Course Description: We will examine cases of domestic and international terrorism. Alternative government responses to these crises will also be covered, with attention to the consequences of those policies on democratic stability.

Learning Objectives: Course content is designed to develop students’ international awareness and analytical ability. Course assignments aim to develop students’ abilities to analyze world affairs, to formulate arguments, to read critically, and to write well. Specifically, students should understand the debates about the causes of terrorism, consequences of terrorism, and the merits of different policy responses to terrorism.

Required Texts & Materials:
- *Terrorism in Context*, edited by Martha Crenshaw (Penn State Press, 1995)
- Numerous articles available in electronic format through the library’s electronic databases.

Course Policies
Grading (credit) Criteria:
- 10/4 First Exam (30%)
- 10/30 Preliminary paper assignment (5%)
- 11/15 Second Exam (30%)
- 12/4 Extra Credit Due (3%)
- 12/6 Comprehensive Make-up Exam
- 12/14 4:00 pm Research Paper Due (35%)

Pluses and minuses are used in this course and are set by professor discretion.

Exam Rules: Once seated, you cannot leave the exam. No bathroom breaks will be given. No one will be seated for the exam later than 30 minutes after the exam has been handed out.

Make-up Exams: **NO MAKE UP EXAMS WILL BE GIVEN.** Instead, with advance notice, students may take a comprehensive final exam to replace one exam. If you miss more than one exam, you will receive a zero for the additional missed exam. There are no exceptions.

The Optional Comprehensive Exam Cannot Be Made Up If Missed: Plan on taking the optional comprehensive exam at your own risk.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</table>
| 8/21   | Introduction | Syllabus & course overview  
| 8/23   | Definitions  | • “Thoughts on Relating Terrorism to Historical Contexts” by Martha Crenshaw in *Terrorism in Context*  
• Magnus Ranstorp, “Terrorism in the name of religion” *Journal of International Affairs*, Summer 96, Vol. 50 Issue 1, p41, 22p  
• David C. Rapoport, “The Fourth Wave: September 11 in the History of Terrorism” *Current History*, Volume 100, Number 650 (December 2001) |
• Duyvesteyn, Isabelle. 2008. “Great expectations: The use of armed force to combat terrorism.” *Small Wars and Insurgencies* 19, (3) (Sept.): 328-351. |
| 9/4    | No class     | Happy Labor Day!                                                                                                                        |
| 9/6    | Democracy & Terrorism | • Jennifer Holmes, *Terrorism and Democratic Stability Revisited* Chapter 1  
• Tom Carothers. “Promoting Democracy and Fighting Terror” *Foreign Affairs* (January/February 2003) |
| 9/11   | N. Ireland   | • Charles Townshend, “The Culture of Paramilitarism in Ireland” in *Terrorism in Context* Ch. 8  
• Andrew Silke, “Ragged Justice: Loyalist Vigilantism in Northern Ireland” *Terrorism & Political Violence* Vol. 11 No. 3 (Autumn 1999)  
• Anthony Richards, “Terrorist Groups and Political Fronts: The IRA, Sinn Fein, the Peace Process and Democracy” *Terrorism and Political* |
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<th>Date</th>
<th>Region</th>
<th>References</th>
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• Finegan, Rory. 2016 “Shadowboxing in the Dark: Intelligence and Counter-Terrorism in Northern Ireland” *Terrorism & Political Violence* Vol. 28 No. 3: 497-519 |
| 9/18  | Palestinian/Israeli Conflict | • Ian Lustick, “Terrorism in the Arab-Israeli Conflict“ in *Terrorism in Context* Ch. 12  
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<th>References</th>
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Available at: http://scholarworks.umb.edu/nejpp/vol29/iss1/9  
• David Scott Palmer, “The Revolutionary Terrorism of Peru’s Shining Path” in *Terrorism in Context* Ch 7  
• Holmes, Jennifer *Terrorism and Democratic Stability Revisited* Peru sections pp (59-64, 74-6, 89-91,97-8,113-21,135-141,146-9, 151-2,156-62,171-5,)  
| 10/4  | First Exam | |
• Goldie Shabad and Francisco Jose Llera Ramo, “Political Violence in a Democratic State: Basque Terrorism in Spain” in *Terrorism in Context* Ch. 10  
• Holmes, Jennifer *Terrorism and Democratic Stability Revisited* Spain sections pp (64-71,77-78,91-3,98-101,121-6, 141-4,149-50,152-6,162-5,175-81) |
• Richard Gillespie, “Political Violence in Argentina: Guerrillas, Terrorists, and *Carapintadas*,” in *Terrorism in Context*.  
• David Pion-Berlin; George A. Lopez “Of Victims and Executioners: |
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<tr>
<th>Date</th>
<th>Location</th>
<th>References</th>
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</table>
| 10/16 | **Uruguay** | - Holmes, Jennifer *Terrorism and Democratic Stability Revisited* Uruguay sections pp (53-9, 72-4, 85-9,94-7,105-13,132-4, 144-5,151,152-6,165-71)  
- Krisha Kumar, “Religious Fundamentalism in India and Beyond” *Parameters* Autumn 2002.  
- Paul Wallace, “Political Violence and Terrorism in India: The Crisis of Identity” in *Terrorism in Context* Ch. 12. |
- Ackerman, Gary A. “Beyond Arson? A Threat Assessment of the Earth Liberation Front” *Terrorism and Political Violence*, vol. 15, no. 4, pp. 143-170, winter 2003  
| 10/30 | **Al Qaeda** * Prelim. paper* | - Bernard Lewis, “License to Kill” *Foreign Affairs* Nov/ Dec 1998  
- Zimmerman, John. “Sayyid Qutb’s Influence on the 11 September
<table>
<thead>
<tr>
<th>assignment due</th>
<th>Attacks. “Terrorism and Political Violence. 16, issue 2 (Summer 2004) Recommended: For virus free copies of all Inspire magazine issues, see Aaron Zelin’s magnificent jihadist document clearinghouse, jihadology.net.</th>
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<tr>
<td>11/1</td>
<td>IS/Daesh</td>
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<td>11/6</td>
<td>COIN</td>
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<td>• Bruce Hoffman, “Insurgency and Counterinsurgency in Iraq” <em>Studies in Conflict and Terrorism</em> Volume 29, Number 2 (March-April 2006): 103 - 121</td>
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<td>• Edward Luttwak, “Dead End: Counterinsurgency warfare as military malpractice” <em>Harpers</em> Feb 2007 33-42.</td>
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<td>11/8</td>
<td>State Strength &amp; Failed States</td>
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<td>11/13</td>
<td>Policing and terrorism</td>
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<td>Date</td>
<td>Activity</td>
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<td>11/15</td>
<td>Second Exam</td>
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<tr>
<td>11/20 &amp; 11/22</td>
<td>No class</td>
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</table>
Jennifer Holmes, Terrorism and Democratic Stability Revisited Ch. 7. |
| 12/4       | Internat’l Policy Responses | Extra credit paper due beginning of class.  
Jennifer Holmes, Terrorism and Democratic Stability Revisited Ch. 8.  
Rec.  
Rec Defeating the Jihadists: A Blueprint for Action |
| 12/06      | Comp Exam                 | Only students who have missed one exam are eligible to take this exam |
| 12/xxx     | Research paper due 4:00 pm | Turn in a hard copy to my office Gr 3.805 and submit an electronic copy to turnitin within elearning by 4:00 pm. |
This syllabus is tentative and subject to change. Please feel free to contact me about any concerns you have about the course.

You might find the following resources useful:
http://www.start.umd.edu/baad/database
https://www.state.gov/j/ct/rls/crt/
https://ctc.usma.edu/publications/sentinel

Preliminary outline, bibliography & peer reviewed library searches
The following is the grading rubric for this assignment. There are five components, which are each worth up to 1 point.

1- Preliminary outline of your topic.
   - This does not need to be lengthy, but a half to one page sketch of what you intend to research.

2- Preliminary bibliography of relevant sources gleaned from the searches described in the next steps.
   - Use a consistent format.
   - Use the documentary note style as described in the syllabus (not author date).
   - You may also find the following website useful: http://www.libs.uga.edu/ref/chicago.html

3 & 4 - Conduct two different peer reviewed database searches from the library.
   - Please note that google or other search engines, google scholar, or the library catalog do NOT count.
   - Use the same search terms in both databases. You will see that the journal or book coverage differs among databases.
   - Do NOT print out and submit the entire search result. Instead, only submit the first page of results from each database search (not the first page of each article - think "print screen").

Help on searches:
♦ Go to the electronic database page of the library
   http://www.utdallas.edu/library/resources/databases/database.php
   Either chose by name or by subject matter (i.e. economics, government, history, etc)
♦ Examples include: Military & Government Collection, Academic Search Premier, Social Sciences Abstracts, Social Sciences Citation Index, Historical Abstracts, Worldwide Political Science Abstracts, PAIS Online, HAPI, Hispanic American Periodicals Index, Scopus, Criminal Justice Abstracts, Sociological Abstracts, EconLit, WorldCat

5 - Complete the following plagiarism tutorial and submit the and post-test results
http://www.umuc.edu/prog/ugp/ewp_writingcenter/modules/plagiarism/start.html

Paper Topic
Pick a terrorist group. Discuss its origins and policy aims. Assess government responses to that group (in the case of a group active in more than one country, pick one country) according to the readings assigned after the second exam. Discuss the advantages and disadvantages of each policy response. The paper should be seven to nine pages, excluding the bibliography. Please note the papers that do not reflect adequate peer reviewed research will receive no more than a C, regardless of the quality of the prose.

You must turn in a paper copy of your paper to me. In addition, you must submit the same paper electronically to turnitin through elearning.
Dr. Holmes’ Expectations for Papers

Format:
1. Use footnotes. (See The Chicago Manual of Style for details). A summary can be found at http://www.lib.uga.edu/ref/chicagostyle.pdf Use the documentary note style -not the author note system!!! This is not the MLA form of citation. MLA citation is an author-date system. If using Microsoft word, under the insert menu, choose reference and then footnote to automatically number the reference and place it at the bottom of the page. The style is as follows:

Examples of footnotes:
1 David Stafford, Britain and European Resistance (Toronto: University of Toronto Press, 1980), 90.

Bibliography:

According to The Chicago Manual of Style, "the full reference of a note, as in a bibliographic entry, must include enough information to enable the interested reader to find it in a library, though the form of the note need not correspond precisely to that of the library catalog."¹ If you have never used footnotes, you might find this link helpful: http://office.microsoft.com/en-us/word-help/insert-delete-or-edit-footnotes-and-endnotes-HP001226522.aspx Examples can be found in the journals Polity or Review of Politics

2. Use a 12 point font.
3. The text should be typed, double spaced, and have one inch margins.
4. Do not add extra spaces between paragraphs.
5. Number the pages.
6. Include a title page with your name, course title, and date.
7. Include a bibliography.

Style:
1. Include an introduction and conclusion with appropriate outlines and summation of the main points of your paper.
2. Use topic sentences in your paragraphs. (Please – no two sentence paragraphs or two page paragraphs!)
3. Do not use a casual tone. (For example, do not use contractions such as “can’t,” “wouldn’t”, etc.)
4. Avoid speaking in the first person. (For example, “In this paper I will ...”)
5. Spell check!

Sources:
1. Use multiple sources. Do not quote lecture notes.
2. You should have a combination of academic, peer reviewed books and journals as sources.

3. As a supplement **only**, you may use internet or conventional news sources (for example *The Economist* or the *New York Times*). They should not constitute the core of your research.

4. Wikipedia is not an appropriate source for academic research.

5. Cite often. An overabundance of citations is always preferable to too few. Cite as if you want the reader to be able to easily refer to your sources when you refer to facts, quotations, and interpretations.

6. If someone else says it, you must give credit to him or her. If you repeat the author verbatim, you must quote and cite the author. If you paraphrase his or her words, you must cite the author. Failure to do this is plagiarism.

**General Warning:**
Scholastic dishonesty will be severely punished. The student will be subject to university disciplinary proceedings. The *UTD Undergraduate Catalog* defines scholastic dishonesty as the following:
“Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one’s own work of material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records.”