

<p><b>Political Science 328 Spring 2021</b>          Tu-Th 11:30-1:00          Classroom: Sage 1232          Credits: 3.0</p>	<p><b>Professor Michael Jasinski</b>          Sage Hall 4624          Email: <a href="mailto:jasinskm@uwosh.edu">jasinskm@uwosh.edu</a>          Office Hours: F 11-2pm (MS Teams)</p>
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**Terrorism and Counter-Terrorism**

or

*“The worse, the better” –Georgii Plekhanov*

**Course Description:** The purpose of the course is to develop an understanding of the phenomenon of terrorism, including theories of terrorism, political violence, and terrorism as a social movement. In addition to providing the historical context, the course focuses on recent and contemporary terrorist groups operating in Europe and the Middle East and on international terrorist groups, and examines approaches used by United States, European Union countries, Russia, and Israel, to cope with their respective terrorism challenges.

**Course Delivery Method:** this is a hy-flex hybrid class with lecture/discussion in real time that will also be recorded for future access. It will be accompanied by Powerpoint slides. Classroom attendance is not required, however, for reasons of class participation grade some attendance, in the classroom or online through Collaborate Ultra, is strongly encouraged. If you do choose to come to class, you will have to wear a face mask throughout the lecture.

**Prerequisites:** None.

**Texts:** all readings are on Canvas.

**Political Science Student Learning Outcomes**

**1) Understand and apply theory frameworks**

*Political Science students should be able to*

- A. recognize normative and ethical components of politics
- B. understand theoretical foundations of politics in the different subfields
- C. recognize the value of theories for making sense of the past and present
- D. apply theoretical arguments and concepts in the service of explanation or prediction of political phenomena

**3) Understand and explain contemporary politics**

*Political Science students should be able to*

- A. demonstrate an understanding of current political debates and themes in the different subfields
- B. connect theory and history in the service of answering “big questions” facing contemporary politics

### **Assessing the Student Learning Outcomes**

--**Term Paper**, for which you will pick one of the following options:

**Option 1: “Red Team” Exercise** in the form of a 15-page (double spaced—bibliography and citations do not count against the 15-page minimum) research paper in which you design/predict a plausible terrorist movement that you believe will occur within the next 5-10 years.

Your project will comprehensively answer the following questions:

*Where?* What is the country/countries in which this terror group will originate?

*Why?* What are the preconditions/precipitants causing this terror group to originate? What is the ideal “endgame” of the movement, the objective it is seeking to achieve?

*Who?* From which parts of society will the leadership and the rank-and-file members of this movement be recruited? What are your sources of recruits, weapons, and money? Who are your friends, domestically and internationally, on whom you can count for political and material support?

*How?* What is the strategy of the terror movement in achieving its goals? What are the most effective means, methods, and targets of violence? What is the most effective thing the government(s) you are targeting could do to stop you, and what is the likelihood they will implement these policies? And, last but not least, who will be the foreign supporters/sponsors of this organization?

Ideally, this should be written from the “first-person shooter” perspective, i.e., this movement is your baby, and the paper is your secret “master plan” to which only the top leadership of the movement will be privy to (so feel free to wax cynical to your heart’s content).

--**Option 2:** The Endgame Scenario, in which you will utilize the theories covered in this course to predict the ultimate outcome of a currently ongoing terror campaign. Your paper should contain:

- a thorough description of the nature of the problem,
- tactics used both by non-state and state actors,
- reasons why other possible endgames appear less plausible, and
- conditions under which your predicted endgame will be finally played out.

--**Option 3:** Terror Leader Profile, in which you will use relevant course readings to analyze the biography of a single prominent terror leader or an important lone actor terrorist and attempt to discern why that particular individual chose violence as a means to an end, and what were the ultimate political objectives sought in this case. Your paper ought to include discussion of:

- Early childhood/pre-adulthood experiences and their formative impact.
- The “precipitating event” that pushed the individual in question onto the path of violence.
- Fundamental motives and operational code.
- “Leader-situation match”, or preconditions that the individual in question attempted to exploit.
- Intended endgame.

Since the paper will represent the culmination of your scholarly efforts in this course, it should reflect all of the Political Science Learning Goals, which include the understanding of: Theoretical Context of Politics, Historical Context of Politics, Contemporary Politics, Civic and Global Engagement.

The initial submission of the project (in other words, a complete paper, not a draft, outline, or hastily put together collection of thoughts on matters related and unrelated) is worth 10% of the final course grade. The final submission is worth 20%. If you are satisfied with your initial submission grade, you need not resubmit—your initial grade will become your final grade as well.

**The first draft of the paper** (5% of the total course grade) is due on **Friday, March 26**, and the final draft (25% of the course grade) is due at the end of the semester.

#### **Research Paper Grading Criteria:**

Each paper will be evaluated according to the following:

- Introduction that establishes what the topic of your paper is, and its importance to understanding international conflict.
- A clear hypothesis which explains the argument you are making in the paper.
- Extensive empirical evidence backing up your hypothesis.
- Supporting your assertions and evidence with bibliography and citations.
- Proper grammar, syntax, spelling.

Each of these categories will receive a mark of 1 (inadequate), 2 (adequate), or 3 (outstanding). A paper which scores nothing but 1s will receive a comprehensive grade of F (40%), a paper with nothing but 2s will receive a comprehensive grade of C- (70%), and a paper with nothing but 3s will receive a comprehensive grade of A (100%).

In addition, your course grade will be affected by the following factors:

- Weekly Responses.** Starting with week 2, there will be a set of response questions posted to Canvas.

The requirement here is to write 250-word responses for **four** of the discussion questions **for each week**. Submit them to the relevant dropbox under Assignments on Canvas.

Each response is graded on a four-point scale (1-4). These points will be earned as follows:

--Actually provides a sound, logical, evidence-supported answer to the question.

--Introduces relevant information obtained for one of the readings, including readings for that week or other weeks. No reading may be cited more than in two responses per week. As an alternative, you may cite outside sources that you have located through your own research.

--Is at least 250 words in length

--The fourth point can be learned by EITHER citing a second article, OR providing a description and discussion of an empirical, real-world example to illustrate your answer.

Weekly responses should take the form of documents (.doc or .pdf formats) uploaded to their respective Canvas dropboxes, are due by the beginning of the following week (i.e., week 2 responses are due on Monday of Week 3, and so on throughout the semester), however, I will not assess any lateness penalties.

I will provide written feedback on Canvas to each of your answers. Collectively, they will amount to 60% of the final course grade.

**Class Participation:** While attendance is not required, class participation will be worth 10% of the final course grade. This is by far the most subjective component of the grade, however, you will get the full credit for it if you make your presence felt in class on at least a semi-regular basis, in the form of answering questions, asking questions, providing commentary relevant to the current topic. You may do that by speaking or (even better, given the class format) using the chat function in Collaborate Ultra.

**Office hours - Office Hours (MS Teams):** The Political Science Department uses Microsoft Teams (MS Teams) for holding office hours. This system is available to all UWO students. Faculty will be available during the hours noted on your syllabus. When logging into MS Teams, look closely at the status symbols for your instructor. A green dot by the professor's icon (which may be their picture or their initials) means they are available. A red dot means they are busy.

Generally, you are able to join office hour meetings and talk openly in the forum or use the chat function freely. At times, your instructor may be in a private meeting with a student during office hours, and will mark my availability as "busy" (a red dot).

We hope that using MS Teams for office hours for all of our courses will help students become more accustomed to virtual office hours during the pandemic. The main point to remember is that we are available to you. Please use our office hours freely and often. We are here to help. Many faculty are also happy to set up meetings outside of my office hours if students have conflicts with the posted times.

**Expectations for Academic Honesty:** A college education is intended to develop your skills, knowledge, and confidence. Graded assignments are designed to work on these items. Thus, to gain the skills, knowledge, and confidence of a college-educated person all graded work is to be your own. When you are directed to work alone, an assignment or test must be done by you, its primary ideas are to be your

own, and any outside materials should be dealt with properly (quoted when using someone's words, and cited when quoting or referencing them in any other way). When your teacher directs you to work in teams, the work is to be done by the team. More information can be found here:

<https://uwosh.edu/politicalscience/wp-content/uploads/sites/14/2020/08/Academic-Honesty.pdf>

**Note:** If substantive changes are made in course syllabus, such as changes in schedule or assignments, notification will be provided in a timely manner and a revised syllabus made available.

**Disclosure statement:** "Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990:

[https://uwosh.edu/financialaid/consumer-information/.](https://uwosh.edu/financialaid/consumer-information/)"

#### **Statement of reasonable accommodation for student with disabilities**

<https://www.uwosh.edu/deanofstudents/Accessibility-Center/faculty-and-staff-resources/syllabus-statement>

**Grievance Procedure:** The Department of Political Science is committed to offering you a high-quality classroom experience, and we take your feedback very seriously. If you have concerns about anything related to this course, assignments, or teaching method, you are encouraged to first speak with your instructor directly. If you are not comfortable speaking with the instructor, you are invited to speak with the Chair of the Department of Political Science, Dr. James Krueger. He can be reached at [kruegerj@uwosh.edu](mailto:kruegerj@uwosh.edu). Should he be unable to resolve your concerns, he will guide you to appropriate resources within the College of Letters and Science.

**Note to Political Science Majors:** Political Science majors should take Political Methodology (245) in either their sophomore year or the first semester of their junior year. Political Science 245 is a prerequisite for the senior capstone, Political analysis (401), and cannot be taken concurrently. If you are currently a political science major or if you think you will be one of our majors in the future, it is important that you save your graded coursework from this class. If you have questions, please see me or any faculty member after class.

**Grade Scale:** Final course grades will be assigned as follows: A: 92 and higher. A-: 90-91; B+: 88-89; B: 82-87; B-: 80-81; C+: 78-79; C: 72-77; C-: 70-71; D: 60-69; F: 0-59.

#### **Course Schedule**

**Week 1** *Our desires and pleasures spring from society; we measure them, therefore, by the society and not by the objects which serve for their satisfaction."*

Gurr, "Relative Deprivation and the Impetus to Violence"

Crenshaw, "The Causes of Terrorism"

Pratt, "Terrorism's Evolution: Yesterday, Today, and Forever"

**Week 2** *"One commands, all others obey."*

Ash, "Is There a Good Terrorist?"

Walker, "Motivational Foundations of Political Belief Systems: A Reanalysis of the Operational Code Construct"

Darley, "Social Organization for the Production of Evil"

Klandermans, "Collective Political Action"

**Week 3 *"We had showed him respect, and we had done this nice thing for him"***

Bueno de Mesquita, "Propaganda of the Deed"

Jones and Libicki, "How Terrorist Groups End", Chapter 2.

"Responding to Terrorism: Crime, Punishment, and War"

"National Strategy for Combating Terrorism"

Harmon, "How Terrorist Groups End: Studies of the 20<sup>th</sup> Century"

Beaufre, "Light Khaki"

Lawrence, "The Science of Guerrilla Warfare"

**Week 4 *"It was always my wish to turn my body into deadly shrapnel against the Zionists and to knock on the doors of heaven with the skulls of Zionists."***

Durkheim, "Suicide"

Pape, "The Strategic Logic of Suicide Terrorism"

Pedazhur, "Altruism and Fatalism"

Combs, "New Terrorist Threat. Weapons of Mass Destruction"

Lieber and Press, "Why States Won't Give Nuclear Weapons to Terrorists"

**Week 5 *"We need the real, nation-wide terror which reinvigorates the country and through which the Great French Revolution achieved glory"***

Combs/Schelling, "Terrorism by the State"

Carter, "A Blessing or a Curse?"

DeVore, "Exploring the Iran-Hezbollah Relationship"

Marx, "Thoughts on a Neglected Category of Social Movement Participant: The Agent Provocateur and the Informant"

**Week 6 *"Believers, make war on the infidels who dwell around you. Deal firmly with them."***

Rapoport, "Four Waves of Modern Terrorism"

Chaliand and Blin, "Zealots and Assassins" (Ch. 3)

Asimov, "Guide to the Bible" (excerpts)

**Week 7 *"All the bourgeois will have a taste of the bomb"***

Hubac-Occhipinti, "The Anarchist Terrorists of the 19<sup>th</sup> Century" (Ch. 6)

Ternon, "Russian Terrorism, 1878-1908" (Ch. 7)

Chaliand and Blin, "The 'Golden Age' of Terrorism" (Ch. 8)

Harris, "The Southern Slav Question"

**Week 8 “Tone knew he was fighting a losing battle, Pearse knew it too”**

“Carlos the Jackal”

“Red Army Faction: The Baader-Meinhof Gang”

“Red Brigades”

“Basque Nationalist Terror: ETA”

“Nationalist Terror in Northern Ireland, 1976-1996”

“Loyalist Terror in Northern Ireland”

Metraux, “The Fatal Appeal of Aum Shinrikyo”

**Week 9 “Based on observations of the policies of my own government, I viewed this action as an acceptable option.”**

“Terrorism in the United States”

Gage, “Terrorism and the American Experience”

Ottley, “Timothy McVeigh & Terry Nichols: Oklahoma Bombing”

Ross and Gurr, “Why Terrorism Subsides”

**Week 10 “If you're totally illiterate and living on one dollar a day, the benefits of globalization never come to you.”**

Chaliand and Blin, “From 1968 to Radical Islam” (Ch. 11)

Huntington “The Clash of Civilizations?”

Homer-Dixon, “The Rise of Complex Terrorism”

Farah, “Terrorist-Criminal Pipelines and Criminalized States”

Cronin, “Behind the Curve”

**Week 11 “And blood flowed in a stream that colder grew.”**

Kramer, “Guerrilla Warfare, Counterinsurgency, and Terrorism in North Caucasus”

Cornell, “The War Against Terrorism and the Conflict in Chechnya”

DiMarco, “Losing the Moral Compass”

Gallagher, “Learning Lessons from the Algerian War of Independence”

Jackson et al., “The Liberation Tigers of Tamil Elam”

**Research Paper Initial Submission due Friday of Week 11**

**Week 12 “I come bearing an olive branch in one hand, and the freedom fighter's gun in the other. Do not let the olive branch fall from my hand.”**

Almog, “Cumulative Deterrence and the War on Terrorism”

Allen, “Palestinians Debate ‘Polite’ Resistance to Occupation”

Hass, “Deterrents that Haven’t Deterred”

Hass, “Israel’s Closure Policy”

Hass, “The Mirror Does Not Lie”

Hass, “Words Have Failed Us”

**Week 13 *"Every American is an enemy to us."***

Migaux, "the Roots of Islamic Radicalism" (Ch. 12)

Knapp, "Concept and Practice of Jihad"

Migaux, "Al Qaeda" (Ch. 13)

Hersh, "The Killing of Osama bin Laden"

Gaddis, "A Grand Strategy of Transformation"

**Week 14 *"If a jayvee team puts on Lakers uniforms that doesn't make them Kobe Bryant"***

Hersh, "The Red Line and the Rat Line"

Gunaratna, "The 'Brussels Invasion' through ISIS Eyes"

Hassan, "ISIS"

**Research Paper Final Submissions Due Friday**