Course Syllabus and Policy Requirement Statement

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified with Browser Test.
- You have familiarized yourself with how to access course content in Blackboard using the Student Quick Reference Guide.

SEC 6314 Terrorism and National Security

Course Description/Overview

Introduction

At the threshold of the 21st century globalization hit the world without a warning. The end of one history, the Cold War, marked the beginning of another, Global Terrorism, which shocked the international system and brought domestic turmoil. Now as never before the US national security and the integrity of modern civilization are at stake when faced with this least predictable force. We have to solve a daunting task of protecting our national interests against constantly mutating forms of violence coming from terrorist groups, rouge states and single individuals. Such an endeavor would be impossible without close cooperation between law-enforcement agencies domestically and internationally.

Course Description

The course introduces the student to terrorism in the contemporary world and the strategic challenges it poses for global and U.S. security. Among some of the key issues explored are terrorism's causes, terrorist ideology, types of terror groups and their strategic goals and practices. The course analyzes regional terrorist groups and examines the development of U.S. and international counter terror policy. It concludes by examining how different states have responded to terror organizations and how successful these strategies have been.

Course Textbooks

Required Texts:


Course Objectives/Learning Outcomes

As a result of completing this course, the student will be able to:

- An enhanced understanding of the causes of terrorism and the personal motives of terrorist actors.
- Greater knowledge of the organizational and psychological dynamics that affect terrorist groups.
- Improved comprehension of global and regional terrorist organizations and their ideological agendas.
- Greater knowledge of the relationship between state actors, criminal organizations and terrorist groups.
- Improved understanding of the dangers associated with possible terrorist use of chemical, biological and nuclear weapons.
- Greater knowledge of counterterror strategies and their impact on terrorist organizations.

Grading Policies

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<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due Date and Requirements</th>
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<tr>
<td>Engaged participation (discussion)</td>
<td>20%</td>
<td><strong>Weekly</strong>, but there are no discussion questions for the weeks with presentations, mid-term and final paper. Selected classes have the lists of 3-4 questions, which they are expected to cover using the Blackboard tool during their discussions. The students will be divided into groups within which they are expected to fully cover the aspects raised in the questions. The length of the responses shall not be less than 300 words.</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
<td><strong>09:00 CT of Friday of Lesson 4.</strong> The mid-term exam is meant to evaluate understanding of the topics covered so far as well as specific terms and their applications in the field of terrorism. The students will</td>
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be offered a list of six short essay questions out of which they shall chose two. The length of the mid-term paper shall not exceed 2500 words.

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<tr>
<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>PowerPoint Presentation</td>
<td>20%</td>
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<td>09:00 CT of Friday of Lesson 2. The topic for the presentations will be available in BlackBoard on Monday of Lesson 5. Each student is expected to come up with a 15-20-slide presentation on the topics of weekly readings covered so far with relevant annotations to each slide. Presentations should be based on the required and suggested readings as well as any additional materials the students find appropriate. The students are expected to consult with the course instructor on the relevance of the additional literature and/or other supporting materials they select for their presentations. The students are also encouraged to use any applicable audio and visual aids (such as embedded video or audio) during their presentation.</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
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<td>09:00 CT of Wednesday of Lesson 7. The topics for the final exam will be available in BlackBoard on Monday of Lesson 6. The final exam is the key requirement for the course that reflects analytical efforts or the students to independently conduct social science research. The final exam paper serves as an important exercise in how to design an independent social science research project. The students will be offered a list of three essay questions out of which they shall chose one. The research paper should not be more than 7500 words and should include individual efforts of a student to cover the issues identified during the course. Students are particularly encouraged to consult with the</td>
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Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100 %
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = 59 % and below.

Course Organization/Bibliography/ Required Readings:

Lesson 1: Conceptualizing Terrorism, Explaining its Causes and Historical Case Studies

Required readings

*Inside Terrorism*
- Hoffman, Chapters 1, 2 and 8

*Terrorism Studies: A Reader*
- Jack P. Gibbs, 4 “Conceptualization of Terrorism”
- Martha Crenshaw, 7 “The Causes of Terrorism”
- Donatella Della Porta, 15 “On individual motivations in underground organizations”

Historical Case Studies

*Terrorism Studies: A Reader*
- David Rapoport, 1 “Fear and Trembling: Terrorism in three religious traditions”
- Isabelle Duuyestevn: 2 “How new is the new terrorism?”
- David Rapoport, 3 “The Four waves of modern terrorism”
- Jeffery Kaplan, Part 1 Theory

E-Reading: Parameters (Spring 2005) 69-79

Christopher Henzel, The Origins of Al Qaeda’s Ideology: Implications for U.S. Policy

Lesson 2: Terrorist Organizations, State Sponsors, Crime and the WMD Nexus

PowerPoint Presentation due Friday at 9 pm

No discussion questions

Required readings

*Terrorism Studies: A Reader*
• Magnus Ranstorp, 10 “Hizbullah command leadership: Its structure of decision-making, and relationship with Iranian clergy and institutions”
• Jennifer Holms, Shelia Amin Gutiérrez De Piñeres and Kevin Cutter, 13” A subnational study of insurgency: FARC violence in the 1990’s”
• Gary Akerman, 24 “WMD terrorism research: Where to from here?”
• Chris Dishman, 20 “The leaderless nexus: when crime and terror converge”
• John Haines, Iran, DAESH and the Rising Specter of Radiological Warfare in the Middle East, FPRI E-Note July 2015

Jeffery Kaplan, Terrorist Groups and the New Tribalism

• Jeffery Kaplan, 5, The Sudan and the Janjaweed

FPRI Readings

• George Grayson, Los Zetas: "The Ruthless Army Spawned by a Mexican Drug Cartel” (May 2008)

Center for Special Studies

• Intelligence and Terrorism Center, “Hezbollah as a Strategic Arm of Iran”, report by Center for Special Studies (September 8, 2006)

Lesson 3: Ethno-Nationalist Tribal, Right-wing and Secular Revolutionary Terrorism

Required readings

Inside Terrorism

• Hoffman, Chapter 3

Terrorism Studies: A Reader

• Charles J. M. Drake, 11 “The Provisional IRA: a case study”
• Ehud Sprinik, 12 “Rightwing Terrorism in a comparative perspective: The case of split de-legitimation”
• Michael Barkun, 30 “Appropriated martyrs: the Branch Dividians and the radical right”

Jeffery Kaplan, Terrorist Groups and the New Tribalism

• 4: The Lord’s Resistance Army

Lesson 4: Modern Religious Terrorism

Essay due Friday Night 9 pm U.S. Central Time

No discussion questions

Required readings

Inside Terrorism

• Hoffman, Chapters 4 and 5

Terrorism Studies: A Reader

• Robert A. Pape, 17 “The Strategic Logic of Suicide Terrorism”
Lesson 5: Al Qaeda, The Islamic State with the United States

Required readings

**Inside Terrorism**

- Hoffman, Chapter 9

**FPRI Readings and Video**

- [Foreign Fighter Problem, Recent Trends and Case Studies: Selected Essays](#)
- Michael Radu, “Al Qaeda Confusion: How to think about Jihad” (July 2007)
- “What Students need to know about 9/11 Ten Years Later” (Audio/Visual)

**Terrorism Studies: A Reader**


- Charles Lister, “Profiling the Islamic State” Brookings Institution Report
- Peter Nesser and Anne Stermeron, The Modus Operandi of Jihadi Terrorists in Europe Perspectives on Terrorism 8: 6 (December 2014)

Lesson 6: Counter-terrorism Policies: Can Terrorist Organizations be Defeated?

Required readings

**Terrorism Studies: A Reader**

- Ami Pedahzur and Mangus Ranstorp, 19 A tertiary model for countering terrorism in liberal democracies: The case of Israel
- Andrew Silke, 21 Fire of Iolaus; the role of state countermeasures in causing terrorism and what
needs to be done

- Bruce Hoffman, 24 The Changing face of Al Qaeda and the global war on terrorism

**FPRI E-notes**

- Clint Watts, “Major Nidal Hasan and the Fort Hood Tragedy: Implications for U.S. Armed forces” (June 2011)
- Clint Watts, “What if there is no Al Qaeda? Preparing for Future Terrorism” (July 2012)

**Combating Terrorism Center at West Point Analysis**


**Long War Journal (LWJ) Statistical Study of the CIA Drone Program’s Attacks on Al Qaeda and Taliban**

- [U.S. Covert Air War in Pakistan](#)
- Bryan Glynn Williams, [The CIA Predator Drone War in Pakistan 2004-2010](#) Conflict and Terrorism Studies 33, 2010

**Jeffery Kaplan, Terrorist Groups and the New Tribalism**

- 6 Conclusion: the Fifth Wave?

**Lesson 7: Assessment**

Final Exam due Friday night 9 pm U.S. Central Time

No discussion questions

**Communication**

**Office Hours/Contacting the Instructor**

See the Instructor Information section for contact information.

**University Policies**

**Academic Integrity**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

**Accommodations for Disability**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
Student absence for religious holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.