

GENERAL INFORMATION

Professor Information



Instructor: Nima Baghdadi

Office:

Office Hours: By Appointment

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Course Description And Purpose

Among many pressing issues in contemporary international politics, terrorist activities stand out as one of the most serious threats they pose unto stability and order within communities on many levels. Even though states began to pay due attention to this phenomenon in the 1960s and 70s, terrorist acts or threats of such actions have existed for millennia. In other words, this phenomenon is older in age than are the modern nation-states. In this course, we will examine terrorism from various angles in order to attain a solid grasp of this complicated multi-dimensional problem of our time. The content of this course has been informed by the following three considerations:

- What the majority of us know of this phenomenon has been shaped by the medium that does the coverage. Most media outlets, regardless of where they fall on the political spectrum, have repeatedly demonstrated that are either unwilling or unequipped to properly contextualize acts of terror and dig for deeper roots as to why and how a resort to terror presents itself as a viable option to individuals, groups, organizations, or even states.
- Formulating effective counterterrorism measures and responses to acts of terror are particularly challenging. What typically accompany acts of terror are tragedy, anguish, and severe trauma which normally beget responses that are largely informed by uncontrollable outburst of emotions. It is noteworthy that such an emotionally taxed environment is a fertile ground for some subsets of society and political elite to push certain agenda that would in the long run jeopardize national security, national interests and the enduring values cherished by the society. What goes wrong in such recurrent scenarios is losing sight of rationality once the society is inundated by post-catastrophe traumatizing emotions. This is not to say that an observer can totally relieve oneself of such emotions, but what matters is seeking an optimal balance between rationality and emotion.
- Tackling terrorism effectively requires, as much as it needs a firm understanding of its complexity, a commitment to address this challenge from a perspective that transcends the parochial interests of a particular group, community or nation-state. A global problem as such requires an acknowledgment that no single state can unilaterally respond to this entanglement, and a trans-territorial collaboration (either sincere or utilitarian) is needed to overcome what seems to be a highly resilient challenge that refuses to be contained within geographical borders.

Course Objectives

Course Learning Outcomes

Upon completion of this course, the students will be able to:

- Explain the historical evolution of terrorism both in concept and practice in multitude of contexts
- Understand the roots of terror acts that are informed by religious beliefs
- Analyze facilitating conditions for the growth of radicalism

- Discuss organizational structure and the funding models of terror groups
- Appraise defensive, preemptive, and retaliatory responses to terror acts
- Explain the impediments in way of effective counterterror measures
- Interpret the role of media in counter-terror efforts
- Explain the importance of cyberspaces as a new domain of terror and hatred
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Global Learning Outcomes

Upon the completion of this course, the students will:

- Have become aware that terrorism is a phenomenon with multiple interconnected local, regional, interregional and global layers (Global Awareness)
- Have developed the understanding that no effective response to this global challenge is possible unless the various actors in international politics are willing to collaborate for a well-conducted counter-terror initiative (Global Perspective)
- Be prepared to transcend the constraining boundaries of identity and contribute to the efforts that aim to tackle this contemporary challenge with a global perspective and conscientious approach to the cause of humanity.

IMPORTANT INFORMATION

Policies

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; not students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the ["What's Required"](#) webpage to find out more information on this subject.

This course utilizes the following tools:

- Internet Browser
- [Adobe Acrobat Reader](#)
- Program to compose written assignments (Microsoft Word, Open Office, etc.)

Technical problems can sometimes come up unexpectedly. Students should have a backup plan for Internet and e-mail access in the event the home or work computer connection goes off line or crashes. Always keep a back-up copy of all assignments, discussions, and e-mails in a safe place. Though they are rare, major system outages and failures do happen. **Individual technical problems are not an acceptable excuse for late assignments.**

Throughout the semester, readings, announcements, notes of clarification, and grades will be placed in the FIU Online classroom. To access these, students will need to enter the classroom regularly (at least three times each week). Students should do a [browser check-up](#) to ensure features in the FIU Online classroom work properly.

All technical problems should be directed to the [FIU Support Services Help Desk](#) by phone at **1-877-3-ELEARN** or online. Be certain to **request and note the "trouble ticket" number**, which will be used to verify any claims of a system failure.

At times we might have live, virtual classes or office hours. For that matter, you need to use the Adobe Connect live classroom software. To get the most out of the live class experience, a headset (microphone and headphones all in one) is recommended, but not required. More information about Adobe Connect is available [here](#).

Adobe Connect Meetings will be available on the following dates/times:

- **Tuesday, January 17th, 10 am**

- Tuesday, January 31st, 10 am
- Tuesday, February 14th, 10 am
- Tuesday, February 28th, 10 am
- Tuesday, March 21st, 10 am
- Tuesday, April 4th, 10 am

Please visit our [Technical Requirements](#) webpage for additional information.

Accessibility And Accommodation

Florida International University is committed to social justice. The instructor concurs with that commitment and expects to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Florida International University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestion as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. Any student with a disability that anticipates needing any type of accommodation in order to participate in this class, please advise the instructor within the **first week of class** to make appropriate arrangements.

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-338-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

Course Prerequisites

There are no prerequisites for this course.

Proctored Exam Policy

There are no proctored exams for this course.

Textbook



Terrorism and Counterterrorism

Brigitte L. Nacos

Routledge, 5th Edition, 2016

ISBN-10: 1138190144

ISBN-13: 9781138190146

You may purchase your textbook online at the [FIU Bookstore](#).

- Articles on Blackboard (Provided)
- **IMPORTANT:** Only the underlined readings are mandatory and the rest are recommended for further reading and research.

Expectations Of This Course

Throughout the semester, readings, announcements, notes of clarification, and grades will be placed in the FIU Online classroom. To access these, students will need to enter the classroom regularly (at least three times each week). It is recommended that students do a [browser check-up](#) to ensure all features in the FIU eCampus classroom work properly. This is an online course, therefore all of the course work will be conducted online; however expectations for performance in an online course are the same for a traditional course.

As a student in this class, you are expected to:

- **Review the how to get started information** located in the course content
- **Review** and follow the course calendar
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum
- Log in to the course at least **three times** per week.
- Post policy memos to the biweekly prompts on the discussion board. You will be doing this task in collaboration with 4-5 classmates. You will know which group you belong to once the semester sets in. The prompts will be posted on Monday and you will have almost 14 days to do the task. The responses need to be posted by **Sunday at 11:59pm.**
- **Attend the 1-hour virtual class, every other Tuesday at 10 am.**
- Submit the final research paper by the due date

COURSE DETAIL

Course Communication

Communication in this course will take place via **Messages**. Messages are a private and secure text-based communication that occurs within a Course and among Course members. Users must log on to Blackboard to send/receive/read messages. The Messages tool is located on the left side Course Menu (Blackboard user interface). It is recommended that students check their messages routinely to ensure up-to-date communication.

Visit our [writing resources page](#) for more information on professional writing and technical communication skills.

Grading

Course Requirements	Weight
Policy Memos (Group Project)	30%
Reflection Letters on Your Learning and Group Collaboration	10%
Assessment of Your Collegiality	20%
Final Research Paper	40%
Total	100%

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	94 or above	B	84 - 86	C	75 - 77
A-	90 - 93	B-	80 - 83	D	61 - 74
B+	87 - 89	C+	77 - 79	F	Below 61

- An Incomplete grade (IN) will be given for work not completed because of serious interruption not caused by the student's own negligence.

Policy Memos

Policy memos are meant to provide analysis and/or recommendations regarding a certain issue, and they are written for a specific, often limited, audience. Because of the need for quick, accurate information in the policy world, policy memos are written so that readers can efficiently access fact-based information in order to make an informed decision. Memos should, therefore, try to inform the audience in a concise, organized, and professional manner, while still including the most relevant content.

In this course, you will be collaborating with your teammates on policy memos in response to the prompts posted on Blackboard. You will have three weeks to do each of these assignment. An effective policy memo demonstrates knowledge of the concepts and ideas covered in the course, and a savvy application of them to historical/current real/hypothetical scenarios. This may require that you do some research on historical contexts of the prompts given to you.

- You will receive detailed information on how to write in this genre in a separate document.
- Each group provides one policy memo per each prompt. This means that your success depends on close coordination with your teammates. You will be provided the email addresses of your teammates; however, you are responsible for further coordination.
- You may expect 5 of such group projects.
- **There is absolutely no way you can make up these assignments past the due date.**
- If you do not receive the collaboration needed from one or several of your teammates, you will still be required to carry out the task all the way to the end in order to get the grade for the assignment. However, there is a mechanism in place that helps me identify and counter those who opt for riding freely on others' efforts. Below is the mechanism.
- Everybody in a group will initially receive the same grade for a project regardless of their contribution; however, these initial grades shall change at the end of semester for those who systematically refuse to offer their share of help.

Reflection on Group Collaboration

The reflection letters are normally one page long. In these letters, you need to address two important issues. First, you have to provide a reflection over how your thinking about the subject matter will have evolved by reading the materials assigned, reflecting over them, and applying them to empirical scenarios. Second, your letters should embody a reflection over the process leading up to the submission of your team's policy memos, including the group dynamics, division of tasks, discussions, expectations, disappointments, etc. These letters allow me to have a better understanding about how you are doing individually and what the status of collaboration in your group is.

- Reflection letters, unlike policy memos, are submitted individually.
- The groups will be reshuffled once throughout the semester. This means that you will get to work with two different groups. This would allow you to meet new people, experience new group dynamics, and get exposed to new ways of thinking. You are expected to stay with your initial group for 2 projects before getting assigned to another group for 3 more projects.
- These letters will not be graded, even though they are used in your overall course assessment. However, after reshuffling groups, I will write you a note about the status of your collaboration with others in your preceding group.
- **There is absolutely no way you can make up these assignments past the due date.**

Final Research Paper

The final task in this course is writing a research paper around 2000 words. Further instructions will be provided to you in a separate document during the semester.

This paper is due by April 28 Friday at 8 pm.

- NOTE: There will be no extra credit assignments offered

Academic Dishonesty

The goal of this university is to create and disseminate knowledge. Academic dishonesty undermines the most fundamental activity of the university, and it is a crucial offense. All academic work must comply with the University's Code of Academic Integrity (see the Student Handbook or the [Academic Integrity Webpage](#) for the code and related policies). Students are responsible for informing themselves about the code before performing any academic work. Ignorance is not a defense. Academic dishonesty includes, but

is not limited to, cheating or knowingly assisting an act of cheating by another; or submitting any written material as one's work when it has been prepared by or copied from another. A student who has committed an act of academic dishonesty has failed to satisfy a basic performance requirement for this course. The offender should expect disciplinary action. The grade for the course will certainly be affected up to, and including a failing grade for an assignment, examination, or the course. Further, the Provost's office will be notified about the infringement. University action should be expected, up to and including expulsion from the University. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult with me.

Class Cancellation for Weather and Other Emergencies

At some point during the semester, it may be necessary for the University to cancel all or some classes due to poor weather, power failures, or other emergencies. Because of the very nature of an online class in which students are participating from all over the world, a University class cancellation or closure will not automatically apply in this course. The FIU eCampus will still be operational in times of a University shutdown. In times of a power outage or system wide failure, the instructor will make an announcement in the FIU eCampus classroom as soon as information becomes available. **Due dates are firm and will not automatically change if the University is closed. Always check the eCampus for updates and announcements concerning the class.**

Student Evaluation of Instruction

Effective teaching is a primary mission of Florida International University. Student evaluation of instruction provides the university and the instructor with feedback about the student's experience in the course for review and course improvement. Student participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about the evaluation will be provided towards the end of the semester.

COURSE CALENDAR

Weekly Schedule

Date	Tasks
<p>Week 1</p> <p>8/14 - 8/15</p>	<p><i>Terrorism, Evolution, and Trends</i></p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • Chapter 1: Introduction: The Terrorist Threat <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Jeffrey Kaplan, "Terrorism's Fifth Wave: A Theory, a Conundrum and a Dilemma" • Leonard Weinberg, "Two Neglected Areas of Terrorism Research: Careers after Terrorism and How Terrorists Innovate" • Dipak Gupta, "Accounting For the Waves of International Terrorism" • Karim Bahgat & Richard Medina, "An Overview of Geographical Perspectives and Approaches in Terrorism Research" • Chapter 3: Terrorism in the Global Context • Chapter 4: Terrorism in the American Context

Date	Tasks
<p style="text-align: center;">Week 2</p> <p style="text-align: center;">January 16-22</p>	<p><i>Definition(s) of Terrorism, Evolving and Contested</i></p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • Chapter 2: The Perennial Debate: What is Terrorism? • Joshua Sinai, "How to Define Terrorism" <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Richard Jackson, "An Argument for Terrorism" • Will Moor & Stephen Shellman, "Conceptualizing a New School of Political Conflict and Terrorism Studies" • James Lutz & Brenda Lutz, "The Role of Foreign Influences in Early Terrorism: Examples and Implications for Understanding Modern Terrorism" • Lukas Schoenenberger, Andrea Schenker-Wicki, Mathias Beck, "Assessing Terrorism from a System Thinking Perspective" • Assaf Moghadam et al. "Say Terrorist, Think Insurgent: Labels and Analyzing Contemporary Terrorist Actors" <p>Attend Adobe Connect lecture - Tuesday, January 17th, 10 a</p>
<p style="text-align: center;">Week 3</p> <p style="text-align: center;">January 23-29</p>	<p><i>Terrorism, Goals, Targets, and Tactics</i></p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • Chapter 8: Common Threats • Tyson Chatagnier & et al. "The Decision Calculus of Terrorist Leaders" <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Max Abrahms & Karolina Lula, "Why Terrorists Overestimate The Odds of Victory" • Jacob Shapiro, "Terrorist Decision Making: Insights from Economics and Political Science" • Annette L. Deloughery, "Agreements of Convenience Made among Violent Non-State Actors" • Kathie Deloughery, "Simultaneous Attacks by Terrorist Organizations"

Date	Tasks
<p style="text-align: center;">Week 4</p> <p>January 30 - February 5</p>	<p><i>Terrorism: Causes, Conditions and Influences</i></p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • Chapter 6: The Making of Terrorists • Scot Atran, "Who Becomes a Terrorist Today?" • Sussane Martin & Arie Perliger, "Turning to and from Terror: Deciphering the Conditions under which Political Groups Choose Violent and Nonviolent Tactics" <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Luis De La Corte, "Explaining Terrorism, A Psychosocial Approach" • Jesmeen Khan, "The Iraqi Tribal Structure: Background and Influence on Counter-Terrorism" • Peter Waldmann, "The Radical Milieu: The Under-Investigated Relationship Between Terrorists and Sympathetic Communities" • Issac Kfir, "The Role of the Pashtuns in Understanding the Afghan Conflict" • James Lutz and Brenda Lutz, "Democracy and Terrorism" • Ann Speckhard & et al. "Taking on the Persona of a Suicide Bomber: A Thought Experiment" • Mark Sedgwich, "Jihadism, Narrow and Wide: The Dangers of Loose Use of an Important Term" <p>Attend Adobe Connect lecture - Tuesday, January 31st, 10 am</p>
<p style="text-align: center;">Week 5</p> <p>February 6-12</p>	<p><i>Political Violence in the Name of God/ Suicide Terrorism</i></p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • Chapter 5: Religious Terrorism • Heather Gregg, "Defining and Distinguishing Secular and Religious Terrorism" • Jurgensmeyer, "The Logic of Religious Violence" • Pape, "The Strategic Logic of Suicide Terrorism" • Atran, "The Moral Logic and Growth of Suicide Terrorism" <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Manuel Torres Soriano, "Jihadist Propaganda and Its Audiences: A Change of Course" • Donald Holbrook, "Using the Qur'an to Justify Terrorist Violence: Analyzing Selective Application of the Qur'an in English-Language Militant Islamist Discourse" • Adrian Cherney & Jenny Povey, "Exploring Support for Terrorism Among Muslims" • Jeffrey M Bale, "Denying the Link between Islamist Ideology and Jihadist Terrorism: "Political Correctness" and the Undermining of Counterterrorism" • May Saiya, "Religion, Democracy and Terrorism" • Joshua Wright, "Why Is Contemporary Religious Terrorism Predominantly Linked to Islam? Four Possible Psychological Factors" • Jasper de Bie, "Involvement Mechanisms and Jihadi Networks" • Louis de la Corte & Andrea Gimenez-Salinas, "Suicide Terrorism as a Tool of Insurgency Campaigns: Functions, Risk Factors, and Countermeasures" • Adam Lankford, "Requirements and Facilitators for Suicide Terrorism: an Explanatory Framework for Prediction and Prevention"

Date	Tasks
<p>Week 6</p> <p>February 13-19</p>	<p><i>Al-Qaeda/Taliban</i></p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • Tom Quiggin, "Understanding al-Qaeda's Ideology for Counter-Narrative Work" • Marc Sageman, "Confronting al-Qaeda: Understanding the Threat in Afghanistan" • Bill Braniff & Assaf Moghadam, "Towards Global Jihadism: Al-Qaeda's Strategic, Ideological and Structural Adaptations since 9/11" • Victoria Barber, "The Evolution of Al-Qaida's Global Network and Al-Qaida's Core's Position Within It: A Network Analysis" <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Brigitte L. Nacos, "Al-Qaeda's Propaganda Advantage and How to Counter It" • Jarret Brachman, "Abu Yahya's Six Easy Steps for Defeating al-Qaeda" • Irm Haleem, "Creating Frankensteins: The Taliban Movement of Pakistan" • Brynjar Lia, "Al-Qaeda's Appeal: Understanding its Unique Strengths and Points of Vulnerability" • Joshua Bell, "Trying Al Qaeda: Bringing Terrorists to Justice" • James Forest, "Al-Qaeda's Influence in Sub-Saharan Africa: Myths, Realities and Possibilities" • James Forest, "Perception Challenges Faced by Al-Qaeda on the Battlefield of Influence Warfare" • Donald Holbrook, "Al-Qaeda's Response to the Arab Spring" • Daniel Hepworth, "Analysis of Al-Qaeda Terrorist Attacks: Investigate Rational Action" <p>Attend Adobe Connect lecture on Tuesday, February 14th, 10 am</p>
<p>Week 7</p> <p>February 20-26</p>	<p><i>Iraq, Syria, ISIS</i></p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • Thomas Hegghammer & Peter Neuser, "Assessing the Islamic State's Commitment to Attacking the West" • Truls Torgersen, "Heirs of Bin Laden or Saddam? The relationship between al-Qaida in Iraq and the Islamic State" • James H. Morgan-Lewis & Jacob Shapiro, "Understanding the Daesh Economy" • Craig Whitehouse, "New Masters of Revolutionary Warfare: The Islamic State Movement (2002-2016)" <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Matthew Levitt, "Foreign Fighters and Their Economic Impact: a Case Study of Syria and al-Qaeda in Iraq (AQI)" • Charles Lister, "A Long Way from Success: Assessing the War on the Islamic State" • Stathis Kalyvas, "Is ISIS a Revolutionary group and if Yes, What Are the Implications?" • Iain Edgar, "The Dreams of Islamic State" • Joas Wagemakers, "The Concept of Bay'a in the Islamic State's Ideology" • Aymen Al-Tamimi, "The Evolution in Islamic State Administration" • Clint Watts, "Let Them Rot, The Challenges and Opportunities of Containing Rather than Countering the Islamic State" • John Mueller and Mark Stewart, "Misoverestimating ISIS: Comparisons with Al-Qaida" • Benjamin Smith, et al. "Framing Daesh: Failures and Consequences" • Richard Falk, "Failures of Militarism"

Date	Tasks
<p>Week 8</p> <p>February 27 - March 5</p>	<p><i>Terrorism, Organization and Finance/ State-Sponsored Terrorism</i></p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • Chapter 9: Organizational Structures • Michael Freeman & Moyara Ruehsen, "Terrorism Financing Methods: An Overview" • Jeremy Reeves, "A New Typology for State-Sponsored International Terrorism" (pp. 1-17) <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Michael Barkun, "Terrorism and the Invisible" • Carl Wege, "The Hezbollah Security Apparatus" • Juan Miguel del Cid Gomez, "A Financial Profile of the Terrorism of Al-Qaeda and its Affiliates" • Marc R. DeVore, "Exploring the Iran-Hezbollah Relationship: A Case Study of how State Sponsorship affects Terrorist Group Decision-Making" • Thomas Riegler, "The State as a Terrorist: France and the Paris Attacks" <p>Attend Adobe Connect lecture - Tuesday, February 28th, 10am</p>
<p>Week 9</p> <p>March 6-12</p>	<p><i>Approaching Counterterrorism</i></p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • Chapter 11: The Utility of Hard and Soft Power in Counterterrorism • Ronald Crelinsten, "Perspectives on Counterterrorism: From Stovepipes to a Comprehensive Approach" <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Max Abrahms, "Defeating Terrorism, A New Strategy" • Steven Corman, "Complex Systems Problems in the War of Ideas" • Omar Ashour, "The Radicalization of Jihad? The Impact of Egyptian Islamist Revisionists on Al-Qaeda" • Mariya Melicheva, "Russia's Counterterrorism Policy: Variations on an Imperial Theme" • Jason Reesgart, "Counterterrorism and Counterinsurgency" • Rebecca Freeman, "Evidence-Based Counterterrorism or Flying Blind?"
<p>Week 10</p> <p>March 13-19</p>	<p>Spring Break - University Open, No Classes</p>

Date	Tasks
<p style="text-align: center;">Week 11</p> <p>March 20-26</p>	<p><i>Counterterrorism, Complexity and Impediments</i></p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • Chapter 12: Balancing Security, Liberty and Human Rights • John Horgen, “De-radicalization or Disengagement?” • Christian Leuprecht & et al. “Winning the Battle but Losing the War? Narrative and Counter-Narratives Strategy” • Aimen Dean, Edwina Thompson, Tom Keatinge . “Draining the Ocean to Catch one Type of Fish: Evaluating the Effectiveness of the Global Counter-Terrorism Financing Regime” <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Chapter 13: Homeland Security: Prevention and Preparedness • Muhammad Amir Rana, “Counter-Ideology: Unanswered Questions and the Case of Pakistan” • John Horgen & Karl Roberts, “Risk Assessment and the Terrorist” • Beatrice de Graaf, “Counter-Narratives and the Unrehearsed Stories Counter-Terrorists Unwittingly Produce” • Michael Jacobson, “Terrorist Drop-outs: One Way of Promoting a Counter-Narrative” • Timothy Holeman, “Why States Fail to Counter Foreign Fighter Mobilizations: The Role of Intelligence Services” <p>Attend Adobe Connect lecture - Tuesday, March 21st, 10 am</p>
<p style="text-align: center;">Week 12</p> <p>March 27 - April 2</p>	<p><i>Terrorist Propaganda and the Media</i></p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • Chapter 14: Terrorist Propaganda and Mainstream Media • Brigitte L. Nacos, “Revisiting the Contagion Hypothesis: Terrorism, News Coverage, and Copycat Attacks” • Sarah V. Martin, “Media Metrics: How Arab and Western Media Construct Success and Failure in the ‘Global War on Terror’” • Yaël Roth-Elkon & Brigitte Nacos, “News and Entertainment Media: Government’s Big Helpers in the Selling of Counterterrorism” • Cristina Arceneffi, “Terrorism, Communication and New Media: Explaining Radicalization in the Digital Age” <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Judith Tynes, “Counting Lives in a Theater of Terror - an Analysis of Media-oriented Hostage Takings in Iraq, Afghanistan, Pakistan and Saudi Arabia” • H. Goddall & et al. “Rhetorical Charms: The Promise and Pitfalls of Humor and Ridicule as Strategies to Counter Extremist Narratives” • Daniel Aldrich, “Radio as the Voice of God: Peace and Tolerance Radio Programming’s Impact on Norms” • Aaron Zelin, “Picture or It Didn’t Happen: a Snapshot of the Islamic State’s Official Media Output”

Date	Tasks
<p>Week 13</p> <p>April 3-9</p>	<p><i>Cyberspace, a New Space for Terror and Hatred</i></p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • Chapter 15: Terror and Hate in Cyberspace • Gilbert Ramsey, "Conceptualizing Online Terrorism" • Lee Jarvis, et al. "Constructing Cyber-Terrorism as a Security Threat: A Study of International News Media Coverage" • All Fisher, "How Jihadi Networks Maintain a Persistent Online Presence" <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Omar Ashour, "Online De-Radicalization? Countering Violent Extremist Narratives: The Role of Social Media Messenger and Media Strategy" • Gilbert Ramsey, "Online Arguments against Al-Qaeda: An Exploratory Analysis" • Ann Sternesen, "'Bomb-Making for Beginners': Inside al Al-Qaeda Learning Course" • Lee Jarvis & Stuart McDonald, "Locating Cyber-Terrorism: How Terrorist Researchers Use and View the Cyber Lexicon?" • Scott Gates and S. Potter, "Social Media, Recruitment, Allegiance and the Islamic State" <p>Attend Adobe Connect lecture - Tuesday, April 4th</p>
<p>Week 14</p> <p>April 10-16</p>	<p><i>Homegrown Terrorism and Lone wolves</i></p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • Christopher Wright, "How Dangerous Are Domestic Terror Plotters with Foreign Fighter Experience?" • Claire Elise, "With a Little Help from Friends: An Exploration of the Tactical Use of Single-Actor Terrorism by the Islamic State" • Sam Mullins, "Homegrown Terrorism: Issues and Implications" <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Clark Gauley & et al. "Characteristics of Lone-Wolf Violent Offenders: a Comparison of Assassins and School Attackers" • Rohan Gunaratna, Cleo Haynal, "Current and Emerging Threats of Homegrown Terrorism: The Case of the Boston Bombings" • Timothy Holman, "Gonna Get Myself Connected: The Role of Facilitation in Foreign Fighter Mobilization"

Future Reading:

- Thomas Riegler, "Through the Lenses of Hollywood: depictions of Terrorism in American Movies"
- James Forest, "The Modern Terrorist Threat to Aviation Security"
- Victor Karam, "UN Terrorist Designation System Needs Reform"
- Tim Pippard, "'Oil-Qaeda': Jihadist Threats to the Energy Sector"
- Joel Hernández, "Terrorism, Drug Trafficking, and the Globalization of Supply"
- Joseph Young, Lara Dugan, "Survival of the Fittest: Why Terrorist Groups Endure?"
- Tricia Bacon, "Alliance Hubs: Focal Points in the International Terrorist Landscape"
- Brenda Lutz & James Lutz, "Globalization and Terrorism in the Middle East"
- Stacy Neal, "Business as Usual? Leveraging the Private Sector to Combat Terrorism"
- Charles Faddis, "A Perspective on Intelligence Reform"
- Glenn McGovern, "Situational Awareness in Terrorism and Crime Prevention"
- Anja Daalgard-Nielsen, "Countering Violent Extremism with Governance Networks"

- [Chapter 10: Terrorism and America's Post-9/11 National Security Strategy](#)
 - [Michael Stohl. "The Global War on Terror and State Terrorism"](#)
 - Clark McCauley & Jennifer Stellar, "U.S. Muslims after 9/11: Poll Trends 2001-2007"
 - Scott Englund, "At What Cost? United States' Counterterrorism Strategy, Reputation and Public Opinion"
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