CJ 505-01W

Terrorism

COURSE SYLLABUS: Summer 2024

Meets 07/08/2024 – 08/08/2024

INSTRUCTOR INFORMATION

Instructor: Dr. Serdar San, Assistant Professor
Office Location: Ferguson 204
Office Hours: Email/Telephone (by appointment)
University Email Address: Serdar.San@tamuc.edu
Preferred Form of Communication: E-mail
Communication Response Time: E-mail is the best way to contact me. I will respond to email and phone calls within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook:

Hoffman, B. (2017). *Inside terrorism* (3rd edition). Columbia University Press.

Required Readings:

Links to the readings and other supplementary course materials will be posted on the course website.

Auger, V. A. (2020). Right-Wing terror: A fifth global wave? *Perspectives on Terrorism*, *14*(3), 87–97.

The syllabus/schedule are subject to change.

Bayley, D. H., & Weisburd, D. (2009). Cops and spooks: The role of the police in counterterrorism. In D. Weisburd, T. E. Feucht, I. Hakimi, L. F. Mock, & S. Perry (Eds.), *To protect and to serve: Policing in an age of terrorism* (pp. 81-100). New York, NY: Springer.

Beckett, L., & Burke, J. (2017, May 27). Pathway to extremism: What Neo-Nazis and Jihadis have in common. *The Guardian*. https://www.theguardian.com/us-news/2017/may/27/extremism-terrorism-far-right-neo-nazi-devon-arthurs

Bennhold, K. (2015, August 17). Jihad and girl power: How ISIS lured three London girls. *New York Times*. https://www.nytimes.com/2015/08/18/world/europe/jihad-and-girl-power-how-isis-lured-3-london-teenagers.html

Borum, R. (2011). Radicalization into violent extremism II: A review of conceptual models and empirical research. *Journal of Strategic Security, 4*(4), 37-62.

Ganor, B. (2002). Defining terrorism: Is one man's terrorist another man's freedom fighter? *Police Practice & Research*, *3*(4), 287–304.

Henzel, C. (2005). The origins of Al Qaeda's ideology: Implications for US strategy. *Parameters (Carlisle, Pa.)*, *35*(1), 69–80.

Holmes, J. (2015). Developing and implementing a counterterrorism policy in a liberal Democracy. In J. J. F. Forest (Ed.), *Essentials of counterterrorism* (pp. 35-49). Westport, CT: Praeger

Horowitz, M. C., Perkoski, E., & Potter, P. B. K. (2018). Tactical diversity in militant violence. *International Organization*, *72*(1), 139–171.

Klinger, D. & Heal, C. S. (2011). Manifestations of aggression: Terrorism, crime, and war. In B. Forst, J. R. Greene, & J. P. Lynch (Eds.), *Criminologists on terrorism and homeland security* (pp. 17-39). New York: Cambridge University Press.

Knefel, J. (2013, May 6). Everything you've been told about radicalization is wrong. *Rolling Stone*. https://www.rollingstone.com/politics/politics-news/everything-youve-been-told-about-radicalization-is-wrong-80445/

Macdonald, S., Jarvis, L., & Lavis, S. M. (2022). Cyberterrorism today? Findings from a follow-on survey of researchers. *Studies in Conflict and Terrorism*, *45*(8), 727–752.

McCauley, C., & Moskalenko, S. (2008). Mechanisms of political radicalization: Pathways toward terrorism. *Terrorism and Political Violence*, *20*(3), 415–433.

Pape, R. A. (2003). The strategic logic of suicide terrorism. *The American Political Science Review*, *97*(3), 343–361.

Perliger, A. (2020). An ideological typology of the violent far right. In *American Zealots: Inside right-wing domestic terrorism* (pp. 9-29). Columbia University Press.

The syllabus/schedule are subject to change.

Price, B. C. (2012). Targeting top terrorists: How leadership decapitation contributes to counterterrorism. *International Security*, *36*(4), 9–46.

Rapoport, D. C. (2004). The four waves of terrorism. In A. K. Cronin, & J. M. Ludes (Eds.), *Attacking terrorism: Elements of a grand strategy* (pp. 46-73). Georgetown University Press.

Richards, A. (2014). Conceptualizing terrorism. *Studies in Conflict & Terrorism*, *37*(3), 213-236.

San, S. (2020). Counter-terrorism policing innovations in Turkey: A case study of Turkish National Police CVE experiment. *Policing and Society*, *30*(5), 583-598.

Schmid, A. P. (2013). Radicalisation, de-radicalisation, counter-radicalisation: A conceptual discussion and literature review. *The International Centre for Counter-Terrorism - The Hague* 4, no. 2.

Wright, R. (2017, September 10). *Sixteen years after 9/11, how does terrorism end?*. The New Yorker. https://www.newyorker.com/news/news-desk/how-does-terrorism-end

Course Description

This course will provide a theoretical and empirical explanation of terrorism. It will identify various forms and typologies of terrorist activities, their consequences and preventive measures, particularly those that are relevant to the criminal justice system in the United States.

Student Learning Outcomes

By the end of this course, students will be able to:

- Understand the origins, definitions and evolution of terrorism.

- Understand difficulty in defining terrorism and implications thereof.

- Develop an understanding of various ideologies and historical manifestations of terrorism.

- Develop a familiarity with the core concepts of extremism and radicalization.

- Examine the influences and challenges faced by terrorist groups in decisions over strategy, tactics and operations, and ways in which terrorists learn and innovate.

- Compare and contrast different policy responses to terrorism and contextualize the role of police and criminal justice system in responding to terrorism and violent extremism.

- Demonstrate an understanding of counterterrorism policy responses aimed at preventing or reversing radicalization to reduce the risk of terrorism.

The syllabus/schedule are subject to change.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Because this course is held online, you will need to have regular access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the student computer labs. Make sure that you will have access several hours per week (accessing the course online is the equivalent of attending the class). You must be able to use internet search tools, access Brightspace, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

For your privacy and security, only your official TAMUC email account will be used for email communication. No information will be sent to personal email accounts. Please check your TAMUC email regularly.

Instructional Methods

This course is held completely online through D2L Brightspace. The course is fully asynchronous, which means that not everyone is participating at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection. You should login to the course on D2L Brightspace on a regular basis to keep up with class assignments. Each module will end Sunday at 11:59 PM. The next module begins Monday morning.

Student Responsibilities or Tips for Success in the Course

This is a graduate-level course, and your coursework should reflect that. There will be several assignments due throughout the semester. You will be expected to write clearly and effectively, using APA style, proper grammar and correct spelling, and scholarly references (cited in-text and as full references). You will be expected to think critically and analytically about the topics covered in class and to participate in virtual class discussions. You are expected to read all assigned materials and should be prepared to actively learn and participate. Logging in daily, pacing yourself with course work, and reaching out to the instructor if you are struggling are ways of ensuring your success in the course.

Taking an online class is different than taking a face-to-face class. You will largely be teaching yourself using materials I provide. That's what life-long learning is all about. You will do much of your communicating by writing. So, as a result, there will likely be more writing than in face-to-face classes.

For online classes, the roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource, and am responsible for creating an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection, and application.

The syllabus/schedule are subject to change.

You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it. Unlike face-to-face classes, I cannot see the confused look on your face when something doesn't make sense. Please communicate with me.

1. You should review the syllabus and the course schedule to keep up to date on requirements for the course.
2. You should read announcements on D2L and check your TAMUC email regularly for updates about the class.
3. You must commit serious time to reading the assigned readings.
4. You must commit a serious amount of time to preparation for the assignments.
5. You should learn about and use the student resources available to you! You can get free assistance from the A&M-Library, IT Support, the Writing Center, and more.

GRADING

Final grades in this course will be based on the following scale:

GRADE	PERCENT	POINTS
A	90%-100%	450-500
B	80%-89%	400-449
C	70%-79%	350-399
D	60%-69%	300-349
F	59% or Below	< 300

Weights of the assessments in the calculation of the final letter grade:

Assessment	Point Value
Ice Breaker Post (1 @ 20 points)	20
Discussion Posts & Peer Responses (4 @ 20 points)	80
Article Reflections (5 @ 60 points)	300
Critical Film Analysis Paper	100
Total	500

The syllabus/schedule are subject to change.

Assessments

Ice Breaker Post (20 points)

<mark>Due 07/10/2024 at 11:59 PM CST</mark>

Due to the nature of remote learning, maintaining traditional class comradery is essential. You will be assigned one introductory post the first week of class. This post is due on **Wednesday, July 10 by 11:59 pm**. This introductory post is meant for students to become acquainted, and hopefully acknowledge similar goals and interests. Keep in mind that forum discussions are public, and care should be taken when determining what to post. The information that can be posted may include:

• Name
• Occupation/career and length of time
• How this course is expected to help or aid your career, separate from the entire degree
• How you expect this degree to enhance your career.

Weekly Discussion Posts & Peer Responses (80 points)

<mark>Due every Sunday at 11:59 PM CST (except last week)</mark>

The purpose of the weekly discussion posts and peer responses is to facilitate discussion regarding the assigned course materials. Discussion board postings are opportunities for you to express your knowledge and thoughts after reviewing information presented in the module. Discussions are directly related to the assigned readings. Four discussion questions related to the readings will be posted on D2L throughout the semester starting from Week 2. In these discussion posts, you will be expected to answer the assigned questions and also engage in an ongoing discussion/debate with your classmates on various topics related to terrorism.

Your contributions to the discussion forums will be graded for quality and a detailed analysis linking the material to a critical appraisal of theory, policy, and practice. Reading the assigned class material is the key to a productive engagement in discussion forums.

Discussion board entries (both your original post and peer response) must be a minimum of 250 words and must follow APA style for in-text citations and references. At least 2 weekly readings must be used, cited and referenced in each post. The introduction of outside materials is not mandatory (unless otherwise noted in the discussion topic assignment), but is recommended. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post. Your discussion board entries should include paragraphs and full sentences addressing a specific question I have posed.

You will also need to respond to one classmate's discussion board entry to receive full credit for the assignment. Your peer responses should be thoughtful and analytical, providing useful feedback to the initial poster. It is not enough to simply agree, disagree, or compliment the initial poster. When responding to other students, you must be respectful but please feel free to express

The syllabus/schedule are subject to change.

disagreement, support or an alternative perspective. Appropriate netiquette should be used (see more information in University Specific Procedures: Student Conduct).

You must complete your discussion board entry before responding to your peers. I suggest you complete your original post by Thursday of each week so you also have time for your peer response, but the formal due date for both of your entries is by **Sunday at 11:59 PM (except the last week of the course)**. Each discussion post & peer response is worth 20 points, for a total of 80 points.

Article Reflections (300 points)

<mark>Due every Sunday at 11:59 PM CST (except last week)</mark>

The purpose of the article reflections is to demonstrate that you have read and understood an academic article and can summarize and critique it for an audience. You will create **an audio or video recording** of your summary and critique of one of the assigned articles or textbook chapters every week. This recording must be **three minutes or less** in length. Recordings should be made in such a way that the viewer can understand the study clearly without referring to the printed article.

In this assignment, you first need to provide a brief and accurate summary of the article/textbook chapter. However, your reflection should not be a simple summary of the article or textbook chapter. You should also provide a critique of your selected reading. For this critique, you should try to ask yourself questions like: What did you learn from this reading? What are your brief personal opinions/reflections about its arguments? How/in what ways did it help you understand this specific issue/problem regarding terrorism? You do not need to ask all of these questions but try to ask and answer at least a few of them in your critique. In summary, you need to try to go a little beyond summarizing the article/textbook chapter and focus on a more critical analysis of these pieces.

You will complete one article reflection per week. The due date for your article reflection each week is by **Sunday at 11:59 PM (except the last week of the course)**. Article reflections will be graded largely on accuracy of the summary, professionalism of the delivery, and adherence to the assignment criteria. Each article summary is worth 60 points, for a total of 300 points. A rubric will be provided on the course website.

Critical Film Analysis Paper (100 points)

<mark>Due 08/08/2024 at 11:59 PM CST</mark>

This assignment involves writing a critical analysis (maximum 3 double-spaced pages in length and 12 point, excluding title and references page) of how terrorism is represented in a popular movie, drawing on/referring to relevant course themes and course readings/materials.

You will begin the assignment by selecting one of the following movies about terrorism/counterterrorism:

The syllabus/schedule are subject to change.

The Battle of Algiers (1966) by Gillo Pontecorvo
The Siege (1998) by Edward Zwick
Munich (2005) by Steven Spielberg
The Baader-Meinhof Complex (2009) by Uli Edel
Carlos (2010) by Olivier Assayas
Zero Dark Thirty (2012) by Kathryn Bigelow

Once you have selected your film, you will analyze the movie and write a short paper presenting your critical analysis of the way the terrorism is represented in the film. Your paper should include a brief summary of the movie (what is the story of the movie, when does it take place, fiction or non-fiction, etc.) and your critical analysis of the way terrorism is represented in the film. In your critical analysis of how terrorism is represented in the movie, you will want to analyze different aspects of the movie (main characters, the story/plot, the environment the story takes place, etc.) and relate them to relevant course themes (definitions of terrorism, history and ideologies of terrorism, extremism and radicalization, tactics of terrorism, counterterrorism policies and practices) and course readings/materials. It is important that your paper be analytical rather than just descriptive. Your analysis should be supported by references to course material.

Format the paper as a short essay with an introduction (outlining the main points you will make and how your essay will proceed); brief summary and critical analysis of the film; a conclusion (summarizing your main points and what your paper discussed), and a works cited (including complete bibliographic information for the movie you selected and any secondary sources). Please use the APA citation style in your assignment. I encourage you to start working on this assignment early to avoid rushing during the end of the semester. A rubric will be provided on the course website.

Late Assignments

Late assignments will be deducted 5% per day and will not be accepted more than 5 days after the deadline. All assignments should be submitted to D2L by 11:59pm on the day they are due.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm
Zoom Video Conferencing Tool

The syllabus/schedule are subject to change.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

If you have any questions about the class and/or the topics we are covering throughout the semester or have an issue that you think the professor needs to be made aware of, please send an email to my TAMUC email address. I will respond to emails within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again.

Emails are expected to be concise, clear, and respectful. Please make sure you include the title of the course (preferably in the subject line), and your full name in your email.

I will disseminate any important course-related information through your TAMUC email accounts and Brightspace announcements. When questions arise during the course of this class, please remember to check course syllabus and announcements in D2L for an answer before you contact me.

The syllabus/schedule are subject to change.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Since this is an asynchronous online course, it is imperative that students keep up with weekly readings and assignments. To remain active in all aspects of this course, students are expected to log into Brightspace and check their TAMUC emails daily. Students are encouraged to contact the instructor during office hours (virtually or in-person). Alternatively, if you would like to meet outside of the posted office hours, please send me an email to schedule a more suitable time to meet or feel free to email me any questions you may have.

You are required to use the citation style and format of the American Psychological Association (APA) in your assignments in this course. Review the *Publication manual of the American Psychological Association* (7th ed.) or similar APA Citation Style online resource. For assistance with writing or formatting in APA, seek guidance from me, the TAMUC Writing Center, the Waters Library, and OWL of Purdue.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedures 13.99.99.R0.01
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

The syllabus/schedule are subject to change.

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have

The syllabus/schedule are subject to change.

been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

AI Use Policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. Changes will be announced via university e-mail and D2L course announcements.

Week	Readings	Assessments Due (by 11:59 PM on Sunday unless otherwise noted)
Week 1 (07/08/2024-07/14/2024) **Definitions of terrorism**	Ganor (2002) Klinger & Heal (2011) Richards (2014) Hoffman, Chapter 1	Ice Breaker Post **(due by 11:59 PM on Wednesday 07/10)** Article Reflection 1
Week 2 (07/15/2024-07/21/2024) **History and ideologies of terrorism**	Auger (2020) Henzel (2005) Hoffman, Chapter 2, 3, and 4 Perliger (2020) Rapoport (2004)	Discussion Post & Peer Response 1 Article Reflection 2
Week 3 (07/22/2024-07/28/2024) **Extremism & radicalization**	Beckett & Burke (2017) Bennhold (2015) Borum (2011) Knefel (2013) McCauley & Moskalenko (2008) Schmid (2013)	Discussion Post & Peer Response 2 Article Reflection 3
Week 4 (07/29/2024-08/04/2024) **Tactics of terrorism**	Hoffman, Chapter 5 and 8 Horowitz et al. (2018) Macdonald et al. (2022) Pape (2003)	Discussion Post & Peer Response 3 Article Reflection 4
Week 5 (08/05/2024-08/08/2024) **Countering terrorism**	Bayley & Weisburd (2009) Holmes (2015) Price (2012) San (2020) Wright (2017)	Discussion Post & Peer Response 4 **(due by 11:59 PM on Thursday 08/08)** Article Reflection 5 **(due by 11:59 PM on Thursday 08/08)** Critical Film Analysis Paper **(due by 11:59 PM on Thursday 08/08)**

The syllabus/schedule are subject to change.