INR4084.0001: Politics of International Terrorism (3 credits)
School of Politics, Security, and International Affairs

Spring 2026
01/12/2026 - 05/05/2026
In Person (P)

Course Syllabus

Instructor:	Léa Faure	Term:	Spring 2026
Office Hours:	Wednesday 2:30pm-4:30pm via Zoom or in-person (HPH Room 215)*	Class Meeting Time:	MoWeFr 1:30pm-2:20pm
Phone:	(407) 823-2608	Class Location:	PSY O105
Email:	lea.faure@ucf.edu or Webcourses@UCF Inbox	Course Modality:	In-Person (P)

*Please note that all office hours meetings must be previously scheduled by sending me an email via Webcourses or through my UCF email (lea.faure@ucf.edu). You can also drop by office hours on a first come, first serve basis. If you wish to meet outside my office hours, please send me an email to schedule an appointment.

COURSE DESCRIPTION

In a global context where political violence and terrorism challenge the stability of states, societies, and the international system, understanding the political nature and international implications of terrorism is crucial. Indeed, political violence and terrorism in particular is a constant security concern for a majority of countries around the world. More than that, terrorism is part and parcel of the everyday life of numerous people around the world. While focus on terrorism in Western nations might be more recent, having notably developed significantly after 9/11, the historical nature and evolutions of terrorism make it a critical global security phenomenon. The debated conceptualization of terrorism is as such a reflection of the different perceptions of such terrorist organizations. Where terrorism represents violent security risks for some, in some other regions they can often come to offer efficient alternatives to the government.

This course is thus designed to help students be able to examine the causes, evolutions, and consequences of terrorism as both a domestic and transnational phenomenon, with particular attention to its intersection with international relations. As such, the first goal of the course is to introduce students to the main theoretical and conceptual frameworks for studying terrorism, including how the term itself has evolved and has become politicized and contentious. The second goal is to explore the political, ideological, individual, structural, and organizational motivations that drive individuals and groups to engage in terrorism. This includes considering the variety of causes and explanations behind terrorism and the different conceptual approaches to consider them. This also includes looking further at strategies and tactics behind terrorist behaviors including state-sponsorship, gender questions, target selection, or provision of social services. This course also aims to examine the ways in which states respond to terrorism, through both coercive and preventive measures. This also means looking at both successes and failures of such counterterrorism strategies. Finally, the course aims to provide students with the tools to analyze

contemporary cases and global trends in terrorism and counterterrorism efforts through both theoretical and conceptual knowledge and practical applicability of theories. Ultimately, students will be able to apply the theoretical knowledge learned in class to actual current situations happening in the world while developing critical thinking and analytical skills through different lens and perspectives.

The format of the course, which takes place in three class sessions of 50 minutes per week, will be divided between lectures, case studies and applicability of theories to real and hypothetical issues, interactive activities and discussions. As this is an upper-level course, it will be both reading- and writing- intensive so students should always come to class as prepared as possible. As such, keeping up with international news and class participation to activities is critical for students to learn to apply their theoretical knowledge to real-world situations. In terms of program, we will thus start by considering what terrorism is, its evolutions, and definition issues. Second, we will focus on causes and explanations behind terrorism and how to analyze them through different approaches. We will then look at examining terrorist behaviors, strategies, and tactics. Finally, we will focus on counterterrorism strategies, tools, successes, and unintended consequences.

COURSE OBJECTIVES

At the end of this course, you will be able to:

- ***Objective 1:*** Critically engage with and analyze the concept of terrorism, considering who is a terrorist, why the definition of terrorism itself matters, and how terrorism has evolved historically.
- ***Objective 2:*** Understanding the different motivations, explanations, and causes behind terrorism through different analytical approaches, from individual-level reasoning, rational causes, organizational determinants, psychological and ideological motivations, and structural factors.
- ***Objective 3:*** Recognize the links between using terrorism and violence and other political dynamics at the individual, domestic, and international levels.
- ***Objective 4:*** Examine effectively the different tactics, strategies, and behaviors of terrorist and terrorist organizations and the impact these different strategies can have on effectiveness.
- ***Objective 5:*** Grasp the variety of tools, policies, and solutions in terms of counterterrorism and evaluate effectively their successes and failures.
- ***Objective 6:*** Analyze threats from terrorism and develop informed potential strategies and solutions for states to mitigate these threats in an effective manner.
- ***Objective 7:*** Evaluate past, current, and future terrorism events and cases by applying the theoretical frameworks and concepts studied.
- ***Objective 8:*** Think critically about the state of terrorism in the world and present your knowledge clearly through written and oral communications.

PREREQUISITES

ENC 1102 or POS 2041 or C.I. (Consent of the Instructor).

REQUIRED MATERIALS

(Required) Erica Chenoweth & Pauline Moore. *The Politics of Terror*. Oxford: Oxford University Press (2018).

Note that you can use digital copies (available via multiple avenues for varying rental lengths or purchase options, including the Oxford University Press site) or hard copies (via the UCF bookstore or other retailers).

Additional required non-textbook materials will be made available via Webcourses@UCF in the specific modules for each week. Students should also keep up with international news through different news sources.

COURSE ACTIVITIES

Course Format

This course will be delivered in-person, three times a week, on Monday, Wednesday and Friday, from 1:30PM to 2:20PM (50 minutes class sessions each) in room PSY O105 (Psychology Building – Room 105). It will last for 15 weeks, not including Spring Break and Final Week. As such, in-person course attendance is expected for this course. This course will use Webcourses primarily as a platform for housing the course syllabus and potential additional material, posting course announcements and using email for communication, and submitting some assignments. To do so, you will need access to a computer and adequate Internet bandwidth. You can contact Webcourses@UCF Support at https://cdl.ucf.edu/support/webcourses/ if you have any technical problems. Once you access the course from Dashboard in Webcourses, please check out the course home page and the Announcements from the navigation column to the left of the center of your screen. To prepare for every class, please look at the associated module for each week which will contain any information you might need to prepare for the class and the assigned readings. During class time, please take notes during lectures and activities as any point discussed can appear in the quizzes and exams. The PowerPoints used will be posted after class Webcourses on the appropriate Module Week.

Important Dates

First Day of Class	Monday, January 12, 2026
Student Academic Activity Quiz Due	**Friday, January 16, 2026 at 11:59pm**
Drop/Swap Deadline on myUCF	Friday, January 16, 2026 at 11:59pm
Martin Luther King Jr. Day (No Classes)	Monday, January 19, 2026
First Short Writing Assignment Due	**Wednesday, February 18, 2026 at 11:59PM**
Midterm Exam	**Wednesday, March 4, 2026** **1:30PM – 2:20PM**
Spring Break (No Classes)	Monday, March 16, 2026 – Saturday, March 21, 2026
Withdrawal Deadline	Friday, April 3, 2026 at 11:59pm
Second Short Writing Assignment Due	**Wednesday, April 8, 2026 at 11:59PM**
Classes End	Monday, April 27, 2026
Study Day (No Classes)	Tuesday, April 28, 2026
Final Exam	**Monday, May 4, 2026** **1PM – 3PM**

Graded Assignments

Student Academic Activity Quiz

All faculty members are required by UCF to document students' academic activity at the beginning of each course. In order to document that you began this course, you should complete the academic activity quiz that is due by Friday, January 16th at 11:59pm, or as soon as possible for those who add the course late. Failure to do so will result in a zero for the assignment and a possible delay in the disbursement of any financial aid. To do this task, go to the myUCF portal (https://my.ucf.edu) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password and access the course from the Dashboard. From the course homepage, click on the Assignments tab to left, click on the Academic Activity Quiz under the Class Engagement banner, complete the quiz, and submit it. This quiz is graded for 1 point and will be the easiest grade you get this semester so please complete it in a timely manner!

Attendance, Preparation, and In-Class Participation: 10 Points

To earn attendance and participation points, students must attend every session of the class, come prepared by having done the appropriate assigned readings, offer meaningful contributions to class discussions and activities, and respectfully engage in dialogue with their colleagues. From there, 5 points of this grade will focus on actual attendance while the 5 other points will focus on participation and engagement. To measure attendance, a signing sheet will be passed along at the beginning of class, please sign next to your name. If you need to miss a class due to a university-approved reason, please let me know ahead of time and we can plan for anything you will miss. To measure participation, please try to participate actively in the discussions and activities at the very least once per class session. If you are concerned about your ability to actively speak in class dialogues, please come talk to me early in the semester.

End of the Week Quizzes: 40 Points

Apart from the first week of class (Week 1), the last week of class (Week 15), the Midterm Week (Week 8), and Spring Break (Week 10) where no Quiz will be administered, the students will have the opportunity to complete a Quiz on the topics discussed throughout the week at the end of every week this semester. The Quizzes will open on each Friday at 3PM and will close every Monday at 11:59PM. The students can take the Quiz at any time during that timeframe but the Quizzes will need to be taken at once without a possibility for a retake. Each Quiz will last 40 minutes with around 20 questions (0.25 points per question). These will include multiple-choice questions. These quizzes are open-book and open-notes and will be taken at home on Webcourses@UCF. You can find the Quizzes for each week, once opened, in the Assignment or Quizzes Tab of the course. Altogether, 12 Quizzes will be posted but students will only be graded on 8 of them (each is worth 5 points). As such, students can choose not to take any four quizzes or to take them all and have their four lowest grades dropped at the end of the semester. These quizzes will ensure knowledge of the theoretical material as a preparation to the Midterm and Final Exams.

Midterm Exam: 15 Points

The Midterm exam will be administered in class on Wednesday, March 4, 2026 during normal class hours: 1:30PM – 2:20PM. This exam will consist of concepts, vocabulary, multiple choice and short-answer questions on readings and lectures in the first half of the course (Week 1 to Week 7 included). It will be closed-book but open-note with each student allowed one side of page of note (normal US Letter format), either handwritten or typed. No electronic devices will be allowed during the exams so print out your electronic notes if you wish to use them during the exam. Students will need to procure an examination booklet ("green book") for the day of the exam. Exam booklets can be purchased at the Bookstore or you can claim your free booklets through the Student Government Office (see https://studentgovernment.ucf.edu/services/academic/scantrons/). These will be used to write your answers on exam days.

Short Writing Assignments (2): 10 Points Each (20 Points Total)

Students will be required to write two short assignments throughout the semester. The first assignment will be due during Week 6 on Wednesday, February 18, 2026 at 11:59PM. The second assignment will be due during Week 12 on Wednesday, April 8, 2026 at 11:59PM. Both assignments will be submitted through Webcourses as a Word or PDF document. They are worth 10 points each for a total of 20 points. Both assignments should be +/- 1500 words each. You should cite at least 5 credible sources for each assignment and follow standard academic essay style guidelines. Please follow the APA 7th Edition Citation Guide when citing sources. Below are the information and instructions for each short writing assignment:

(1) The first assignment consists in writing a short paper looking at and analyzing data from a terrorist database. This assignment aims to help students engage with empirical data and develop an analytical understanding of terrorism as a political phenomenon. By working with real-world datasets, students will practice identifying patterns, interpreting trends, and linking quantitative evidence to theoretical and political insights discussed in class. Further instructions on how to structure this essay and the data to look at is included on the Assignment page on Webcourses.

(2) The second assignment consists in writing a policy memo to any country's department of state or Ministry of Foreign Affairs, or to the U.N. Security Council (students can choose) advising on how to respond to a real or hypothetical terrorist crisis. This assignment aims to develop the students' ability to apply theoretical knowledge and critical analysis to real-world policymaking. Students will adopt the role of a policy advisor writing a concise, evidence-based recommendation for a government or international body responding to a terrorist crisis. Further instructions on how to structure this policy memo is included on the Assignment page on Webcourses.

Final Exam: 15 Points

The Final exam will be administered in class on Monday, May 4, 2026 from 1PM to 3PM. This exam will be cumulative and like the midterm will consist of concepts, vocabulary, multiple choice and short-answer questions on readings and lectures throughout the course (with an emphasis on the second half of the course). It will also be closed-book but open-note with each student allowed full page of note (both sides, normal US Letter format), either handwritten or typed. No electronic devices will be allowed during the exams so print out your electronic notes if you wish to use them during the exam. Students will need to procure an examination booklet ("green book") for the day of the exam. Exam booklets can be purchased at the Bookstore or you can claim your free booklets through the Student Government Office (see https://studentgovernment.ucf.edu/services/academic/scantrons/). These will be used to write your answers on exam days.

Assignments	**Final Grade (Points)**
Class Attendance and Participation	*10*
Quizzes	*8 x 5 = 40*
Midterm Exam	*15*
Short Writing Assignments	*2 x 10 = 20*
Final Exam	*15*
TOTAL	**100**

Grading Scale and Procedures

Letter Grade	**Percentage**
A	94-100%
A-	90-94%

B+	87-90%
B	84-87%
B-	80-84%
C+	77-80%
C	74-77%
C-	70-74%
D+	67-70%
D	64-67%
D-	60-64%
F	0-60%

Make-Up Policy

Per university policy, make-ups for exams or quizzes will be given for documented circumstances of illness, official college activities or university-sponsored events, religious observances, and legal obligations (such as jury duty). If you are unable to take an exam due to an university-approved scheduling conflict, you must let me know as soon as possible and provide the relevant documentation. In case of an university-approved emergency, please notify me at the latest within 48 hours after missing the exam or quiz. In these instances, students are also excused from class without penalty. The Undergraduate Catalog states, "Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays". Make-up exams and quizzes should be taken within one week of the original exam date, and will not be given before the exam date. The instructor reserves the right to modify the make-up exam or quiz.

Missed/Late Assignments

Written assignments (Short Writing Assignments) are to be turned in by the day/time they are due. They must be submitted through Webcourses. You may submit late work without a university excuse up to five (5) days after the due date, but with a 20% deduction per day from your grade on that assignment. I will not accept anything beyond five days past the deadline. This does not apply for the quizzes, midterm, and final exams.

Grade Rounding

Final grades will be rounded up to the nearest whole number if and only if the grade is within 0.5 points of the next highest whole number. For example, a grade of 89.5 will be rounded to 90, but a grade of 89.49 will not be.

Extra-Credit

No extra-credit will given for this course.

INSTRUCTOR CONTACT INFORMATION

As indicated previously, Office Hours will be held via zoom or in person in HPH 215 (Howard Phillips Hall Room 215) by appointment from 2:30pm to 4:30pm on Wednesdays. At any point throughout the semester that students have questions or concerns, all they need to do is send a Webcourses@UCF message or email to the instructor for a time slot and they will set up a time to talk. You can also drop by office

hours on a first come, first serve basis. connect via Zoom or in-person. If you wish to meet outside my office hours, please send me an email to schedule an appointment.

You can also email me through Webcourses@UCF Inbox for written questions or concerns at any time. I will do my best to respond to you as soon as possible within 48 hours. If you send a message and do not receive a response within this time frame, please send it again, I never intentionally ignore messages.

CORE SYLLABUS STATEMENTS

This section contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at https://scai.sdes.ucf.edu/student-rules-of-conduct/. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* https://goldenrule.sdes.ucf.edu/. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Unauthorized Use of Websites and Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University's Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

Unauthorized Distribution of Class Notes

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

In-Class Recording

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable.

Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at https://centralflorida-prod.modolabs.net/student/safety/index.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see https://ehs.ucf.edu/automated-external-defibrillator-aed-locations.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (https://youtu.be/NIKYajEx4pk).

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy https://policies.ucf.edu/documents/4-401.pdf.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.

Title IX Policy

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available

to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/

ADDITIONAL SYLLABUS STATEMENTS

University Writing Center

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Campus Resources

You should be aware that help is available if you are struggling with this course! First see me, your instructor: I want you to understand the material and would be most pleased to help if you are having trouble. Other resources include the Student Academic Resource Center (SARC), for supplemental instruction and academic tutoring, and the University Writing Center.

CLASS SCHEDULE

Week 1
Introduction to International Terrorism

January 12

Class Introduction and Syllabus Overview

January 14

Directed Discussion – Definitions and the state of International Terrorism nowadays

January 16

Read Chapter 1 "Introducing Terrorism" (pp. 3-41) of the Politics of Terror textbook.

Read Additional Readings indicated on Module 1 Page.

Lecture on the Topic

Important: *Students must document academic activity in the Webcourses in the first week of classes. Complete the Academic Activity Quiz created in the Webcourses by Friday, January 16th at 11:59pm.*

Week 2
The Strategic Approach to Terrorism

January 19 – Martin Luther King Jr. Day (No Classes)

January 21

Read Chapter 2 "The Strategic Approach" (pp. 41-69) of the Politics of Terror textbook.

Read Additional Reading indicated on Module 2 Page.

Lecture on the Topic

January 23

Directed Discussion – Apply knowledge about the strategic approach to terrorism to real-world scenarios and review some critical assumptions and debates.

First Quiz: *If you choose to take this quiz, you can do so on Webcourses from Friday, January 23 at 2pm to Monday, January 26 at 11:59pm.*

Week 3
The Organizational Approach to Terrorism

January 26

Read Chapter 3 "The Organizational Approach" (pp. 69-96) of the Politics of Terror textbook.

Read Additional Reading indicated on Module 3 Page.

Lecture on the Topic

January 28

Directed Discussion – Apply knowledge about the organizational approach to terrorism to real-world scenarios and review some critical assumptions and debates.

January 30

Activity – Analyzing a dataset on terrorist organizations and their socio-organizational network.

Second Quiz: *If you choose to take this quiz, you can do so on Webcourses from Friday, January 30 at 2pm to Monday, February 2 at 11:59pm.*

Week 4
The Psychological Approach to Terrorism

February 2

Read Chapter 4 "The Psychological Approach" (pp. 96-125) of the Politics of Terror textbook.

Read Additional Reading indicated on Module 4 Page.

Lecture on the Topic

February 4

Directed Discussion – Apply knowledge about the psychological approach to terrorism to real-world scenarios and review some critical assumptions and debates.

February 6

Activity – Case study on the psychological background of particular terrorists.

Third Quiz: *If you choose to take this quiz, you can do so on Webcourses from Friday, February 6 at 2pm to Monday, February 9 at 11:59pm.*

Week 5
The Ideological Approach to Terrorism

February 9

Read Chapter 5 "The Ideological Approach" (pp. 125-163) of the Politics of Terror textbook.

Lecture on the Topic

February 11

Directed Discussion – Apply knowledge about the ideological approach to terrorism to real-world scenarios and review some critical assumptions and debates.

February 13

Activity – Analyzing the visual ideological propaganda of terrorist organizations.

Fourth Quiz: *If you choose to take this quiz, you can do so on Webcourses from Friday, February 13 at 2pm to Monday, February 16 at 11:59pm.*

Week 6
The Structural Approaches to Terrorism

February 16

Read Chapter 6 "Structural Approaches" (pp. 163-198) of the Politics of Terror textbook.

Read Additional Reading indicated on Module 6 Page.

Lecture on the Topic

February 18

Directed Discussion – Apply knowledge about the structural approaches to terrorism to real-world scenarios and review some critical assumptions and debates.

First Short Writing Assignment: *Your first short writing assignment is due on Wednesday, February 26 at 11:59pm. You need to submit it online on Webcourses in a Word document or PDF format.*

February 20

Activity – Creating a fictitious country conducive to terrorism based on structural approaches.

Fifth Quiz: *If you choose to take this quiz, you can do so on Webcourses from Friday, February 20 at 2pm to Monday, February 23 at 11:59pm.*

Week 7
Target Selection for Terrorist Organizations

February 23

Read Chapter 8 "Terrorist Target Selection" (pp. 227-256) of the Politics of Terror textbook.

Lecture on the Topic

February 25

Directed Discussion – Apply knowledge about target selection by terrorists and terrorist organizations to real-world scenarios and review some critical assumptions and debates.

February 27

Activity – Look at satellite imagery to analyze potential terrorist targets.

Sixth Quiz: *If you choose to take this quiz, you can do so on Webcourses from Friday, February 27 at 2pm to Monday, March 2 at 11:59pm.*

Week 8
Midterm Week and Current Issues

March 2

Review Day for the Midterm Exam

March 4

Midterm Exam: *Administered in class from 1:30pm to 2:20pm.*

March 6

Feedback on Midterm Exam

Discussion of current international issues on terrorism and how it relates to the course

Week 9
Suicide Terrorism

March 9

Read Chapter 9 "Suicide Terrorism" (pp. 256-277) of the Politics of Terror textbook.

Read Additional Readings indicated on Module 9 Page.

Lecture on the Topic

March 11

Directed Discussion – Apply knowledge about the suicide terrorism and martyrdom to real-world scenarios and review some critical assumptions and debates.

March 13

Activity – Developing counter-narratives to suicide terrorism recruitment for different audiences.

Seventh Quiz: *If you choose to take this quiz, you can do so on Webcourses from Friday, March 13 at 2pm to Monday, March 16 at 11:59pm.*

Week 10
Spring Break

March 16 – March 21 – Spring Break (No Classes – Offices still open)

Week 11
Social Services Provision by Terrorist Groups

March 23

Read Chapter 10 "Terrorism and Social Services" (pp. 277-297) of the Politics of Terror textbook.

Read Additional Reading indicated on Module 11 Page.

Lecture on the Topic

March 25

Directed Discussion – Apply knowledge about the utilization of social services by terrorist organizations to real-world scenarios and review some critical assumptions and debates.

March 27

Activity – Creation of a survey to measure civilian perceptions of terrorist group's governance.

Eighth Quiz: *If you choose to take this quiz, you can do so on Webcourses from Friday, March 27 at 2pm to Monday, March 30 at 11:59pm.*

Week 12
State-Sponsored Terrorism

March 30

Read Chapter 11 "State Sponsorship of Terror" (pp. 297-322) of the Politics of Terror textbook.

Read Additional Readings indicated on Module 12 Page.

Lecture on the Topic

April 1

Directed Discussion – Apply knowledge about state sponsoring of terrorist activities to real-world scenarios and review some critical assumptions and debates.

April 3

Activity – Analyze an intelligence dossier about potential state-sponsored terrorism.

Ninth Quiz: *If you choose to take this quiz, you can do so on Webcourses from Friday, April 3 at 2pm to Monday, April 6 at 11:59pm.*

Week 13
Terrorism and Gender Questions

April 6

Read Chapter 12 "Gender and Terrorism" (pp. 322-343) of the Politics of Terror textbook.

Read Additional Reading indicated on Module 13 Page.

Lecture on the Topic

April 8

Directed Discussion – Apply knowledge about gender questions within terrorist organizations to real-world scenarios and review some critical assumptions and debates.

Second Short Writing Assignment: *Your second short writing assignment is due on Wednesday, April 8 at 11:59pm. You need to submit it online on Webcourses in a Word document or PDF format.*

April 10

Activity – Analysis of fictional intelligence briefs about suspected militants to study gender assumptions.

Tenth Quiz: *If you choose to take this quiz, you can do so on Webcourses from Friday, April 10 at 2pm to Monday, April 13 at 11:59pm.*

Week 14
Counterterrorism

April 13

Read Chapter 13 "Counterterrorism Instruments" (pp. 345-371) and Chapter 14 "The Politics of Counterterrorism" (pp. 371-389) of the Politics of Terror textbook.

Read Additional Readings indicated on Module 14 Page.

Lecture on the Topic

April 15

Directed Discussion – Apply knowledge about counterterrorism practices and tools to real-world scenarios and review some critical assumptions and debates.

April 17

Activity – Considering a country's counterterrorism strategy based on a single CT tool.

Eleventh Quiz: *If you choose to take this quiz, you can do so on Webcourses from Friday, April 17 at 2pm to Monday, April 20 at 11:59pm.*

Week 15
The End of Terrorism

April 20

Read Chapter 15 "How Terror Groups End" (pp. 389-408) of the Politics of Terror textbook.

Lecture on the Topic

April 22

Directed Discussion – Apply knowledge about the end of terror groups to real-world scenarios and review some critical assumptions and debates.

April 24

Activity – Design a symbolic ritual marking the end of a terrorist era.

Twelfth Quiz: *If you choose to take this quiz, you can do so on Webcourses from Friday, April 24 at 2pm to Monday, April 27 at 11:59pm.*

Week 16
Study Week/Start Final Exam Period

April 27 – Last Day of Classes

Review Day for the Final Exam

April 28 – Study Day (No Classes)

April 29 – May 5 – Final Examination Period

FINAL EXAM
Administered in class on Monday, May 4, 2026 from 1pm to 3pm

Note: *This syllabus is subject to change at instructor's discretion if necessary. Changes to the syllabus, if any, will be announced in class and the updated syllabus will be posted on Webcourses.*