Course Information

Course Number: XXXX ###
Course Title: Terrorism and Counterterrorism
Section: Section
Time: Thursdays, xx-xx
Location: Location
Credit Hours: 3

Instructor Details

Instructor: Sara Daly
Office: Location
Phone: 703-655-3524 (m)
E-Mail: saraadaly@tamu.edu; saraadaly@gmail.com
Office Hours: Available by appointment only. If you would like to visit with me by phone or online, send me an email. We'll find a time that will work for both of us. I am also available to meet before and after class.

Course Description

This course will examine the fundamentals of understanding the threat posed by terrorism, the basics of counterterrorism, and look at several key issues important to the study of terrorism. The approach of this course is multi-disciplinary, examining terrorism through the lens of political science, history, law, economics, criminology, and religious studies. The course is designed to provide a basis for understanding the phenomenon of terrorism, and to set it into an appropriate context in relation to other critical issues facing a globalized society.

Course Prerequisites

None.

Special Course Designation

None.

Course Learning Outcomes

Students who complete this course will have obtained a thorough understanding of the theoretical underpinnings of both terrorism and counterterrorism; an appreciation of the historical longevity and dimensions of this unique form of conflict; a comprehensive knowledge of the challenges of countering terrorism through a variety of key, historical and contemporary case studies; and a firm foundation of understanding terrorism and how this mode of warfare can be effectively countered. By the end of this course you will be able to:

- Articulate the key arguments and debates critical to understanding the issue of terrorism and how it can be countered.
- Illustrate a substantive grasp of the fundamental components of terrorism and counterterrorism.
- Assess both the key benefits and pitfalls of counterterrorism policy and operations.
Textbook and/or Resource Materials

None.

Grading Policy

Class Participation 10%
Case Study 30%
Oral Presentation 30%
Research Paper 30%

The grading scale below, based on percent, determines your final letter grade.

100-95: A
94-90: A-
89 -87: B+
86 - 84: B
83 - 80: B-
79 - 77: C+
76 - 74: C
73 - 70: C-
< 70: F
• **Readings**: Several readings are assigned weekly to each module. You will be expected to have read these articles before you come to class each week and should be fully prepared to engage in a lively discussion/debate of some of the arguments/theories/approaches/research contained therein.

• **Class Participation (10%)**: You will come to class prepared to discuss the readings for the week, participate in group discussions and activities, and ask thoughtful questions.

• **Case Study (30%)**: You will prepare a five-page case study. You will select a significant terrorist attack to analyze, focusing on tactics, participants, motivations, financing, etc. Or you may select a prominent terrorist leader and use the case study method to analyze how the underlying factors of extremism contributed to the individual’s worldview and outline their importance within the group. We will discuss the case study method in class to familiarize you with how to prepare this assignment.

• **Oral Presentation (30%)**: You will also prepare an oral presentation in which you will provide background analysis and recommendations to the “National Security Advisor” on a specific terrorist issue which requires near term policy attention. The oral presentation will be conducted during our in-person sessions. There will be a sign up sheet circulated the first day of class.

• **Final Paper (30%)**: The final paper will be a policy memo. You will select a specific counterterrorism-related security issue to analyze and make recommendations to a policymaker on how to address the issue. The paper will be 7-10 pages

**Requirements for Assignments**

For all assignments, you are expected to use:

• American Political Science Association (APSA) style
• 1.5 spacing
• 12-point, Times New Roman font
• 1 ½ inch margins on all sides
• All pages numbered
• Include a reference section
• Completely cite all of your sources (including author, date, and page numbers).

**Assignment Grading Criteria:**

**A Range:** The paper is clear, engaging, original, and focused; ideas and content are richly developed with details and examples. Organization and form enhance the central idea and theme; ideas are presented coherently to move the reader through the text. The voice of the writer is compelling and conveys the writer’s meaning through effective sentence structure and precise word choices. The writer successfully moves the paper through academic constructs
and experiential documentation to critical analysis. The paper demonstrates a clear balance of these three components.

**B Range:** The paper is reasonably clear, focused, and well supported; ideas are adequately developed through details and examples. Organization and form are appropriate, and ideas are generally presented coherently. The voice of the writer contributes to the writer’s meaning through appropriate and varied sentence structure and word choices. Surface features do not interfere with understanding or distract from meaning. The writer has clearly brought the reader through properly cited academic constructs and experiential documentation, but has not fully developed the area of critical analysis.

**C Range:** The paper has some focus and support; ideas and content may be developed with limited details and examples. The writing may be somewhat disorganized or too obviously structured. The voice of the writer is generally absent; basic sentence structure and limited vocabulary convey a simple message. Surface feature errors may reduce understanding and interfere with meaning. The content areas of academic constructs are limited and large generalizations are made. Critical analysis is all but absent from the paper.

**D Range:** The paper has little focus and development; few details and examples support ideas and content. There is little discernible shape and no direction. The writer’s tone is flat. Awkward sentence structure and inadequate vocabulary interfere with understanding. Limited control of surface features makes paper difficult to read. Critical analysis is absent, and segments of the paper are given to rambling descriptions of life experience without academic context.

**Late Work Policy**

This syllabus provides all relevant due dates for assignments. It is your responsibility to ensure that I receive them on time by 11:59 PM ET on the day they are due. Late assignments will be marked down five points for each day they are late, unless student has received permission in advance of the assignment due date for an extension.

**Course Schedule**

**Spring 2022 Schedule:**

January 19: First day of class

February 2: Case Study topic due

February 23: Final paper topic due

March 10: Case Study due:

March 13-17: Spring Break

April 6: Final paper rough draft due:

April 13: Final paper peer review due
April 28: Last day of class

May 4: Final paper due

Modules and Readings:

Unit 1: The Fundamentals of Terrorism (Modules 1-8)

Module 1: What is Terrorism?

Readings:

- Gary A. Ackerman & Michael Burnham (2021) Towards a Definition of Terrorist Ideology, Terrorism and Political Violence, 33:6, 1160-1190, DOI: 10.1080/09546553.2019.1599862

Suggested readings:

Module 2: Underlying Factors

- Simon Cottee (2021) Incel (E)motives: Resentment, Shame and Revenge, Studies in Conflict & Terrorism, 44:2, 93-114, DOI: 10.1080/1057610X.2020.1822589

Suggested readings:

- Thomas McCauley (2021) Race war or culture war: the diversity in right-wing extremism, Dynamics of Asymmetric Conflict, 14:2, 192-208, DOI: 10.1080/17467586.2021.1917771

Module 3: Leadership
• Yasutaka Tominaga. (2019). Evaluating the impact of repeated leadership targeting on militant group durability. 45:5, 865-892.

Module 4: Strategy and Tactics


Suggested readings:

• Mohammed Ibrahim Shire & Abdi Hersi (2022) Brothers in Arms: The Phenomenon of Complex Suicide Attacks, Terrorism and Political Violence, 34:2, 263-284, DOI: 10.1080/09546553.2019.1693371

Module 5: Facilitation and Communication

• Arie Perliger & Michael Palmieri (2022) Mapping Connections and Cooperation between Terrorist and Criminal Entities, Studies in Conflict & Terrorism, 45:5-6, 335-347, DOI: 10.1080/1057610X.2019.1678874

Suggested readings:
Module 6: State Support and Fragile States


Suggested readings:


Module 7: Learning and Innovation

- Craig Whiteside, Ian Rice & Daniele Raineri (2021) Black Ops: Islamic State and Innovation in Irregular Warfare, Studies in Conflict & Terrorism, 44:12, 1190-1217, DOI: 10.1080/1057610X.2019.1628623
Module 8: Emerging Issues


Unit 2: Counterterrorism (Modules 9-15)

Module 9: Counterterrorism Strategy and Policy

Suggested readings:


Module 10: Law and Diplomacy
• Robert W. White, Tijen Demirel-Pegg & Vijay Lulla (2021) Terrorism, counterterrorism and ‘the rule of law’: state repression and ‘shoot-to-kill’ in Northern Ireland, Irish Political Studies, 36:2, 263-290, DOI: 10.1080/07907184.2020.1833822

Suggested readings:


Module 11: Intelligence

• Peter Gill (2020) Explaining Intelligence Failure: Rethinking the Recent Terrorist Attacks in Europe, International Journal of Intelligence and CounterIntelligence, 33:1, 43-67, DOI: 10.1080/08850607.2019.1663702
Module 12: Military and Policing


Suggested readings:


Module 13: Development and Finance
• Stephen C. Nemeth & Jacob A. Mauslein (2020) Generosity Is a Dangerous Game: Aid Allocation and the Risks of Terrorism, Terrorism and Political Violence, 32:2, 382-400, DOI: 10.1080/09546553.2017.1377074

Suggested readings:


Module 14: Can Terrorism Ever End?

• Mustafa Kirisci (2020) Fighting for survival: responding to state capacity and terror group end, Critical Studies on Terrorism, 13:2, 312-336, DOI: 10.1080/17539153.2019.1708040

University Policies

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to Student Rule 7 in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.
Please refer to Student Rule 7 in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” (Student Rule 7, Section 7.4.1).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” (Student Rule 7, Section 7.4.2).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See Student Rule 24.)

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” (Section 20.1.2.3, Student Rule 20).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.
With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with Counseling and Psychological Services (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s Title IX webpage.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus.

Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

College and Department Policies

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see http://diversity.tamu.edu/). Accordingly, all of us in this class are expected to respect the different experiences, beliefs, and values expressed by others, and to engage in reasoned discussions that refrain from derogatory comments or dehumanizing language about other people, cultures, groups, or viewpoints.

Intellectual argument and disagreement are a fundamental element of both the academic world and the policy process. Disagreement does not, in and of itself, mean disrespect. However, the way that
disagreement is expressed can be disrespectful. Unprofessional, insensitive, or disrespectful behaviors (such as using dehumanizing, derogatory, or coarse language; dismissing ideas based on the characteristics of the speaker/writer; or expressing threat or intent to harm, even if framed “as a joke”) are inconsistent with the Bush School's commitment to diversity, and will not be tolerated by faculty or students participating in this class. This applies both inside and outside of the classroom and includes electronic venues such as GroupMe.