INR 6346-DW59 Politics of International Terrorism
Summer Term D 2018

Instructor: Thomas M. Dolan
Course Mode: ONLINE
Office Hours: Tuesday, 1-3 PM, 302 Howard Philips Hall and By Appointment
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Enrollment Requirement: Graduate Standing or C.I.

Catalog Description:
Analysis of causes of and political responses to international terrorism. Emphasis on political science approaches to analysis of international terrorism.

Goals:

- To familiarize students to the contemporary social science literature on terrorism
- To improve students' abilities to discuss and evaluate research on terrorism
- To improve students' abilities to theorize about and test hypotheses about terrorism
- *Note that advocacy of personally held political or policy positions is not a course goal, and will not be part of discussion in the course.*

General Course Expectations

Reading
Students should complete all readings by no later than Tuesday of each week. As this is a graduate course, you are expected to grasp the core elements (question, theory, findings, and weaknesses) of each article through your own reading, and then further develop that knowledge through your participation in the online discussions. You should expect to be challenged by the nature and content of some of the readings, and you should plan enough time to complete them. (As this is a shortened term course, the reading schedule is aggressive.) If you encounter difficulties with the readings, please contact the instructor: there is an art to reading academic articles. If you are unfamiliar with how to interpret regression analysis, you are also encouraged to contact the instructor for advice, since many of the articles will use it. Only readings that are not available through library databases are provided for you in the files section.

Discussion
Discussion is an essential part of the class, and you will be graded based on your weekly output. Your first discussion post for each of the general topics should be at least 150 words and address the question through reference to more than one of the required readings. Because they are to reflect your thinking about the topic, you will not see your classmates' contributions until you have posted. Crafting your answers will help you think through some of the issues the readings address (both their strengths and their weaknesses). They are also opportunities to demonstrate your command of the readings. Follow up posts should do just that: they should address other students' responses to the question. Note that posting requirements are minimums, not maximums. Make sure that the questions you ask after the required reading presentations (1) do not duplicate others' questions and (2) are not trivial questions.

Research

Each student will write a research design or "conventional wisdom" paper, due 8 July. A research design is, in essence, the first part of a research paper, and is appropriate for people whose course of study involves training to become political science researchers. It defines your research question, the dependent variable, reviews relevant literature, presents a theory (or at least a well-explained theoretical intuition) and a hypothesis, and then explains how you would test they hypothesis. When you explain how you would text your hypothesis, you need to be specific about the methods you would use, how you would operationalize your variables, and the sources you would use for your information/data. You should plan to have your question approved by your instructor no later than the end of the third week of class. Your discussion of relevant literature should include relevant readings from the courses but also at least non-required peer-reviewed academic journal articles or books. The conventional wisdom paper is more appropriate for students who will be consumers of political science research. It is focused on using peer-reviewed political science research to better understand and draw conclusions about commonly held beliefs about terrorism, responses to terrorism, and counter-terrorism. It should rely on academic political science publications (peer-reviewed journal articles and books published by university presses), some (but not all) of which may be listed on the syllabus.

Flow of the Course

Week 1: Course organization

- Students must familiarize themselves with course plan and flow
- Students must sign up for being major presenters, article question answerers, and terror group presentation groups.
- Read the Charles Tilly article and make 2 comments (on different days) in the "how should we define terrorism?" discussion by 12:00 (12:00 PM) Friday.
- Students should start reading.

Weeks 2-5 and 7-9 of the Term will follow the following pattern:

- By 23:59 on the Saturday before the week begins (i.e., for week 2, by 23:59 on 19 May): Major Article Presenters post presentations
- By Tuesday at 23:59 (11:59 PM): All students post initial discussion comments and questions
- By Thursday at 23:59 (11:59 PM): All students post follow-up comments;

Week 6 is the Terror Group Presentation week.

- By Saturday, 16 June (11:59 PM): Group Presentations must be posted.
- By Tuesday at 23:59 (11:59 PM) All students post discussion comments and questions
- By Thursday at 23:59 (11:59 PM): All question answers and follow-up comments must be posted.

Assignments:

Serve as an Article Presenter (twice): 19% each time

- Create and post by 23:59 on the Saturday before your week begins a narrated slide presentation (e.g. powerpoint) lasting not more than 5 minutes which describes the question, place in the literature, theory, methods, and findings of an assigned reading. Please note that it can take a while for powerpoint to save the video file combining voice and slides. For technical assistance (for powerpoint) see https://goo.gl/PC6Sbp
- Respond to all questions posed by fellow students by 23:59 on Tuesday (if fewer than 10 are posted contact instructor). Responses due 23:59 on Wednesday.

Group Presentation on a Terror Group: 9%

- The presentation should involve an 8 minute narrated powerpoint, written analytical discussion, and presentation of other relevant media (video clips, images, documents, poetry, etc.)
- Each group will field questions from other students about the group.
- Each group will submit a description of what each individual did to the instructor. If there are clear discrepancies in effort, those who contributed less will lose points.

Weekly Reading Discussion: 2% each week for 9 Weeks (18%)

- Students must post at least one question for four different articles (except modules 1 and 6)
- Students must post an initial comment for each general discussion question. (Students will not be able to see others' comments until their initial comment is posted.)
- Students must post at least one follow up comment that addresses another student's post. In some cases, the instructor may "update" the question in response to posts; if so, it may be appropriate to respond to it. Also, students should always respond if the instructor asks questions about their initial post.

Term Paper, 15 Pages: 35%, Due 7 July at 23:59. Submit online or in paper. Do one of the following:

A. **Research Design,** Design a research project on terrorism, complete with clear question, 4 page literature review referencing at least 15 peer-reviewed articles, 5 page theoretical discussion, specific and falsifiable hypotheses, and clear statements of operational definitions, evidence sources and method of analysis. *Political science graduate students may find this option better suited to their curricular needs.*
B. **Conventional Wisdom Paper**. Identify a claim often made about terrorism or counter-terrorism about which significant research has been published by social scientists in academic articles and books published by university presses. [Demonstrate that people make this claim using references to it in newspapers of record like the New York Times or Washington Post.] Use this research (at least 15 peer-reviewed papers) to draw conclusions about the truth—or falsity—of this claim.

Miscellaneous Course Policies

Grades

Grades in my graduate courses can be interpreted in the following way:

A 93 or better	High-quality professional work; ready to do work that could be published in the best journals
A- 90-92.99	Professional work; ready to do work that could be published in journals, but further development is necessary before the author is ready to publish in the best journals
B+ 88-89.99	Near professional quality work; further development needed before ready to produce journal publishable work
B 83-86.99	Quality is acceptable; considerable development is needed before the author will be ready to produce journal publishable work
B-	Quality is marginally acceptable

80-82.99	
C 70-79.99	Quality is problematic
D 60-69.99	Quality is not acceptable for graduate work
F 59.99 or below	Fail

Late Papers
Papers are to be turned in by the date/time they are due. If you foresee problems in meeting a particular deadline, please inform the instructor as soon as possible to request an extension. Discussion posts can be made in advance, but can only be made after due date/times (generally for less credit) by permission of the instructor.

Academic Integrity
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade. For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Changes to the Syllabus
In the event that there is a need for there to be any changes to the syllabus, an announcement will be placed on webcourses. Significant changes will also be announced by emails.

Relevant UCF Policies

Accessibility
Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course

Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Accommodations for Students with Military Obligations
Students who serve in the US military [defined as individuals on active duty in the US military OR individuals who have received training or deployment orders associated with service in either the US military reserves or the National Guard] may receive accommodations when military obligations interfere with the timely completion of assignments/participation in online discussions, etc.

Campus Safety
Emergencies on campus are **rare**. Still, everyone should be aware of their surroundings and familiar with basic safety and security concepts. Students may ensure that they are informed about situations on campus by signing up for UCF text alerts via my.ucf.edu. The locations of campus first aid equipment can be found at http://www.ehs.ucf.edu/workplacesafety.html. UCF's emergency guide is available at http://emergency.ucf.edu/emergency_guide.html. Students who feel that they have experienced abuse or harassment may wish to consult https://letsbeclear.ucf.edu/ or UCF victim services https://www.ucf.edu/services/s/victim-services/. Students who feel that they may be in danger should contact UCF Police (Emergencies 911, Non-Emergencies (407) 823-5555).

Readings
*Almost all readings are recent journal articles. Students should use library resources to locate published journal articles. Selections from books, etc. that are not otherwise available will be posted in the files section.

Module 1: What is Terrorism? (13-18 May)

1. Charles Tilly, 2004, "Terror, Terrorism, Terrorists," *Sociological Theory*, 22:1.

Module 2: Strategy and Logic of Terrorism (19-25 May)

1. Andrew Kydd and Barbara F. Walter, "The Strategies of Terrorism," *International Security*, Summer 2006.
2. Michael Findley, James Piazza, and Joseph Young, 2012, ""Games Rivals Play" Terrorism in International Rivalries," *American Journal of Political Science*, 74:1, 235-48.
3. Khusrav Gaibullov, James Piazza, and Todd Sadler, Regime types and Terrorism. *International Organization*, 2017, 71:3.
4. Virginia Page Fortna, 2015. "Do Terrorists Win?" Rebels' Use of Terrorism and Civil War Outcomes," *International Organization*, 69:3
5. Cullen Hendrix and Joseph Young, 2014. "State Capacity and Terrorism," *Security Studies*, 23:2, 329-63.
6. David Carter. Provocation and the Strategy of Terrorist and Guerilla Attacks. *International Organization*, 2016. 70:1.
7. Max Abrahms. 2012. "The Political Effectiveness of Terrorism Revisited," *Comparative Political Studies*, 45:3, 366-393

Module 3: Origins of Terrorism and Terrorists (26 May – 1 June)

1. J. Kavanagh, "Selection, Availability, and Opportunity: The Conditional Effect of Poverty on Terrorist Group Participation," *Journal of Conflict Resolution*, 2011.
2. Flanigan, Shawn Teresa (2008) 'Nonprofit Service Provision by Insurgent Organizations: The Cases of Hizballah and the Tamil Tigers', *Studies in Conflict & Terrorism*, 31: 6
3. S. Cottee and Hayward, "Terrorist (E)motives: The Existential Attractions of Terrorism," *Studies in Conflict and Terrorism*, 2011
4. Thomas Hegghammer, 2013. "Should I stay or Should I go? Explaining Variation in Western Jihadists' Choice between Domestic and Foreign Fighting," *American Political Science Review*, 107:1.
5. Jakana Thomas and Kanisha Bond. 2015. "Women's' Participation in Violent Political Organizations," *American Political Science Review*, 109:3.
6. Khaled Fattah and K. M. Fierke. 2009. "A Clash of Emotions: The Politics of Humiliation and Political Violence in the Middle East," *European Journal of International Relations*, 15:1, 67-93
7. Jori Breslaski and Brandon Ives. Killing for God? Factional Violence on the Transnational Stage. *Journal of Conflict Resolution*, 2018, Online first. http://journals.sagepub.com/doi/full/10.1177/0022002718763632

Module 4: Terror Organizations (2-8 June)

1. Martha Crenshaw, "Theories of Terrorism: Instrumental and Organizational Approaches," *Journal of Strategic Studies*, 1987.
2. Abrahms, Max, and Philip B. K. Potter, "Explaining Terrorism: Leadership Deficits and Militant Group Tactics," *International Organization*, Vol. 69, No. 2 (Spring 2015), pp. 311–342.
3. Lidsay Heger, Danielle Jung, and Wendy Wong, "Organizing for Resistance: How Group Structure Impacts the Character of Violence," *Terrorism and Political Violence*, 2012.
4. Michael Horowitzs and Philip Potter. "Allying to Kill," *Journal of Conflict Resolution*, 58:2, 2014.
5. Michael Kenney et al. 2017. "Structure and Performance in a Violent Extremist Network," *Journal of Conflict Resolution*, 61:10.
6. Arie Perliger, Gabriel Koehler-Derrick and Mai Pedahzur, "The Gap Between Participation and Violence," *International Studies Quarterly*. 2016, 60:2.

Module 5: Tactics, Techniques, and Practices (9-15 June)

1. Michael Horowitz, Evan Perkoski, and Philip Potter, Tactical Diversity in Militant Violence. *International Organization*, 2018, 72:1.
2. Michael Horowitz, "Non-State Actors and the Diffusion of Innovations: The Case of Suicide Terrorism" *International Organization*, 64:1 (Winter 2010), pp. 33-64.
3. Bryan Early, Matthew Fuhrmann, and Quan Li. 2013. "Atoms for Terror?" Nuclear Programs and Non-Catastrophic Nuclear and Radiological Terrorism," *British Journal of Political Science*. 43: 915-36.
4. Michael Freeman, "The Sources of Terrorist Financing: Theory and Typology," *Studies in Conflict and Terrorism*, 2012.
5. John Horgan and Max Taylor. 1999. "Playing the Green Card: Financing the Provisional IRA Part 1." *Terrorism and Political Violence*,11(1): 1-38.

6. Michael J. Reese, Kevin Ruby, and Robert Pape. Days of Action or Restraint? How the Islamic Calendar Impacts Violence. *American Political Science Review*, 2017, 111:3.

Module 6: Specific Terror Groups (16-22 June)

Group Presentations on Particular Terror Groups. Presentations must be up by Saturday, 18 June at 23:59.

Module 7: Target Responses to Terrorism (23-29 June))

1. T. Dannenbaum, "Bombs, Ballots, and Coercion: The Madrid Bombings, Electoral Politics, and Terrorist Strategy," *Security Studies* 2011
2. Leonie Huddy, Stanley Feldman, Charles Taber, and Gallya Lahav, "Threat, Anxiety, and Support of Antiterrorism Policies," *American Journal of Political Science*, Vol. 49, No. 3 (Jul., 2005)
3. Anna Getmansky and Thomas Zeitzoff, 2014. "Terrorism and Voting: the Effect of Rocket Threat on Voting in Isreali Elections," *American Political Science Review*, 108:3.
4. Kerstin Fisk, Jennifer Merolla, Jennifer Ramos. Emotions, Terrorist Threat, and Drones. *Journal of Conflict Resolution*, 2018, online first. http://journals.sagepub.com/doi/pdf/10.1177/0022002718770522
5. Shana Hushner Gadarian, 2010. "The Politics of Threat: How Terrorism News Shapes Foreign Policy Attitudes," *Journal of Politics* 72:2, 469-83.
6. Robin Wagner-Pacifici, 1996. *The Moro Morality Play*, Chicago: University of Chicago Press, Selected chapters (in "files")

Module 8: Counter-terrorism (30 June-6 July)

1. Ursala Dazecker and Michael Hess. 2012. "Repression Hurts: Coercive Government Responses and the Demise of Terrorist Campaigns," *British Journal of Political Science*, 43: 559-77.
2. Erik Dahl, "The Plots that Failed: Intelligence Lessons Learned from Unsuccessful Terrorist Attacks Against the US," *Studies in Conflict and Terrorism*, 2011.
3. Brian Blakenship. When do States Take the Bait? State Capacity and the Provocation Logic of Terrorism. *Journal of Conflict Resolution*, 2018, 62:2.
4. Eric Neumayer, Thomas Plumper, and Mariaelisa Epifanio, "The Peer Effect in Counter-Terrorist Policies," *International Organization*, 68:1, 2014
5. Patrick B. Johnston and Anoop K. Sarbahi. "The Impact of US Drone Strikes on Terrorism in Pakistan" *International Studies Quarterly*, 60:2, 203-219
6. Jenna Jordan, "Attacking the Leader, Missing the Mark: Why Terrorist Groups Survive Decapitation Strikes," *International Security* 38:4, 7-38.

Module 9: Ending Terrorism (7-13 July)

1. Neumann, Peter R.(2005) 'The bullet and the ballot box: The case of the IRA ', *Journal of Strategic Studies*, 28: 6
2. R. Alonso, "Why Do Terrorists Stop?" Analyzing Why ETA Members Abandon or Continue with Terrorism," *Studies in Conflict and Terrorism*, 2011.
3. Brian Phillips, 2014. "Terrorist Group Cooperation and Longevity," *International Studies Quarterly*, 58:336-47.
4. Horgan, John and Braddock, Kurt (2010) 'Rehabilitating the Terrorists?: Challenges in Assessing the Effectiveness of De-radicalization Programs', Terrorism and Political Violence, 22: 2

5. Mary Beth Altier, Emma Boyle, Neil Shortland and John Horgan. Why They Leave: An Analysis of Terrorist Disengagement Events from 87 Autobiographical Accounts. *Security Studies*, 2017, 26:2.
6. Audrey Kurth Cronin, "How al-Qaida Ends," *International Security*, (2006) 31:1.