

University of Massachusetts-Lowell
School of Criminology and Justice Studies

CRIM 2480.201: Terrorism (International & Domestic)

Spring 2016

Tues./Thurs. 3:30pm-4:45pm
Health and Social Sciences Building 120

Course Instructor

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Office Hours: Tues/Thurs 10:30am-12:00pm and 1:45-3pm, *or by appointment*

The instructor reserves the right to modify this syllabus as necessary.

Course Overview

History provides numerous examples of people attempting to change the conditions under which they live. Those who are unable to alter their environment through peaceful means sometimes resort to violence. And while the American public has developed a greater interest in terrorism since 9/11, the field of terrorism studies has existed for decades. This course is designed to introduce students to the field of “terrorism studies” and help them develop a solid understanding of the nature of terrorism.

Course Learning Goals

Upon completion of the course, students should be able to articulate an understanding of the origins, definitions and evolution of terrorism; major threats from terrorism confronting the world today; tendencies and patterns in terrorist behavior; and the variety of terrorist motivations. We will examine current and classic research on terrorism, and explore some of the many research puzzles that remain unanswered.

Examinations, writing assignments and discussions in class are all intended to help students develop their ability to:

1. Distinguish terrorism from other forms of political violence
2. Differentiate the historic manifestations of terrorism
3. Analyze the various causes and facilitators of terrorism at the individual, group, and structural levels
4. Describe the background of revolutionary (left-wing), ethnonational-separatist, reactionary (right-wing), state-sponsored, and religious forms of terrorist groups
5. Explain the arguments given by these groups for why terrorism is necessary to affect political/social change
6. Describe the structure, recruiting methods, and financial sources of terrorist organizations
7. Analyze the role of the Internet and the media in modern terrorism
8. Examine the threat of terrorists acquiring and using weapons of mass destruction

Course Textbooks (Required)

The following textbook will be required for this course:

***The Terrorism Lectures: A Comprehensive Collection for Students of Terrorism, Counterterrorism, and National Security*, 2nd Edition**

Authors/Editors: James J.F.

ISBN: 978-1940503066

Be sure you get the 2nd edition of this book.

Talibanistan: Negotiating the Borders Between Terror, Politics, and Religion

Authors: Peter Bergen and Katherine Tiedemann

ISBN: 978-0199893096

Additional material will be listed with a website, e-mailed to students, or posted on the course **Blackboard Learn course website** (see p. 7 for Blackboard access information).

Please consult the instructor with any questions you may have about books or journal articles you want to use for resources in preparing your research project for this class.

MAJOR ASSIGNMENTS

1) Blackboard Quizzes (100 points - 10% of final grade)

Weekly quizzes will be administered through the course Blackboard site. These quizzes will open Sunday at midnight and will close at the end of the week on Saturday at 11:59PM. There will be a quiz every week, with the *exception* of weeks: 1, 7, 8, and 14. All due dates are listed in the syllabus. Quizzes will be short checks to help students ensure they are adequately covering the course material and will consist of information from both lectures and readings. While there is no time limit, each quiz must be completed in one session.

There are no makeup assignments for missed or failed quizzes.

2) Option Papers (300 points - 30% of final grade)

In the professional world, effective writing is a highly-valued asset. Principals and managers prize employees who can distill complex issues into clear and concise written works that aid in their decision-making. To this end, the course will introduce the policy option papers format, and will require students to write *two* option papers about issues relevant to terrorism studies. These succinct works address the costs, benefits, and risks of proposed policies, and each should not exceed more than 6 pages in length. Guidance regarding the requirements and format of these papers is provided at the end of this syllabus. Late assessments that have not been excused will be assessed a one-letter grade demerit for each day the paper is late. Do not be fooled by the page length of the assignment as these papers must convey a great deal of analytical insight in a relatively small package. Each option paper will be worth 15% of the course grade. If you need advice concerning research or writing, consult the instructor early in the semester. There is no hard copy submission of the papers, but all papers must be submitted digitally to the *TurnItIn* website to check for plagiarism. E-mail submissions are not allowed.

- The first option paper can be written on the topic of your choice.
- The second paper will be written to adhere to the following fictional scenario: You are an analyst in the Intelligence Community. The President of the United States has asked for U.S. options to attempt an end to the terrorism problem in Pakistan. Using your knowledge from the course material and the textbooks, particularly *Talibanistan*, prepare an option paper for POTUS. Students are to focus their second option papers on a geographic region, as described in *Talibanistan*.

Your papers should be well researched, incorporating citations from a variety of credible and scholarly sources. Note that sources must be appropriated cited to avoid plagiarism.

3) Midterm Examination (300 points - 30% of final grade)

The midterm examination will be on Thursday, March 3, 2016, administered in the classroom. It will cover all material up to that point in the course from both lectures and the readings. While there is no formal study guide, the student may refer to the syllabus to build a list of important topics for the exam. Students will have the full 75-minute class session to complete the examination.

4) Final Examination (300 points - 30% of final grade)

Our final examination will be scheduled for a 3-hour period, TBD by the University between May 2 and May 9. The exam will focus on material covered after the midterm, but please note that the material in this course builds on prior topics. Consequently, information from the first half of the class will be very beneficial for students in completing their final exam.

Graded Assignments Summary

| Assignment | Due Date | % of Final Grade |
|--------------------|-----------|------------------|
| Blackboard Quizzes | Scheduled | 10% |
| Midterm Exam | March 3 | 30% |
| Option Paper 1 | March 24 | 15% |
| Option Paper 2 | April 21 | 15% |
| Final Exam | TBD | 30% |

COURSE POLICIES

Grading

All grades are weighted on a 4.0 system using the following allocation:

| Grade | % | Grade | % |
|-------|------------|-------|------------|
| A | 93.0-100% | C+ | 77.0-79.9% |
| A- | 90.0-92.9% | C | 73.0-76.9% |
| B+ | 87.0-89.9% | C- | 70.0-72.9% |
| B | 83.0-86.9% | D | 67.0-69.9% |
| B- | 80.0-82.9% | F | <67.0% |

**** Note: Late assignments will automatically be reduced by one full-letter grade (10%) for every day late.**

More information about the University of Massachusetts-Lowell grading policies is available online at:

<https://www.uml.edu/Registrar/Grades-and-Transcripts/grading.aspx>

and

<https://www.uml.edu/Catalog-AY13/Undergraduate/Policies/Grading-Policies.aspx>

Make-up Exams and Assignments

Assignments are due at the beginning of the class on the date indicated in the schedule. Papers must be submitted to TurnItIn.com. **Papers received late will be automatically reduced by one full-letter grade (10%) for each 24-hour period after the deadline for that assignment.**

There are no make-ups for missed Blackboard quizzes.

Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: cell phones, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving the classroom during the class period are also major sources of distraction. It is your responsibility to be on time and to stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will negatively impact your class participation grade.

Most importantly, class discussions of issues relating to politics, security strategies, and criminology, especially as they relate to terrorism, can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly.

Scholarly Comments:

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments:

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

The instructor reserves the right to eject anyone from the classroom based on inappropriate behavior. The instructor also has the right to confiscate laptops, cell phones or other disruptive electronics that are being used in a manner that negatively impacts the learning environment.

Academic Integrity

Cheating and plagiarism should not be tolerated in any academic environment, and I intend to hold everyone equally accountable to that standard. If you witness an incident of concern, you should report it right away, as this protects the integrity of your own degree program. Please review the University policy on academic dishonesty, cheating and plagiarism at:

<https://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx>

Inclement Weather and Other Class Cancellations

If, for any reason, a class is unable to meet as regularly scheduled, the instructor will make that day's lecture slides available on the Blackboard website. Where feasible, a virtual class discussion may also be held, using the Blackboard Chat function (participation in these virtual discussions is voluntary). Most importantly, even though the class meeting has been cancelled, you are still required to do the reading assignment for that class. Keep in mind that even if the class doesn't meet, the assigned materials may still be on the midterm or final exams.

UMass Lowell Blackboard Access Information

To get your Blackboard username and password:

1. Go to <http://continuinged.uml.edu/online/confirmation>
2. Carefully enter the information required to retrieve your username and password.
3. Print out the confirmation screen for your records.

To access the online supplement for your course:

1. Go to <https://continuinged.uml.edu/login/login.cfm>
2. Enter your Blackboard username and password and click the Login button.

How to Get Technical Help (Monday - Friday 8:30am - 5:00pm EST)

If you are having problems with Blackboard, please contact the Division of Online and Continuing

Education technical support:

Local Phone Number: 1-978-934-2467

Toll Free Number: 1-800-480-3190

CLASS SCHEDULE SUMMARY

Holidays: Mon. Feb 15 - President's Day (Tue. Feb 16 is a Monday class schedule)
 Tue. Mar 15 & Thu. Mar 17 – Spring Break

| Week | Content |
|---------------------|--|
| Week 1 | Jan 19: Introduction |
| | Jan 21: Defining Terrorism |
| Week 2 | Jan 26: Methods of Studying Terrorism |
| | Jan 28: Critical Approaches to Terrorism |
| Week 3 | Feb 2: Strategic Approaches to Terrorism |
| | Feb 4: Organizational Approaches to Terrorism |
| Week 4 | Feb 9: Psychological Approaches to Terrorism |
| | Feb 11: Ideology and Terrorism |
| Week 5 | Feb 16: No Class: Monday Schedule |
| | Feb 18: Globalization and Terrorism |
| Week 6 | Feb 23: Suicide Terrorism |
| | Feb 25: Political Terrorism |
| Week 7 | Mar 1: Lone Actor Terrorism |
| | Mar 3: MIDTERM EXAM |
| Week 8 | Mar 8: Pakistani Taliban |
| | Mar 10: Movie |
| Spring Break | <i>Have a safe and enjoyable vacation!</i> |
| | <i>Great opportunity to polish your Option Paper 1</i> |
| Week 9 | Mar 22: Left/Right Wing Terrorism |
| | <i>Option Paper 1 Due</i> Mar 24: Religious Terrorism |
| Week 10 | Mar 29: Al-Qaeda |
| | Mar 31: ISIS/Daesh |
| Week 11 | Apr 5: Women and Terrorism |
| | Apr 7: State Sponsorship of Terrorism |
| Week 12 | Apr 12: Terrorism and WMD |
| | Apr 14: Terrorism, Social Media, Cyberterrorism |
| Week 13 | Apr 19: Terrorism and Regime |
| | <i>Option Paper 2 Due</i> Apr 21: How Terrorism Ends |
| Week 14 | Apr 26: Counterterrorism Politics |
| | Apr 28: The Future of Terrorism |
| Finals | TBD: FINAL EXAM |

DETAILED SCHEDULE

All required readings must be completed prior to the class meeting and lecture discussion for that lesson. In addition, students are encouraged to read additional articles posted to the course Blackboard site. Students are expected to be up-to-date on current events related to course material.

NOTE: Blackboard is used in this course to distribute assigned reading materials and to promote discussion. **Reading assignments available on Blackboard are indicated below with (*BB*).** See p. 7 for Blackboard access information. Also, please come prepared with your thoughts and ideas regarding the “Questions for Class Discussion” listed for each lesson.

TUES. JANUARY 19: INTRODUCTION

Required Readings

Review Tom Quiggin’s Research Note on Source and Information in Academic Research from *Perspectives on Terrorism*, Vol. 7, No. 1, pages 103-111. (Distributed in class and available on Blackboard).

ASSIGNMENT

Sign up for the Feedly news aggregator either online or through a mobile app (or both!) and subscribe to security-related sources. Feedly is a great way to keep up-to-date on current events in a quick, user-friendly fashion.

THURS. JANUARY 21: DEFINING TERRORISM

Required Readings

Terrorism Lectures, Chapters 1 and 2

Alex P. Schmid, “The Revised Academic Consensus Definition of Terrorism,” *Perspectives on Terrorism*, Vol. 6, No. 2, 158-159. (*BB*)

Recommended Readings

Joshua Sinai, “How to Define Terrorism,” *Perspectives on Terrorism*, Vol 2, No. 4, 9-11. (*BB*)

NO WEEKLY QUIZ!

TUES. JANUARY 26: METHODS OF STUDYING TERRORISM

Required Readings

Leonard Weinberg, Ami Pedahuzur, and Sivan Hirsch-Hoeffler, “The Challenges of Conceptualizing Terrorism,” *Terrorism and Political Violence*, Vol. 16, No. 4 (2004), 777-94.
Senechal de la Roche, “Toward a Scientific Theory of Terrorism,” *Sociological Theory*, Vol. 22, No. 1 (2004), 1-4. (*BB*)

Recommended Readings

Gary LaFree and Laura Dugan, “Introducing the Global Terrorism Database,” *Terrorism and Political Violence*, No. 19 (2007), 181-204. (*BB*)

Joseph K. Young and Michael G. Findley, “Promises and Pitfalls,” *International Studies Review* (2011) (*BB*)

Joshua D. Freilich, Steven M. Chermak, and Jeff Gruenewald, “The Future of Terrorism Research: A Review Essay,” *International Journal of Comparative and Applied Criminal Justice* (2014), 1-17. (*BB*)

THURS. JANUARY 28: CRITICAL APPROACHES TO TERRORISM

Required Readings

Priya Dixit and Jacob L. Stump (eds.) (2016), "Critical Methods in Terrorism Studies," pages 1-46. (*BB*)

WEEKLY QUIZ!: Open January 24-30, 2016.

TUES. FEBRUARY 2: STRATEGIC APPROACHES TO TERRORISM

Required Readings

Terrorism Lectures, Chapter 4

THURS. FEBRUARY 4: ORGANIZATIONAL APPROACHES TO TERRORISM

Required Readings

Max Abrahms, Erica Chenoweth, Nicholas Miller, Elizabeth McClellan, Paul Staniland, and Hillel Frisch, "Correspondence: What Makes Terrorists Tick?" *International Security*, Vol. 33, No. 4 (Spring 2009), 180-202. (*BB*)

Recommended

Max Abrahms, "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy," *International Security*, Vol. 32, No. 4 (Spring 2008), 78-105. (*BB*)
Max Abrahms and Philip B. K. Potter, "Explaining Terrorism: Leadership Deficits and Militant Group Tactics," *International Organization*, Vol. 69, No. 2 (2015), 311-342. (*BB*)

WEEKLY QUIZ!: Open January 31 – February 6, 2016.

TUES. FEBRUARY 9: PSYCHOLOGICAL APPROACHES TO TERRORISM

Required Readings

Martha Crenshaw, "The Psychology of Terrorism: An Agenda for the Twenty First Century," *Political Psychology*, Vol. 201, No. 2 (2000), 405-420. (*BB*)

Recommended Readings

Jerrold M. Post, "'When Hatred is Bred in the Bone': The Social Psychology of Terrorism," *Annals of the New York Academy of Sciences*, Vol. 1208 (October 2010), 15-23. (*BB*)
Jeff Victoroff, "The Mind of the Terrorist: A Review and Critique of Psychological Approaches," *Journalism of Conflict Resolution*, Vol. 49, No. 1 (2005), 3-42. (*BB*)

THURS. FEBRUARY 11: IDEOLOGY AND TERRORISM

Required Readings

Terrorism Lectures, Chapter 5

Recommended Readings

James A. Piazza, "Is Islamist Terrorism More Dangerous? An Empirical Study of Group Ideology, Organization, and Goal Structure," *Terrorism and Political Violence*, Vol. 21, No. 1 (January 2009), 62-88. (*BB*)

Ryan Shaffer, "The Terrorism, Ideology, and Transformation of Al-Qaeda," *Terrorism and Political Violence*, Vol. 27, No. 3 (2015), 581-590. (*BB*)

WEEKLY QUIZ!: Open February 7-13, 2016.

FEBRUARY 16: MONDAY CLASS SCHEDULE

THURS. FEBRUARY 18: GLOBALIZATION AND TERRORISM

Required Readings

Terrorism Lectures, Chapter 7.

Recommended Readings

T. Addison and S. M. Murshed, "Transnational Terrorism as a Spillover of Domestic Disputes in Other Countries," *Defence and Peace Economics*, Vol. 16, No. 2 (2005), 69-82. (*BB*)

Audrey Kurth Cronin, "Behind the Curve: Globalization and International Terrorism," *International Security*, Vol. 27, No. 3 (Winter 2002/2003), 30-58. (*BB*)

Joel, Hernández, "Terrorism, Drug Trafficking, and the Globalization of Supply," *Perspectives on Terrorism*, Vol. 7, No. 4 (2013), 41-61. (*BB*)

WEEKLY QUIZ!: Ope February 14-20, 2016.

TUES. FEBRUARY 23: SUICIDE TERRORISM

Required Readings

Terrorism Lectures, Chapter 17

THURS. FEBRUARY 25: POLITICAL TERRORISM

Required Readings

Terrorism Lectures, Chapters 9 and 10

WEEKLY QUIZ!: Open February 21-27, 2016.

TUES. MARCH 1: LONE ACTOR TERRORISM

Required Readings

Terrorism Lectures, Chapter 16

Recommended Reading

Clark McCauley, Sophia Moskalenko and Benjamin Van Son, "Characteristics of Lone-Wolf Violent Offenders: a Comparison of Assassins and School Attackers," *Perspectives on Terrorism*, Vol. 7, No. 1, 4-24. (*BB*)

THURS. MARCH 3: MIDTERM EXAM

NO WEEKLY QUIZ!

TUES. MARCH 8: PAKISTANI TALIBAN

Required Readings

Talibanistan, Chapters 10 and 13

Recommended Readings

Talibanistan, Chapters 4 and 5

THURS. MARCH 10: MOVIE

Required Readings

None

NO WEEKLY QUIZ!

MARCH 14-20: SPRING RECESS

TUES. MARCH 22: LEFT/RIGHT WING TERRORISM

Required Readings

Terrorism Lectures, Chapters 11 and 12

THURS. MARCH 24: RELIGIOUS TERRORISM

Required Readings

Terrorism Lectures, Chapter 13

WEEKLY QUIZ!: Open March 20-26, 2016.

TUES. MARCH 29: AL-QA'IDA

Required Readings

Terrorism Lectures, Chapters 14 and 15

Talibanistan, Chapter 2

THURS. MARCH 31: ISIS/DAESH

Required Readings

Stathis N. Kalyvas, "Is ISIS a Revolutionary Group and if Yes, What are the Implications?" *Perspectives on Terrorism*, Vol. 9, No. 4, 42-47. (*BB*)

Kirk H. Sowell, "The Islamic State's Eastern Frontier: Ramadi and Fallujah as Theaters of Sectarian Conflict" *Perspectives on Terrorism*, Vol. 9, No. 4, 130-141. (*BB*)

Recommended Readings

Brynjar Lia, "Understanding Jihadi Proto-States" *Perspectives on Terrorism*, Vol. 9, No. 4, 31-41. (*BB*)

Jamie Hansen-Lewis and Jacob N. Shapiro, "Understanding the Daesh Economy" *Perspectives on Terrorism*, Vol. 9, No. 4, 142-155. (*BB*)

WEEKLY QUIZ!: Open March 27 – April 2, 2016.

TUES. APRIL 5: WOMEN AND TERRORISM

Required Readings

Mia Bloom, "Female Suicide Bombers: A Global Trend," *Daedalus* (Winter 2007), 94-102.

(*BB*)

Karly Cunningham, "Cross-Regional Trends in Female Terrorism," *Studies in Conflict & Terrorism*, Vol. 26, No. 3 (2003), 171-196. (*BB*)

THUR. APRIL 7: STATE SPONSORSHIP OF TERRORISM

Required Readings

Paul Wilkinson, "Can a State Be 'Terrorist?'" *International Affairs*, Vol. 57, No. 3 (Summer 1981), 467-472. (*BB*)

Sarah Kreps and Daniel Byman, "Agents of Destruction? Applying Principal-Agent Analysis to State Sponsorship of Terrorism," *International Studies Perspectives*, Vol. 11, No. 1 (February 2010), 1-18. (*BB*)

WEEKLY QUIZ!: Open April 3-9, 2016.

TUES. APRIL 12: TERRORISM AND WMD

Required Readings

Terrorism Lectures, Chapters 18 and 19

Paul D. Brister and Nina A. Kollars, "Pass Em' Right: Assessing the Threat of WMD Terrorism from America's Christian Patriots," *Perspectives on Terrorism*, Vol. 5, No. 2 (2011), 50-68.

(*BB*)

THURS. APRIL 14: TERRORISM, SOCIAL MEDIA, CYBERTERRORISM

Required Readings

The Cyberterrorism Project, "Online Terrorist Magazines," *Preliminary Findings*, November 2015.

(*BB*)

WEEKLY QUIZ!: Open April 10-16, 2016.

TUES. APRIL 19: TERRORISM AND REGIME

Required Readings

Lindsay L. Heger, "Votes and Violence: Pursuing Terrorism While Navigating Politics,"

Journalism of Peace Research, Vol. 52, No. 1 (2015), 32-45. (*BB*)

Erica Chenoweth, "Political Competition and Terrorist Activity," *Journal of Politics*, Vol. 72, No. 1 (January 2010), 16-30. (*BB*)

Recommended Readings

Risa Brooks, "Researching Democracy and Terrorism: How Political Access Affects Militant Activity," *Security Studies*, Vol. 18, No. 4 (December 2009), 756-788. (*BB*)

THURS. APRIL 21: HOW TERRORISM ENDS

Required Readings

Talibanistan, Chapter 14

Recommended Readings

Audrey Kurth Cronin, "How Al Qaida Ends: The Decline and Demise of Terrorist Groups," *International Security*, Vol. 31, No. 1 (Summer 2006), 7-48. (*BB*)

Dennis M. Foster, Alex Braithwaite, and David Sobek, "There Can Be No Compromise: Institutional Inclusiveness, Fractionalization and Domestic Terrorism," *British Journal of Political Science*, Vol. 43, No. 3 (2013), 541-557. (*BB*)

WEEKLY QUIZ!: Open April 17-23, 2016.

TUES. APRIL 26: COUNTERTERRORISM POLITICS

Required Readings

Talibanistan, Chapters 6 and 15

Mariya Y. Omelicheva, "Counterterrorism: the State of Scholarship, Directions for Future Data Collection and Analysis," *Perspectives on Terrorism*, Vol. 1, No. 2 (2007) (*BB*)

TUES. APRIL 28: THE FUTURE OF TERRORISM

Required Readings

Terrorism Lectures, Chapter 20

NO WEEKLY QUIZ!

TBD: MAY 2-9: FINAL EXAMS

University of Massachusetts-Lowell
School of Criminology and Justice Studies

CRIM 2480.201: Terrorism (International & Domestic)

Spring 2016

Tues/Thurs 3:30pm-4:45pm

Option Paper Guidance

Option papers often serve as the mechanisms by which policy decisions are made within defense and foreign policy organizations. Staff papers, called option papers or issue papers, are intended to provide the "boss" with a "menu" of choices about what to do about a particular issue.

There are three keys to success for an option paper: **clarity**, **succinctness**, and **objectivity**. The paper must be written in language that is easily understood, brief, to the point, and analytically balanced. "Bosses" typically do not have the time to read and digest a lengthy analysis of a problem, particularly when there is a crisis or if a decision has to be made in a hurry. The format and length restrictions of an option paper serve to help the writer achieve both brevity and balance. For this assignment, you are limited to 6 pages of text, double-spaced. Please use the standard 12-point font size with Times New Roman. The citation style will be the Chicago Manual of Style (Notes-Bibliography System) using endnotes, and the endnotes will not count as part of your page limit. Number the pages, and ensure that the page margins are no less than 1 inch all-around. Indent your paragraphs, and please put the name, date, and paper title in a header at the top margin. I assess a letter-grade penalty for each day the paper is late.

You will be **REQUIRED** to use the following format with the following labeled sections (although in reality, formats differ from agency to agency and from boss to boss):

1. **Background**. This introductory section provides the decisionmaker with a short summary of important relevant facts and events which are pertinent to the problem to be solved. The writer asks the question, "What should the boss know about this situation that is really important?" You briefly tell that story in the Background section. In some cases, the answer to that question might merit a book. In the case of an option paper, however, it is the writer's task to winnow the key factors, events, personalities, etc. down to the minimum essentials, and to be clear and concise in doing so. You are off the mark if you have written more than a page.

2. **Statement of the Problem**. This can be a very brief section, but is perhaps the most important of all. The writer drafts a statement that articulates the problem to be solved. Choose only one problem to solve---not more than one. Restraining the paper to one problem keeps the analysis that follows simple and straightforward, and it will make your analysis easier and less complicated. For example, if the option paper was about al Qaeda's influence in Africa, this section might say something like, "What is the best way for the United States to curtail al Qaeda's influence in Africa?" The options that you present in the later section will flow from the problem as you state it here. Clarity and specificity are paramount. The more well-defined the problem is, the easier it is to identify and evaluate alternative options to deal with it. The more vague and abstract the problem is, the harder it is to evaluate alternative options. You want your reader to walk away with a clear sense of what the paper is tackling. After you list the statement in the form of the question, briefly explain **why** the

issue is worthy of the attention and energies of the United States Government; in other words demonstrate how it is a U.S. National Security Interest. You should aim for roughly 1/2 of a page for this section.

3. **Statement of Goals and Objectives.** This is an essential element of the paper since it identifies the goals that a decision maker should try to achieve in selecting an option to solve the problem. It is better to specify goals at the outset than to have people argue about what they are trying to achieve after a decision has been made. An example could be "to achieve stability in sub-Saharan Africa." An easy way to think of a goal is as an ideal state of being. Many goals could apply to your issue, but restrict yourself to two. Think broadly about goals relating to the problem that you are addressing. For this section, you only need to list the goal using an infinitive....i.e. "to prevent ____." or "to achieve ____." Those participating in the discussion could choose to question the validity of goals. Do not worry about that. Your job is to identify a reasonable list of goals that could apply.

For each of your goals, you must specify the short and long term objectives associated with the goal. These objectives are more specific than the goal but are in support of it. Aim for two short and one long-term objective for each of your two goals. This is the one section of the paper where you should list the goals and objectives as bullet points instead of a written paragraph, and should be the only section of the paper that is single spaced. The format should appear as follows, with the objectives bulleted underneath the goal:

- To arrest the spread of al Qaeda influence in sub-Saharan Africa
 - Halting the conflict between Boko Haram and Government of Nigeria (short).
 - Preventing materials from external clients into the region (short).
 - Promoting a peaceful resolution to Nigeria's sectarian divide (long).

Aim for about 1/2 of a page for this section. A note of warning for this section is to **not confuse objectives with options**. An objective is a desired state to be achieved relative to your goal, whereas an option is a course of action that could achieve that desired state. Options are to be addressed in the next section . . .

4. **Options.** This is the heart of the paper, and should provide the decision-maker with three alternative ways to solve the problem and achieve the goals and objectives that have been articulated. Each option should be lettered (Option A...Option B...etc.) and given a short title (three to four words) to better help the reader distinguish between them. The format would look something like:

Option A - "Full Scale Invasion"

You then provide a short statement of exactly what actions you are proposing under this alternative. Underneath this short statement, you will identify the potential benefits, costs, and risks associated with the actions that you are suggesting. Those benefits, costs, and risks could be political, social, economic, military, diplomatic, etc. Please consider both the short and long term costs, risks and benefits. This sub-section format should appear as follows:

1. Costs- Description of the costs. These are the known costs of the action; for example, resources like manpower, money, or perhaps the loss of an ally.

2. Risks- Description of the risks. These are the potential risks of the action, and are distinguished from the costs in that you do not know for certain whether they will come true after engaging in the action. For example, it could be something like "Arming Iraqi Shi'ites in the south against the Ba'athist Regime could see Iran gain greater clout in Mesopotamia." You do not know for certain that the Shi'ites would invite Iranian influence, but it is a distinct risk. Another example could be: "Analysts estimate that up to 100,000 soldiers and marines would be killed or wounded in a military operation to retake Kuwait." Again, it is not a certainty that this many troops would become casualties, but it is a risk of the invasion option.
3. Benefits- Description of the known benefits of the action. This is the opposite of the costs section. For example, "Liberating Kuwait would safeguard the export of Gulf oil production to world markets in the long term."

The important purpose of this outline is to offer a quick, net assessment for the decision-maker. You want your boss to have the whole story in a **balanced manner**, including the positive and negative effects of the proposed policy. Any good decisionmaker is going to want to know what to expect if he or she chooses to do A instead of B. It is your job as a good analyst to anticipate those questions when you assess each alternative. You repeat this for Options B and C. Altogether, this entire section should take approximately 3 and 1/2 pages of the paper.

5. **Recommendation.** This is the grand finale in which you persuade the decision maker to choose one alternative over the others. Do NOT use personal language in this section; argue on behalf of the intrinsic value of your recommended alternative. You might write, for example, "Option B provides the quickest and most effective means to achieve the near term objective of.....It also serves to best meet the demands for long term US objectives..... Option C, while it may have some utility, does not compare in its likely effectiveness with Option B, because..... In other words, this is the section in which you must convince the decision maker to make what you believe is the best choice to solve the problem that best achieves the specific goals you identified in Section 3. Notice that by avoiding the use of personal language, the style of writing is more authoritative. Be sure to explicitly compare your recommended option with each of the goals you identified in Section 3. No option will achieve every goal--your job is to show that the option you recommend will do the best at achieving the most and most important goals. Again, length is not the key to victory here. You want to write solid but succinct paragraphs to make your case effectively. You should aim for about 1 page.

6. **Decision.** In this section, the decisionmaker indicates her or his choice by inscribing initials in a decision block that lists the name of the option with the corresponding letter in parentheses. **Note that the paper's author does not select a decision -- the lines are left blank for the "boss" to select one.** This decision block should only take a sliver at the bottom of the very last page, and you should work it in as a footer to save space. It should look like the following:

_____ Name of First Option (A)
 _____ Name of Second Option (B)
 _____ Name of Third Option (C)

I hope you can see the logic and utility of this kind of paper. It is a routine way of approaching issues in the policy world. It is all about being a good analytical thinker. I look forward to reading your products, and hope that you enjoy writing this paper. For your topics, you must select a current

issue pertinent to terrorism studies as it pertains to U.S. National Security Policy. Some possible current topics include (but are not limited to):

1. Policy options for combating ISIS.
2. Policy options for ending terrorist insurgencies in Jammu and Kashmir.
3. Policy options for preventing cyberterrorist attacks.
4. Policy options for strengthening critical infrastructure against terrorist attacks.
5. Policy options for countering domestic extremism.

Please see me if you have any questions about the validity of your topic.

Option Paper Grading Rubric

1. Grammar and Format

Given the comparatively short length of the paper and the intended audience as a manager or executive, there is no excuse for grammatical errors in your papers. These papers are a reflection of your skill and dedication to the task at hand. A sloppily written paper reflects poorly on its author, and makes it that much harder for the principal to take the content seriously. The grammar grade includes spelling, sentence structure, punctuation, verb tense, etc. As part of your proofreading, it often helps to read the paper out loud to yourself. You would be surprised at how many errors can be detected simply by stepping away from the word-processor and taking a moment to read what you have written.

In addition to being grammatically sound, you must stick to the *precise* format outlined in the guidance, including section titles, headers, and sub-sections (costs, risks, benefits). You will be graded down if you are missing any of the sections, fail to use bullet points in the **Goals and Objectives** section, a section is misplaced, fail to include the decision block, etc.

This section accounts for **30 course points**.

2. Content

As you compile your options, there are instances where you will need to cite the sources that you use in your estimates. The content provided should be factual and backed by well-respected sources, such as academic periodicals, books, newspapers, and formal analysis from firms or think-tanks. If you are in doubt about the validity of a source, ask me.

I also ask that you take this paper seriously as though you are writing to a senior policymaker. I will mark a paper down if you present options that are not serious. For instance, making your three possible actions *destroying the world, adopting containment, or inviting Soviet rule in America* might make it very easy to describe the options and compare them in the Recommendation Section. However, it will lead to a poor grade. I want to see **serious analysis and creative policy proposals**. You must take time to think about the available options for tackling the stated problem.

To receive a high mark on this section, you need to use valid sources that offer factual content, and your options should also be well-thought and realistic.

This section accounts for **100 course points**.

3. Writing Style

In writing your Option Paper, you should ensure that the paper has both an economy of words and clarity. Succinctness is key. If you can effectively communicate a point in one sentence instead of three, then do it. If you can convey a point using four words instead of nine, do so. Additionally, you should avoid contractions as they detract from a clean sentence flow. For instance, say "Do not" instead of "don't." Furthermore, policy writing should have an active voice, as it projects confidence and authority. A passive voice invites criticism and plants doubt in the reader's mind as to the validity of what is being communicated. Additionally, avoid the possessive tense (*I, me, we*) as that detracts from the active voice.

Altogether, these components will factor into the "Writing Style" grade, and account for **20 course points**.

Literature from the leading journals in the field should also be referenced, including *Perspectives on Terrorism*, *Terrorism and Political Violence*, *CTC Sentinel*, and the *Journal of Strategic Studies*.

Submitting your paper to Turnitin.com

Before you submit your paper (in class) for this course, you will need to do the following:

1) go to the Turnitin.com Quickstart page:

http://turnitin.com/en_us/training/student-training/student-quickstart-guide

2) When requested, use the following information

Class ID: **11368263**

Enrollment Password: **Spring2016**

3) Once you are entered into the system, you will need to upload your paper into their system, and it will be checked against a database of papers to determine that the content of your paper does not match the content of other papers.

Your paper will not be graded if it was not submitted to TurnItIn.com first. Instructor feedback on papers will be available via TurnItIn.com. Grades will be posted to Blackboard.

If you have any trouble using the Turnitin.com system, please visit their Help Center at:

http://turnitin.com/en_us/support/help-center