

**University of Massachusetts Lowell
School of Criminology and Justice Studies**

**Course: CRIM.2480 - Terrorism (International and Domestic)
Summer 2016**

Course Instructor

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Format: Online, May 16 to August 6, 2016

Credits: 3

Prerequisites: None

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, though small, has existed for decades. As a result, this course is designed to introduce students to the field of "terrorism studies" by helping them to develop a better understanding of the nature of terrorism, the variety of terrorist motivations, and the means by which governments have attempted to deal with the problem. We will do this not only by examining current and classic research on terrorism, but also by exploring some of the many research puzzles that remain unanswered.

Learning Goals and Objectives

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; government policies and capabilities for dealing with terrorism; and the elements of successful counterterrorism efforts.

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

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

COURSE REQUIREMENTS

REQUIRED TEXTBOOK

The following book will be used in this course. Additional material will be listed with a website, emailed to students, or posted on the course website.

The Terrorism Lectures

Author: James J.F. Forest

Edition/Copyright: **Second Edition, 2015**, Nortia Press

ISBN: 978-1-940503-06-6

Also, a variety of case studies and other resources are available in the Resources folder of the course website. 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 papers in this class.

MAJOR ASSIGNMENTS

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

Each week, you will be asked to provide your response to 2-3 discussion questions. In addition to your initial response to each discussion question, you are also expected to respond to a minimum of two 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. 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.

2) Midterm Exam (20% of final grade)

A midterm exam will be administered during Week 6 of the course via the Blackboard test tool. The exam will be taken online and consists of essay questions. You will be timed and must complete the exam in a single sitting – that is, you cannot "pause" the exam and return to it at a later time. Once you begin, you will have 2 hours to complete your exam. You are allowed to use your textbook and any course notes to assist you with the exam. However, you are encouraged to study beforehand. The exam will be released on Wednesday of Week 7, and will be due by 11:59 pm on Sunday of **Week 6 (June 26, 2016)**.

3) Terrorism Research Paper (30% of final grade)

The main research and writing assignment for this course is a **comparative analysis of 2 terrorist groups** of your choosing. *Note: Because we cover al Qaeda extensively in this course, you cannot choose this as one of the groups for your paper.*

There are many terrorist groups to choose from, so take some time to look through the lists and terrorist groups profiles provided by the National Counterterrorism Center (<http://www.nctc.gov/site/groups/index.html>) and the START terrorism database (http://www.start.umd.edu/start/data_collections/tops/)

Each paper will have 4 parts:

1	Introduction (1-2 pages)	This section should briefly describe the groups that were chosen for this paper, <u>and why</u>
2	Group 1 description (3-4 pages) Group 2 description (3-4 pages)	Provide information on each group's ideology; leadership; primary bases of support, recruitment and operations; primary sources of their weapons, finances, other kinds of logistics support; etc. If either group is still active, describe its current operational capabilities, recent terrorist attacks, impact and potential terrorist targets. If either group is no longer active, describe how they met their demise (e.g., a successful counterterrorism operation? Internal leadership struggles? Decreasing popular support for its ideology? All of the above? Other factors?)
3	Comparative Analysis (3-5 pages)	The <u>most important section of your paper</u> ; a critical analysis of which group has been more successful in using terrorism toward achieving the objectives outlined in its ideology and why. Be sure to address issues of leadership, environment, support, etc.- whatever you can attribute the group's relative successes (or failures) to.
4	Conclusion (1-2 pages)	Summary; describe what future law enforcement and security professionals should learn from you study of these two groups.

Papers should be at least 15 pages long, but should be no longer than 20 pages.

Papers must include footnotes, research citations, etc., using whatever citation format (APA, Chicago, MLA) you are most comfortable with. Your paper should draw on **qualified** resources (i.e., no Wikipedia or other questionable websites) and must include the list of works cited in your paper. Do not rely solely on Internet sources; thorough research is expected and should use scholarly books, journals, newspapers, and online databases. Also, please look at the case studies and other materials provided to you in the Resources folder of the course website.

This assignment is due (via e-mail) before midnight on the last day of Week 10 (July 24, 2016).

4) Final Exam (30% of final grade)

A Final Exam will be administered during the last week of the course via the Blackboard test tool. The exam will be taken online and consists of essay questions. You will be timed and must complete the exam in a single sitting – that is, you cannot “pause” the exam and return to it at a later time. Once you begin, you will have 3 hours to complete your exam. You are allowed to use your textbook and any course notes to assist you with the exam. However, you are encouraged to study beforehand. The exam will be released on Wednesday of Week 14, and will be due by 11:59 pm on **Saturday, August 6, 2016** (the last day of the semester).

Summary of Graded Assignments

20% Discussion Forum Participation

20% Midterm Exam

30% Research Paper

30% Final Exam

Course Chat schedule: Chat sessions are optional, but your participation is encouraged as it allows you to ask questions, discuss current events, and share ideas with your classmates and the instructor in an informal, open forum. Weekly chats will be held on **Thursday evenings 7:30-8:30pm**, beginning Week 2 of the semester (note: throughout this course, all times are in Eastern Standard Time).

Grading Policy

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%

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.

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

<http://www.uml.edu/registrar/grades%20and%20transcripts/grading.html>

and

http://www.uml.edu/catalog/undergraduate/policies/grading_policies.htm

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. 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 is little, 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.

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. 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. 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 or no 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

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 Monday evenings, 8-9pm 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 I will try to respond within 24 hours. I usually check my email by 11:00 each evening. Please note that Blackboard Vista 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.

(2) Expectations

Universities expect you to learn from every possible source—from readings, peers, life experiences, the instructor, and research projects. The intent in any course is to develop a learning community in which individuals’ ideas are freely expressed and the class works together to support and challenge each others’ 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).

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:

http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm

Also, **please review the UML academic integrity policy.** Here is the link:

<http://continuinged.uml.edu/policies/academicintegrity.htm>

Student Complaints

Students have a right to voice legitimate concerns about their educational experience. The University's guidelines are available online at:

http://www.uml.edu/catalog/undergraduate/policies/student_complaints.htm

Other Useful University Resources:

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

**CRIM2480 Terrorism
LESSON SCHEDULE**

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
1	May 16-22	Introduction
2	May 23-29	History of Terrorism
3	May 30-June 5	Terrorist Radicalization
4	June 6-12	Economic and Financial Dimensions
5	June 13-19	Political Dimensions
6	June 20-26	Ethnopolitical & Left-Wing Terrorism + MIDTERM EXAM
7	June 27-July 3	Right-Wing & Environmental
8	July 4-10	Religious Terrorism
9	July 11-17	Global Jihadism
10	July 18-24	Lone Actors & Suicide Terrorism + PAPER DUE
11	July 25-31	WMD and Terrorism
12	Aug 1-6	Future of Terrorism + FINAL EXAM

Weekly Discussion Forum Participation Required

Weekly chat sessions (optional) Thursdays, 7:30-8:30pm

LESSON TOPICS

WEEK 1: INTRODUCTION TO THE STUDY OF TERRORISM

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

- 1) Chapter 1, "An Introduction to Terrorism: Terms, Definitions and the Quest for Power," *The Terrorism Lectures*.
- 2) Mark Landler, "Obama Warns U.S. Faces Diffuse Terrorism Threat," New York Times (May 28, 2014). Online at: http://www.nytimes.com/2014/05/29/us/politics/obama-foreign-policy-west-point-speech.html?_r=0
- 3) Review the following websites to familiarize yourself with the breadth and diversity of terrorist groups and research on terrorism:
 - NCTC database: <http://www.nctc.gov/site/groups/index.html>
 - START: http://www.start.umd.edu/start/data_collections/tops/
 - *The Sentinel* (monthly journal of the CTC at West Point) <http://www.ctc.usma.edu/publications/sentinel>
 - *Perspectives on Terrorism* (academic journal) <http://www.terrorismanalysts.com/pt/index.php/pot/index>

Discussion Questions:

1. Post a brief biography in the "Introductions" forum that includes your educational background, work experience, and personal interests or hobbies, and list 3 of your favorite online sources (with URLs) for national or international news.

DQ1) What are the most central elements to any definition of terrorism, and are these central elements reflected accurately in statements by the media and government leaders

DQ2) Choose a terrorist group that is profiled in the NCTC Calendar, the NCTC Online database, the START database, the CTC Sentinel or Perspectives on Terrorism. Now explain how the group you have chosen illustrates how terrorism is different from other kinds of criminal or political violence.

Discussion Board Tasks

- By Thursday midnight Eastern Standard Time (EST) post a short bio and list 3 of your favorite online sources (with URLs) for national or international news.
- Post an answer to DQ1 by Wednesday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ1 by Friday midnight EST.
- Post an answer to DQ2 by Saturday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ2 by Sunday midnight EST.

OPTIONAL: Week 1 Chat Session (Thursday evening 7:30-8:30pm EST)

WEEK 2: HISTORY OF TERRORISM

Learning objectives: After examining various historic manifestations of terrorism, and the evolution of modern terrorism, develop a familiarity with (and ability to articulate) key trends and concepts.

REQUIRED READING

- 1) Chapter 2, "Surfing the Historical 'Waves' of Terrorism," *The Terrorism Lectures*.
- 2) David C. Rapoport, "The Four Waves of Terrorism," in *Attacking Terrorism: Elements of a Grand Strategy*, edited by Audrey Kurth Cronin and James M. Ludes (Washington, DC: Georgetown University Press, 2004).
- 3) Brian Michael Jenkins, "The New Age of Terrorism" in *Weapons of Mass Destruction and Terrorism*, edited by James Forest & Russell Howard (McGraw-Hill, 2012). Originally published by RAND Corporation.
- 4) BBC Overview: "The Changing Faces of Terrorism:
http://www.bbc.co.uk/history/recent/sept_11/changing_faces_01.shtml

Discussion Questions

- DQ1) What technological or other innovations have we seen among terrorists over the last 100 years?
- DQ2) Does Hollywood provide a fairly accurate portrayal of terrorist groups and terrorist strategies? Explain your answer with examples from some of your favorite movies or television shows.

Discussion Board Tasks

- Post an answer to DQ1 by Wednesday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ1 by Friday midnight EST.
- Post an answer to DQ2 by Saturday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ2 by Sunday midnight EST.

OPTIONAL

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

WEEK 3: GRIEVANCES AND RADICALIZATION

Learning objectives: Develop an ability to correctly articulate various causes and facilitators of terrorist radicalization at the individual, group, and structural levels; and develop an ability to identify and explain various factors that contribute to an enabling environment for criminal and terrorist groups.

REQUIRED READING

- 1) Chapter 4, "Grievances and Opportunities: An Introduction," *The Terrorism Lectures*.
- 2) Chapter 5, "Radicalization," *The Terrorism Lectures*.
- 3) Chapter 6, "Media and the Internet," *The Terrorism Lectures*.

Class Discussion Questions:

- DQ1) How do relatively ordinary, rational individuals justify their involvement in terrorist organizations and the violence they commit?
- DQ2) Think about how you have formed your view of the world, and your place within it. Who in your life has influenced your perceptions the most? What if your "influencers" were considered "extremists" by others"? Would you know?

Discussion Board Tasks

- Post an answer to DQ1 by Wednesday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ1 by Friday midnight EST.
- Post an answer to DQ2 by Saturday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ2 by Sunday midnight EST.

OPTIONAL

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

WEEK 4: ECONOMIC DIMENSIONS AND FINANCING

Learning objectives: Develop a basic familiarity with various sources of financing for terrorism, and the economic facilitators of criminal activity.

REQUIRED READING

- 1) Chapter 7, "Economic Dimensions," *The Terrorism Lectures*.
- 2) Chapter 8, "Financial and Criminal Dimensions," *The Terrorism Lectures*.
- 3) Michael Freeman and Moyara Ruehsen, "Terrorism Financing Methods: An Overview," *Perspectives on Terrorism*, vol. 7, no. 4.

Discussion Questions:

- DQ1) What are some of the critical challenges that a shadow economy can create for law enforcement and criminal justice in responding to terrorism?
- DQ2) What are the major challenges to combating how contemporary terrorists fund their operations?

Discussion Board Tasks

- Post an answer to DQ1 by Wednesday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ1 by Friday midnight EST.
- Post an answer to DQ2 by Saturday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ2 by Sunday midnight EST.

OPTIONAL

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

WEEK 5: POLITICAL DIMENSIONS

Learning objectives: Develop a basic familiarity with the relationship between politics and governance, and how the policies and actions of a country's government can exacerbate the threat of terrorism.

REQUIRED READING

- 1) Chapter 9: "Political Dimensions," *The Terrorism Lectures*.
- 2) U.S. Department of State, Country Reports on Terrorism.

Discussion Questions:

- DQ1) What are the main elements of the relationship between governance and terrorism?
DQ2) If authoritative and repressive regimes are linked to terrorism, why have we seen so many terrorist attacks in liberal democracies like the US and the UK, yet no terrorist attacks in Cuba or Zimbabwe?

Discussion Board Tasks

- Post an answer to DQ1 by Wednesday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ1 by Friday midnight EST.
- Post an answer to DQ2 by Saturday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ2 by Sunday midnight EST.

OPTIONAL

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

WEEK 6: ETHNONATIONAL AND LEFT-WING TERRORISM

Learning objectives: Develop a working familiarity with the ideologies and major groups within these two categories of terrorism.

REQUIRED READING

- 1) Chapter 10, "EthnoNationalist/Separatist Terrorism," *The Terrorism Lectures*.
- 2) Chapter 11, "Left-Wing Terrorism," *The Terrorism Lectures*.
- 3) Carlos Marighella, "Mini-Manual of the Urban Guerilla" (1969).

Major Assignment: **The Midterm Exam** is due before midnight on the last day of Week 6. The link to the exam will be made available beginning early Wednesday morning, and your exam must be completed within 2 hours from the time you begin.

Discussion Questions:

- DQ1) Compare the grievances that motivated IRA/PIRA members with the grievances that currently motivate Kurdish military groups like the PKK. How are they similar, and how do they differ?
- DQ2) What kinds of conditions might lead to the emergence of new left-wing terrorist groups today, and where do you see these conditions around the world today?

Discussion Board Tasks

- Post an answer to DQ1 by Wednesday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ1 by Friday midnight EST.
- Post an answer to DQ2 by Saturday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ2 by Sunday midnight EST.

OPTIONAL

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

WEEK 7: RIGHT-WING AND ENVIRONMENTAL TERRORISM IN THE U.S.

Learning objectives: Develop a working familiarity with the ideologies and major groups within these two categories of terrorism.

REQUIRED READING

- 1) Chapter 12, "Right-Wing Terrorism," *The Terrorism Lectures*.
- 2) START Fact Sheet: Far-Right Violence in the United States 1990-2010
- 3) Michael Loadenthal, EcoTerrorism? Countering Dominant Narratives of Securitisation: A Critical, Quantitative History of the Earth Liberation Front (1996-2009). *Perspectives on Terrorism*, Vol. 8, No. 3 (2014).
- 4) START Fact Sheet: Attacks by Environmental and Animal Rights Extremists in the U.S.
- 5) 60 Minutes interview (transcript) with a member of the Animal Liberation Front:
<http://www.animalliberationfront.com/ALFront/Interviews/ALFandBradley.htm>

Discussion Questions:

DQ1) What unique challenges do right-wing terrorist groups pose for U.S. law enforcement?

DQ2) In what ways are radical environmental and animal rights groups different from groups in the other categories of terrorism we have examined thus far in the course?

Discussion Board Tasks

- Post an answer to DQ1 by Wednesday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ1 by Friday midnight EST.
- Post an answer to DQ2 by Saturday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ2 by Sunday midnight EST.

OPTIONAL

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

WEEK 8: RELIGIOUS TERRORISM

Learning objectives: Develop a working familiarity with the ideologies and major groups within this category of terrorism.

REQUIRED READING

- 1) Chapter 13, "Religious Terrorism," *The Terrorism Lectures*.
- 2) Cindy D. Combs, Elizabeth Combs and Lydia Marsh, "Christian Militia Training: Arming the 'Troops' with Scripture, the Law, and a Good Gun," in *Teaching Terror: Strategic and Tactical Learning in the Terrorist World*, edited by James Forest (Boulder, CO: Rowman & Littlefield, 2007)
- 3) Heather Gregg, "Defining and Distinguishing Secular and Religious Terrorism," *Perspectives on Terrorism*, Vol. 8, No. 2 (2014).
- 4) Allan C. Brownfeld, "Zionism and the Pursuit of West Bank Settlements," in *The Making of a Terrorist*, edited by James Forest (Westport, CT: Praeger, 2005)

Discussion Questions:

- DQ1) What are the unique challenges faced by U.S. law enforcement when dealing with the threat of religious extremism?
- DQ2) What are the main similarities and differences in how ethno-nationalist and religious groups identify their enemies and justify their attacks?

Discussion Board Tasks

- Post an answer to DQ1 by Wednesday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ1 by Friday midnight EST.
- Post an answer to DQ2 by Saturday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ2 by Sunday midnight EST.

OPTIONAL

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

WEEK 9: GLOBAL JIHADISM

Learning objectives: Develop an ability to correctly describe the various structures and forms of the global jihadist movement (particularly al Qaeda and the so-called Islamic State, or ISIS) and the threat of terrorism in countries targeted by this movement's members and adherents.

REQUIRED READING

- 1) Chapter 14, "Al-Qaeda, Part I: History and Evolution," *The Terrorism Lectures*.
- 2) AFP, 2015: Map of Al-Qaeda Affiliates
- 3) Chapter 15, "Al-Qaeda, Part II: Ideology and Targeting Strategies," *The Terrorism Lectures*.
- 4) Thomas Hegghammer and Petter Nesser, "Assessing the Islamic State's Commitment to Attacking the West," *Perspectives on Terrorism*, Vol. 9, No. 4 (2015). Online at: <http://www.terrorismanalysts.com/pt/index.php/pot/issue/view/53>
- 5) Map of Attacks Directed or Inspired the by Islamic State: <http://www.nytimes.com/interactive/2015/06/17/world/middleeast/map-isis-attacks-around-the-world.html>
- 6) Required Videos
 - Charlie Winter, "Why is Islamic State Group so Violent?" **BBC Video** (December 8, 2015). Online at: <http://www.bbc.com/news/world-middle-east-34966674>
 - PBS Frontline Video: The Secret History of ISIS (May 17, 2016). Online at: <http://www.pbs.org/wgbh/frontline/film/the-secret-history-of-isis/>

Discussion Questions:

- DQ1) What kinds of events, policies or other conditions might enable al-Qaeda's followers to be more successful in achieving the goals and objectives articulated in the movement's ideology?
- DQ2) What have been the most significant achievements and failures of the Islamic State (ISIS) as of 2016?

Discussion Board Tasks

- Post an answer to DQ1 by Wednesday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ1 by Friday midnight EST.
- Post an answer to DQ2 by Saturday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ2 by Sunday midnight EST.

OPTIONAL

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

WEEK 10: LONE ACTORS AND SUICIDE TERRORISM

Learning objectives: Examine the rise of individually-based terrorist activity (attacks that have no direct ties to an established terrorist group, but are usually inspired and encouraged by an ideology promoted by others). These could be in the form of self-starter teams (e.g., attacks in Madrid, Spain, Boston) or so-called “lone wolves” (e.g., Eric Rudolph or Paul Hill).

Major Assignment: **Research Paper due** before Midnight on last day of Week 10.

REQUIRED READING

- 1) Chapter 16, “Do-It-Yourself Terrorism: Teams and Lone Actors,” *The Terrorism Lectures*.
- 2) Mark Thompson, “The Danger of the Lone-Wolf Terrorist,” Interview with Jeffrey D. Simon. *Time Magazine*, 27 February 2013. <http://nation.time.com/2013/02/27/the-danger-of-the-lone-wolf-terrorist>
- 3) Judith Miller, “A Desire to be part of an ‘epic’ struggle,” (interview w/Brian Jenkins after the Boston Marathon attack of March 15, 2013). Online at: <http://www.foxnews.com/opinion/2013/04/18/stray-dogs-not-lone-wolves-new-profile-jihadis/>
- 4) Chapter 17, “Suicide Bombings,” *The Terrorism Lectures*.
- 5) “The Last Night” - A 4-page handwritten letter with Arabic writing, found in luggage recovered at Logan Airport, Boston, belonging to one of the 9/11 hijackers.

Discussion Questions:

- DQ1) Some observers have recently suggested that the threat of lone wolf terrorism is at best over-hyped, or worse, a conspiracy by the U.S. government to impose greater restrictions on civil liberties. How do you respond?
- DQ2) While so-called “lone wolf” terrorism may be on the rise, we have not seen many examples of purely “lone” individuals carrying out suicide bombings. Why not?

Discussion Board Tasks

- Post an answer to DQ1 by Wednesday midnight EST.
- Respond to at least 2 of your colleagues’ postings for DQ1 by Friday midnight EST.
- Post an answer to DQ2 by Saturday midnight EST.
- Respond to at least 2 of your colleagues’ postings for DQ2 by Sunday midnight EST.

OPTIONAL

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

WEEK 11: WEAPONS OF MASS DESTRUCTION AND TERRORISM

Learning objectives: After exploring the spectrum of WMD (chemical, biological, radiological, and nuclear, or “CBRN”) threats past and present, and discussing the challenges for states concerned about this particular form of terrorism, develop an ability to explain which types of groups are most likely to use WMD in their attacks.

REQUIRED READING

- 1) Chapter 18, “Weapons of Mass Destruction: An Introduction,” *The Terrorism Lectures*.
- 2) Fact Sheets on Chemical, Biological, Radiological and Nuclear Terrorism, from the National Academies and the U.S. Department of Homeland Security
- 3) Chapter 19, “Assessing the WMD Terrorist Threat,” *The Terrorism Lectures*.

Discussion Questions:

- DQ1) Under what circumstances do you believe a well-funded terrorist group would launch a WMD attack against the US, and what kind of weapon would they be most likely to use? Why?
- DQ2) Why have we not seen more WMD terrorist attacks throughout history?

Discussion Board Tasks

- Post an answer to DQ1 by Wednesday midnight EST.
- Respond to at least 2 of your colleagues’ postings for DQ1 by Friday midnight EST.
- Post an answer to DQ2 by Saturday midnight EST.
- Respond to at least 2 of your colleagues’ postings for DQ2 by Sunday midnight EST.

OPTIONAL

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

WEEK 12: FUTURE OF TERRORISM

Learning objectives: Draw on some research and the previous lessons in this class to reflect on what the future might hold for new kinds of terrorism, and about the potential ends of terrorism.

Major Assignment: **The Final Exam** is due before midnight on the last day of this semester, which is **Saturday, August 6**. The link to the exam will be made available beginning on Wednesday morning, and your exam must be completed within 3 hours from the time you begin. Your required readings and discussion posts for this week have been reduced to account for the time you will need to complete the Final Exam.

REQUIRED READING

- 1) Chapter 20, "The Future of Terrorism," *The Terrorism Lectures*.
- 2) Audrey Kurth Cronin, "How Al Qaeda Ends: The Demise and Decline of Terrorist Groups," *International Security* vol. 31, no. 1 (Summer 2006), p. 7-48.

Discussion Questions:

DQ1) Several scholars have noted that groups who use the strategies and tactics of terrorism have rarely achieved any of their primary objectives. If this is true, won't the problem of terrorism just naturally go away in time? Why or why not?

** Note: There is only 1 Discussion Question assignment this week to allow more time to prepare for and complete the Final Exam, which is due on Saturday. **

Discussion Board Tasks

- Post an answer to DQ1 by Wednesday midnight EST.
- Respond to at least 2 of your colleagues' postings for DQ1 by Friday midnight EST.

OPTIONAL

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

When looking for quality resources to use in preparing your research papers for this course, the following guide may be useful:

Joshua Sinai, "Terrorism Bookshelf: Top 150 Books on Terrorism and Counter-Terrorism," *Perspectives on Terrorism*, vol. 6, no. 2 (2012), online at:
<http://www.terrorismanalysts.com/pt/index.php/pot/article/view/sinai-terrorism-bookshelf>

Recommended Websites for Terrorism Studies:

- NCTC Database of Terrorist Groups: <http://www.nctc.gov/site/groups/index.html>
- START Terrorism Group Profiles: http://www.start.umd.edu/start/data_collections/tops/
- *The Sentinel* (monthly journal of the CTC at West Point)
<http://www.ctc.usma.edu/publications/sentinel>
- *Perspectives on Terrorism* (academic journal)
<http://www.terrorismanalysts.com/pt/index.php/pot/index>
- Teaching Terror: <http://www.teachingterror.org>
- National Security Council: <http://www.whitehouse.gov/administration/eop/nsc>
- National Counterterrorism Center: <http://www.nctc.gov>
- Global Terrorism Database: <http://www.start.umd.edu/gtd>
- Combating Terrorism Center at West Point: <http://www.ctc.usma.edu>
- Department of Defense: <http://www.defense.gov>
- Department of State: <http://www.state.gov>
- Nuclear Threat Initiative: <http://www.nti.org>
- Fund for Peace: <http://www.fundforpeace.org>

And of course, don't forget about the case studies and other items in the course website Resources folder.

About the Instructor



James J.F. Forest, Ph.D. is Professor and Director of Security Studies at the University of Massachusetts Lowell, and a senior fellow at the U.S. Joint Special Operations University (MacDill AFB, Tampa, FL). Dr. Forest has led courses and seminars on terrorism, counterterrorism, weapons of mass destruction and security studies for a broad range of civilian, law enforcement and military audiences for nearly 15 years. He previously served on the faculty of the United States Military Academy (2001-2010), six of those years as Director of Terrorism Studies, and led a series of research initiatives and education programs for the Combating Terrorism Center at West Point.

Dr. Forest has published 20 books, including:

- *Essentials of Counterterrorism* (Praeger, 2015)
- *Intersections of Crime and Terrorism* (Routledge, 2013)
- *Homeland Security and Terrorism* (McGraw-Hill, 2013)
- *The Terrorism Lectures* (Nortia Press, 2012; Second Edition, 2015)
- *Weapons of Mass Destruction and Terrorism* (McGraw-Hill, 2012, with Russell Howard)
- *Countering the Terrorist Threat of Boko Haram in Nigeria* (JSOU Press, 2012)
- *Influence Warfare: How Terrorists and Governments Fight to Shape Perceptions in a War of Ideas* (Praeger, 2009).
- *Handbook of Defence Politics: International and Comparative Perspectives* (Routledge, 2008, with Isaiah Wilson)
- *Countering Terrorism and Insurgency in the 21st Century* (3 volumes: Praeger, 2007)
- *Teaching Terror: Strategic and Tactical Learning in the Terrorist World* (Rowman & Littlefield, 2006)
- *The Making of a Terrorist: Recruitment, Training and Root Causes* (3 volumes: Praeger, 2005)

Dr. Forest is co-editor of the peer-reviewed scholarly journal *Perspectives on Terrorism*. He has also published dozens of articles in journals such as *Terrorism and Political Violence*, *Contemporary Security Policy*, *Crime and Delinquency*, the *Cambridge Review of International Affairs*, the *Georgetown Journal of International Affairs*, the *Journal of Political Science Education*, *Stability*, and *Democracy and Security*. He 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 also served as an advisor to the Future of War panel for the Defense Science Board, testified before Congressional committees, and served as an expert witness for several terrorism-related court cases. His degrees are from Boston College, Stanford University, Georgetown University and De Anza College.

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