

INR 3084-0001: TERROR AND POLITICS

Summer 2019

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Office Hours: TR 12-2:00 pm or by appointment
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Course Number: INR 3084-0001
Web: canvas.fsu.edu
Class Hours: MTWRF 2:00-3:15 p.m.
Class Room: Bellamy 0004

COURSE DESCRIPTION

This course will introduce students to the use of terror by dissidents and to a lesser extent the government. Students will be introduced to current theories and concepts related to the study of terror, including but not limited to the root causes of terrorism, the ideology of terrorists, different strategies of terrorism, and the difficulties associated with counter-terrorism. Further, because many students have limited exposure to important cases of terrorism, we investigate some prominent historical and contemporary cases of terrorism.

In addition to the course content, I hope that students will further develop skills that will be useful regardless of futures beyond FSU. Specifically, I will emphasize the importance of thinking analytically and critically, writing, and being able to verbally make an argument that is logically sound.

By the end of the course students will complete the following objectives:

1. Identify and explain different theories and concepts related to the use of terror.
2. Determine and analyze different characteristics that make individuals more susceptible to becoming a terrorist and states more susceptible to becoming a target of terrorism.
3. Integrate the concepts and theories learned in class to analyze different terrorism or non-terrorism events, the successfulness of that event, the counter-terrorism strategies used, and the successfulness of those counter-terrorism strategies.

REQUIRED READINGS

There are no required textbooks for this course. Instead, we will discuss a variety of readings from academic journals and excerpts from various textbooks. You are expected to do the assigned reading *before* class. Daily reading assignments are listed on the syllabus and can be found on the canvas course page. I will notify you of any changes to the reading in class or by university email.

In some of the articles you will read, the methods used will be entirely new to you. I do not expect you to familiarize yourself or understand all the methodological tools used in the readings. Instead, it is my hope that through readings and lecture, you will have the tools necessary to understand, evaluate, and criticize the authors' arguments and theory.

COURSE EVALUATIONS

Your grade is a weighted average of the following components:

- Exam (40%) - 200
- Debates (20%) - 100 points
- United Nations Simulation (10%) - 50 points
- Counter-Terrorism Simulation (10%) - 50 points
- Hostage-Crisis Simulation (10%) - 50 points
- Participation (10%) - 50 points

The grading scale for this class is as follows:

Grade	Percentage	Grade	Percentage	Grade	Percentage
		A	100 - 93%	A-	92 - 90%
B+	89 - 87%	B	86 - 83%	B-	82 - 80%
C+	79 - 77%	C	76 - 73%	C-	72 - 70%
D+	69 - 67%	D	66 - 63%	D-	62 - 60%
		F	59 - 0%		

Grades will be rounded to the nearest whole number. (For example, 79.4 will be counted as a 79 and 89.5 will be counted as a 90).

EXAMS

Both exams will contain short- and long- answer questions and an essay about the reading and lectures covered before each exam. A week before each exam, I will upload 3 potential essay questions for students to prepare, one of these will be the essay question on the exam. The other two will be converted to short- and long- answer questions.

DEBATES

Each student will be required to participate in a group debate discussing a controversial question posed by the terrorism literature. For guidance, the course will rely on the debate questions posed by the book "Debating Terrorism and Counter-terrorism" edited by Stuart Gottlieb. Every student has access to the e-book through the FSU library. Each group will be randomly assigned to one side of the argument (Affirmative or Opposition) and is required to debate their argument in a formal debate setting.

Each student is required to participate in at least one aspect of the debate. Each debate will be broken up into five parts at two minutes each: an introduction statement, 3 affirmative/negative statements, and summaries/rebuttals. There will also be a two - one minute breaks to discuss strategy.

The schedule of debates is as follows:

- Class Debate. Day 3: Is the "New Terrorism" Really New?
- Group 1. Day 8: Does Poverty Serve as a Root Cause of Terrorism?
- Group 2. Day 12: Can Spreading Democracy Help Defeat Terrorism?
- Group 3. Day 17: Does Islam Play a Unique Role in Modern Religious Terrorism?

- Group 4. Day 21: Is Suicide Terrorism an Effective Tactic?
- Group 5. Day 22: Is Nuclear Terrorism a Real Threat?
- Group 6. Day 24: Is the Threat of Terrorism Being Overstated?

In addition to the debate, each group is responsible for writing up their argument for the debate and potential rebuttals they will have to make. Guidelines for both the debate and the write up are provided on Canvas.

SIMULATIONS

Each student is required to participate in the three simulations that will occur at different points during the semester. On simulation days attendance is required, unless you have an approved university excused absence. More than simply being present, however, you need to be ready to take an active role during every simulation. This means working with your classmates on a daily basis and not checking your phone, monitoring facebook, or indulging in any other potential distractions. The specific details for the simulation based grades will be distributed ahead of each simulation. Each grade is broken into half the points for actively participating and half the points for a write up that is due before or after the simulation, depending on the simulation.

To make communication easier during the simulation, we will be using the slack interface. A link is provided on the course Canvas page.

United Nations Simulation

At the end of the semester, each student will be required to participate in a delegation on the United Nations Security Council. Up to the simulation, students must work together to prepare a policy memo, including a discussion on current terrorism activities within the country, the current counter-terrorism strategies, and how much support the country has for using the United Nations for counter-terrorism. Lastly, the policy memo will include one written policy that the country fully supports.

During the simulation, students will be required to work together in an attempt to pass a written resolution. This include formal debate of different policy, but could also include secret negotiations. Every student is required to participate in some way, whether in the formal debate structures or in secret negotiations.

Counter-Terrorism Simulation

In this simulation, students will be broken off into groups and tasks with creating a counter-terrorism policy given a number of constraints. At the end of class each student group will go up against a number of potential terrorists groups to see how well their counter-terrorism policy worked. Each person is required to write up a debriefing after the simulation discussing the events that unfolded.

Hostage-Crisis Simulation

Each student will be required to participate in the Hostage-Crisis Simulation. Each person will be assigned a role with a number of tasks and goals that setup how they should interact with others during the simulation. Each person is required to write up a debriefing after the simulation discussing the events that unfolded.

PARTICIPATION

You will not do well in this course if you do not regularly attend class and do not complete the readings ahead of time. However, I expect more of you than to skim the day's reading and passively attend class. This portion of your grade will reflect your daily preparation for class, your in-class contributions, and your active engagement with both the course materials and with your classmates. Terrorism is a subject that invites discussions and questions, and to actively engage the subject you must have read the materials beforehand and spent some time thinking about it as well.

To prepare for participation I encourage students to write down any questions they have while reading the required articles or book chapters. These questions can be posed at any point during the lecture and will count as participation points. For the majority of classes, I will also ask about the author's research question, theory, hypotheses, and findings. Knowing all of these aspects of the argument ensure that you gain some participation points for the day.

Your participation grade will be based on your semester's contributions and the following guidelines provide a rough estimation of my expectations:

A - The student was present (unless excused) for all or most days and contributed positively to the class discussion in a manner that showed thought and/or preparation of the assigned materials. The student showed a willingness to engage in discussion with the instructor and with his/her classmates.

B - The student was present (unless excused) for all or most days and showed an understanding of the material that indicated preparation for class. While perhaps not always engaging in discussion, the student was engaged in the class and when called upon contributed positively to the class.

C - The student was present (unless excused) for all or most days but did not show any engagement with the course material, the instructor's lecture, or discussion with class. If called upon the student was able to address the assigned material but not in a manner that showed sufficient preparation.

D - The student either missed multiple days without a valid excuse or when present detracted from class discussion by either not being prepared for class or distracting other students.

F - The student was absent for all or most days, was a consistent distraction while attending class, or was so unprepared for class that he/she did not contribute in a meaningful way.

Participation grades will be awarded and reset at the end of each week. Though there are six weeks in the course, I will only keep the five highest grades. This gives each student one week where participation will not count.

COURSE POLICIES

1. **Make-Up Exams:** I have a “no questions asked” early exam policy, which means that any exam can be taken early for any reason. However, only exams missed due to excused absences will be eligible for students to take at a later date. Students who are aware that they will miss an exam or have missed one due to an emergency are responsible for contacting the instructor to arrange a new exam date at least a week before the exam for planned occasions and in a timely manner for emergencies.
2. **Classroom Behavior:** Students should be respectful of others and refrain from behaving in a disruptive manner, including talking/texting on cell phone, speaking out of turn, reading non-class material, entering (leaving) class late (early), watching netflix, etc. When class permits itself to discussion, students should also be courteous to others opinions and backgrounds. Personal attacks or discrimination based on race, ethnicity, gender, religion, and/or lifestyle will not be tolerated. If a student fails to follow any of these behavior guidelines they will be asked to leave, and any persistent behavior can result in the removal of that student from the course.
3. **Incompletes:** Incompletes will be determined on an individual basis and generally will only be granted in extreme cases at the discretion of the instructor and in consultation with the Dean of Students/Dean of the College of Social Sciences. Please see me as soon as possible to determine the correct course of action to handle any major situations regarding this course and/or taking an incomplete.
4. **Cheating:** Cheating and/or plagiarism will not be tolerated in this class. Any violation of the Academic Honor Policy will be referred to the Dean of Students and will result in a zero for the assignment or the course at my discretion.
5. **Assignment Review:** If you are concerned about your grade on an assignment, I am happy to review it. However, I require that you 1) wait 24 hours after the assignment has been returned to you to request review, and 2) outline your concerns about the assignment grade via email. Please be aware that I will regrade the entire assignment (not just one portion of it) if you request review, and I reserve the right to raise or lower your grade as a result.
6. **Extra Credit:** There will be no extra credit offered for this course.
7. **Email Policy:** Please include your first and last name and course information in the subject line of your email. When I receive your email, I will make every effort to respond in a timely manner, usually within 24 hours. Though you may receive a reply sooner than that, you should not expect an immediate response. Please treat all email correspondences with your instructor as you would treat any other professional exchange. Accordingly, I expect emails to be respectful and polite, to use correct grammar and complete sentences.
8. **Technology:** I can assure you, you will not find the answers to class discussion in your text, or on facebook, twitter, or instagram. Cell phones and laptops are generally a distraction and detrimental to the classroom experience. They have the tendency to take students away from the lecture and impede the active engagement with students, instructors and/or peers. While I do permit the use of laptops and tablets for note-taking, I encourage you to leave your laptops at home, to take notes with a pen or a pencil and to engage in classroom discussions.

UNIVERSITY POLICIES

UNIVERSITY ATTENDANCE POLICY:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodations should: (1) register with and provide documentation to the Student Disability Resource Center (SDRC); and (2) bring a letter to the instructor indicating that you need academic accommodations and what type. This should be done within the first week of class. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu>

FSU ACADEMIC HONESTY CODE

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and... [to] strive for personal and institutional integrity at Florida State University." (See the Florida State University Academic Honor Policy for more information.)

SYLLABUS CHANGE POLICY:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

TENTATIVE SCHEDULE

05/13 DAY 1 : INTRODUCTION

No Readings

05/14 DAY 2 : DEFINING TERRORISM

Hoffman, Bruce (2006). *Inside Terrorism*. Chapter 1: Defining Terrorism. Columbia University Press.

05/15 DAY 3 : TERRORISM TODAY

Gottlieb, Stuart (2013). *Debating terrorism and counterterrorism: conflicting perspectives on causes, contexts, and responses*. Chapter 1: Is the “New Terrorism” Really New?. CQ Press.

05/16 DAY 4 : DIFFERENT APPROACHES TO UNDERSTANDING TERRORISM: PSYCHOLOGY AND SOCIOLOGY

Victoroff, Jeff (2005). “The Mind of the Terrorist: A Review and Critique of Psychological Approaches”. In: *Journal of Conflict resolution* 49.1, pp. 3–42.

05/17 DAY 5 : DIFFERENT APPROACHES TO UNDERSTANDING TERRORISM: RATIONAL CHOICE

Crenshaw, Martha (1981). “The Causes of Terrorism”. In: *Comparative politics* 13.4, pp. 379–399.

05/20 DAY 6 : DIFFERENT APPROACHES TO UNDERSTANDING TERRORISM: RELATIVE DEPRIVATION

Gurr, Ted Robert (2015). *Why Men Rebel*. Routledge.

05/21 DAY 7 : UNDERSTANDING RELIGIOUS TERRORISM

Juegensmeyer, Mark (2003). “Terror in the Mind of God”. In: *The Global Rise of Religious Violence*.

05/22 DAY 8 : ROOT CAUSES OF TERRORISM: POVERTY AND TERRORISM

Piazza, James A (2006). “Rooted in poverty?: Terrorism, poor economic development, and social cleavages”. In: *Terrorism and political Violence* 18.1, pp. 159–177.

Lee, Alexander (2011). “Who becomes a terrorist?: Poverty, education, and the origins of political violence”. In: *World Politics* 63.2, pp. 203–245.

05/23 DAY 9 : ROOT CAUSES OF TERRORISM: HUMAN RIGHTS AND TERRORISM

Walsh, James I and James A Piazza (2010). "Why respecting physical integrity rights reduces terrorism". In: *Comparative Political Studies* 43.5, pp. 551–577.

Piazza, James A (2017). "Repression and terrorism: A cross-national empirical analysis of types of repression and domestic terrorism". In: *Terrorism and Political Violence* 29.1, pp. 102–118.

05/24 DAY 10 : ROOT CAUSES OF TERRORISM: FAILED STATES AND STATE CAPACITY

Hendrix, Cullen S and Joseph K Young (2014). "State capacity and terrorism: A two-dimensional approach". In: *Security Studies* 23.2, pp. 329–363.

Piazza, James A (2008). "Incubators of terror: Do failed and failing states promote transnational terrorism?" In: *International Studies Quarterly* 52.3, pp. 469–488.

05/27 DAY 11 : NO CLASS

Memorial Day

05/28 DAY 12 : ROOT CAUSES OF TERRORISM: DEMOCRACY AND TERRORISM

Li, Quan (2005). "Does democracy promote or reduce transnational terrorist incidents?" In: *Journal of Conflict resolution* 49.2, pp. 278–297.

Findley, Michael G and Joseph K Young (2011). "Terrorism, Democracy, and Credible Commitments". In: *International Studies Quarterly* 55.2, pp. 357–378.

05/29 DAY 13 : ROOT CAUSES OF TERRORISM: AUTOCRACY AND TERRORISM

Conrad, Courtenay R, Justin Conrad and Joseph K Young (2014). "Tyrants and terrorism: Why some autocrats are terrorized while others are not". In: *International Studies Quarterly* 58.3, pp. 539–549.

05/30 DAY 14 : EXAM 1

Exam 1

05/31 DAY 15 : HOSTAGE-CRISIS SIMULATION

No Readings

06/03 DAY 16 : HOSTAGE-CRISIS SIMULATION

No Readings

06/04 DAY 17 : TYPES OF TERROR: RELIGIOUS TERRORISM

Gottlieb, Stuart (2013). *Debating Terrorism and Counterterrorism: Conflicting Perspectives on Causes, Contexts, and Responses*. Chapter 4. CQ Press.

06/05 DAY 18 : TYPES OF TERROR: TERRORISM IN WAR

Findley, Michael G, James A Piazza and Joseph K Young (2012). "Games rivals play: Terrorism in international rivalries". In: *The Journal of Politics* 74.1, pp. 235–248.

Martin, Gus (2017). *Understanding terrorism: Challenges, perspectives, and issues*. Chapter 7: Violent Ideologies. SAGE publications.

06/06 DAY 19 : TYPES OF TERROR: RIGHT WING

Durham, Martin (2003). "The American far right and 9/11". In: *Terrorism and Political Violence* 15.2, pp. 96–111.

Schönteich, Martin (2004). "The emerging threat? South Africa's extreme right". In: *Terrorism and Political Violence* 16.4, pp. 757–776.

06/07 DAY 20 : ARE TERRORIST SUCCESSFUL?

Jones, Seth G and Martin C Libicki (2008). *How terrorist groups end: Lessons for countering al Qaeda*. Vol. 741. Chapter 2: How do Terrorist's Organizations End?. Rand Corporation.

06/10 DAY 21 : TERRORISM TACTICS: SUICIDE BOMBING AND HOSTAGES

Pape, Robert A (2003). "The strategic logic of suicide terrorism". In: *American political science review* 97.3, pp. 343–361.

Crenshaw, Martha (2007). "The logic of terrorism". In: *Terrorism in perspective* 24, pp. 24–33.

06/11 DAY 22 : TERRORISM TACTICS: CHEMICAL, BIOLOGICAL, AND NUCLEAR TERRORISM

No Readings

06/12 DAY 23 : COUNTER-TERRORISM SIMULATION

No Readings

06/13 DAY 24 : COUNTER-TERRORISM STRATEGIES: THINKING ABOUT COUNTER-TERRORISM

Mueller, John (2005). "Six rather unusual propositions about terrorism". In: *Terrorism and Political Violence* 17.4, pp. 487–505.

06/14 DAY 25 : COUNTER-TERRORISM STRATEGIES: GRAND STRATEGIES

Posen, Barry R (2002). "The struggle against terrorism: Grand strategy, strategy, and tactics". In: *International Security* 26.3, pp. 39–55.

Mearsheimer, John J (2011). "Imperial by design". In: *The National Interest*, pp. 16–34.

06/17 DAY 26 : COUNTER-TERRORISM STRATEGIES: TORTURE

Conrad, Courtenay R, Justin Conrad, James Igoe Walsh and James A Piazza (2016). "Who tortures the terrorists? Transnational terrorism and military torture". In: *Foreign Policy Analysis* 13.4, pp. 761–786.

Hajjar, Lisa (2009). "Does torture work? A sociolegal assessment of the practice in historical and global perspective". In: *Annual Review of Law and Social Science* 5, pp. 311–345.

06/18 DAY 27 : COUNTER-TERRORISM STRATEGIES: EFFECTIVENESS

Enders, Walter and Todd Sandler (1993). "The effectiveness of antiterrorism policies: A vector-autoregression-intervention analysis". In: *American Political Science Review* 87.4, pp. 829–844.

06/19 DAY 28 : EXAM 2

Exam 2

06/20 DAY 29 : UN SIMULATION

No Readings

06/21 DAY 30 : UN SIMULATION

No Readings