

COMPARATIVE TERRORISM AND COUNTERTERRORISM
CRIM5720.031
Spring 2017

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University of Massachusetts Lowell
School of Criminology and Justice Studies

Format: 14-week Online Course, January 17 thru April 29, 2017

Credits: 3

Prerequisites: None

Chat Sessions (Optional): Thursday evenings, 7:30-8:30pm

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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, including terrorism. 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 examines a broad spectrum of terrorist groups and counterterrorism responses in over a dozen countries, including Colombia, Germany, India, Israel, Italy, Northern Ireland/UK, Pakistan, Somalia, Spain, Sri Lanka, Turkey and Yemen. This comparative analysis will help students develop and understanding of patterns and trends within political violence (including radicalization, tactics, financing, targeting behavior, malevolent creativity, disengagement and de-radicalization) and the many different policies and strategies adopted by governments in response to the terrorist threat.

Guided by the scholarly literature, this course will help students develop a better understanding of the nature of terrorism; the spectrum of terrorist motivations, strategies, and operations; the socio-political, economic and other factors that can create enabling environments for terrorist group activities; the unique and growing threat of WMD terrorism; and the means by which governments (especially liberal democratic states) have responded to contemporary forms of terrorism. Students will examine current and classic research on terrorism, and explore many of the research puzzles that remain unanswered. Finally, the course will analyze these critical issues within the context of policies for responding to the threat of terrorism with increasing sophistication and success.

Course Learning Goals

Upon completion of the course, students will be equipped with an understanding of:

- The origins, definitions and evolution of terrorism
- The spectrum of prominent international and domestic terrorist organizations, domestic hate groups, insurgent and rebel groups, and other violent non-state actors pursuing some form of political agenda
- Principles of asymmetric warfare, urban and rural guerilla warfare, terrorist strategies and tactics, and patterns in terrorist group behavior
- Security and threat perception from the terrorists' perspective
- Socioeconomic and political environments that enable politically violent groups to radicalize target populations

- Radicalization and indoctrination processes, and several categories of politically violent ideologies (left-wing, right-wing, ethnonationalist/separatist, environmentalist, and religious extremism)
- Government policies and capabilities for dealing with terrorism, and elements of a successful counterterrorism effort
- The application of international human rights law, and especially the fundamental “security vs. civil liberties” challenge of counterterrorism strategies
- The ethical, moral and legal debates over targeted killings and the use of military commissions in prosecuting terrorists

As a graduate-level seminar, the reading assignments in this course include a significant number and diversity of academic journal articles, government reports, and original source materials. Lecture notes are provided for each lesson. Students are expected to review the lecture notes and reading assignments each week, understand the concepts that are presented, and become familiar with all the concepts and terminology introduced in the readings and lectures. Material presented in the lectures generally parallels the assigned reading, but frequently contains additional elements. The discussion boards allow you to demonstrate your understanding of the key concepts and issues provided in the readings and lectures. For more information, please see the “Discussion Board Guidelines” section below.

Required Textbooks

This course will use the following graduate-level textbooks, in addition to scholarly journal articles and other materials made available via the course website:

Textbook #1

Title: *Inside Terrorism* (Revised Edition)

Author: Bruce Hoffman

Publisher/Year: Columbia University Press, 2006

ISBN: 978-0231126991

Textbook #2:

Title: *Essentials of Counterterrorism*

Author: James Forest

Publisher/Year: Praeger Security International, 2015

ISBN: 978-1440834707

ADDITIONAL RESOURCES

Here is a link to several open source (free access) journals on terrorism and counterterrorism:
http://www.ictaconline.com/?page_id=124

Here are some compilations and guides for finding resources on terrorism and CT studies:

- Judith Tinnés, “The Art of Searching: How to Find Terrorism Literature in the Digital Age,” *Perspectives on Terrorism*, Vol. 7, No. 4 (2013). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/41>
- Joshua Sinai, “Top 150 Books on Terrorism and Counterterrorism” *Perspectives on Terrorism*, Vol. 6, No. 2 (2012). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/34>
- 100 research journals on terrorism and counterterrorism studies
<http://www.terrorismanalysts.com/pt/index.php/pot/article/view/258/521>

Here are some databases for research on terrorism:

- Global Terrorism Database: <http://www.start.umd.edu/data/gtd/>
- Terrorist Organization Profiles Database: <http://www.start.umd.edu/data/tops/>
- Minorities at Risk Project: <http://www.cidcm.umd.edu/mar/>
- Chicago Project on Security and Terrorism Suicide Attack Database: http://cpostdata.uchicago.edu/search_new.php

Finally, for those interested in social media, the following Twitter feeds will be useful to follow:

@Perspectives_T	Perspectives on Terrorism (scholarly journal)
@CTCWP	Combating Terrorism Center at West Point
@DrJohnHorgan	John Horgan, Georgia State University
@JJFForest	James Forest, UMass Lowell & Fletcher School, Tufts University
@Intelwire	J.M. Berger, Intelwire
@Hegghammer	Thomas Hegghammer, Norwegian Defence Research Establishment
@dbyman	Daniel Byman, Georgetown University
@JessicaEStern	Jessica Stern, Pardee School, Boston University
@MaxAbrahms	Max Abrahms, Northeastern University
@CTSS_Research	Center for Terrorism & Security Studies, UMass Lowell

GRADED ASSIGNMENTS

Summary

Student learning in this course will be assessed by a midterm exam, a research paper, and a final exam. In addition, peer learning via online discussions is a core component of the course, and a student’s level of active participation in the weekly discussion forums will impact their final grade.

1. Midterm Exam (25% of final grade) – Due Week 7

The first written assignment in this course will involve an exam in which students will have 2 hours to provide short essay answers (2-3 paragraphs max for each question) in response to a small number of open-ended questions. Instructions for this exam will be made available in the Assignments section of the course website early morning on Wednesday of Week 7. **Due No later than 11:59pm Sunday of Week 7 (Sunday, March 5, 2017)**

2. Research Paper (25% of final grade) – Due Week 12

The second written assignment for this course is a 15-20 page research paper. You can choose the topic of your paper from either Option #1 or Option #2. To assist you with this assignment, a large collection of case studies is available to you in the Resources folder of this Blackboard course website, and the complete citations for these case studies are provided at the end of this syllabus. Please see the Assignments tab in Blackboard for more information about this research paper assignment. **Approval for your paper topic should be requested no later than Sunday of Week 5 (Sunday, February 19).** Research paper outlines and drafts will be accepted for review and feedback will be provided until the end of Week 10. **Your final research paper is due no later than 11:59pm Sunday of Week 12 (Sunday, April 16, 2017)**

3. Final Exam (30% of final grade) – Due Week 14

The final written assignment in this course will involve an exam in which students will have 3 hours to provide short essay answers (2-3 paragraphs) to a small number of open-ended questions, and write a critical reflection essay on you have learned in this course. Instructions for this exam will be made available in the Assignments section of the course website early morning on Wednesday of Week 14. **Due no later than the last day of Week 14 (Note: Saturday, April 29, 2017)**

4. Discussion Question and Peer Response Postings (20% of final grade)

Each week, you will be asked to provide your response to discussion questions that relate to that week's lecture and reading assignments. In addition to your initial response to each discussion question, you must also respond to a minimum of two (2) of your classmates' posts. In the online environment, the discussion board is the classroom. In this class, students are considered valued colleagues in the learning process who respond to contributions by other students and provide critical comments. **For more information, please see the "Discussion Board Guidelines" section below.**

Summary of Major Assignment Due Dates

January 20	Post a personal introduction. See the Week 1 Discussion Forum for details.
February 19	Submit your proposed Research Paper topic to the instructor for approval
March 5	Midterm Exam due before midnight
April 16	Research Paper due before midnight
April 29	Final Exam due before midnight
** And of course, discussion posts are due weekly. **	

Grading

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

Graded Assignment Distribution

20% Discussion Forum Participation

25% Midterm Exam

25% Research Paper

30% Final Exam

Late Assignments: There are specific “due date and time” requirements for assignments, including discussion forum postings. Each assignment should be submitted on or before the day/time that it is due. Unless the instructor has given approval for delayed submission, the window for postings should “close” at the end of each week as the class moves on to the next week. If a student is unable to submit an assignment on time because of an emergency or other unforeseen circumstance, s/he must **make arrangements with the instructor for an extension** and make a request for an extension at least 24-48 hours in advance. Keep in mind that extensions are only for true emergencies. **Any late assignment without an approved extension will either not be accepted or will have its grade reduced reflecting the late submission – the *minimum penalty* is a ½ grade reduction for each day the assignment is submitted late.**

Grading Policy

Final grades will be awarded according to the general policies of the University of Massachusetts Lowell. Here is the link to the graduate grading policy:

<http://www.uml.edu/Catalog/Graduate/Policies/Grading-Policies.aspx>

Grade	GPA	Point Structure	Comment
A+	4.0	99-100	Work of the highest professional standard demonstrating independent and exemplary performance.
A	4.0	96-98	Excellent work demonstrating independent and high quality performance.
A-	3.7	91-95	Very good work, carefully executed, but requiring some areas of improvement.
B+	3.3	86-90	Good work, indicating careful thought and attention to the task, yet requiring several areas of improvement.
B	3.0	80-85	Work of graduate standard, but omissions exist or careful analysis is not in evidence.
Below Graduate Standard			
B-	2.7	76-79	Effort is evident, but work indicates lack of understanding of the demands of the task.
C+	2.3	70-75	Poor quality work with little attention to detail and the demands of the task.
C	2.0	65-69	Work of very poor quality, indicating no understanding of the depth of analysis required.
F	0.0	Below 65	Serious neglect or evidence of cheating.

This grading chart is used, with permission, from Dr. Carolyn Siccama from the UML Graduate School of Education.

Interaction Guidelines and Expectations

(1) Participation

Discussion Boards: All students are required to “visibly participate” in the online discussion board. This means you actively and positively contribute to the learning process by substantively contributing to the online discussions, writing your responses to the discussion questions and commenting on your classmates’ responses. More than quantity, I am interested in the quality of your comments, as well as the degree to which your comments advance the class’ understanding of the topic under discussion. Discussion is an important part of the learning process. In the online environment the discussion board is the classroom. You are expected to respond to each discussion question posted each week with a well thought out response. If you use information other than your own experience you are required to cite your sources. Once you have responded to each discussion question, you are required to respond to a minimum of two of your peer’s discussion posts. Posts such as “I agree” or “good post” will not count. I am looking for thoughtful, intelligent discussion. Please see the “Discussion Board Guidelines” section of the Assignments handout for more information about how discussion posts are graded.

Chat Sessions: Online chats will be held Thursday evenings, 7:30-8:30pm each week during the term. Participation in these chats is recommended, **but not required**, and is not a factor in the final grade. The first chat session will be particularly important for anyone with administrative questions about the class. In addition, the final session will be important for anyone with last minute questions about the paper.

Chat room guidelines:

- Please keep subject matter related to course material.
- When you are “talking” to someone in particular, please begin your statement with that person’s name, followed by a colon. For example, if you wanted to ask John Smith a question, your statement would look something like: “**John:** What do you think about...?”
- Of course, no profanity. If profanity or any other type of harassment takes place, you will automatically be prohibited from entering any course related chat rooms in the future.

Email: Electronic mail should be reserved for private or personal issues. You may email me at any time, and normally I will respond within 24-48 hours. Please note that Blackboard works with its own internal mail system, which means all messages are sent, stored and read within your course, not through your own external mail. To access mail, you have to log on and go to your course, and click on the mail icon on the menu on the left side of your screen. It is recommended that you check your email at least once a day, so that you don’t miss important course information.

Of course, “life happens” and occasionally a student may be without access to the Internet or the online course. If at any time a student must be away from the classroom or e-mail for more than a few consecutive days, the student must notify the instructor prior to their absence. In the event of an emergency, the student should contact the instructor as soon as possible.

Discussion Board Guidelines

You will be provided a separate grade on your Discussion Board activity each week, and the cumulative tally of these will be used to generate your overall discussion postings grade for the course (20% of your final grade). Unless the instructor has given approval for delayed submission, the window for

postings will “close” at Sunday midnight as the class moves on to the next week. Students are encouraged to limit all postings to no more than 600 words in length.

Online class discussions, including comments, should be timely and explicitly draw on the theories and concepts from the readings and lectures. Students must apply and cite this knowledge directly in the initial response to discussion questions and in subsequent responses to other students’ postings. Each student’s discussion and response postings should be treated as mini-papers which are carefully researched and prepared. Students also may bring in related literature, examples, or experiences directly pertaining to the matter at hand. The posting grade will reflect your ability to understand and communicate ideas and concepts cogently and concisely, not characteristics such as the number of emails that you post.

Here are posting tips as you participate in online class discussions:

First, organize your thoughts before hitting the “send” button. This is graduate school. The fact that it is online only magnifies any fuzzy, stream-of consciousness writing that comes across as a first draft with little or no thought to the actual organization of the points to be made and the support for those points. Clear, coherent, thoughtful analysis requires a roadmap. Postings are essentially mini-papers that should reflect substantive analysis based on authority. As one tool, consider what lawyers do. Lawyers apply a “FRAC” analysis: identify the facts, state the applicable rule of law, apply the facts to the rule, and reach a conclusion. For example, declaring that the Department of Homeland Security has done something wrongful requires a principled approach: What is the precise activity? What specifically is the “law” that is being broken? What does it require and does the alleged wrongful act breach the law’s terms? Do not make a reader root through a disorganized product to find the insight and analysis. Read and edit your posting before you hit “send.” Ask yourself, is this the best you can do?

Second, check your grammar. Sentence fragments and grammatical errors detract from any written product. And closely related are spelling errors. Such errors lead the reader to conclude that the writer is a sloppy one or does not truly understand the difference between words that sound the same. In some cases, poor writing habits raise doubt about the quality of the analysis and conclusions.

Third, do not view the discussion forum as an informal “chat room.” Postings should not exhibit the traits of informal text-messaging (complete with text-message abbreviations or graphics such as “smiley faces”) - this is not appropriate for an academic discussion. Remember that every post is to be professional and substantive; each is, in effect, a thoughtful mini-paper.

Fourth, support personal opinions with authorities. Postings that reflect personal opinions devoid of any citation to authority are inappropriate. Personal musings are not analysis. When you write, “I think,” “I like,” and other phrases beginning with “I,” ask yourself: What is the point being made, is there authority for this, have I cited it, am I merely repeating some ideological bent, or do I even need to use “I” in my writing?

Fifth, practice professionalism. To repeat, this is a graduate course filled with professional people. Professional courtesy rules. Students should not engage in what might be perceived as personal challenges or disparaging remarks to other students. Inflamed, personal rhetoric simply is not acceptable.

Lastly, avoid raising questions without a suggested answer. Postings that merely ask questions of the author, without more, are inappropriate. While easy enough to do, such postings do not advance the discussion, unless the questioner suggests an answer or an avenue of approach to the issue.

How Discussion Posts are graded

	Good	Sub-Par	Poor
Language	Clear, concise and proper use of language including spelling, grammar, and punctuation.	Understandable, but may have minor errors in spelling, grammar, and punctuation.	Difficult to understand because of multiple errors in spelling, grammar, and punctuation.
Ideas	Expressed ideas are clearly stated and supported by evidence	Expressed ideas are not always supported by evidence.	Expressed ideas have little or no evidence for support.
Relevance	Comments are relevant and important to the discussion question.	Comments are inconsistent. Parts may be relevant but other parts may seem tangential.	Comments have little or no relevance to the topic under discussion.
Attachments	Attachments are appropriate and useful to the focus of the discussion.	Attachments are inconsistently appropriate and useful to the focus of the discussion.	Attachments are inappropriate and not useful to the focus of the discussion.

- A** = good post, good responses to peers
- A-** = good post, poor responses to peers
- B+** = sub-par post, good responses to peers
- B** = sub-par post, poor or no responses to peers
- B-** = poor post, good responses to peers
- C+** = poor post, poor or no responses to peers
- F** = No post, no response to peers

Grading Details

The following standards will be used for specific assignments and for discussion question posting grades based on a 4-point scale:

A (4.0) Outstanding Performance: Mastery of the assignment communicated very effectively. There is little room for improvement with respect to the level, scope and depth of material for which the student was expected to be knowledgeable. The presentation's content reflects excellence in research, analysis, and communication in accordance with the highest levels of graduate-level scholarship. Postings demonstrate a solid grasp of the specific topic or comment under discussion. Written responses are free of grammatical, spelling, or punctuation errors. The style of writing contributes to open, honest communication. The student participates in the class in accordance with all the best practices for learning. All postings are respectful of others' ideas, opinions, and feelings and assist in clarification of other participants' perspectives. Reflective statements are included that include a theoretical rationale underlying the use of specific strategies or materials.

B (3.0) Satisfactory Performance: Manifests a solid understanding of the assignment that is communicated well. All major points or tasks are correctly performed and fundamental comprehension of the material is demonstrated. No major errors or omissions. The level of comprehension in terms of the quality of the research and analysis displayed is clearly acceptable. Postings generally demonstrate comprehension of the specific topic or comment under discussion. Written responses are usually free of grammatical, spelling, or punctuation errors. The style of writing generally contributes to open, honest communication. The student participates in the class in accordance with best practices for learning. Postings generally are respectful of others' ideas, opinions, and feelings. Reflective statements contain some of the theoretical rationale underlying the use of specific strategies or materials.

C (2.0) Marginal Performance: Somewhat deficient. Although elements of the assignment are correctly presented, some significant elements are missing, poorly interpreted, or involve errors in fact or interpretation. The presentation may be weak or devote attention to matters that are marginal or unrelated to the assignment's subject. There is a discernable rough balance of correct and incorrect (or missing) material. The assignment reflects a limited amount of depth in recognizing significant literature and research on the subject. Postings often lack a solid grasp of the specific topic or comment under discussion. Written responses often contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication. The postings often do not comply with established best practices for learning. Postings often do not adhere to the ground rules of respect, confidentiality, and professionalism. Few reflective statements include the theoretical rationale underlying the use of specific strategies or materials included.

D (1.0) Unsatisfactory Performance: Serious deficiencies. Major errors dominate the assignment or major points are missing. The assignment reveals a serious lack of understanding of the material and the content and writing is poor. Postings lack a solid grasp of the specific topic or comment under discussion. Written responses with rare exceptions contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication. The postings generally do not comply with established best practices for learning. Postings often do not adhere to the ground rules of respect, confidentiality, and professionalism. There are few, if any, reflective statements, including the theoretical rationale underlying the use of specific strategies or materials included. Postings are sometimes late or not made at all.

F (0.0) Failing Performance: Virtually all of the response is incorrect or it is simply missing either from the lack of effort or lack of comprehension of the subject. Postings lack a solid grasp of the specific topic or comment under discussion. Written responses contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication. The postings do not comply with established best practices for learning. Postings do not adhere to the ground rules of respect, confidentiality, and professionalism. No reflective statements are included to present the theoretical rationale underlying the use of specific strategies or materials included. Postings are late or not made at all.

(2) Expectations

Graduate study means learning to learn from every possible source—from readings, peers, life experiences, the instructor, and research projects. The intent in any graduate course is to develop a learning community in which an individual's ideas are freely expressed and the class works together to support and challenge each other's work and ideas. The success of the learning experience in this class—and ultimately each student's grade—is critically dependent on the excellence of each student's

preparation, written assignment submissions, and participation in on line discussions where each student presents ideas and considers what others have to say as part of a reasoned, thoughtful discourse.

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 virtual college classroom, all discussion must be respectful and scholarly. Each student and his/her contributions should be treated with respect—not only taking them seriously but also challenging ideas. No student should feel left out, minimized, or otherwise discriminated against. The instructor will quickly and directly counter any discussions or comments that do not display professionalism and respect for the contributions of others. Further, anyone posting material of any kind to the discussion forums which is patently offensive, disrespectful, intended to hurt, etc. will have their overall Discussion Boards grade for this course reduced.

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 ideas or political beliefs.
- use the discussion forums to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).

Finally, **please review the UML academic integrity policy**. Here is the link:
<http://continuinged.uml.edu/policies/academicintegrity.htm>

Other Useful University Resources:

- UML Online Calendar: <http://continuinged.uml.edu/general/calendar.cfm>

**CRIM.5720 Terrorism & Counterterrorism
WEEKLY LESSON SCHEDULE
Spring 2017**

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
1	Jan 17-22	Introduction to Terrorism & Counterterrorism
2	Jan 23-29	History of Terrorism & Ideologies
3	Jan 30-Feb 5	Secular Ideologies of Violence
4	Feb 6-12	Religious Ideologies of Violence
5	Feb 13-19	Enablers & Facilitators of Radicalization
6	Feb 20-26	Terrorist Group Decision-Making
7	Feb 27-Mar 5	Suicide Terrorism and WMD <i>Midterm Exam due NLT Sun 3/5</i>
8	Mar 6-12	Emerging Trends in Terrorism
	<i>Mar 13-19</i>	Spring Break
9	Mar 20-26	Counterterrorism Frameworks
10	Mar 27-Apr 2	U.S. Counterterrorism Policies & Strategies
11	Apr 3-9	Terrorist Group Vulnerabilities
12	Apr 10-16	Moral, Ethical & Legal Dimensions of CT <i>Research Paper due NLT Sun 4/16</i>
13	Apr 17-23	New Perspectives from Research on CT
14	Apr 24-29 (Sat)	Future of Terrorism and Counterterrorism <i>Final Exam due NLT Sat 4/29</i>

Chat Sessions (Optional): Thursday evenings, 7:30-8:30pm.

WEEKLY LESSON TOPICS

WEEK 1: Introduction to the Study of Terrorism & Counterterrorism

Learning objectives: *Develop an ability to correctly distinguish terrorism from other forms of political violence, recognize the different reasons and implications for different agencies' definitions of terrorism, and articulate your own definition of terrorism.*

Required Reading:

- Week 1 Lecture Notes
- *The Economist*, "Relatively Lethal: The terrorism odds," December 21, 2016. Online at: <https://espresso.economist.com/fcf55a303b71b84d326fb1d06e332a26>
- Bruce Hoffman, "Defining Terrorism," in *Inside Terrorism*, p. 1-41
- Alex P. Schmid, "The Revised Academic Consensus Definition of Terrorism," *Perspectives on Terrorism*, Vol. 6, No. 2 (2012). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/34>
- Brian Michael Jenkins, Bruce Hoffman, and Martha Crenshaw. "How Much Really Changed About Terrorism on 9/11? *The Atlantic* (September 22, 2016). Online at: <https://goo.gl/sX94kL>

Required Activities

Sign up for the (free) online journal *Perspectives on Terrorism* (<http://tinyurl.com/o582bz2>)

Sign up for the (free) online journal *CTC Sentinel* (<http://www.ctc.usma.edu/sentinel>)

Recommended for further study:

- Assaf Moghadam, Ronit Berger and Polina Beliakova, "Say Terrorist, Think Insurgent: Labeling and Analyzing Contemporary Terrorist Actors," *Perspectives on Terrorism*, Vol. 8, No. 5 (2014). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/48>
- Judith Tinnes, "The Art of Searching: How to Find Terrorism Literature in the Digital Age," *Perspectives on Terrorism*, Vol. 7, No. 4 (2013). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/41>
- Video: Professor Martha Crenshaw on Defining Terrorism
- Interview with Nick Rasmussen, Director of the National Counterterrorism Center

Recommended Websites on Terrorist Groups (Review and Bookmark)

START terrorist group profiles database (<http://www.start.umd.edu/tops/>)

National Counterterrorism Center (<http://www.nctc.gov/site/groups/index.html>)

Discussion Questions, Week 1

- 1) Post a brief biography that includes your educational background and work experience, your graduate program at UML, and your personal interests or hobbies.
- 2) Please summarize in your own words how, according to the scholarly research, terrorism is different from other kinds of criminal and political violence.

Discussion Board Tasks

- By Friday midnight Eastern Standard Time (EST) post a short personal introduction (see above).
- Post an answer to Discussion Question 2 by Saturday midnight EST.
- Respond to at least two of your colleagues' postings for Discussion Question 2 by Sunday midnight EST.

WEEK 2: History and Ideologies of Terrorism

Learning objectives: *After examining various historical manifestations of terrorism and violent ideologies, develop a familiarity with (and ability to articulate) key trends and concepts in the study of modern terrorism.*

Required Reading:

- Week 2 Lecture Notes
- Bruce Hoffman, "The End of Empire and the Origins of Contemporary Terrorism," in *Inside Terrorism* (p. 43-62)
- Benedict Wilkinson, "Do Terrorists Really Think They're Going to Win? *BBC News Magazine*, November 25, 2015. Online at: <http://www.bbc.com/news/magazine-34909636>
- David C. Rapoport, "The Four Waves of Terrorism" (2004), Online at: <https://goo.gl/RvGyOf>
- 33 Maps that Explain Terrorism (*from France's "Reign of Terror" to the Islamic State*): <http://www.vox.com/2015/12/15/10133138/terrorism-maps>
- Chris Alcantara, "45 Years of Terrorist Attacks in Europe, Visualized." *The Washington Post* (December 19, 2016). Online at: <https://goo.gl/8L2t7q>
- Bruce Hoffman, "The Internationalization of Terrorism," in *Inside Terrorism* (p. 63-79).
- Ernesto "Che" Guevara, "Chapter 1: General Principles of Guerilla Warfare," in *Guerilla Warfare* (1961). Online at: <https://goo.gl/FdBEXw>

Recommended:

- Leonard Weinberg and William L. Eubank, "Twenty-First Century Insurgencies: The Use of Terrorism as a Strategy" in *Countering Terrorism and Insurgency in the 21st Century*, edited by James Forest (Westport, CT: Praeger, 2007), p. 80-92.
- Gary LaFree, Sue Ming-Yang, and Martha Crenshaw, "Trajectories of Terrorism: Attack Patterns of Foreign Groups that Have Attacked the United States, 1970-2004," *Criminology and Public Policy*, Vol. 8, No. 3 (2009), pp. 446-473.
- Walter Laqueur, "Reflections on Terrorism," *Foreign Affairs* (September 1, 1986).

Discussion Questions, Week 2

- 1) Describe at least 3 things that have surprised you thus far in learning about the history of terrorism in the U.S. and other countries.
- 2) Draw from the Hoffman and Rapoport reading assignments to explain why understanding the history, ideologies and strategies of left-wing revolutionary terrorism is critical for effectively confronting the kinds of religious terrorism we face today.

Discussion Board Tasks

- Post an answer to question 1 by Wednesday midnight Eastern Standard Time (EST).
- Respond to at least two of your colleagues' postings for discussion question 1 by midnight Friday.
- Post an answer to question 2 by Saturday midnight EST.
- Respond to at least two of your colleagues' postings for discussion question 2 by midnight Sunday.

OPTIONAL: Week 2 Chat Session (Thursday evening 7:30-8:30pm)

WEEK 3: Secular Ideologies of Violence

Learning objectives: *Examine several major categories of secular (non-religious) terrorist ideologies, and some groups that reflect these categories. By the end of the week, students will have developed a solid grasp of these ideological categories as well as their similarities and differences.*

Required Reading:

- Week 3 Lecture Notes
- Leonard Weinberg, "Political and Revolutionary Ideologies," in *The Making of a Terrorist* (Volume 1), edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Michael Loadenthal, "Eco-Terrorism? Countering Dominant Narratives of Securitisation—A Critical, Quantitative History of the Earth Liberation Front (1996-2009), *Perspectives on Terrorism*, Vol. 8, No. 3 (2014). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/46>
- J.M. Berger, "Without Prejudice: What Sovereign Citizens Believe", George Washington University Program on Extremism, June 2016. Online at: https://cchs.gwu.edu/sites/cchs.gwu.edu/files/downloads/Occasional%20Paper_Berger.pdf
- Choose a case study about any left-wing, ethno-nationalist or other non-religious terrorist group from the Resources: Case Study folder of this course website, and read it before posting your response to Discussion Question #2 (see below).

Terrorist Group Manuals (SKIM only):

- IRA, *Handbook for Volunteers of the Irish Republican Army: Notes on Guerilla Warfare* (1956).
- Carlos Marighella, *Mini-Manual of the Urban Guerrilla* (1969).
- Red Army Faction, *The Urban Guerilla Concept* (1971).
- Underground Café, UK (ELF), *Ozymandias' Sabotage Handbook* (nd).
- Animal Liberation Front website: <http://www.animalliberationfront.com>
- Earth Liberation Front website: <http://earth-liberation-front.com>

Discussion Questions, Week 3

- 1) Which of these ideological categories – anarchism, ethnonationalism, right-wing Sovereign Citizen, or left-wing/Marxism – do you believe might offer the most compelling arguments for today's young people to embrace political violence, and why?
- 2) Choose a case study about any left-wing, ethno-nationalist or other non-religious terrorist group from the Resources: Case Study folder of this course website. After reading it, summarize the group's motivating ideology for your classmates, highlighting how this group reflects the central themes we have covered in this week's reading assignments, and what central lessons should be learned from this case study.

Discussion Board Tasks

- Post an answer to question 1 by Wednesday midnight Eastern Standard Time (EST).
- Respond to at least two of your colleagues' postings for discussion question 1 by midnight Friday.
- Post an answer to question 2 by Saturday midnight EST.
- Respond to at least two of your colleagues' postings for discussion question 2 by midnight Sunday.

OPTIONAL: Week 3 Chat Session (Thursday evening 7:30-8:30pm)

WEEK 4: Religious Ideologies of Violence

Learning objectives: *Develop a solid understanding of how religious terrorism is distinctly different from secular forms, with particular attention to the rise of global salafi-jihadism and groups like al-Qaeda and the Islamic State.*

Required Readings:

- Week 4 Lecture Notes
- Bruce Hoffman, "Religion and Terrorism," in *Inside Terrorism* (p. 81-129).
- Brownfeld, Allan C. "Zionism and the Pursuit of West Bank Settlements," in *The Making of a Terrorist* (Volume 1), edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Aho, James. "Christian Fundamentalism and Militia Movements in the United States," in *The Making of a Terrorist* (Volume 1), edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Clint Watts, "Deciphering Competition Between al-Qaida and the Islamic State," *CTC Sentinel* (July 2016). Online at: <https://www.ctc.usma.edu/posts/july-2016>
- Petter Nesser, Anne Stenersen and Emile Oftedal, "Jihadi Terrorism in Europe: The IS-Effect," *Perspectives on Terrorism*, Vol. 10. No. 6 (2016). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/61>
- Graeme Wood, "What ISIS Really Wants," *The Atlantic*, March 2015. Online at: <http://www.theatlantic.com/features/archive/2015/02/what-isis-really-wants/384980/>

Recommended Reading:

- Heather Gregg, "Defining and Distinguishing Traditional and Religious Terrorism," *Perspectives on Terrorism* 8(2), April 2014. Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/45>
- Anwar al-Awlaki, *44 Ways to Support the Jihad* (SKIM)
- Charles Lister, "Profiling the Islamic State," Brookings Doha Center Analysis Paper No. 13 (November 2014). <http://www.brookings.edu/research/reports2/2014/12/profiling-islamic-state-lister>
- Peter R. Neumann, "The New Jihadism: A Global Snapshot" (London: International Center for the Study of Radicalization, in collaboration with the BBC World Service, November 2014). Online at: https://www.counterextremism.org/download_file/385/134/712/

Discussion Questions, Week 4

- 1) What similarities do Zionist extremists in Israel and Christian extremists in the U.S. share with Islamist extremists in Iraq and Syria?
- 2) What are some **strategic** achievements of the global jihadist movements, and under what circumstances could jihadists be more successful in achieving the goals and objectives articulated in their ideology?

Discussion Board Tasks

- Post an answer to question 1 by Wednesday midnight Eastern Standard Time (EST).
- Respond to at least two of your colleagues' postings for discussion question 1 by midnight Friday.
- Post an answer to question 2 by Saturday midnight EST.
- Respond to at least two of your colleagues' postings for discussion question 2 by midnight Sunday.

OPTIONAL: Week 4 Chat Session (Thursday evening 7:30-8:30pm)

WEEK 5: Enablers and Facilitators of Radicalization

Learning objectives: *Develop a familiarity with various contextual dimensions of radicalization and the role of social media in how some people have become radicalized.*

Assignment due: PAPER TOPIC CHOICE DUE TO INSTRUCTOR BEFORE SUNDAY NIGHT

Required Readings:

- Week 5 Lecture Notes
- START Overview: *Profiles of Individual Radicalization in the United States* (June 2016)
- UK House of Commons, *Roots of Violent Radicalisation* (2012). [Read chapter 2 “Who is at Risk of Radicalisation?” and chapter 3 “Where does radicalization take place?”] Online at: <http://www.publications.parliament.uk/pa/cm201012/cmselect/cmhaff/1446/144602.htm>
- Scott H. Decker and David C. Pyrooz, “I’m down for a Jihad”: How 100 Years of Gang Research can inform the Study of Terrorism, Radicalization and Extremism,” *Perspectives on Terrorism*, Vol. 9, No. 1 (2015). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/50>
- Bruce Hoffman, “The Old Media,” *Inside Terrorism*, p. 173-195.
- Bruce Hoffman, “The New Media,” *Inside Terrorism*, p. 197-228.
- J.M. Berger, “The Social Apocalypse: A Forecast,” *Intelwire* (August 31, 2016). Online at: <http://news.intelwire.com/2016/08/the-social-apocalypse-forecast.html>
- Jason Burke, “The Age of Selfie Jihad: How Evolving Media Technology is Changing Terrorism,” *CTC Sentinel* (Nov/Dec 2016). <https://www.ctc.usma.edu/posts/november-december-2016>

Recommended Reading

- BBC Podcast (23 minutes, 21.1MB, MP3): “What Kind of Person Becomes a Violent Jihadi?” (April, 2015). Online at: <http://www.bbc.co.uk/programmes/p03qr716>
- U.S. Senate Committee on Homeland Security and Government Affairs, “Zachary Chesser: A Case Study in Online Islamist Radicalization and Its Meaning for the Threat of Homegrown Terrorism,” February 2012. Online at: <https://goo.gl/0nuuGA>
- Ali Fisher, “How Jihadist Networks Maintain a Persistent Online Presence,” *Perspectives on Terrorism*, Vol. 9, No. 3 (2015). <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/52>
- Mitchell D. Silber, “Crowdsourced Jihad: A new framework for understanding ISIS plots against the West,” *The Cipher Brief* (July 8, 2015).
- John Knefel, “Everything You’ve Been Told About Radicalization is Wrong,” *Rolling Stone* (May 6, 2013). Online at: <http://goo.gl/HAKrym>

Discussion Questions, Week 5

- 1) How do relatively ordinary, rational individuals justify their support for – or direct involvement within – terrorist organizations and the violence they commit?
- 2) What sources of information on the Internet do you consider to be most influential in how you view the world, and how do you evaluate the truthfulness of that information?

Discussion Board Tasks

- Post an answer to question 1 by Wednesday midnight Eastern Standard Time (EST).
- Respond to at least two of your colleagues’ postings for discussion question 1 by midnight Friday.
- Post an answer to question 2 by Saturday midnight EST.
- Respond to at least two of your colleagues’ postings for discussion question 2 by midnight Sunday.

OPTIONAL: Week 5 Chat Session (Thursday evening 7:30-8:30pm)

WEEK 6: Terrorist Group Decision-Making

Learning objectives: *Develop an understanding of the influences and challenges faced by terrorist groups in making decisions over strategy, tactics, operations, and especially finances.*

Required Readings:

- Week 6 Lecture Notes
- Michael Freeman and Moyara Ruehsen, “Terrorism Financing Methods: An Overview,” *Perspectives on Terrorism*, Vol. 7, No. 4 (2013). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/41>
- Bruce Hoffman, “The Modern Terrorist Mind-set: Tactics, Targets, Tradecraft and Technologies,” *Inside Terrorism*, p. 229-256.
- Martha Crenshaw, “Innovation: Decision Points in the Trajectory of Terrorism,” in *Terrorist Innovations in Weapons of Mass Effect: Preconditions, Causes and Predictive Behaviors*, edited by Maria J. Rasmussen and Mohammed M. Hafez (August 2010 Workshop Report). (Washington, DC: Defense Threat Reduction Agency), p. 35-50.
- Jacob N. Shapiro, “Terrorist Decision-Making: Insights From Economics and Political Science,” *Perspectives on Terrorism* 5, no. 4-5 (2012). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/36>
- Joseph K. Young and Laura Dugan, “Survival of the Fittest: Why Terrorist Groups Endure,” *Perspectives on Terrorism* Vol. 8, No. 2 (April 2014). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/45>

Recommended Reading

- Tricia Bacon, “Alliance Hubs: Focal Points in the International Terrorist Landscape,” *Perspectives on Terrorism*, Vol. 8, No. 4 (2014). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/47>
- CTC Report “Managing a Transnational Insurgency: The Islamic State of Iraq’s ‘Paper Trail’ 2005-2010. Online at: <https://goo.gl/0vADhy>
- Al Qaida internal documents (AFGP-2002-000080, Interior Organization; AFGP-2002-600048, By-laws; and AFGP-2002-600045, Employment Contract) – online at: <http://www.ctc.usma.edu/posts/publications/harmony-documents>

Discussion Questions, Week 6

- 1) What are the major challenges to combating how contemporary terrorists fund their operations? Where do we start, and who should be in charge?
- 2) What do terrorist organizations need to know and do in order to survive over long periods of time?

Discussion Board Tasks

- Post an answer to question 1 by Wednesday midnight Eastern Standard Time (EST).
- Respond to at least two of your colleagues’ postings for discussion question 1 by midnight Friday.
- Post an answer to question 2 by Saturday midnight EST.
- Respond to at least two of your colleagues’ postings for discussion question 2 by midnight Sunday.

OPTIONAL: Week 6 Chat Session (Thursday evening 7:30-8:30pm)

WEEK 7: Suicide Terrorism and Weapons of Mass Destruction

Learning objectives: *Develop an understanding of the unique nature of suicide bombings and weapons of mass destruction, and an appreciation for why only a small percentage of terrorist groups have embraced these kinds of weapons.*

Required Assignment: Midterm Exam Due no later than 11:59pm Sunday

The first written assignment in this course will involve an exam in which students will have 2 hours to provide short essay answers (usually 2-3 paragraphs for each question) in response to a small number of open-ended questions. Instructions for this exam will be made available in the Assignments section of the course website. **Note: You will need to complete this week's reading assignments before you take the Midterm Exam, which will be released on Wednesday morning and is due by 11:59pm Sunday.**

Required Readings:

- Week 7 Lecture Notes
- Bruce Hoffman, "Suicide Terrorism," in *Inside Terrorism* (p. 131-171)
- Assaf Moghadam, "Shifting Trends in Suicide Attacks," *CTC Sentinel* Vol. 2, No. 1 (January 2009), p. 11-13. Online at: <https://www.ctc.usma.edu/posts/shifting-trends-in-suicide-attacks>
- Department of Homeland Security Fact Sheets
 - Chemical Attack: <http://www.dhs.gov/publication/chemical-attack-fact-sheet>
 - Biological Attack: <http://www.dhs.gov/publication/biological-attack-fact-sheet>
 - Radiological Attack: <http://www.dhs.gov/publication/radiological-attack-fact-sheet>
 - Nuclear Attack: <http://www.dhs.gov/publication/nuclear-attack-fact-sheet>
- James J.F. Forest, "Framework for Analyzing the Future Threat of WMD Terrorism," *Journal of Strategic Security* 5, No. 4 (2012), p. 51-68. Online at: <http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1193&context=jss>

Recommended Reading

- Matthew Bunn and Anthony Wier, "The Seven Myths of Nuclear Terrorism," Belfer Center, Harvard University (April, 2005). Online at: <http://belfercenter.ksg.harvard.edu/files/bunnwier.pdf>

Discussion Questions, Week 7

Note: There is only 1 discussion question this week to allow time to study for the Midterm Exam.

- 1) Under what circumstances would a well-funded terrorist group launch a WMD attack against the US, what specific type of weapon would they use, and what type of target would they most likely choose to attack?

Discussion Board Tasks

- Post an answer to question 1 by Wednesday midnight Eastern Standard Time (EST).
- Respond to at least two of your colleagues' postings for discussion question 1 by midnight Friday.

OPTIONAL: Week 7 Chat Session (Thursday evening 7:30-8:30pm)

WEEK 8: Emerging Trends in Terrorism

Learning objectives: Trends have typically emerged in the world of terrorism because something has been found to be strategically or tactically effective. In this lesson, we will examine the rise of “Lone Wolf” terrorism, recent trends in the use of women and children by terrorist groups in Asia and the Middle East, the “foreign fighters” phenomenon, and the threat of cyberterrorism.

Required Reading

- Week 8 Lecture Notes
- 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 (2013). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/38>
- Sam Mullins, “The Road to Orlando: Jihadist-Inspired Violence in the West, 2012-2016,” *CTC Sentinel* (June 2016). Online at: <https://www.ctc.usma.edu/posts/june-2016>
- Clare Ellis, “With A Little Help From My Friends: An Exploration of the Tactical Use of Single-Actor Terrorism by the Islamic State,” *Perspectives on Terrorism*, Vol. 10, No. 6 (2016). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/61>
- Cole Pinheiro, “The Role of Child Soldiers in a Multigenerational Movement,” *CTC Sentinel* (February 27, 2015). <https://www.ctc.usma.edu/posts/the-role-of-child-soldiers-in-a-multigenerational-movement>
- Anita Perešin, “Fatal Attraction: Western Muslimas and ISIS,” *Perspectives on Terrorism*, Vol. 9, No. 3 (2015). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/52>
- Christopher Heffelfinger, “The Risks Posed by Jihadist Hackers,” *CTC Sentinel*, Vol. 6, No 7 (July 2013), p. 1-5. Online at: <https://www.ctc.usma.edu/posts/july-2013>

Recommended:

- Mia Bloom, TED talk (Video) “Seeing the New Face of Terrorism” (December 6, 2011). Online at: <http://tedxtalks.ted.com/video/TEDxPSU-Mia-Bloom-Seeing-the-Ne>

Discussion Questions, Week 8

- 1) What might be some of the most effective measures to prevent “do-it-yourself” terrorists in a liberal democracy like the U.S. without violating individual rights, freedoms and privacy?
- 2) Which concerns you more, and why: The use of women and children by some terrorist groups, or the potential threat of so-called “cyberterrorism”?

Discussion Board Tasks

- Post an answer to question 1 by Wednesday midnight Eastern Standard Time (EST).
- Respond to at least two of your colleagues’ postings for discussion question 1 by midnight Friday.
- Post an answer to question 2 by Saturday midnight EST.
- Respond to at least two of your colleagues’ postings for discussion question 2 by midnight Sunday.

OPTIONAL: Week 8 Chat Session (Thursday evening 7:30-8:30pm)

MARCH 13-19, 2017 SPRING BREAK NO CLASS ASSIGNMENTS

WEEK 9: Counterterrorism Frameworks

Learning objectives: *Develop an understanding of and ability to describe the mechanisms of counterterrorism, the costs and benefits of different types of state actions, and the effects on civil liberties when fighting terrorism.*

Required Readings:

- Week 9 Lecture Notes
- Stephen Walt, "Monsters of Our Own Imaginings," *Foreign Policy* (March 24, 2016)
- James J.F. Forest, "An Introduction to the Study of Counterterrorism," in ***Essentials of Counterterrorism***, edited by James J.F. Forest (Westport, CT: Praeger, 2015), p. 1-32.
- Andrew Liepman, Philip Mudd, "Lessons from the Fifteen-Year Counterterrorism Campaign," *CTC Sentinel*, Vol. 9, No. 10 (October 25, 2016). <https://www.ctc.usma.edu/posts/october-2016>
- "Pure Reason: How Germans Handle Terrorism," *Economist* (July 30, 2016)
- Joby Warrick, "Inside the Economic War Against the Islamic State," *The Washington Post* (December 31, 2016). Online at: <https://goo.gl/lyZTCP>
- J.P. Larsson, "Organized Criminal Networks and Terrorism," in ***Essentials of Counterterrorism***, edited by James J.F. Forest (Westport, CT: Praeger, 2015), p. 149-164
- Jennifer Holmes, "Developing and Implementing a Counterterrorism Policy in a Liberal Democracy," in ***Essentials of Counterterrorism***, edited by James J.F. Forest (Praeger, 2015), p. 35-49

AND:

- Choose 1 chapter from Part III of your textbook ***Essential of Counterterrorism*** (any chapter, 11-18) and summarize for your classmates what local, state and federal law enforcement in the US should learn from that case study (see Discussion Forum Question #2 below).

Recommended

- Gregory Miller, "Confronting Terrorisms: Group Motivation and Successful State Policies," *Terrorism and Political Violence* 19:3 (2007), 331-350.
- Ronald Crelinsten, "Perspectives on Counterterrorism: From Stovepipes to a Comprehensive Approach," *Perspectives on Terrorism*, Vol. 8, no. 1 (2014). Online at: <https://goo.gl/67GZWS>
- Eric Rosand, *Communities First: A Blueprint for Organizing and Sustaining a Global Movement Against Violent Extremism*. The Prevention Project (December 2016). <https://goo.gl/LvbDQj>

Discussion Questions, Week 9

- 1) What kinds of data and evidence should we use to evaluate whether or not a strategy for counterterrorism is effective?
- 2) Choose one chapter from Part III of your textbook *Essential of Counterterrorism* (any chapter, 11-18) and summarize for your classmates what local, state and federal law enforcement in the US should learn from that case study.

Discussion Board Tasks

- Post an answer to question 1 by Wednesday midnight Eastern Standard Time (EST).
- Respond to at least two of your colleagues' postings for discussion question 1 by midnight Friday.
- Post an answer to question 2 by Saturday midnight EST.
- Respond to at least two of your colleagues' postings for discussion question 2 by midnight Sunday.

OPTIONAL: Week 9 Chat Session (Thursday evening 7:30-8:30pm)

WEEK 10: U.S. Counterterrorism Policies and Strategies

Learning objectives: *Develop an understanding of and ability to describe the policies, strategies and tactical challenges of U.S. efforts to combat terrorism.*

Required Readings:

- Week 10 Lecture Notes
- The White House, "Remarks by the President on the Administration's Approach to Counterterrorism" (December 6, 2016). Online at: <https://goo.gl/btrQgC>
- The White House, *U.S. National Strategy for Counterterrorism* (June 2011).
- Stephen Biddle and Jacob Shapiro, "America Can't Do Much About ISIS," *The Atlantic* (April 20, 2016). Online at: <https://goo.gl/9QfiJw>
- The White House. *U.S. Strategic Implementation Plan for Empowering Local Partners to Prevent Violent Extremism in the United States*. (October 2016).
- The Role of Community Policing in Countering Violent Extremism, START Research Brief, February 2014. Online at: <https://goo.gl/r8pgYI>
- "Inside the FBI's Secret Muslim Network," *Politico* (March 24, 2016)
- After Action Report for the Response to the 2013 Boston Marathon Bombing. City of Boston, et al. 2014. Online at: <https://goo.gl/zjWNkS>. READ "Executive Summary" p. 3-11 and "Overview of Incidents" p. 34-69, and SKIM "Analysis of Capabilities," p. 70-128.

Recommended

- William Rosenau, "The 'First War on Terrorism?'— U.S. Domestic Counterterrorism During the 1970s and Early 1980s." Washington, DC: CNA Center for Strategic Studies (October, 2014)
- PBS Documentary Film, "Top Secret America" (53 minutes) April 30, 2013. Online at: <http://www.pbs.org/wgbh/frontline/film/topsecretamerica/>
- Richard H. Shultz, Jr., "Showstoppers: Nine Reasons Why We Never Sent Our Special Operations Forces After al Qaeda Before 9/11." *Weekly Standard* Vol. 9, No. 19 (January 26, 2004).
- Michael Kraft, "The U.S. Government's Counterterrorism Research and Development Programs," in *Essentials of Counterterrorism*, p. 195-220.
- Robert J. Pauly, Jr. and Robert W. Redding, "Denying Terrorists Sanctuary through Civil-Military Operations," in *Essentials of Counterterrorism*, , p. 221-247.
- PBS Documentary Film, "United States of Secrets: Part 1" (1 hour, 54 minutes) May 13, 2014. Online at: <http://www.pbs.org/wgbh/frontline/film/united-states-of-secrets/>

Discussion Questions, Week 10

- 1) Based on what you have learned in this course, how would you assess the current U.S. Presidential administration's approach to counterterrorism?
- 2) Based on what you have learned in this course, what should be the #1 priority of the current U.S. President when preparing our communities to respond more effectively to a future terrorist attack?

Discussion Board Tasks

- Post an answer to question 1 by Wednesday midnight Eastern Standard Time (EST).
- Respond to at least two of your colleagues' postings for discussion question 1 by midnight Friday.
- Post an answer to question 2 by Saturday midnight EST.
- Respond to at least two of your colleagues' postings for discussion question 2 by midnight Sunday.

OPTIONAL: Week 10 Chat Session (Thursday evening 7:30-8:30pm)

WEEK 11: Exploiting Terrorist Group Vulnerabilities

Learning objectives: *Develop an appreciation for the challenges and vulnerabilities that terrorist groups face, and explore how these can be exploited to make them weaker and less effective.*

Required Reading:

- Week 11 Lecture Notes
- Christopher C. Harmon, “Vulnerabilities of Terror Groups”, Lexington Institute (March 2007). Online at: <http://lexingtoninstitute.org/wp-content/uploads/vulnerabilities-of-terror-groups.pdf>
- Jacob Shapiro, “Terrorist Organizations’ Vulnerabilities and Inefficiencies: A Rational Choice Perspective” Chapter 4 in *Terrorism Financing and State Responses: A Comparative Perspective*, edited by Harold Trinkunas and Jeanne K. Giraldo (Stanford University Press, 2007). Online at: http://scholar.princeton.edu/sites/default/files/jns/files/04-shapiro_tf_comp_perspective.pdf
- Matthew Kroenig and Barry Pavel, “How to Deter Terrorism,” *The Washington Quarterly* 35, No. 2 (2012), p. 21-36. Online at: http://csis.org/files/publication/TWQ_12Spring_Kroenig_Pavel.pdf
- Max Abrahms, “Deterring Terrorism: a New Strategy,” *Perspectives on Terrorism*, Vol. 8, No. 3 (2014). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/46>
- Jacob Shapiro, “A Predictable Failure: The Political Economy of the Decline of the Islamic State,” *CTC Sentinel*, Vol. 9, No. 9 (September 2016). Online at: <https://www.ctc.usma.edu/posts/september-2016>
- Michael Weiss, “A French Recruit Tells ‘Why I Left ISIS’,” *The Daily Beast* (October 14, 2016). Online at: <http://www.thedailybeast.com/articles/2016/10/14/a-french-recruit-tells-why-i-left-isis.html>
- Scott Shane, “ISIS Media Output Drops as Military Pressure Rises, Report Says,” *New York Times* (October 10, 2016). Online at: <https://goo.gl/acuHTp>
- Peter R. Neumann, “Victims, Perpetrators, Assets: The Narratives of Islamic State Defectors,” ICSR Report (2015). [Read the Executive Summary, skim the rest if interested]

Recommended

- James J.F. Forest, Jarret Brachman and Joseph Felter, [*Harmony and Disharmony: Exploiting al-Qaida’s Organizational Vulnerabilities*](#). Combating Terrorism Center at West Point (February 2006).
- Assaf Moghadam and Brian Fishman, (2010). [*Self-Inflicted Wounds: Debates and Divisions within al-Qaida and its Periphery*](#). Combating Terrorism Center at West Point (December, 2010).
- Max Abrahms and Karolina Lula, “[Why Terrorists Overestimate the Odds of Victory](#),” *Perspectives on Terrorism* 5, no. 4-5 (2012).

Discussion Questions, Week 11

- 1) How would you explain the most common vulnerabilities of terrorist groups to a friend who has never studied anything about terrorism? What kinds of analogies or examples would you use?
- 2) In what ways could the U.S. and our allies do a better job at exploiting the vulnerabilities faced by the Islamic State, as part of a more effective counterterrorism strategy?

Discussion Board Tasks

- Post an answer to question 1 by Wednesday midnight Eastern Standard Time (EST).
- Respond to at least two of your colleagues’ postings for discussion question 1 by midnight Friday.
- Post an answer to question 2 by Saturday midnight EST.
- Respond to at least two of your colleagues’ postings for discussion question 2 by midnight Sunday.

OPTIONAL: Week 11 Chat Session (Thursday evening 7:30-8:30pm)

WEEK 12: Moral, Ethical and Legal Dimensions of Counterterrorism

Learning objectives: *Examine the complex moral, ethical and legal challenges of fighting an unseen, lethal enemy – particularly in a liberal democracy – while protecting human rights and civil liberties.*

REQUIRED ASSIGNMENT: **Research Paper Due no later than 11:59pm Sunday**

Required Readings:

- Week 12 Lecture Notes
- Jonathan Masters, “Targeted Killings: CFR Backgrounder”, Council on Foreign Relations (May 23, 2013). Online at: <http://www.cfr.org/counterterrorism/targeted-killings/p9627>
- Mark J. Murray, “Extraordinary Rendition and U.S. Counterterrorism Policy,” *Journal of Strategic Security*, Vol. 4, No. 3 (2011), p. 15-28. Online at: <https://goo.gl/ueuPmy>
- Jennifer E. Sims, “The Contemporary Challenges of Counterterrorism Intelligence,” in *Essentials of Counterterrorism*, edited by James J.F. Forest (Westport, CT: Praeger, 2015), p.167-193
- Jeremy Ashkenas, et al. “7 Key Points from the CIA Torture Report,” *New York Times* (Dec. 9, 2014). Online at: <https://goo.gl/0tHxgB>
- U.S. Senate Select Committee on Intelligence, Study of the Central Intelligence Agency’s Detention and Interrogation Program, April 2014 (released to the public December 2014). Online at: http://fas.org/irp/congress/2014_rpt/ssci-rdi.pdf **[NOTE: Read the Foreword and the Findings and Conclusions sections only (approx. 22 pages), skim the rest if interested]**

Recommended

- PBS Documentary Film, “Secrets, Politics and Torture” (45 minutes). May 19, 2015. Online at: <http://www.pbs.org/wgbh/frontline/film/secrets-politics-and-torture/>
- “Terrorism and Civil Liberty: Is Torture Ever Justified?” *The Economist*, Sept. 22, 2007, p. 71-72
- John Kaag and Sarah Kreps, “The Moral Hazard of Drones,” *New York Times*, (July 22, 2012). Online at: http://opinionator.blogs.nytimes.com/2012/07/22/the-moral-hazard-of-drones/?_r=0
- Jane Mayer, “Outsourcing Torture: The Secret History of America’s ‘Extraordinary Rendition’ Program,” *The New Yorker* (February 14, 2005).
- Nicole Hong, “In U.S. ISIS Cases, Informants Play a Big Role,” *The Wall Street Journal* (April 21, 2015). Online at: <http://goo.gl/bCLqO8>

Discussion Questions, Week 12

- 1) Does an effective counter terrorism policy necessarily require a reduction in citizens’ civil liberties? Why or why not?

Note: There is only 1 discussion question this week to allow time to finish your research paper.

Discussion Board Tasks

- Post an answer to question 1 by Wednesday midnight Eastern Standard Time (EST).
- Respond to at least two of your colleagues’ postings for discussion question 1 by midnight Friday.
- Post an answer to question 2 by Saturday midnight EST.
- Respond to at least two of your colleagues’ postings for discussion question 2 by midnight Sunday.

OPTIONAL: Week 12 Chat Session (Thursday evening 7:30-8:30pm)

WEEK 13: New Perspectives from Research on Counterterrorism

Learning objectives: *Examine several new perspectives in the research on counterterrorism, including deradicalization and disengagement, countering violent extremism, and containment.*

Required Readings:

- Week 13 Lecture Notes
- Jessica Stern, "Deradicalization or Disengagement of Terrorists: Is it Possible?" in *Future Challenges in National Security and Law*, edited by Peter Berkowitz (Stanford, CA: Hoover Institution Press, March 2010). Online at: <https://goo.gl/qUavqR>
- John Horgan, "Deradicalization or Disengagement?" *Perspectives on Terrorism*, vol. 2, no. 4 (2008). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/10>
- General Joseph Votel, et al. "#Virtual Caliphate: Defeating ISIL on the Physical Battlefield is Not Enough," *CNAS Commentary* (January 12, 2017). Online at: <https://www.cnas.org/publications/reports/virtual-caliphate>
- Clint Watts, "Let them Rot: The Challenges and Opportunities of Containing Rather than Countering the Islamic State," *Perspectives on Terrorism* 9, No. 4 (2015). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/53>
- Anja Dalgaard-Nielsen, "Countering Violent Extremism with Governance Networks," *Perspectives on Terrorism* 10, No. 6 (2016). <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/61>
- Matthew Levitt, ed., *Countering Violent Extremism: From the Boston Marathon to the Islamic State*, Policy Focus 139, The Washington Institute for Near East Policy (2015). [p. 1-53]

Recommended

- Timothy Holman, "Why States Fail to Counter Foreign Fighter Mobilizations: The Role of Intelligence Services," *Perspectives on Terrorism* 10, No. 6 (2016). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/61>
- Erroll Southers, et. al. *Foreign Fighters: Terrorist Recruitment and Countering Violent Extremism (CVE) Programs in Minneapolis-St. Paul*. CREATE Homeland Security Center (April 2015)
- John Horgan and Mary Beth Altier, "The Future of De-Radicalization Programs," *Conflict & Security* (Summer/Fall 2012).

Discussion Questions, Week 13

- 1) What are the pros and cons of a counterterrorism strategy focused on "containing terrorism" and "promoting disengagement" rather than "defeating" terrorism?
- 2) What are the roles and responsibilities of each individual citizen within a nationwide effort to counter violent extremism?

Discussion Board Tasks

- Post an answer to question 1 by Wednesday midnight Eastern Standard Time (EST).
- Respond to at least two of your colleagues' postings for discussion question 1 by midnight Friday.
- Post an answer to question 2 by Saturday midnight EST.
- Respond to at least two of your colleagues' postings for discussion question 2 by midnight Sunday.

OPTIONAL: Week 13 Chat Session (Thursday evening 7:30-8:30pm)

WEEK 14: Future of Terrorism and Counterterrorism

Learning objectives: *Explore various perspectives on the future of terrorism and counterterrorism, as well as the many ways in which students can contribute new ideas and research in these areas.*

REQUIRED ASSIGNMENT: Final Exam Due Saturday Night

You will need to complete this week's reading assignments before you take the Final Exam, which will be released on Wednesday morning and is due by 11:59pm **Saturday**.

Required Readings:

- Week 14 Lecture Notes
- Brian Michael Jenkins, "Fifteen Years On, Where Are We in the "War on Terror?" *CTC Sentinel*, Vol. 9, No. 9 (September 7, 2016). Online at: <https://www.ctc.usma.edu/posts/september-2016>
- Bruce Hoffman, "The Global Terror Threat and Counterterrorism Challenges Facing the Next Administration," *CTC Sentinel* (November 30, 2016). Online at: <https://www.ctc.usma.edu/posts/november-december-2016>
- Thomas Hegghammer, "The Future of Jihadism in Europe: A Pessimistic View," *Perspectives on Terrorism*, Vol. 10, No. 6 (2016). <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/61>
- Bruce Hoffman, "Al-Qaeda: Quietly and Patiently Rebuilding," *The Cipher Brief* (December 30, 2016). Online at: <https://goo.gl/T921Ma>
- Brian Michael Jenkins, "How Do We Know if Security Measures Work Against Terrorists?" *Inside Science Minds* (January 27, 2014). Online at: <https://goo.gl/kwdsUZ>

Recommended

- BBC Podcast (23 minutes): "What Happened to Al-Qaeda?" (April 2016)
- John Mueller & Mark G. Stewart. "Misoverestimating ISIS: Comparisons with al-Qaeda," *Perspectives on Terrorism*, Vol. 10, No. 4 (August 2016).
- Daniel Byman, "The Homecomings: What Happens When Arab Foreign Fighters in Iraq and Syria Return?" *Studies in Conflict and Terrorism* 38, no. 8 (2015): 581-602.
- Hamm, M., & Spaaij, R. (2015). *Lone Wolf Terrorism in America: Using knowledge of radicalization pathways to forge prevention strategies*. U.S. Department of Justice.
- The Soufan Group, "The True Costs of Terror" (December 22, 2015). Online at: <http://soufangroup.com/tsg-intelbrief-the-true-costs-of-terror/>

Discussion Question, Week 14

- 1) Pretend you are having a discussion with a friend or family member about current events, and it becomes very clear to you that they really don't know much about terrorism. In your discussion post this week, briefly describe the 5 most important things about terrorism and counterterrorism you have learned in this course in a way that anyone can understand and appreciate.

Note: There is only 1 discussion question this week to allow time to study for the Final Exam.

Discussion Board Tasks

- Post an answer to question 1 by Wednesday midnight Eastern Standard Time (EST).
- Respond to at least two of your colleagues' postings for discussion question 1 by midnight Friday.

OPTIONAL: Week 14 Chat Session (Thursday evening 7:30-8:30pm)

CASE STUDIES OF TERRORISM AND COUNTERTERRORISM

Case studies of terrorist groups and events will be essential for research papers in this course. The following case studies have been provided online via the course website (see the “Case Study Resources” folder). Always remember to properly cite any of these items in your papers, as listed below. **Do not distribute any materials provided on the course website beyond this course, as most are copyrighted. Those that are not in the public domain (e.g., available online) were published in one or more of my edited volumes, for which I retain copyright.**

ASIA

- Abuza, Zachary. “Education and Radicalization: Jemaah Islamiyah Recruitment in Southeast Asia,” in *The Making of a Terrorist* (Volume 1), edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Bowman, Robin L. “Moro Insurgents and the Peace Process in the Philippines,” in *Countering Terrorism and Insurgency in the 21st Century* (Volume 3), edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- Byrom, Jonathan C. and James Walker. “Afghanistan’s Transformation to a Narco-Terrorist State: An Economic Perspective,” in *Countering Terrorism and Insurgency in the 21st Century* (Volume 2), edited by James J.F. Forest (Westport, CT: Praeger, 2007).
- Dolnik, Adam. “Aum Shinrikyo’s Path to Innovation,” in *Terrorist Innovations in Weapons of Mass Effect: Preconditions, Causes and Predictive Behaviors*, edited by Maria J. Rasmussen and Mohammed M. Hafez (August 2010 Workshop Report). (Washington, DC: Defense Threat Reduction Agency).
- Felter, Joseph. “Recruitment for Rebellion and Terrorism in the Philippines,” in *The Making of a Terrorist* (Volume 1), edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Gunaratna, Rohan and Arabinda Acharya, “The Terrorist Training Camps of al Qaeda,” in *The Making of a Terrorist* (Volume 2), edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Johnson, Thomas H. and M. Chris Mason, “Terrorism, Insurgency and Afghanistan,” in *Countering Terrorism and Insurgency in the 21st Century* (Volume 2), edited by James J.F. Forest (Westport, CT: Praeger, 2007).
- Marks, Thomas A. “Combating Terrorism in Nepal,” in *Countering Terrorism and Insurgency in the 21st Century* (Volume 3), edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- Marks, Thomas A. “State Response to Terrorism in Sri Lanka,” in *Countering Terrorism and Insurgency in the 21st Century* (Volume 3), edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- Olcott, Martha Brill and Bakhtiyar Babajanov. “Teaching New Terrorist Recruits: A Review of Training Manuals from the Uzbekistan Mujahideen,” in *The Making of a Terrorist* (Volume 2), edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Parachini, John V. “The Making of Aum Shinrikyo’s Chemical Weapons Program,” in *The Making of a Terrorist* (Volume 2), edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Ramakrishna, Kumar. “Indoctrination Processes within Jemaah Islamiyah,” in *The Making of a Terrorist* (Volume 2), edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Sahukar, Behram A. “India’s Response to Terrorism in Kashmir,” in *Countering Terrorism and Insurgency in the 21st Century* (Volume 3), edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- Sinai, Joshua. “Terrorism and Uzbekistan: The Threat and the Response,” in *Countering Terrorism and Insurgency in the 21st Century* (Volume 3), edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- Smith, James M. “Japan and Aum Shinrikyo,” in *Countering Terrorism and Insurgency in the 21st Century* (Volume 3), edited by James J.F. Forest (Westport, CT: Praeger, 2007)

EUROPE & RUSSIA

- Alonso, Rogelio. “ETA’s Assassination of Luis Carrero Blanco as a Case Study in Terrorist Innovation,” in *Terrorist Innovations in Weapons of Mass Effect: Preconditions, Causes and Predictive Behaviors*, edited by Maria J. Rasmussen and Mohammed M. Hafez (August 2010 Workshop Report). (Washington, DC: Defense Threat Reduction Agency).
- Alonso, Rogelio. “The Madrid Attacks on March 11: An Analysis of the Jihadist Threat in Spain and Main Counterterrorist Measures,” in *Countering Terrorism and Insurgency in the 21st Century* (Volume 3), edited by James J.F. Forest (Westport, CT: Praeger, 2007).

- Chenoweth, Erica. "Italy and the Red Brigades: The Success of Repentance Policy in Counterterrorism," in *Countering Terrorism and Insurgency in the 21st Century (Volume 3)*, edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- Dolnik, Adam. "The Seige of Beslan's School No. 1," in *Countering Terrorism and Insurgency in the 21st Century (Volume 3)*, edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- English, Richard. "The IRA's Attempted Murder of Prime Minister Margaret Thatcher," in *Terrorist Innovations in Weapons of Mass Effect: Preconditions, Causes and Predictive Behaviors*, edited by Maria J. Rasmussen and Mohammed M. Hafez (August 2010 Workshop Report). (Washington, DC: Defense Threat Reduction Agency).
- Hewitt, Steve. "7/7 as a Terrorist Innovation," in *Terrorist Innovations in Weapons of Mass Effect: Preconditions, Causes and Predictive Behaviors*, edited by Maria J. Rasmussen and Mohammed M. Hafez (August 2010 Workshop Report). (Washington, DC: Defense Threat Reduction Agency).
- Jackson, Brian A. "Training for Urban Resistance: The Case of the Provisional Irish Republican Army," in *The Making of a Terrorist (Volume 2)*, edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Kohlmann, Evan. "The Mujahideen of Bosnia: Origins, Training and Implications," in *The Making of a Terrorist (Volume 2)*, edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Maley, Tom. "The London Terrorist Attacks of July 7, 2005," in *Countering Terrorism and Insurgency in the 21st Century (Volume 3)*, edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- Norell, Magnus. "Intelligence Coordination and Counterterrorism: A European Perspective," in *Countering Terrorism and Insurgency in the 21st Century (Volume 1)*, edited by James J.F. Forest (Westport, CT: Praeger, 2007).
- Robbins, James S. "Insurgent Seizure of an Urban Area: Grozny, 1996," in *Countering Terrorism and Insurgency in the 21st Century (Volume 3)*, edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- Sherlock, Thomas. "The Wars in Chechnya and the Decay of Russian Democratization," in *Countering Terrorism and Insurgency in the 21st Century (Volume 3)*, edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- Wright, Joanne. "Countering West Germany's Red Army Faction: What Can We Learn?" in *Countering Terrorism and Insurgency in the 21st Century (Volume 3)*, edited by James J.F. Forest (Westport, CT: Praeger, 2007)

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- Anderson, Sean and Peter Spagnolo. "The *Achille Lauro* Hijacking," in *Countering Terrorism and Insurgency in the 21st Century (Volume 3)*, edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- Beitler, Ruth Margolies. "The Complex Relationship between Global Terrorism and U.S. Support for Israel," in *The Making of a Terrorist (Volume 3)*, edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Beitler, Ruth Margolies. "Yemen and the Attack on the USS Cole," in *Countering Terrorism and Insurgency in the 21st Century (Volume 3)*, edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- Brownfeld, Allan C. "Zionism and the Pursuit of West Bank Settlements," in *The Making of a Terrorist (Volume 1)*, edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Cavatorta, Francesco. "The Role of Democratization in Reducing the Appeal of Extremist Groups in the Middle East and North Africa," in *Countering Terrorism and Insurgency in the 21st Century (Volume 2)*, edited by James J.F. Forest (Westport, CT: Praeger, 2007).
- Conway, Maura. "Terror TV? An Exploration of Hizbollah's Al-Manar Television," in *Countering Terrorism and Insurgency in the 21st Century (Volume 2)*, edited by James J.F. Forest (Westport, CT: Praeger, 2007).
- Fishman, Brian. "Fighting Fire with Fire: Destroying the Syrian Muslim Brotherhood," in *Countering Terrorism and Insurgency in the 21st Century (Volume 3)*, edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- Forest, James J.F. *Confronting the Terrorism of Boko Haram in Nigeria*. JSOU Press, 2012. ** PDF available on Blackboard course website.
- Forest, James J.F. *U.S. Military Deployments to Africa: Lessons from the Hunt for Joseph Kony and the Lord's Resistance Army*. Tampa, FL: JSOU Press, 2014 ** PDF available on Blackboard course website.
- Gleis, Joshua L. "Israel's Struggle Against Palestinian Terror Organizations," in *Countering Terrorism and Insurgency in the 21st Century (Volume 3)*, edited by James J.F. Forest (Westport, CT: Praeger, 2007)
- Hafez, Mohammed M. "Political Repression and Violent Rebellion in the Muslim World," in *The Making of a Terrorist (Volume 3)*, edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Hegghammer, Thomas and James Forest (editors): *The Islamic State: A Special Issue of Perspectives on Terrorism (2015)*, available online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/53>

- Kennedy-Boudali, Lianne. "The Trans-Sahara Counterterrorism Partnership: America's Commitment to Africa," in *Countering Terrorism and Insurgency in the 21st Century* (Volume 2), edited by James J.F. Forest (Westport, CT: Praeger, 2007).
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- Lailari, Guermantes E. "The Information Operations War Between Israel and Hizballah during the Summer of 2006," in *Influence Warfare*, edited by James J.F. Forest (Westport, CT: 2009).
- Levitt, Matthew A. " Hamas Social Welfare: In the Service of Terror," in *The Making of a Terrorist* (Volume 1), edited by James J.F. Forest (Westport, CT: Praeger, 2005).
- Meservey, Joshua James J.F. Forest and Graham Turbiville. *Countering the al-Shabaab Insurgency in Somalia: Lessons for U.S. Special Operations Forces*. Tampa, FL: JSOU Press, 2014. ** PDF available on Blackboard course website.
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- Zuhur, Sherifa. "State Power and the Progress of Militant and Moderate Islamism in Egypt," in *Countering Terrorism and Insurgency in the 21st Century* (Volume 3), edited by James J.F. Forest (Westport, CT: Praeger, 2007)

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- Palmer, David Scott. "Countering Terrorism in Latin America: The Case of Shining Path in Peru," in *Countering Terrorism and Insurgency in the 21st Century* (Volume 3), edited by James J.F. Forest (Westport, CT: Praeger, 2007)
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- After Action Report for the Response to the 2013 Boston Marathon Bombing*. City of Boston, 2014. Available on Blackboard course website.

- Aho, James. "Christian Fundamentalism and Militia Movements in the United States," in *The Making of a Terrorist* (Volume 1), edited by James J.F. Forest (Westport, CT: Praeger, 2005)
- Baracskay, Daniel. "The February 1993 Attack on the World Trade Center," in *Countering Terrorism and Insurgency in the 21st Century* (Volume 3), edited by James J.F. Forest (Westport, CT: Praeger, 2007)
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- Danis, Aaron D. "Al Qaeda's Surveillance Offensive Against America, 2000-2003: Implications for U.S Homeland Countersurveillance," in *Countering Terrorism and Insurgency in the 21st Century* (Volume 1), edited by James J.F. Forest (Westport, CT: Praeger, 2007).
- Guilmartin, Eugenia K. "Rejection of Political Institutions by Right-Wing Extremists in the United States," in *The Making of a Terrorist* (Volume 3), edited by James J.F. Forest (Westport, CT: Praeger, 2005).
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About the Instructor



James J.F. Forest, Ph.D. is a Professor in the School of Criminology and Justice Studies at the University of Massachusetts Lowell. He is also a Visiting Professor at the Fletcher School of Law and Diplomacy, Tufts University, and a Senior Fellow at the U.S. Joint Special Operations University (MacDill AFB, Florida). He has taught courses and seminars on terrorism, counterterrorism, weapons of mass destruction and international security studies for a broad range of civilian, law enforcement and military audiences for over 15 years.

Dr. Forest previously served on the faculty of the United States Military Academy (2001-2010), six of those years as Director of Terrorism Studies. He also directed a series of research initiatives and education programs for the Combating Terrorism Center at West Point, covering topics such as terrorist recruitment, training, and organizational knowledge transfer. He has served as an expert witness for terrorism-related court cases, and has provided testimony to committee hearings of the U.S. Senate.

Dr. Forest has published 20 books, including:

- *Essentials of Counterterrorism* (Praeger, 2015)
- *Homeland Security and Terrorism* (McGraw-Hill, 2013, with R. Howard & J. Moore)
- *Intersections of Crime and Terror* (Routledge, 2013)
- *The Terrorism Lectures* (Nortia Press, 2012; 2nd Edition 2015)
- *Countering the Terrorist Threat of Boko Haram in Nigeria* (JSOU Press, 2012)
- *Weapons of Mass Destruction and Terrorism* (McGraw-Hill, 2012, with R. Howard)
- *Influence Warfare* (Praeger, 2009)
- *Handbook of Defence Politics* (Routledge, 2008, with I. Wilson)
- *Countering Terrorism and Insurgency in the 21st Century* (Praeger, 2007)
- *Teaching Terror: Strategic and Tactical Learning* (Rowman & Littlefield, 2006)
- *The Making of a Terrorist: Recruitment, Training and Root Causes* (Praeger, 2005)

Dr. Forest is co-editor of the internationally distributed journal *Perspectives on Terrorism*, and is a member of the editorial board for several scholarly journals. He has also published dozens of articles in journals such as *Terrorism and Political Violence*, *Contemporary Security Policy*, *Crime and Delinquency*, *Perspectives on Terrorism*, the *Journal of Strategic Studies*, the *Cambridge Review of International Affairs*, *Democracy and Security*, the *Georgetown Journal of International Affairs*, and the *Journal of Political Science Education*. Dr. Forest has been interviewed by many newspaper, radio and television journalists, and is regularly invited to give speeches and lectures in the U.S. and other countries. He received his graduate degrees from Stanford University and Boston College, and undergraduate degrees from Georgetown University and De Anza College.

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