

Political Science 328 Fall 2022 MWF 12:40-1:40 Classroom: Sage 2218 Credits: 3.0	Professor Michael Jasinski Sage Hall 4624 Email: jasinskm@uwosh.edu Office Hours: Thursdays 11-2pm. At other times by appointment.
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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.

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

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.

--**Exams.** There will be two exams, each with 50 multiple choice questions. The exams are non-cumulative. Dates of exams are on the course schedule below. Each of the exams is worth 10% of the final course grade.

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

The requirement here is to write 200-word responses for **four** of the discussion questions **for each week**. Submit them to the relevant dropbox under Assignments on Canvas.

The total number of points is 16 per weekly assignment.

Each of the four individual responses is graded on a two point scale (1-2). These points will be earned as follows:

- Actually provides a sound, logical, evidence-supported answer to the question.
- Is at least 250 words in length.

The remaining points will be awarded to reflect the amount of input from that week's readings.

0-1 reading cited: 0 points.

2 readings: 2 points

3 readings: 4 points

4 or more readings: 8 points.

Each of the answers should cite one of the main readings for the week (marked with *) AND one supplemental reading. No reading should be cited in more than two of the four answers.

The readings ought to be explicitly cited using either in-text citations, for example (Smith, 2010, p. 23) or footnotes.

I will post each week's questions on Monday of each week. The responses will be due the Friday of the following week. You will lose four (4) points for a late submission unless the lateness is for an excused reason.

Weekly responses should take the form of documents (.doc or .pdf formats) uploaded to their respective Canvas dropboxes.

I will provide written feedback on Canvas to each of your answers. Collectively, they will amount to 40% of the final course grade.

--**Research Paper:** This project will count for 30% of your course grade, with the initial submission (date specified in the course schedule below) counting for 5%, and the final submission due at the end of the semester worth the remaining 25%.

Your paper ought to be in the 12-15 page range, double-spaced, not counting title pages (if any) or bibliography.

Option 1: Threat Assessment in which you select a country (this may include the United States) and make a prediction on its “worst case scenario” terrorist threat it should anticipate.

Your project will comprehensively answer the following questions:

--*What?* This is your thesis. What is the worst case scenario in this particular country within the next decade or so? A separatist movement? Class- or religion-based movement? On what scale? Lone wolves, small cells, or outright insurgencies?

Why? What are the preconditions/precipitants promoting the rise of that movement? What are the social facilitators?

--*Who?* From which parts of society will the leadership and the rank-and-file members of this movement be recruited? What are the sources of recruits, weapons, and money??

--*How?* What is the endgame and the strategy of the terror movement in achieving its goals? What are the most effective means, methods, and targets of violence?

--Supporting your assertions and evidence with bibliography and citations.

--Use proper grammar, syntax, spelling.

Each of these categories will receive a mark of 0 (inadequate), 1 (adequate), or 2 (outstanding). A paper which scores nothing but 0s will receive a comprehensive grade of F (40%), a paper with nothing but 1s will receive a comprehensive grade of C- (70%), and a paper with nothing but 2s will receive a comprehensive grade of A (100%).

--**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/insurgency campaign. Your paper should address the following questions:

-- Which endgame do you believe is the most likely? This is your thesis.

--Which of the possible endgames is facilitated by the combination of preconditions in this particular scenario?

--What endgame is actually pursued by the terrorists/insurgents? Is it attainable?

--Which endgame is pursued by the government? Is it attainable?

--Supporting your assertions and evidence with bibliography and citations.

--Use proper grammar, syntax, spelling.

Each of these categories will receive a mark of 0 (inadequate), 1 (adequate), or 2 (outstanding). A paper which scores nothing but 0s will receive a comprehensive grade of F (40%), a paper with nothing but 1s will receive a comprehensive grade of C- (70%), and a paper with nothing but 2s will receive a comprehensive grade of A (100%).

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Option 3: Quantitative Research Design.

Ideal for Political Science majors, especially if they completed 245. Here, your task is to come up with a possible contribution to the theories of terrorism and insurgency. A proper research design will consist of the following components:

--Research puzzle: description of an empirical phenomenon existing theories do not adequately explain or predict, or conflicting theoretical explanations of said phenomenon.

--Research question: Your attempt to get at what you believe to be the core of that puzzle.

Literature review: a survey of existing literature on the topic, in order to identify existing attempts to explain the phenomenon you identified in your research puzzle, with the aim of identifying a gap in existing research that your project will fill.

--Theory and hypotheses: What is that alternative explanation you propose that others haven't? What cause-effect relationships do you expect to exist?

--Empirics: Operationalize the concepts you introduced in the section above using available data on international conflicts in preparation for statistical analysis, which you will not perform in the context of this course. You don't need to produce a dataset, but should estimate the geographic and temporal span of your expected dataset, as well as all the variables you'll be using and what data you will obtain in order to operationalize them.

--Supporting your assertions and evidence with bibliography and citations.

--Use proper grammar, syntax, spelling.

Each of these categories will receive a mark of 0 (inadequate), 1 (adequate), or 2 (outstanding). A paper which scores nothing but 0s will receive a comprehensive grade of F (40%), a paper with nothing but 1s will receive a comprehensive grade of C- (70%), and a paper with nothing but 2s will receive a comprehensive grade of A (100%).

Class Participation: 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.

Attendance: You may have up to three unexcused absences. Any unexcused absences beyond that will cost you a point to the grade, up to 10 points.

Office hours: They are specified at the top of the syllabus. In addition, I am available at other times by appointment or through MS Teams. If my MS Teams icon has a green dot next to it, it means I am online and (likely) available. It is a relatively convenient way to exchange messages or even have a face-to-face (virtual) chat either during or outside office hours.

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. 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.

Course Readings Schedule

Each week comes with a broad range of assigned readings. Readings marked with * represent the major theoretical and foundational readings for that week, containing the essential concepts used in the course. These concepts are the topic of class discussion. The remaining readings represent supplementary information, including historical case studies, in order to illustrate the theories and concepts in action.

Week 1 W 9/7, F 9/9 “There is nothing new under the Sun”

Asimov, “Guide to the Bible” (excerpts)

Week 2 M 9/12, W 9/14, F 9/16 *Our desires and pleasures spring from society; we measure them, therefore, by the society and not by the objects which serve for their satisfaction.*”

*Yamamoto, “The Cause and Threat of Terrorism”

*Gurr, “Relative Deprivation and the Impetus to Violence”

*Crenshaw, “The Causes of Terrorism”

Balsa, “Relative Deprivation and Risky Behaviors”

Pettigrew, “Samuel Stouffer and Relative Deprivation”

Kumar, “Relative Deprivation and Union Participation”

Korpi, “Conflict, Power, and Relative Deprivation”

Burgoon, “On Welfare and Terror”

Week 3 M 9/19, W 9/21, F 9/23 *“We had showed him respect, and we had done this nice thing for him”*

*Jones and Libicki, “How Terrorist Groups End”, Chapter 2.

*Harmon, “How Terrorist Groups End: Studies of the 20th Century”

Bueno de Mesquita, “Propaganda of the Deed”

“Responding to Terrorism: Crime, Punishment, and War”

“National Strategy for Combating Terrorism”

Yaoren, “Leadership Decapitation and the Impact on Terrorist Groups”

Week 4 M 9/26, W 9/28, F 9/30 *“One commands, all others obey.”*

*Walker, “Motivational Foundations of Political Belief Systems: A Reanalysis of the Operational Code Construct”

*Nye, “Powers to Lead”

Darley, "Social Organization for the Production of Evil"

Klandermans, "Collective Political Action"

Ash, "Is There a Good Terrorist?"

Week 5 M 10/3, W 10/5, F 10/7 "So comrades, come rally, And the last fight let us face. The Internationale unites the human race."

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

*Rapoport, "Four Waves of Modern Terrorism"

Auger, "Right-Wing Terror"

Gofas, "Old vs. New Terrorism"

Mumford, "Theory-testing Uyghur Terrorism in China"

Gallagher, "The 2016 Lone Wolf Tsunami"

Week 6 M 10/10, W 10/12, F 10/14 "Some men just want to watch the world burn"

*Ackerman and Jackome, "WMD Terrorism"

*Forest, "Framework for Analyzing the Threat of WMD Terrorism"

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

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

Brister and Kollars, "Assessing the Threat of WMD Terrorism from America's Christian Patriots"

Gunaratna, "Aum Shinrikyo's Rise, Fall, and Revival"

Jones and Libicki, "Policing and Japan's Aum Shinrikyo"

Metraux, "The Fatal Appeal of Aum Shinrikyo"

Week 7 M 10/17, W 10/19, F 10/21 "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"

*Ismayilov, "Conceptualizing Terrorist Violence and Suicide Bombing"

*Asad, "On Suicide Bombing"

Sayre, "Relative Deprivation and Palestinian Suicide Bombings"

Azam, "Suicide Bombing as Inter-Generational Investment"

Warner and Matfess, "Boko Haram's Demographic Profile in Suicide Bombing"

Grier, "When Suicide Bombing Reaches the Tipping Point"

Brym and Araj, "Palestinian Suicide Bombing Revisited"

First Exam Friday, 10/21

Week 8 M 10/24, W 10/26, F 10/28 "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"

*Wright, "State Terrorism"

Metz, "State Support for Terrorism"

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 9 M 11/31, W 11/2, F 11/4 "The Allah was with us"

*Lawrence, "The Science of Guerrilla Warfare"

*Beaufre, "Light Khaki"

Pasagic, "Failed State and Terrorism"

Gaddis, "A Grand Strategy of Transformation"

Biddle, "Afghanistan and the Future of Warfare"

Aylwin, "Changing the Army for Counterinsurgency Operations"

Bacevich, "What's an Iraqi Life Worth?"

Fick and Nagl, "Counterinsurgency Field Manual: Afghanistan Edition"

Week 10 M 11/7, W 11/9, F 11/11 "All the bourgeois will have a taste of the bomb"

*Hubac-Occhipinti, "The Anarchist Terrorists of the 19th Century"

*Chaliand and Blin, "The 'Golden Age' of Terrorism"

Ternon, "Russian Terrorism, 1878-1908"

Barton, "The Global War on Anarchism"

Harris, "The Southern Slav Question"

Week 11 M 11/14, W 11/16, F 11/18, M 11/21 "Believers, make war on the infidels who dwell around you. Deal firmly with them."

*Chaliand and Blin, "From 1968 to Radical Islam"

*Migaux, "the Roots of Islamic Radicalism"

*Knapp, "Concept and Practice of Jihad"

Migaux, "Al Qaeda"

Hersh, "The Killing of Osama bin Laden"

Hersh, "The Red Line and the Rat Line"

Hassan, "ISIS"

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

Bergen et al., "What Is The Threat to Europe?"

Research paper initial draft due on Wednesday, 11/23

Week 12 M 11/28, W 11/30, F 12/2 *"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"

*Gallagher, "Learning Lessons from the Algerian War of Independence"

Moore, "Chechnya, the North Caucasus, and Martyrdom"

DiMarco, "Losing the Moral Compass"

Jackson et al., "The Liberation Tigers of Tamil Elam"

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 M 12/5, W 12/7, F 12/9 *"Tone knew he was fighting a losing battle, Pearse knew it too"*

*White, "From Peaceful Protest to Armed Struggle"

*Cochrane, "The End of IRA's Armed Struggle"

Drake, "Italy in the 1960s"

Goerder and Chavannes, "Blind Eye Turned to the Far Right"

Ranstorp, "The Case of Anders Breivik"

"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"

Week 14 M 12/12, W 12/14, F 12/16 *"Based on observations of the policies of my own government, I viewed this action as an acceptable option."*

*Gage, "Terrorism and the American Experience"

*Ross and Gurr, "Why Terrorism Subsides"

Sommer and Forley, "Dyn-O-Mite Friends"

Lee, "Women's Liberation and Sixties' Armed Resistance"

Ottley, "Timothy McVeigh & Terry Nichols: Oklahoma Bombing"

Jones et al. "Tactics and Targets of Domestic Terrorism"

Jones et al. "The War Comes Home"

Second Exam Friday, 12/16

Research paper final draft due on Sunday, 12/18