

**EMHS 355 -- International and Domestic Terrorism
Spring Semester 2017**

This course examines both international and domestic terrorist organizations with particular focus on the organizations' activities, primary influences and ideologies, and sources of funding. The course also provides an overview of terrorist tactics and training. We will review past terrorist attacks against US interests domestically and globally, and will address the current potential based on known vulnerabilities. Students completing the course will be able to define terrorism and understand how and why such acts of violence occur. They will recognize the ideological forces behind international and domestic terrorism.

Lecture Topics

Introduction

1. Introduction; Terrorism defined
2. History of terrorism
3. Tactics: biological terrorism; agroterrorism; chemical terrorism; explosives; nuclear/radiological
4. Classification of terrorist organizations

The Underbelly of Terrorism

1. The terrorist cell
2. Terrorist training
3. Terrorist recruitment
4. Financing of terrorist operations

International Terror Groups

1. History: The Middle East conflict; the Afghanistan war and the Mujahedeen
2. Roots of modern Islamic terrorism - Jihadi writings
3. Training camps
4. Selected international terror organizations: *Modus operandi*; organizational structure
The Muslim Brotherhood; ISIS; Irish Republican Army

Exam 1: February 9

Domestic Hate Groups

1. Origins of hate group ideologies
2. Causes of right wing extremism
3. Selected Groups: *Modus operandi*; organizational structure
Racist / Neo-Nazi
 - a. Ku Klux Klan
 - b. National Socialist Movement
4. Other extremist groups
 - a. Militias
 - b. Sovereign citizens

Exam 2: March 16

5. Special interest groups: Eco-terrorism and animal rights

Comprehensive Final Examination: Tuesday 2 May 2:15-4:15 pm. **NO EXCEPTIONS.**

Required Lecture Supplements: *International and Domestic Terrorism* – Lecture Notes.
Available at TIS Bookstore.

Readings: *International and Domestic Terrorism. Emergency Responder Series in Terrorism.* J. Pichtel. 2017.
Available at TIS Bookstore.

Course Expectations

Attendance at all lectures is required, and will count as part of your final grade.

Three exams and occasional quizzes will be given during the semester, followed by a comprehensive final examination. The exams and quizzes will cover all materials covered in class including lectures, guest speakers, films and readings. Exams will only be taken on the scheduled date. If an emergency arises, call in advance (285-2182 or 285-5780) or you may not be given a make-up exam. **Note:** There are no make-ups for missed quizzes.

Notes

1. A copy of selected student work will be retained for university assessment purposes. If you object to having your work saved for this purpose, notify your instructor by the end of the first week of classes.
 2. If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me, make an appointment with me as soon as possible. My office hours are MWF 1:00-2:30 pm.
 3. © Copyright 2017 John Pichtel as to this syllabus and all lectures. Students are prohibited from selling notes taken during this course to or by any commercial firm without the express written permission of the instructor teaching this course.
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Technical Paper

A term paper is to address a specific terrorism issue (broadly interpreted). The paper must be at least ten pages in length, double-spaced with one-inch margins, word processed (Times Roman, 12 point), and include citations from at least 10 published sources. The paper is due on Tuesday 25 April. Details appear on the next page.

Suggested Paper Topics

Terrorist Tactics

1. Bombings
2. Arson
3. Weapons trafficking
4. Kidnapping
5. Money laundering

Historical / Cultural Issues in Terrorism

1. The Crusades and their influence on modern Islam
2. The First Four Caliphates and early Islam
3. The Arab-Israeli conflict since 1900; since 1948
4. History of the Taliban
5. History of the Afghan Civil War
6. The ethnic groups and divisions of Afghanistan
7. The 'warlords' of the Afghan-Pakistan border: Who are they?
8. Funding of terrorist organizations
9. The conflict in Chechnya and Islamic Terror
10. Islamic extremism in Somalia; Indonesia; the Philippines
11. Al-Qaeda in Yemen; al-Qaeda in Iraq
12. ISIS: History of the group; sources of funding; other topics
13. The ISIS threat inside the United States

One of the great Islamic Scholars --

1. Taymiyyah
2. Wahab
3. Qutb
4. Other (see instructor for permission)
-- and their influence on modern-day jihadists

Choose one Jihadi extremist group:

1. The Muslim Brotherhood; Hezbollah; ISIS; other (with permission of instructor)
2. A terrorist organization active elsewhere in the world (with permission of instructor)

Choose one US terror/hate group:

KKK; Aryan Nations; National Socialist Movement; White Aryan Resistance; Volksfront; White Revolution; Christian Identity; Sovereign Citizens; The Nation of Islam; other (with permission)

Misc.

1. Use of social media among hate groups
2. Hate group symbology
3. The terror cell
4. Far-right wing politics in Europe – who is successful and why?
5. The Zionist-Occupied Government theory
6. The Protocols of the Learned Elders of Zion
7. Counterterrorism

Decide on a topic by 2 February or you will be assigned one.

Due date for your paper: 25 April.

Grading Policy

Your course grade will be based upon the following:

Examinations (3) and quizzes	500
Final examination	200
Project (term paper)	200
Graduate project	--
In-class activities	100
Attendance (see above)	
Total points possible	<hr/> 1,000

Countries you must be able to locate on a World Map

Afghanistan	Jordan	Sudan
Algeria	Kazakhstan	Taiwan
Angola	Kenya	Tajikistan
Argentina	Korea, Dem. People's Republic of	Tanzania
Australia	Korea, Republic of	Thailand
Belize	Kuwait	Tibet
Bolivia	Laos	Uganda
Botswana	Lebanon	United Arab Emirates
Brazil	Malawi	Uzbekistan
Burundi	Malaysia	Venezuela
Cambodia	Mali	Viet Nam
Cameroon	Mexico	Yemen
Chad	Mongolia	Zaire
Chile	Morocco	Zambia
China	Mozambique	Zimbabwe
Colombia	Myanmar (Burma)	
Congo, Dem. Republic of the	Namibia	
Costa Rica	Nepal	
Dominican Republic	Nicaragua	
Ecuador	Niger	
Egypt	Nigeria	
El Salvador	Pakistan	
Ethiopia	Palestinian Territory, Occupied	
Gambia	Panama	
Ghana	Paraguay	
Guatemala	Peru	
Haiti	Philippines	
Honduras	Rwanda	
Iceland	Saudi Arabia	
India	Senegal	
Indonesia	Sierra Leone	
Iran, Islamic Republic of	Singapore	
Iraq	Somalia	
Israel	South Africa	
Japan	Sri Lanka	

General Course Learning Outcome

Concepts: Demonstrates a working understanding of core concepts (including principles, relationships, theories, relevant laws of nature).

Grading Rubric

A Excellent	A	Excellent skills and great originality. Superior work in both content and presentation.
Indicates highest level of achievement	A-	Excellent. The student has an insightful grasp of the subject matter. Academic work demonstrates clear and persuasive argument. It is a well structured text that features solid introductory and concluding arguments. There are few presentation errors.
B Good	B+	Very Good performance. Thorough knowledge of concepts and/or techniques. Student has the ability to learn independently and to use relevant evidence to develop logically valid arguments. Some minor but noticeable errors in presentation may detract from the otherwise high quality of work.
Indicates a good level of achievement	B	A good grasp of the subject matter. The student's paper is clear and well structured. Minor components of an answer may be missing.
	B-	Good level of knowledge. Has the ability to go beyond the simple reiteration of the material presented in class. Papers are articulate and fulfill the course requirements.
C Satisfactory Academic work of an acceptable quality	C+	Competent. The student's work is competent and demonstrates an adequate understanding of the subject matter. Academic work of an acceptable quality. Ideas are presented in a style that is at least coherent and orderly. Presentation errors that affect the quality of the work are present.
	C	Fairly competent. Acceptable level of knowledge. Papers need structuring. Student has some difficulty in clarifying his/her thoughts.
	C-	Satisfactory. Command of only the basic concepts of knowledge. Student has obvious difficulty structuring and developing ideas.
D Passing Lowest acceptable passing grade	D+	Marginal performance. Superficial grasp of the subject matter. A sense of organization and development is often not demonstrated. Major components of a question may have been neglected. Difficulty in expressing ideas.
	D	Minimal grasp of the material. Ideas are not clear to the reader.
	D-	Deficient in many of the objectives of the course. Important skills not attained.
F Failure Lack of even minimal understanding	F	Failure: Basic concepts and principles not learned. Essential skills cannot be demonstrated.