

## Course Syllabus Fall 2021

### COVID-19 Guidelines and Resources

#### Classroom Safety and COVID-19

To help preserve the University's in-person learning environment, UT Dallas recommends the following:

Adhere to the University's [CDC Updated Guidelines](#) issued on July 30, 2021. All Comets are strongly encouraged to wear face coverings indoors regardless of vaccination status. Please note this represents a change in the [campus guidance](#) issued on May 20, 2021.

#### Accommodations for Students Who Must Isolate or Quarantine Due to COVID-19

To keep the UT Dallas community as safe as possible, the University requires students who test positive for COVID-19 or who are close contacts as determined by the campus contact tracing program to isolate or quarantine as applicable. The Professor will make lectures available for those students during the period the students must isolate or quarantine. Absences due to COVID-19 will not be counted against an isolated or quarantined student.

#### Verifying COVID-19 Isolations or Quarantines

Students need to self-report COVID-19 positive results or exposures via an [online form](#) so that university campus tracers can verify, record, and take necessary campus precautions.

Vaccinations are widely available, free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated. You are encouraged to [get a COVID-19 vaccine](#) and register your vaccination status through the [voluntary vaccine report form](#).

Proactive Community Testing remains an important part of the university's efforts to protect our community. Tests are fast and free. Please check the [Comets United](#) webpage for additional information.

[Student Safety](#) remains an important part of the UT Dallas' efforts to protect our community. All students will adhere to the Comet Commitment. Unvaccinated Comets will be expected to complete the mandatory [Required Daily Health Screening](#). Those students who do not comply will be referred to the Office of Community Standards and Conduct for disciplinary action under the [Student Code of Conduct – UTSP5003](#). All students are encouraged to read the [Recommendations for Students Returning to Campus](#) issued on August 2, 2021.

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## **Terrorism and Political Violence**

PSCI 7381

Fall 2021

Thursday: 7:00pm-9:45pm

Room: CB 1.219

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**Professor:** Rebecca Cordell

**Email:** [Rebecca.Cordell@utdallas.edu](mailto:Rebecca.Cordell@utdallas.edu)

**Student Hours:** MS Teams Thursday 4pm-5pm

**Website:** [www.rebeccacordell.com](http://www.rebeccacordell.com)

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### **Course Description**

This graduate course explores current theories and empirical analysis on the domestic and international dynamics of political violence and terrorism in a scientific and rigorous way. Students will become familiar with different theoretical and methodological approaches to the study of the causes and consequences of terrorism and political violence from a social science perspective.

We begin the course by exploring theories on political order and violence, collective action, non-violent resistance, repression, and rebel organizations. We proceed to consider major issues related to terrorism including political and economic explanations, the goals, structure and strategies of terrorist organizations, terrorism tactics in civil wars, and transnational dynamics of terrorism. We then explore the causes and consequences of counterterrorism strategies and the determinants of public opinion on political violence.

The course has a discussion format whereby students are expected to complete the weekly readings, provide insights on the topic, and work together on activities. In addition to developing a general understanding of the literature, students are required to focus in-depth on one particular topic by developing an independent research paper. We conclude the course with research presentations.

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### **Student Learning Objectives and Outcomes**

Upon completion of this course, students should:

- Develop a general understanding of current theories and empirical analysis on the causes and consequences of political violence and terrorism and major issues related to dissent and repression.
- Think critically about literature on the domestic and international dynamics of terrorism and political violence and be able to identify current shortcomings and areas for future research.

- Develop an independent research paper that develops and tests an original theoretical argument on one particular topic from the course.
- Be able to apply explanations of political violence and terrorism to the explanation and understanding of real-world scenarios.

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### Assignments & Academic Calendar

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
1 W/B 08/23	<b>Political Order</b>	Hoover Green. 2016.  Kalyvas. 2003.  Staniland. 2012.  Valentino, Huth and Balch-Lindsay. 2004.		
2 W/B 08/30	<b>Collective Action</b>	Belgiosio. 2018.  Mironova and Whitt. 2020.  Ostrom. 1997.  Siegel. 2009.	Reading Response	09/01
3 W/B 09/06	<b>Non-violent Resistance</b>	Chenoweth and Ulfelder. 2017.  Cunningham, Dahl and Frugé. 2017.  Manekin and Mitts. 2021.  Stephan and Chenoweth. 2008.	Reading Response	09/08

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
4 W/B 09/13	<b>Repression</b>	Carey. 2006.  Davenport. 1995.  Moore. 1998.  Ritter and Conrad. 2016.	Reading Response  Research Paper: Introduction, Research Question and Puzzle	09/15  09/17
5 W/B 09/20	<b>Rebel Groups: Formations</b>	Lewis. 2020. Chapters 1-4.	Reading Response	09/22
6 W/B 09/27	<b>Rebel Groups: Interactions</b>	Lewis. 2020. Chapters 5-8.	Reading Response  Research Paper: Literature Review	09/29  10/01
7 W/B 10/04	<b>The Political Economy of Terrorism</b>	Chenoweth. 2013.  Hendrix and Young. 2014.  Kavanagh. 2011.  Piazza. 2011.	Reading Response	10/06
8 W/B 10/11	<b>Terrorist Organizations: Goals, Structure and Strategies I</b>	Shapiro. 2013. Chapters 1-5.	Reading Response  Research Paper: Theory and Hypotheses	10/13  10/15
9 W/B 10/18	<b>Terrorist Organizations: Goals, Structure and Strategies II</b>	Shapiro. 2013. Chapters 6-9.	Reading Response	10/20

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
10 W/B 10/25	<b>Terrorism in Civil Wars</b>	Findley and Young. 2012.  Fortna. 2015.  Stanton. 2013.  Thomas. 2014.	Reading Response  Research Paper: Research Design	10/27  10/29
11 W/B 11/01	<b>Transnational Dynamics of Terrorism</b>	Braithwaite and Li 2007.  Carter. 2012.  Piazza and Guler. 2019.  Polo. 2020b.	Reading Response	11/03
12 W/B 11/08	<b>Counterterrorism</b>	Cordell. 2020.  Daxecker and Heiss. 2012.  Nanes. 2017.  Neumayer, Plümper and Epifanio. 2014.	Reading Response  Research Paper: Results and Conclusion	11/10  11/12
13 W/B 11/15	<b>Public Opinion on Political Violence</b>	Huff and Kertzer. 2018.  Kao and Revkin. 2021.  Lupu and Wallace. 2019.  Young. 2019.	Reading Response	11/17
14 W/B 11/22	<b>No Classes: Fall Break/Thanksgiving</b>			
15 W/B 11/29	<b>Research Presentations</b>		Research Presentation	12/02

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
16 W/B 12/06	<b>No Class</b>		Final Research Paper	12/10

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### Required Textbooks and Materials

All book chapters and journal articles are available to students free of charge. They can be accessed via the eLearning course homepage.

### Week 1 (W/B 08/23) Political Order and Violence

#### *Required Readings*

1. Hoover Green, Amelia. 2016. "The Commander's Dilemma: Creating and Controlling Armed Group Violence Against Civilians." *Journal of Peace Research* 53(5): 619–32.
2. Kalyvas, Stathis N. 2003. "The Ontology of "Political Violence": Action and Identity in Civil Wars." *Perspectives on Politics* 1(3): 475-94.
3. Staniland, Paul. 2012. "States, Insurgents and Wartime Political Order", *Perspectives on Politics* 10(2): 243-264.
4. Valentino, Benjamin, Paul Huth and Dylan Balch-Lindsay. 2004. "'Draining the Sea': Mass Killing and Guerrilla Warfare." *International Organization* 58(2): 375–407.

#### *Recommended Readings*

1. Balcells Laia and Jessica A. Stanton. 2021. "Violence Against Civilians During Armed Conflict: Moving Beyond the Macro- and Micro-Level Divide." *Annual Review of Political Science* 2021 24:1.
2. Davenport, Christian. "State Repression and Political Order." *Annual Review of Political Science* 2007 10:1, 1-23
3. Gurr, Ted Robert. 1970. *Why Men Rebel*. Princeton University Press.
4. Harish, S. P. and Andrew Little. 2017. "The Political Violence Cycle." *American Political Science Review* 111(2): 237-255.
5. Kalyvas, Stathis and Laia Balcells, L. 2010. "International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict." *American Political Science Review* 104(3): 415-429.
6. Kalyvas, Stathis N., Ian Shapiro and Tarek Masoud. 2018. *Order, Conflict and Violence*: Cambridge University Press.
7. Wood Elizabeth J. 2009. "Armed Groups and Sexual Violence: When is Wartime Rape Rare?" *Politics and Society* 37(1): 131–62.

## **Week 2 (W/B 08/30) Collective Action**

### *Required Readings*

1. Belgioioso, Margherita. 2018. "Going Underground: Resort to Terrorism in Mass Mobilization Dissident Campaigns." *Journal of Peace Research* 55(5): 641-655.
2. Mironova Vera and Sam Whitt. 2020. "Mobilizing Civilians into High-risk Forms of Violent Collective Action." *Journal of Peace Research* 57(3): 391-405.
3. Ostrom, Elenor. 1997. "A Behavioral Approach to the Rational Choice Theory of Collective Action." *American Political Science Review* 92(1): 1-22.
4. Siegel, David A. 2009. "Social Networks and Collective Action." *American Journal of Political Science* 53(1): 122-138.

### *Recommended Readings*

1. Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56: 563-595.
2. Eck, Kristine. 2009. "From Armed Conflict to War: Ethnic Mobilization and Conflict Intensification." *International Studies Quarterly* 53: 369-388.
3. Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(01): 75-90.
4. Kalyvas, Stathis and Matthew Adam Kocher. 2007. "How 'Free' is Free Riding in Civil Wars? Violence, Insurgency, and the Collective Action Problem." *World Politics* 59(2): 177-216.
5. Parkinson, Sarah Elizabeth. 2013. "Organizing Rebellion: Rethinking High-risk Mobilization and Social Networks in War." *American Political Science Review* 107(3): 418-432.
6. Ryckman, K. C. 2020. "A Turn to Violence: The Escalation of Nonviolent Movements." *Journal of Conflict Resolution*: 64(2-3): 318-343
7. Shadmehr, Mehdi. 2014. "Mobilization, Repression, and Revolution: Grievances and Opportunities in Contentious Politics." *The Journal of Politics* 76 (3): 621-35.

## **Week 3 (W/B 09/06) Non-violent Resistance**

### *Required Readings*

1. Chenoweth, Erica and Jay Ulfelder. 2017. "Can Structural Conditions Explain the Onset of Nonviolent Uprisings?" *Journal of Conflict Resolution* 61(2): 298-324.
2. Gallagher Cunningham, Kathleen, Marianne Dahl and Anna Frugé. 2017. "Strategies of Resistance: Diversification and Diffusion." *American Journal of Political Science* 61(3): 591-605.
3. Manekin, Devorah and Tamar Mitts. 2021. "Effective for Whom? Ethnic Identity and Nonviolent Resistance." *American Political Science Review*. Forthcoming.
4. Stephan, Maria J. and Erica Chenoweth. 2008. "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." *International Security* 33(1): 7-44.

### *Recommended Readings*

1. Braithwaite Alex, Jessica Maves Braithwaite and Jeffrey M. Kucik. 2015. "The Conditioning Effect of Protest History on the Emulation of Nonviolent Conflict." *Journal of Peace Research* 52(6): 697-711.
2. Dahlum, Sirianne. 2019. "Students in the Streets: Education and Nonviolent Protest." *Comparative Political Studies* 52(2): 277-309.
3. De Juan Alexander and Eva Wegner. 2019. "Social Inequality, State-centered Grievances, and Protest: Evidence from South Africa." *Journal of Conflict Resolution* 63(1): 31-58.
4. Hendrix, Cullen S. and Idean Salehyan. 2019. "Ethnicity, Nonviolent Protest, and Lethal Repression in Africa." *Journal of Peace Research*. 56(4): 469-484.
5. Murdie, Amanda and Carolin Purser. 2016. "How Protest Affects Opinions of Peaceful Demonstration and Expression Rights." *Journal of Human Rights* 16(3): 351-369.
6. Saideman. Stephen M. 2012. "When Conflict Spreads: Arab Spring and the Limits of Diffusion." *International Interactions* 38:5: 713-722.
7. Schock. Kurt. 2003. "Nonviolent Action and its Misconceptions: Insights for Social Scientists." *PS: Political Science and Politics* 36(4): 705-712.

### **Week 4 (W/B 09/13) Repression**

#### *Required Readings*

1. Carey, Sabine C. 2006. "The Dynamic Relationship between Protest and Repression." *Political Research Quarterly* 59(1): 1-11.
2. Davenport, Christian. 1995. "Multidimensional Threat Perception and State Repression." *American Journal of Political Science* 39(3): 683-713.
3. Moore, Will H. 1998. "Repression and Dissent: Substitution, Context and Timing." *American Journal of Political Science*. 42(3).
4. Ritter, Emily and Courtney Conrad. 2016. "Preventing and Responding to Dissent: The Observational Challenges of Explaining Strategic Repression." *American Political Science Review* 110(1): 85-99.

#### *Recommended Readings*

1. Bautista, Maria Angélica, Felipe González, Luis R. Martínez, Pablo Muñoz and Mounu Prem. 2021. "The Geography of Repression and Opposition to Autocracy." *American Journal of Political Science*. Forthcoming.
2. Earl, Jennifer. 2011. "Political Repression: Iron Fists, Velvet Gloves, and Diffuse Control." *Annual Review of Sociology* 37:1: 261-284.
3. Lichbach, Mark (1987) "Deterrence or Escalation? The Puzzle of Aggregate Studies of Repression and Dissent." *Journal of Conflict Resolution* 31(2): 266-297.

4. Hafner-Burton, Emile, Susan Hyde and Ryan S. Jablonski. 2014. "When Do Governments Resort to Election Violence?" *British Journal of Political Science* 44(1): 149-179.
5. Hencken Ritter, Emily. 2014. "Policy Disputes, Political Survival, and the Onset and Severity of State Repression" *Journal of Conflict Resolution* 58(1): 143-168.
6. Hill, Daniel W., Jr. and Zachary M. Jones. 2014. "An Empirical Evaluation of Explanations for State Repression." *American Political Science Review* 108 (3): 661-687.
7. Tiberiu Dragu and Yonatan Lupu. 2018. "Collective Action and Constraints on Repression at the Endgame." *Comparative Political Studies* 81 (5): 1042-1073.

### **Week 5 (W/B 09/20) Rebel Groups: Formation**

#### *Required Readings*

1. Lewis, Janet I. 2020. *How Insurgency Begins: Rebel Group Formation in Uganda and Beyond*. Cambridge University Press. Chapters 1-4.

#### *Recommended Readings*

1. Braithwaite, Jessica Maves and Kathleen Gallagher Cunningham. 2020. "When Organizations Rebel: Introducing the Foundations of Rebel Group Emergence (FORGE) Dataset." *International Studies Quarterly* 64(1): 183-193.
2. Gates, Scott. 2002. "Recruitment and Allegiance: The Microfoundations of Rebellion." *Journal of Conflict Resolution* 46(1): 111-130.
3. Larson, Jennifer M. and Janet Lewis. 2018. "Rumors, Kinship Networks, and Rebel Group Formation." *International Organization* 72(4): 871-903.
4. Parkinson, Sarah Elizabeth. 2013. "Organizing Rebellion: Rethinking High-Risk Mobilization and Social Networks in War." *American Political Science Review* 107 (3): 418-32.
5. Sawyer, Katherine and Talbot M. Andrews. 2020. "Rebel Recruitment and Retention in Civil Conflict." *International Interactions* 46:6: 872-892.
6. Walter, Barbara F. 2019. "Explaining the Number of Rebel Groups in Civil Wars." *International Interactions* 45:1: 1-27.
7. Weinstein, Jeremy M. 2005. "Resources and the Information Problem in Rebel Recruitment." *Journal of Conflict Resolution* 49(4): 598-624.

### **Week 6 (W/B 09/27) Rebel Groups: Interactions**

#### *Required Readings*

1. Lewis, Janet I. 2020. *How Insurgency Begins: Rebel Group Formation in Uganda and Beyond*. Cambridge University Press. Chapters 5-7.

#### *Recommended Readings*

1. Bapat, Navin and Kanisha D, Bond. 2012. "Alliances Between Militant Groups." *British Journal of Political Science* 42(4): 793–824.
2. De la Calle, Luis. 2017. "Compliance vs. Constraints: A Theory of Rebel Targeting in Civil War." *Journal of Peace Research* 54(3): 427-441.
3. Huang, Reyko. 2016. "Rebel Diplomacy in Civil War." *International Security* 40(4): 89–126.
4. Otto, Sabine. 2018. "The Grass Is Always Greener? Armed Group Side Switching in Civil Wars." *Journal of Conflict Resolution* 62(7):1459-1488.
5. Pearlman, Wendy and Kathleen Gallagher Cunningham. 2012. "Nonstate Actors, Fragmentation, and Conflict Processes." *Journal of Conflict Resolution* 56(1): 3-15.
6. Walter, Barbara F. 2009. "Bargaining Failures and Civil War." *Annual Review of Political Science* 12(1): 243-261.
7. Wood, Reed M. 2014. "Opportunities to Kill or Incentives for Restraint? Rebel Capabilities, the Origins of Support, and Civilian Victimization in Civil War." *Conflict Management and Peace Science*. 31(5): 461-480.

## **Week 7 (W/B 10/04) The Political Economy of Terrorism**

### *Required Readings*

1. Chenoweth, Erica. 2013. "Terrorism and Democracy." *Annual Review of Political Science* 16(1): 355-378.
2. Hendrix, Cullen S. and Joseph K. Young. 2014. "State Capacity and Terrorism: A Two-Dimensional Approach." *Security Studies* 23(2): 329-363.
3. Kavanagh, Jennifer. 2011. "Selection, Availability, and Opportunity: The Conditional Effect of Poverty on Terrorist Group Participation." *Journal of Conflict Resolution* 55:1, 106-132.
4. Piazza, James A. 2011. "Poverty, Minority Economic Discrimination, and Domestic Terrorism." *Journal of Peace Research* 48(3): 339-353.

### *Recommended Readings*

1. Aksoy, Deniz, David B. Carter, and Joseph Wright. 2012. "Terrorism in Dictatorships." *The Journal of Politics* 74(3): 810-826.
2. Coggins, Bridget L. 2015. "Does State Failure Cause Terrorism? An Empirical Analysis (1999–2008)." *Journal of Conflict Resolution* 59(3): 455-483.
3. Findley, Michael, and Joseph Young. 2011. "Terrorism, Democracy, and Credible Commitments." *International Studies Quarterly* 55(2): 357–378.
4. Gleditsch, Kristian S. and Sara M. T. Polo. 2016. "Ethnic Inclusion, Democracy, and Terrorism." *Public Choice* 169: 207–229.
5. Laitin, David D. and Jacob N. Shapiro. 2008. "The Political, Economic, and Organizational Sources of Terrorism." In *Terrorism, Economic Development, and Political Openness*, edited by Philip Keefer and Norman Loayza. Cambridge University Press. 209–32.

6. Li, Quan. 2005. "Does Democracy Promote or Reduce Transnational Terrorist Incidents." *Journal of Conflict Resolution* 49(2): 278-297.
7. Li, Quan and Drew Schaub. 2004. "Economic Globalization and Transnational Terrorism: A Pooled Time-Series Analysis." *The Journal of Conflict Resolution* 48(2): 230-58.

### **Week 8 (W/B 10/11) Terrorist Organizations: Goals, Structure and Strategies I**

#### *Required Readings*

Shapiro, Jacob N. 2013. *The Terrorist's Dilemma*. Princeton University Press. Chapters 1-5.

#### *Recommended Readings*

1. Abrahms, Max. 2006. "Why Terrorism Does Not Work." *International Security* 31 (2): 42-78.
2. Asal, Victor and R. Karl Rethemeyer. 2008. "The Nature of the Beast: Organizational Structures and the Lethality of Terrorist Attacks." *The Journal of Politics* 70(2): 437-449.
3. Cronin, Audrey Kurth. 2006. "How al-Qaida Ends: The Decline and Demise of Terrorist Groups." *International Security* 31(1): 7-48.
4. Kydd, Andrew and Barbara Walter. 2006. "The Strategies of Terrorism." *International Security* 31(1): 49-79.
5. McCauley, Clark and Sophia Moskalenko. 2008. "Mechanisms of Political Radicalization: Pathways Toward Terrorism." *Terrorism and Political Violence* 07: 415-433.
6. McCormick, Gordon H. 2003. "Terrorist Decision Making." *Annual Review of Political Science* 2003 6(1): 473-507.
7. Polo, Sara. 2020a. "The Quality of Terrorist Violence: Explaining the Logic of Terrorist Target Choice." *Journal of Peace Research* 57(2): 235-250.

### **Week 9 (W/B 10/18) Terrorist Organizations: Goals, Structure and Strategies II**

#### *Required Readings*

1. Shapiro, Jacob N. 2013. *The Terrorist's Dilemma*. Princeton University Press. Chapters 6-9.

#### *Recommended Readings*

1. Huber Laura. 2019. "When Civilians Are Attacked: Gender Equality and Terrorist Targeting." *Journal of Conflict Resolution*. 63(10): 2289-2318.
2. Nemeth, Stephen C. and Holly E. Hansen. "Political Competition and Right-Wing Terrorism: A County-Level Analysis of the United States." *Political Research Quarterly*. Forthcoming.

3. Piazza, James 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.
4. Phillips, Brian. 2017. "Deadlier in the U.S.? On Lone Wolves, Terrorist Groups, and Attack Lethality." *Terrorism and Political Violence* 29 (3): 533-549.
5. Phillips, Brian J. 2018. "Terrorist Tactics by Criminal Organizations: The Mexican Case in Context." *Perspectives on Terrorism* 12(1): 46-63.
6. Satana, Nil S., Molly Inman and Jóhanna Kristín Birnir. 2013. "Religion, Government Coalitions, and Terrorism." *Terrorism and Political Violence* 25:1: 29-52.
7. Thomas, Jakana. 2021. "Wolves in Sheep's Clothing: Assessing the Effect of Gender Norms on the Lethality of Female Suicide Terrorism." *International Organization* 75(3): 769-802.

### **Week 10 (W/B 10/25) Terrorism in Civil Wars**

#### *Required Readings*

1. Findley, Michael and Joseph Young. 2011. "Terrorism and Civil War: A Spatial and Temporal Approach to a Conceptual Problem." *Perspectives on Politics* 10(2): 285–305.
2. Fortna, Virginia Page. 2015. "Do Terrorists Win? Rebels Use of Terrorism and Civil War Outcomes." *International Organization* 69(3):
3. Stanton, Jessica A. 2013. "Terrorism in the Context of Civil War." *The Journal of Politics* 75(4): 1009-1022.
4. Jakana Thomas. 2014. "Rewarding Bad Behavior: How Governments Respond to Terrorism in Civil War." *American Journal of Political Science* 58(4): 804-18.

#### *Recommended Readings*

1. Boulden, Jane. 2009. "Terrorism and Civil Wars." *Civil Wars* 11 (1): 5–21.
2. Burch, Michael and Elise Pizzi. 2020. "Strategic Targeting: The Islamic State and Use of Violence in Iraq and Syria." *Terrorism and Political Violence*: 1-24.
3. Merari, Ariel. 1993. "Terrorism as a Strategy of Insurgency." *Terrorism and Political Violence* 5 (4): 213–51.
4. Mueller, Jason C. 2018. "The Evolution of Political Violence: The Case of Somalia's Al-Shabaab." *Terrorism and Political Violence* 30(1): 116-141.
5. Polo Sara M. and Kristian S. Gleditsch 2016. "Twisting Arms and Sending Messages: Terrorist Tactics in Civil War." *Journal of Peace Research* 53(6): 815-829.
6. Sambanis, Nicholas. 2008. "Terrorism and Civil War." In *Terrorism, Economic Development, and Political Openness*, edited by Philip Keefer and Norman Loayza. Cambridge University Press. 174–208.
7. Wisdom Oghosa Iyekepolo. 2020. "Political Elites and the Rise of the Boko Haram Insurgency in Nigeria." *Terrorism and Political Violence* 32(4) 749-767.

## **Week 11 (W/B 11/01) Transnational Dynamics of Terrorism**

### *Required Readings*

1. Braithwaite, Alex, and Quan Li. 2007. "Transnational Terrorism Hot-spots: Identification and Impact Evaluation." *Conflict Management and Peace Science* 24 (4): 281-96.
2. Carter, David. 2012. "A Blessing or a Curse? State Support for Terrorist Groups." *International Organization* 66(1).
3. James A. Piazza & Ahmet Guler. 2019. "The Online Caliphate: Internet Usage and ISIS Support in the Arab World." *Terrorism and Political Violence*: 1-21.
4. Polo, Sara. 2020b. "How Terrorism Spreads: Emulation and the Diffusion of Ethnic and Ethnoreligious Terrorism." *Journal of Conflict Resolution*: 1-27.

### *Recommended Readings*

1. Bapat, Navin A. 2007. "The Internationalization of Terrorist Campaigns." *Conflict Management and Peace Science* 24(4): 265-80.
2. Braithwaite Alex and Tiffany S. Chu. 2018. "Civil Conflicts Abroad, Foreign Fighters, and Terrorism at Home." *Journal of Conflict Resolution* 62(8): 1636-1660.
3. Blomberg, S. Brock, Rozyln C. Engel, and Reid Sawyer. 2010. "On the Duration and Sustainability of Transnational Terrorist Organizations." *Journal of Conflict Resolution* 54 (2): 303–30.
4. Byman, Daniel. 2005. *Deadly Connections: States That Sponsor Terrorism*. Cambridge: Cambridge University Press.
5. Daniel Byman, Sarah E. Kreps. 2010. "Agents of Destruction? Applying Principal-Agent Analysis to State-Sponsored Terrorism." *International Studies Perspectives* 11(1): 1–18.
6. Milton, Daniel, Megan Spencer, and Michael G. Findley. 2013. "Radicalism of the Hopeless: Refugee Flows and Transnational Terrorism." *International Interactions* 39(5): 621-645.
7. Wayland, Sarah. 2004. "Ethnonationalist Networks and Transnational Opportunities: The Sri Lankan Tamil Diaspora." *Review of International Studies* 30(3): 405–426.

## **Week 12 (W/B 11/08) Counterterrorism**

### *Required Readings*

1. Cordell, Rebecca. 2021. "The Political Costs of Abusing Human Rights: International Cooperation in Extraordinary Rendition." *Journal of Conflict Resolution* 65(2-3): 255-282.
2. Daxecker, Ursula E. and Michael L. Heiss. 2012. "Repression Hurts: Coercive Government Responses and the Demise of Terrorist Campaigns." *British Journal of Political Science* 43: 559-577.

3. Nanes, Matthew J. 2017. "Political Violence Cycles: Electoral Incentives and the Provision of Counterterrorism." *Comparative Political Studies* 50(2): 171–199.
4. Neumayer, Eric, Thomas Plümper and Mariaelisa Epifanio. 2014. "The "Peer-Effect" in Counterterrorist Policies." *International Organization* 68(1):211–234.

*Recommended Readings*

1. Bapat, Navin A. 2011. "Transnational Terrorism, US Military Aid, and the Incentive to Misrepresent." *Journal of Peace Research* 48(3): 303-18.
2. Bueno de Mesquita, E. 2007. "Politics and the Suboptimal Provision of Counterterror. *International Organization* 61: 9-36.
3. Cordell, Rebecca. 2019. "Security-Civil Liberties Trade-offs: International Cooperation in Extraordinary Rendition." *International Interactions* 45(2): 369-400.
4. Crenshaw, Martha and Gary LaFree. 2017. *Countering Terrorism*. Brookings Institution Press.
5. Dev, Pritha and Konrad Grabiszewski. 2011. "More Is Not Always Better: The Case of Counterterrorism Security." *Journal of Conflict Resolution* 63(8): 1923-1938.
6. Piazza, James A. and James Igoe Walsh. 2009. "Transnational Terror and Human Rights. *International Studies Quarterly* 53(1): 125-148.
7. Sandler, Todd. 2005. "Collective Versus Unilateral Responses to Terrorism." *Public Choice* 124 (1–2): 75–93.

**Week 13 (W/B 11/15) Public Opinion on Political Violence**

*Required Readings*

1. Huff, Conor and Joshua D. Kertzer. 2018. "How the Public Defines Terrorism." *American Journal of Political Science* 62 (1): 55–71.
2. Lupu, Yonatan. and Geoffrey P. R. Wallace (2019). *Violence, Nonviolence, and the Effects of International Human Rights Law*. *American Journal of Political Science* 63(2): 411–426.
3. Kao, Kristen and Redlich Revkin, Mara. 2021. "Retribution or Reconciliation? Post-Conflict Attitudes Toward Enemy Collaborators." *American Journal of Political Science*. Forthcoming.
4. Young, Lauren E. *The Psychology of State Repression: "Fear and Dissent Decisions in Zimbabwe"*. 2019. *American Political Science Review* 113(1): 140-155.

*Recommended Readings*

1. Berrebi, Claude and Esteban F. Klor. 2008. "Are Voters Sensitive to Terrorism? Direct Evidence from the Israeli Electorate." *American Political Science Review* 102: 279-301.

2. D’Orazio, Vito and Idean Salehyan. 2018. “Who is a Terrorist? Ethnicity, Group Affiliation, and Understandings of Political Violence.” *International Interactions* 44(6): 1017-1039.
  3. Edwards, Pearce, and Daniel Arnon. 2021. “Violence on Many Sides: Framing Effects on Protest and Support for Repression.” *British Journal of Political Science* 51(2): 488-506.
  4. Ghosn F, Alex Braithwaite A and Tiffany S. Chu. 2019. “Violence, Displacement, Contact, and Attitudes Toward Hosting Refugees.” *Journal of Peace Research*. 2019 56(1): 118-133.
  5. Hirsch-Hoefler, Sivan, Daphna Canetti, Carmit Rapaport and Stevan E Hobfoll. 2016. “Conflict Will Harden your Heart: Exposure to Violence, Psychological Distress, and Peace Barriers in Israel and Palestine.” *British Journal of Political Science* 46(4): 845-859.
  6. Levy, Gabriella. 2020. *Evaluations of Violence at the Polls: Civilian Victimization and Support for Perpetrators After War*. *The Journal of Politics*. Forthcoming.
  7. Kearns, Erin M., Allison E. Betus, and Anthony F. Lemieux. 2019. “Why Do Some Terrorist Attacks Receive More Media Attention Than Others?” *Justice Quarterly* 36(6): 985-1022.
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## **Grading Policy**

### **Assignments**

**Attendance and Participation** (15% of your grade): Students will be evaluated on 1) attendance 2) contributions to class discussions 3) in class group exercises.

**Weekly Reading Responses** (15% of your grade): Write a reading response that critically engages with the weekly readings (capped at 800 words). In your reading response you should identify the reading’s purpose and explain and defend your personal reactions to the readings. Your reading response should answer the following questions for each text: 1) What are the main arguments of the text? 2) What aspects of the text do you agree and/or disagree with? 3) What future research questions should scholars focus on in this area of the literature? **Due every Wednesday at 11:59pm via eLearning.**

To assist you in critically evaluating the readings, try to identify the following aspects of each text in your notes:

- What are the main terms or concepts covered by the text?
- What are the main questions that the author tries to answer?
- What are the main arguments of the text?
- What evidence does the author use?
- What aspects of the text do you agree and/or disagree with?
- What questions would you like to ask the author?

- What future research questions stem from the text?

**Research Paper** (60% of your grade): Write an original research paper that builds on existing research on a topic covered during the course. A good research paper identifies a specific question and puzzle, critically engages with the literature, develops a theoretical argument with clear causal mechanism, outlines the data and methods used to test the hypotheses, presents and interprets the findings as they relate to the theoretical argument, and poses future research questions and investigation. Your final research paper should be conference ready and include the following aspects below. **Due December 12 at 11:59pm.**

1. Introduction, Research Question and Puzzle
2. Literature Review
3. Theory and Hypotheses
4. Research Design
5. Results
6. Conclusion
7. References

- **Draft Papers** (10% of your grade): Submit the relevant draft components of your research paper to eLearning for the Professor to review (capped at 1,000 words). **Due Friday at 11:59pm on week 4, 6, 8, 10 and 12.**
- **Final Research Paper** (50% of your grade): Your final research paper should be conference ready and include the following aspects above. **Due December 12 at 11:59pm.**

**Research Presentations** (10% of your grade): Give a 15-minute conference style presentation that summarizes your Research Paper. You will give your presentation **during class on December 02.** You will be graded on the content and quality of your presentation as well as your ability to offer constructive and respectful feedback to other students on how to improve their research projects.

### **Grading Scale**

A+ = 97-100%  
A = 94-96%  
A- = 90-93%  
B+ = 87-89%  
B = 84-86%  
B- = 80-83%  
C+ = 77-79%  
C = 74-76%  
C- = 70-73%  
D+ = 67-69%

D = 64-66%  
D- = 60-63%  
F = 0-59%

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## **Course & Instructor Policies**

**Attendance and Participation:** Regular attendance and participation in class is essential to your success in this course and will be considered in the calculation of your final grade. Students are expected to arrive in class before the start of the class period. Students who arrive late will only be able to achieve a maximum grade of 50% for their attendance that day. Student participation will be assessed on the quantity and quality of contributions to class discussions and class group exercises.

The in-person seminars will be streamed and recorded via MS Teams and uploaded to OneDrive. If you do not want to attend in person because of concerns regarding COVID-19 you must 1) email the Professor to get an excused absence 2) attend and participate in the seminar synchronously via MS Teams. Students who test positive for COVID-19 or are close contacts as determined by the campus contact tracing program must not attend class and can access the seminars asynchronously via OneDrive.

Excused absences are limited to students who do not want to attend in person because of concerns regarding COVID-19, test positive for COVID-19 or who are close contacts, religious and cultural holidays, official UTD events/business, and extreme emergency or serious illness. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

**Late assignments and missed exams:** Written assignments are due on the date assigned, in the form specified. Students who submit their assignments late will only be able to achieve a maximum grade of 50% for their assignment. The Professor reserves the right to make exceptions to this policy as circumstances warrant, usually only with prior approval or under instances of extreme emergency or serious illness. Appropriate documentation might be required in some cases.

**Grade disputes:** If you have questions or concerns regarding your grade, you must wait 48 hours after your assignment/exam has been returned to you before contacting the Professor. In your email, you must provide an argument explaining why you believe your grade should be changed. I reserve the right to raise your grade or lower it on any part of the assignment/exam.

**Email Communication:** The best way to get in touch with the Professor outside of class sessions and student hours is to contact us via email. We will try to respond to your email within 3 business days. When you contact the Professor, you should communicate professionally and avoid informal salutations and unprofessional or casual language. The appropriate salutations in emails to the Professor are “Dr. Rebecca Cordell” or “Professor Cordell”. Your email should be clear and concise and end with a signature e.g., “Yours

Sincerely, Student”. You should always consult the syllabus and course materials on eLearning before emailing the Professor to see if the answer to your question can be found there. The ability to write effective emails is an important job skill that will help you to succeed in your future career.

**Student Hours:** Students are strongly encouraged to meet with the Professor during student hours via MS Teams. We are committed to answering your questions and concerns. If you would like the Professor to provide specific feedback on your work during student hours, you should send via email the relevant materials 24 hours in advance. Student hours provide an excellent opportunity for you to gain feedback on ideas for your assignments and for us to get to know you. This is especially helpful if you require a reference letter for graduate school, a professional college, or job at a later date.

**Academic misconduct:** Students are expected to do their own assignments, and not in collaboration or consultation with others. The Professor will follow all UTD rules and processes regarding academic dishonesty including plagiarism, collusion, cheating and fabrication. For more information see: <https://conduct.utdallas.edu/dishonesty/>.

**Classroom conduct:** Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated. Students whose behavior is disruptive and/or threatening either to the Professor or other students will be asked to refrain from such behavior or, in severe cases, to leave the classroom.

**Technology in the classroom:** Students are allowed to use laptop computers to take class notes or when instructed to do so by the Professor. All other technology must be turned off and stowed away. Students violating this rule will be asked to leave the class for that day.

**Diversity in the classroom:** It is the Professor’s intention to create a learning environment that is intentionally inclusive and appreciative of diversity in all its forms including ethnicity, race, gender, sexual orientation, disability, age, socioeconomic status, religion and culture. Students may share their preferred names and pronouns to the class or privately to the Professor. These gender identities and expressions should be honored by the Professor and students.

**If you need help:** There are many issues that you might be dealing with in your college career or personal life that can prevent you from succeeding on this course. At UTD, you are not alone. There are many free resources available on campus to help support you during times of struggle, including the Student Success Center, the Student Wellness Center, and Student Counselling Center. For more information, see here: <https://studentwellness.utdallas.edu/>.

**Sexual misconduct:** UTD prohibits sexual misconduct as defined in the University Policy Statement. The University will promptly discipline any individuals or

organizations within its control who violate this Policy. If you or someone you know has been sexually assaulted, harassed, or been a victim of relationship violence or stalking, you can find the appropriate resources here: <https://institutional-initiatives.utdallas.edu/title-ix/>. Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching associates/assistants and graduate/research assistants are required by UTD policy to report information about sexual misconduct to the UTD Title IX Coordinator. Per university policy, Sexual Misconduct Policy - UTDBP3102, faculty have been informed that they must identify the student to the UTD Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255), the, a health care provider in the Student Health Center (972-883-2747), a clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (e.g., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UTD Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-5202. Additional information and resources may be found at <https://institutional-initiatives.utdallas.edu/title-ix/>.

**Accommodations for persons with disabilities:** It is the policy and practice of UTD to make reasonable accommodations for students with properly documented disabilities. If you are a student with a disability and believe you will need academic accommodations for this class, you are encouraged to register with the Office of Student Accessibility (OSA). Some aspects of the course, the assignments, the in-class activities, and the way the course is typically taught may be accommodated to facilitate your participation and progress. OSA will assist you in determining academic accommodations that are appropriate for your situation. Any information you provide is private and confidential and will be treated as such. To avoid any delay, please contact OSA as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until an OSA Letter of Accommodation has been given to the instructor. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Services Building, AD 2.224 They can be reached by phone at 972-883-2098, or by email at [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu).

**Course website:** The syllabus, all announcements, information on assignments, and other materials related to the course will be available on the eLearning course homepage.

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## **Class Materials**

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, However, these materials are for

registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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### **Classroom Conduct Requirements Related to Public Health Measures**

UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Fall 2021 semester.

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### **Class Recordings**

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

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### **Comet Creed**

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

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### **Academic Support Resources**

The information contained in the following link lists the University’s academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

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### **UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

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*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*