

# JLC 496/696: Terrorism in the 21<sup>st</sup> Century, Summer 2016

Department of Justice, Law, and Criminology  
American University  
Online Learning Session II (June 27 - August 11)



## 1. INSTRUCTOR INFORMATION

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Skype: KearnsEM

## 2. COURSE DESCRIPTION

Since September 11<sup>th</sup>, terrorism has been increasingly a focus for the public, academics, government, and policy makers. While terrorism has been used for millennia, the tactics and technologies of terrorism are constantly evolving. This course will focus specifically on terrorism around the world in the 21<sup>st</sup> century. The course will discuss a range of issues relating to 21<sup>st</sup> century terrorism including: the impact of 9/11 on global terror, changing nature of terrorist organizations, shifting tactics and goals of terrorism, and the evolution of technologies of terror including both weaponry and the use of social media.

## 3. COURSE GOALS

The course will:

1. Improve understanding of terrorism and its relationship to other social phenomena
2. Examine the historical foundations of terrorism
3. Analyze changes in the use of terrorism, particularly in the 21<sup>st</sup> century
4. Encourage students to think critically about the use of terrorism around the world

## 4. LEARNING OUTCOMES

Upon successful completion of this course students will:

1. Examine the historical foundations of terrorism
2. Analyze changes in the use of terrorism over time
3. Critique the impact of 9/11 on global terrorism
4. Identify changes in organizations that use terrorism
5. Examine and critique shifting tactics and goals of terrorism
6. Examine the evolution of technologies of terrorism
7. Analyze the use of social media in terrorism today

## 5. TEACHING METHOD

The course is structured to examine various changes in terrorism during the 21<sup>st</sup> century. We will draw from research articles in criminology, psychology, political science, and related fields. We will also read op-eds and news articles about terrorism.

Research has shown that students learn best when they actively participate in class discussion and projects. I believe that the role of an instructor is to facilitate an active learning environment through a combination of brief lectures, productive dialogue, teamwork, and creative thinking. As such, the course will engage in a variety of activities in addition to lectures, including writing exercises, group work, and online class discussions. I value student opinions about the course, and will solicit feedback periodically.

To be successful in the course, students are required to read all assignments, translate their thoughts on the readings into effective written communications, and engage fully in online discussions and course activities.

## **6. COURSE EXPECTATIONS, REQUIREMENTS, and GRADING POLICY**

### **COURSE STRUCTURE**

The course will be structured as weekly units comprised of the following components:

- Reading Assignments
- Short Reaction Papers
- Panopto and PowerPoint-Based Learning (“Lecture” notes)
- Discussion Boards via Piazza

### **ONLINE REQUIREMENTS AND TIME COMMITMENTS**

This class is taught entirely online so you will have the opportunity to express your ideas to a much greater extent than in the traditional classroom setting, where numerous students are vying to speak in a limited time. The class never meets in the traditional sense of regularly scheduled weekly meetings. However, the class meets regularly in cyberspace on our class Blackboard site and the discussion board will run through Piazza. For those who are unfamiliar with Piazza, it is a free platform where students can post questions and collaborate to edit responses to these questions. Instructors can also answer questions, endorse student answers, and edit or delete any posted content. Piazza is designed to simulate real class discussion. It aims to get high quality answers to difficult questions, fast! You will find that at almost any time of day or night fellow students or I will be logged on or will have just posted something new or will respond to your postings or questions.

You will quickly become an active and involved participant in the class if you log on regularly. You will find that although you may not know what your fellow classmates look like, you will know them all far better than you know most classmates in face-to-face classes. In fact, you will quickly learn to recognize their “voices” as they speak to you on the Discussion Board. Therefore, to accomplish this, you must be prepared to:

Ensure technical access to the online classroom via an appropriate Browser. Technical requirements are posted immediately below, under the heading, “System Requirements and Online Help Availability.”

Invest a minimum of 15 hours each week in the course (for the 7-weeks of class meetings). Note: The “rule-of-thumb” for full participation in a 3-hour course is 37.5 hours in class and a minimum of 3 additional hours outside of class for every hour in class, totaling at least 112.5 hours. By spending 16 hours each week in the course, you are meeting this “rule of thumb.” You spend this much time in a regular semester course; it’s just spread out over 15 weeks.

### **SYSTEM REQUIREMENTS AND ONLINE AND BLACKBOARD HELP AVAILABILITY**

This class will use Blackboard (including Piazza). Please be sure that you have access to the Blackboard site for this course and reliable internet access.

**For Online Help:** Email [helpdesk@american.edu](mailto:helpdesk@american.edu), call 202-885-2550 or consult online at <http://help.american.edu/>.

**For Blackboard Issues:** Call Blackboard Support 202-885- 3904, go to the Blackboard (Bb) drop in Center at x3904 Hurst Building Main Campus, or mail [helpdesk@american.edu](mailto:helpdesk@american.edu)

## WEEKLY TIMELINE

Monday – short reaction papers are due at 11:59 p.m. on Monday for the coming week’s material.

Tuesday – the week’s short lecture will be posted on Tuesday morning. This, along with the readings for that week, will serve as the basis for the student led discussion.

Friday - student led discussion questions and responses are due at 11:59 p.m. on Friday for that week’s material.

- All due dates will be clearly listed on the course schedule as well.
- **Time due is based on Eastern Standard Time and date, regardless of where you may be located.**

## ASSESSMENT

### Short Reaction Papers (30%)

Student will write a total of 6 short reaction papers, one for each week starting in the first week of the course. The first reaction paper should focus on your knowledge, perceptions, and interest in terrorism at the start of the course, and does not require that you do the readings for that week first. The next 5 papers should be written after reading the assigned material but before participating in the discussion board. These papers should relate directly to the material assigned for that week, provide a commentary or critique (not a summary) of the readings and should be supported by references to the readings.

**Undergraduate** papers should be 1 to 2 pages in length.

**Masters** papers should be 2 to 3 pages in length.

All papers should be double-spaced and in 12 pt Times New Roman with 1 inch margins (these are strict guidelines). Papers should be uploaded to the appropriate link in the Assignments section of Blackboard. The grading rubrics are on Blackboard.

**You get one (1) late pass for a Reaction Paper, meaning that you can turn it in with the next week’s Reaction Paper (or Final Project if used in Week 6). Use it if you want. There’s no penalty or reward either way.**

### Student Led Discussions (40%)

- Given the distance learning nature of this course, online discussions will be a large portion of the assessment. Each week after completing the reading and watching the short lecture, students will post 1 discussion question, respond to 2 questions posted by other students, and address 1 response to their original post (if there are no responses to your original post, then respond to a 3<sup>rd</sup> question posed by another student). Posts and responses should be thoughtful, detailed, and connected with the readings, lecture, and other materials for that week. **Posts and responses should be 100-150 words each.** These must be written in a way that would be acceptable in a formal paper. The grading rubric is on Blackboard.
- Additionally, you are expected to post at least one news article relating to the topics covered in this class each week and add your thoughts on it in Tweet format (under 140 characters).

- **Be sure that you post to the correct folder, always post as a “Note”, and utilize tags throughout your discussion posts and responses. For your required posts, DO NOT POST ANONYMOUSLY, I can see who posts and will deduct points for this. If you have a question that you would like to ask anonymously, please do so but it won’t count toward your weekly posts. Also, you may want to change your settings to “Daily Digest” for post notifications so you do not get numerous email alerts each day.**

### **Final Project (20%)**

Each student will choose an issue within the course material to examine, make an argument, and present a 10 to 15 minute portfolio-style project in a multimedia format (i.e. PowerPoint, podcast, video) for the rest of the class to watch online. You must have your topic approved by the fourth week of class (July 18<sup>th</sup>). The grading rubric is on Blackboard.

### **Commentary on Final Projects (10%)**

Each student will submit a 1-page max commentary on 5 of the other final projects. The commentaries should speak to the presentation and incorporate materials we covered in the course. Commentaries should be uploaded to the appropriate link in the Assignments section of Blackboard. The grading rubric is on Blackboard.

## **COMMUNICATION**

### **Email**

I will send emails on a regular basis to remind students about upcoming events, due dates, important news, et cetera. These messages will come to their official American University email. Students are responsible for the contents of these messages. I will respond to email within 24 hours during the week and within 48 hours on the weekend unless otherwise specified in advance.

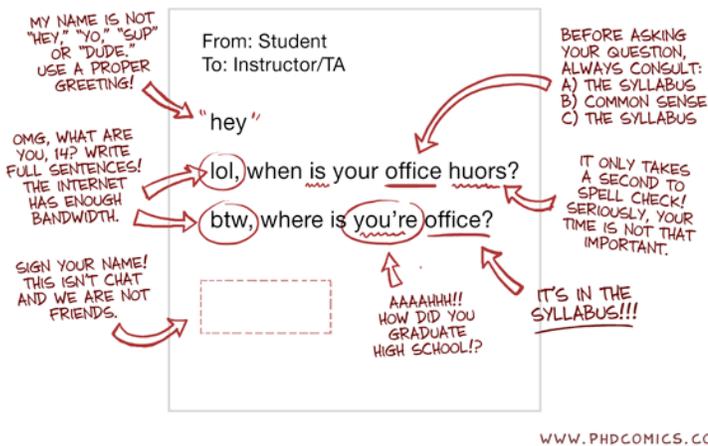
### **Skype**

I will hold office hours once a week online at a mutually agreed upon time. If you cannot make this time, I can also be on Skype by appointment. If multiple students would like to speak with me simultaneously, we can use Google Hangout. If students have questions about class, they will be encouraged to ask them via the class discussion board on Piazza, as other students may have the same question and would benefit from the answers.

### **Professionalism**

Recently, my colleagues and I have noticed that some (by no means all) students email us using language and format more appropriate for friendly emails, not professional ones. I will only respond to emails that include: a subject, a salutation (Dear, Hello, etc.), a closing (at least your name), and proper grammar (no text speak). Additionally, if your question is about a due date, what the reading is for next week, or something else that is found in the syllabus or grading rubrics, I will not respond to your email. This is not to be harsh, but I want to make sure that all students are in the habit of corresponding professionally, which is what will be required of you in your future careers or in graduate school.

## HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.



**\*\*Footnote:** No offense to those actually called "Hey," "Yo," "Sup" or "Dude."

## COURSE POLICIES

### Academic Integrity

Students are expected to uphold the highest academic integrity standards published in American University's Academic Integrity Code (Section .02, Article A) (<http://www1.american.edu/academics/integrity/code.htm#1>). Plagiarism is the most serious academic offense. Violations of this code can lead to failure of the course and a hearing with the university's judicial board to suspend you from the university.

In addition to the Integrity Code: 1) You may not accept outside assistance from a third party for any graded assignments without specific permission from me (does not apply to getting assistance from library staff in finding research materials). 2) You may not submit work for this class that is the product of work for another class, or vice versa, without prior permission for me and the other instructor(s) involved.

Academic dishonesty will not be tolerated. Examples of academic dishonesty include, but are not limited to: submitting work done by another student but with your name on it, plagiarism, cheating, fabrication, and/or facilitating academic dishonesty. Students are expected to be fully aware of accepted practices for using and citing another person's work (both published and electronic). All instances of actual or suspected cheating or plagiarism will be investigated and may lead to suspension or dismissal from the university.

### Student Copyright Authorization

For the benefit of future students, work in this course may be used for educational critique, demonstration, samples, presentations, and verification. Outside of these uses, work shall not be sold, copied, broadcast, or distributed for profit without student consent. Items submitted for this course also may be submitted to TurnItIn.com/Safe Assign for analysis.

### Make-up Exams, Assignments, and Notes

All due dates are stated explicitly and are hard deadlines. You will receive a 0 if an assignment is not submitted at the time it is due. I WILL NOT accept late papers or projects. Papers MUST be submitted to Blackboard. Make duplicate copies of your papers and projects as you go! No excuses will be accepted.

### Grading

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 59 or below
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
	B- = 80-82	C- = 70-72	D- = 60-62	

If you have questions or concerns about a grade(s) and believe I should review them, you should submit a written request over email to me describing your concern in detail. You must take 24 hours to reflect on the grade before contacting me, but you must submit the request within one week of the date that grades for that assignment are disseminated. The exception is an addition error, which should be pointed out immediately.

Unless otherwise stated in class, there are **no** extra credit assignments for this class. Assignments will be graded on accuracy, depth of expression, grammar, neatness, punctuation, quality, spelling, and thoroughness. Grades will be posted regularly to the “grade book” on Blackboard so students can track their progress. Please note that Blackboard shows unweighted grades. Upon request, I will provide a blank grade book to track progress using grade weights.

As per the Family Educational Rights & Privacy Act (FERPA), grades will not be posted, given out over the phone or email, or released to anyone other than the student.

### **Online Classroom Code of Conduct**

I expect all members of the online classroom community to be active participants who learn from others and contribute, in turn, to the learning of others. Therefore, all members of the community agree to work together in every academic activity to create an educational environment of responsibility, cooperation, respect and civility.

Classroom courtesy is essential for learning. The classroom — even the virtual one— is a professional setting where appropriate behavior is expected. Every participant should focus on the educational activity and contribute to it. Electronic communication among participants should be conducted professionally. Most importantly, please remember that class discussion must be respectful and scholarly at all times.

Scholarly Comments: 1) are respectful of diverse opinions and open to follow up questions and/or disagreement, 2) are related to class and/or the course material, 3) are focused on advancing the discussion about issues related to the course and/or course material rather than personal beliefs and, 4) are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments: 1) are personal in nature (this includes attacks on a person’s demeanor, or political beliefs), 2) often use the discussion to argue for political positions and/or beliefs. If political discussions arise in the context of the research discussed, they must be discussed in a scholarly way (see above), 3) may include using yelling fonts or engaging in arguments with other students and being threatening in any manner and, 5) include ignoring the instructor’s authority to maintain the integrity of the classroom environment.

## **7. SUPPORT FOR STUDENTS AT AU**

If you experience difficulty in this course for any reason, please do not hesitate to consult with me. In addition to the resources within your department, a wide range of services is available to support you in your efforts to meet course requirements.

**Academic Support and Access Center** (x3360, MGC 243) In addition to using the resources available in this department, all students may take advantage of individual academic counseling, skills workshops, tutor referrals, Supplemental Instruction, and writing appointments in the Academic Support and Access Center.

**Students with Disabilities:** If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is requested.

**Counseling Center** (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

**Writing Center** in 228 Battelle-Tompkins offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. The Center offers appointments on the hour from 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 4 p.m. Friday, and 3 to 6 p.m. on Sundays. Call 202-885- 2991 to arrange a session. [www.american.edu/cas/writing](http://www.american.edu/cas/writing).

**Center for Diversity & Inclusion** is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2<sup>nd</sup> floor of Mary Graydon Center: 202-885-3651, email is [cdi@american.edu](mailto:cdi@american.edu).

## 8. REQUIRED TEXTS

### READINGS

Readings will be posted to Blackboard. Students are required to do all of this reading.

**As an important note: I am more interested that you understand the main points of each assigned piece of reading than that you know the minutia.** Keep this in mind, and the reading will not be cumbersome.

Recommended readings may be posted as well. The weekly assignments are at the end of this syllabus.

### HELPFUL RESOURCES

You are not required to buy the APA Publication Manual. Purdue University has an excellent online guide that should be consulted for all written materials that are submitted for this course.

<https://owl.english.purdue.edu/owl/resource/560/01/>

## 9. COURSE SCHEDULE

This syllabus is a guide for the course. It is subject to change with advanced notice. Changes may come in class or may come via e-mail. You are responsible for all such communications.

### TENTATIVE COURSE SCHEDULE

<b>Week</b>	<b>Topic</b>	<b>Date</b>	<b>Assignments</b>
1	The History of Terrorism	Monday 6/27	<b>Reaction Paper on Your Thoughts about Terrorism at the Start of the Course Due</b>
		Tuesday 6/28	Lecture material & discussions posted
		Friday 7/1	<b>Discussion Questions and Responses Due</b>
2	The Impact of 9/11 on Global Terrorism	Tuesday 7/5	<b>Reaction Paper on Reading Packet 2 Due</b>
		Wednesday 7/6	Lecture material & discussions posted

		Friday 7/8	<b>Discussion Questions and Responses Due</b>
3	Changes in Organizations that use Terrorism	Monday 7/11 Tuesday 7/12 Friday 7/15	<b>Reaction Paper on Reading Packet 3 Due</b> Lecture material & discussions posted <b>Discussion Questions and Responses Due</b>
4	Shifting Tactics and Goals of Terrorism	Monday 7/18 Tuesday 7/19 Friday 7/22	<b>Reaction Paper on Reading Packet 4 Due</b> Lecture material & discussions posted <b>Discussion Questions and Responses Due</b>
5	Evolution of Technologies in Terrorism	Monday 7/25 Tuesday 7/26 Friday 7/29	<b>Reaction Paper on Reading Packet 5 Due</b> Lecture material & discussions posted <b>Discussion Questions and Responses Due</b>
6	The Impact of Terrorism and the Future of It	Monday 8/1 Tuesday 8/2 Friday 8/5	<b>Reaction Paper on Reading Packet 6 Due</b> Lecture material & discussions posted <b>Discussion Questions and Responses Due</b>
7	Wrapping up the Course	Monday 8/8 Thursday 8/11	<b>Final Projects Due</b> <b>Commentary on Final Projects Due</b>

## **10. READING ASSIGNMENTS**

### **WEEK 1: HISTORY OF TERRORISM**

Littman, Rebecca, and Elizabeth Levy Paluck. (2015). "The cycle of violence: Understanding individual participation in collective violence." *Political Psychology*, 36(1): 79-99.

Ross, Jeffrey. "Introducing Oppositional Terrorism." Chapter 1 in *Political Terrorism: An Interdisciplinary Approach*. pp. 1-27.

Poland, James M. *Understanding Terrorism*. Chapter 2. pp. 25-51.

#### Rationalist

Kearns, E. M., Conlon, B., & Young, J. K. (2014). "Lying About Terrorism." *Studies in Conflict & Terrorism*, 37(5), 422-439.

Kydd, Andrew & Barbara Walter. (2006). "The Strategies of Terrorism," *International Security*, 56(2): 49-80.

Psychological

- Borum, Randy. (2006). "Understanding the Terrorist Mind-Set." pp. 22-25.
- Crenshaw, Martha. (2000). "The Psychology of Terrorism: An Agenda for the Twenty First Century." *Political Psychology* 20(2): 405-420.
- Ganor, Boaz. (2006). "Terror as a Strategy of Psychological Warfare." pp. 5-9

Sociological

- Agnew, R. (2010). "A General Strain Theory of Terrorism." *Theoretical Criminology* 14(2): 131-153.
- McCormick, Gordon H. (2003). "Terrorist Decision Making," *Annual Review of Political Science* 6: 473-508.

**Mandatory Reaction Paper Prompt:** *Discuss your knowledge, perceptions, and interest in terrorism coming into the class. For this paper, you do not need to do the readings prior to answering.*

**WEEK 2: THE IMPACT OF 9/11 ON GLOBAL TERROR**

- Abrahms, M. (2011). "Does terrorism really work? Evolution in the conventional wisdom since 9/11." *Defence and Peace Economics*, 22(6), 583-594.
- Asal, V., & Rethemeyer, R. K. (2006). "Researching terrorist networks." *Journal of Security Education*, 1(4), 65-74.
- Chermak, S., & Gruenewald, J. A. (2015). "Laying a Foundation for the Criminological Examination of Right-Wing, Left-Wing, and Al Qaeda-Inspired Extremism in the United States." *Terrorism and Political Violence*, 27(1), 133-159.
- Hoffman, B. (2002). "Rethinking terrorism and counterterrorism since 9/11." *Studies in Conflict and Terrorism*, 25(5), 303-316.
- Hoffman, B. (2003). Al Qaeda, Trends in Terrorism, and Future Potentialities: An Assessment. *RAND*.
- Hoffman, B. (2015) "A First Draft of the History of America's Ongoing Wars on Terrorism." *Studies in Conflict & Terrorism*, 38(1), 75-83.
- LaFree, Gary. (2011). Terrorism Research Before and After 9/11.
- Piazza, J. A. (2011). "The illicit drug trade, counternarcotics strategies and terrorism." *Public Choice*, 149(3-4), 297-314.
- Taylor, M., & Horgan, J. (Eds.). (2000). *The future of terrorism*. Psychology Press. Chapter 1 – Introduction only.

**Optional Reaction Paper Prompt:** *Based on this week's readings, what impact do you think 9/11 had on terrorism in the 21<sup>st</sup> century?*

**WEEK 3: CHANGES IN ORGANIZATION THAT USE TERRORISM**

- Berger, J. M. (2014). "The Islamic State vs. al Qaeda: Who's winning the war to become the jihadi superpower?" *Foreign Policy*, September 2, 2014.
- Byman, D. (2014). "Buddies or Burdens? Understanding the Al Qaeda Relationship with Its Affiliate Organizations." *Security Studies*, 23(3), 431-470.
- Cronin, Audrey Kurth. (2006). "How Al Qaeda Ends." *International Security* 31(1): 7-48.
- Cronin, Audrey Kurth. (2015). "ISIS is Not a Terrorist Group: Why Counterterrorism Won't Stop the Latest Jihadist Threat." *Foreign Affairs*.
- Moghadam, A., Berger, R., & Beliakova, P. (2014). "Say Terrorist, Think Insurgent: Labeling and Analyzing Contemporary Terrorist Actors." *Perspectives on Terrorism*, 8(5).

- Vermeulen, F. (2014). “Suspect Communities—Targeting Violent Extremism at the Local Level: Policies of Engagement in Amsterdam, Berlin, and London.” *Terrorism and political violence*, 26(2), 286-306.
- Young, J. K., & Dugan, L. (2014). “Survival of the Fittest: Why Terrorist Groups Endure.” *Perspectives on Terrorism*, 8(2).

**Optional Reaction Paper Prompt:** *Based on this week’s readings, what do you think is a) the driving force for groups to pledge their allegiance to a more powerful group and b) what is the impact of doing so?*

#### **WEEK 4: SHIFTING TACTICS AND GOALS OF TERRORISM**

- Abrahms, M., & Potter, P. B. (2015). Explaining terrorism: Leadership deficits and militant group tactics. *International Organization*, 63(2): 311.
- Asal, Victor, Milward, H. Brinton & Schoon, Eric W. (2014). "When Terrorists Go Bad: Analyzing Terrorist Organizations' Involvement in Drug Smuggling." *International Studies Quarterly* 1(12).
- Berger, J. M. (2013). “Omar and Me” *Foreign Policy*, September 17, 2013.
- Gill, Paul. (2015). “Bringing Terrorists into Sharper Focus.” *New York Daily News*, January 18, 2015.
- Horgan, John. (2008). "From profiles to pathways and roots to routes: Perspectives from psychology on radicalization into terrorism." *The ANNALS of the American Academy of Political and Social Science*, 618(1): 80-94.
- Kleinmann, Scott Matthew. (2012). “Radicalization of Homegrown Sunni Militants in the United States: Comparing Converts and Non-Converts.” *Studies in Conflict & Terrorism*, 35(4): 278-297.
- Lamothe, Dan. (2015). “U.S. Military Social Media Accounts Apparently Hacked by Islamic State Sympathizers.” *The Washington Post*, January 12, 2015.
- Pedahzur, Ami & Arie Perliger. (2006). “The Changing Nature of Suicide Attacks: A Social Network Perspective.” *Social Forces* 84(4): 1987-2008.
- Perry, S., & Hasisi, B. (2015). “Rational Choice Rewards and the Jihadist Suicide Bomber.” *Terrorism and Political Violence*, 27(1), 53-80.
- Piazza, J. A. (2009). “Is Islamist terrorism more dangerous?: An empirical study of group ideology, organization, and goal structure.” *Terrorism and Political Violence*, 21(1), 62-88.
- Withnall, Adam. (2015). “ISIS to Launch First 24-hour Online TV Channel.” *The Independent*, January 18, 2015.

**Optional Reaction Paper Prompt:** *Based on this week’s readings, how—if at all—are the goals and tactics of terrorism shifting, and what is the impact of this?*

#### **WEEK 5: EVOLUTION OF TECHNOLOGIES IN TERRORISM**

- Bailey, Ronald. (2014). “The Internet Does Not Increase Terrorism.” *Reason.com* November 28, 2014
- Bloom, M., Horgan, J., & Winter, C. (2016). “Depictions of Children and Youth in the Islamic State’s Martyrdom Propaganda, 2015-2016.: *CTC Sentinel*.
- Bloom, M. (2011). “Bombshells: Women and terror.” *Gender Issues*, 28(1-2), 1-21.
- Byman, Daniel. (2013). “Why Drones Work: The Case for Washington’s Weapon of Choice. *Foreign Affairs*
- Cronin, Audrey Kurth. (2013). “Why Drones Fail: When Tactics Drive Strategy. *Foreign Affairs*.
- Fritz, J. (2016). “Islands in the Foreign Fighter Stream: Trinidad’s Extremism Problem. *War on the Rocks*.
- Goal, Anish. (2013). “The Read Drone Debate.” *Foreign Affairs*.

- Jacobson, M. (2010). "Terrorist financing and the Internet." *Studies in Conflict & Terrorism*, 33(4), 353-363.
- Lemieux, A. F., Brachman, J. M., Levitt, J., & Wood, J. (2014). "Inspire Magazine: A Critical Analysis of its Significance and Potential Impact Through the Lens of the Information, Motivation, and Behavioral Skills Model." *Terrorism and Political Violence*, 26(2), 354-371.
- Smith, M., & Walsh, J. I. (2013). "Do Drone Strikes Degrade Al Qaeda? Evidence From Propaganda Output." *Terrorism and Political Violence*, 25(2), 311-327.
- Zeitsoff, Thomas. 2014. "Does Social Media Influence Conflict? Evidence from the Gaza Conflict." *Working Paper*: 1-39.

**Optional Reaction Paper Prompt:** *On balance, do you think that either a) the internet or b) drones (choose just one, not both) are a driving force for terrorism and radicalization, or a constraining force?*

### **WEEK 6: THE IMPACT OF TERRORISM AND THE FUTURE OF IT**

- Abrahms, Max. (2013). "A Few Bad Men." *Foreign Policy*, April 16, 2013.
- Barkun, Michael. (2007). "Terrorism and the 'Invisible'." *Perspectives on Terrorism*, 1(6).
- Berger, J. M. (2015). "Europe Cracks Down." *Foreign Policy*, January 16, 2015
- Brooks, R. A. (2011). "Muslim 'homegrown' terrorism in the United States: how serious is the threat?." *International Security*, 36(2), 7-47.
- Fishman, Brian. (2015). "Jihadis are not only Attacking the Media; They are Using It." *War on the Rocks*, January 15, 2015.
- Graham, D. (2016). "How Belgium Tried and Failed to Stop Jihadist Attacks." *The Atlantic*.
- Miller, Christopher. (2015). "Authorities focus on threat of 'wolf pack' attackers.
- Neumann, Peter R. (2013). "Options and Strategies for Countering Online Radicalization in the United States." *Studies in Conflict & Terrorism*, 36(6): 431-459.
- Smith-Spark, Watson & Lister. (2015). "Security boosted as Europe scramble to handle growing threats." *CNN*. January 17, 2015.
- Watts, Clint. (2015). "Inspired, Networked & Directed." *War on the Rocks*, January 12, 2015.

**Optional Reaction Paper Prompt:** *If you were to leap to 2026, what do you think would be the key issues and themes that we would be discussing in a class on terrorism in the interim years? What would be the same and what would change?*