever Justified?
- Hoffman, Paul. (2004). Human Rights and Terrorism, *Human Rights Quarterly*, 26(4): 932 -955.
- Nordgren, Loran, McDonnell, Mary-Hunter & George Loewenstein. (2011). What Constitutes Torture? Psychological Impediments to an Objective Evaluation of Enhanced Interrogation Tactics. *Psychological Science* 22(5): 689-694.
- Piazza, James A., & Walsh, James I. (2010). Physical integrity rights and terrorism. *PS: Political Science & Politics*, 43(03), 411-414.
- Roth, Kenneth. (2004). The Law of War in the War on Terror, *Foreign Affairs*, 83(1).

Class 26 (Wednesday 11/29): Fear, Security & Terrorism
- Barkun, Michael. (2010). Terrorism and the Invisible. *Perspectives on Terrorism,* 1(6).
- Forst, Brian. (2011). (2011). Managing Fear or Terrorism. In *Criminologists on terrorism*

and homeland security. (eds) Forst, B., Greene, J. R., & Lynch, J. P. (Eds.). Cambridge University Press.
- Wolfendale, J. (2006). Terrorism, security, and the threat of counterterrorism. *Studies in— Conflict & Terrorism, 29(7), 753-770.*

TERRORISM IN THE FUTURE

Class 27 (Monday 12/4): Evolving Technologies & Trends in Terrorism
   ⋆ Hoffman, Chapter 8
- Bloom, M. (2011). Bombshells: Women and terror. *Gender Issues*, 28(1-2), 1-21.
- Lemieux, A. F., Brachman, J. M., Levitt, J., & Wood, J. (2014). Inspire magazine: A critical analysis of its significance and potential impact through the lens of the information, motivation, and behavioral skills model. *Terrorism and Political Violence*, 26(2), 354-371.

Class 28 (Wednesday 12/6): The Future of Terrorism
   ⋆ Hoffman, Chapter 9

Class 29 (Tuesday 12/12 from 3:30 to 6:00pm): FINAL EXAM