

University of Massachusetts Lowell
School of Criminology & Justice Studies
Selected Topics in Criminal Justice:
Domestic Terrorism: 44.380.202
Fall 2015

Instructor: Matthew M. Sweeney, M.A.
Class Meetings: M/W: 12:30PM-1:45PM
Office Hours: M/W: 10:30AM-12:00PM,
or by appointment

Office Location: HSSB Rm 477
E-Mail: Matthew_Sweeney@uml.edu
Class Location: Coburn Hall 303

Course Description: This course will examine the evolution and nature of domestic terrorism and extremism in the United States. The course will begin by asking what is terrorism, why does it happen, and how do people become radicalized? These primary questions formulate a base to understand extremism and terrorism from the ideological perspective. The United States contains a plethora of extremist ideologies and organizations, each with a different viewpoint. The course will discuss some of the major ideologies such as the American Far-Left, American Far-Right, and Jihadism. The course will also include discussions of Homeland Security, Civil Liberties, and the future of American Terrorism.

Course Objectives: Upon successful completion of the course, the student should be able to:

1. Understand the complex nature of terrorism, factors that influence terrorism, and terrorist radicalization.
2. Correctly categorize a terrorist organization or ideology in a broad category based upon ideological information.
3. Identify what a hate crime is and understand the views of organized hatred in America.
4. Understand the implications of domestic terrorism and the threats the United States currently faces.
5. Explain the connection and difference between organized criminal activity and terrorism
6. Understand the complex nature and relationship between local, state, and federal counterterrorism.
7. Discuss community policing and other homeland security strategies to counter violent extremism in the United States.

Required Textbooks and Materials:

George, M. (Ed.). (2014). *Extremism in America*. Gainesville, Florida: University Press of Florida.

ISBN: 978-0-8130-4497-2

**** Additional Required Readings and Materials will be available on Blackboard ****

Course Expectations and Administration:

Teaching Style: This course will be presented through lectures and interactive discussions. Student input is vital to learning, and all students are encouraged to participate in classroom discussions. It is crucial that students read the assignments **prior** to attending class. Appropriate videos and supplemental material will be used throughout the course.

Academic Integrity: The faculty expects a high level of responsibility and academic honesty from its students. It is imperative that students demonstrate a high standard of individual honor in their scholastic work. Cheating or plagiarizing of any kind will not be tolerated. Students suspected of academic dishonesty are subject to disciplinary action. All policies and procedures will be followed in accordance with the UML Academic Integrity Policy. This policy can be found at:

** <http://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Policies/Academic-Integrity.aspx>

Students with Disabilities: Please notify the instructor as soon as possible if you are a student who qualifies as a person with a disability as defined in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, or the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and requires reasonable accommodations. The instructor will help to direct you to any available on-campus academic resources as necessary. Please discuss your requirements with the instructor who will make every effort to accommodate your requirements.

Email Usage: UML encourages all official student email correspondence to be sent only from the student's UML email account, and faculty and staff consider email from students official only if it originates from a UML student account. This allows the university to maintain a high degree of confidence in the identity of all correspondence and the security of the transmitted information.

Late Assignments: Any assignment not submitted by the assigned time and date is considered late, which may result in being awarded zero points. The instructor may accept late assignments with a reduction of 10% of the grade for **EVERY DAY** the assignment is late, this includes days classes do not meet, whether scheduled to meet or otherwise.

Technology: To ensure a respectful and distraction-free environment, students may not use cell phones in the classroom. If you need a cell phone for emergency purposes, please let the instructor know before the start of class. Laptop computers are allowed, but for note taking purposes only. If a student wishes to record the lecture, please inform the instructor before the start of each class period. The instructor reserves the right to prohibit laptop or another technological device usage if the privilege is abused.

Classroom Etiquette: Comments and discussion are strongly encouraged in the college setting. However, please be sure to respect others when making comments in class. Be respectful of opinions that differ from yours and deliver remarks in a non-aggressive fashion. This course will cover topics that are sensitive, graphic, and uncomfortable. Please remember that at no time is the instructor advocating for a particular ideology or way of thinking. The content covered in the course does not necessarily reflect the views of the instructor or the University of Massachusetts Lowell. Do not

interrupt the instructor or other students. Please keep comments relevant to topics covered in class. The instructor reserves the right to dismiss students for inappropriate behavior.

Class Cancellations: If a class is unable to meet at the scheduled time, students are expected to continue reading the assigned material for each scheduled class period. The material may, or may not, be covered during additional lectures. If the material is not covered, all class materials will be posted on Blackboard. Any class which does not meet, due to unforeseen circumstances, may still have exam material drawn from the assigned course readings and any supplementary additions added by the instructor. Students will be informed if/when PowerPoints or other supplementary materials are added to Blackboard.

Course Evaluations:

Assignment	Portion of Grade
Attendance/Participation	50 points (10%)
Term Paper Proposal	50 points (10%)
Midterm	100 Points (20%)
Final	150 Points (30%)
Term Paper	150 Points (30%)
Total	500 Points

Examinations: There will be TWO exams throughout the semester which MAY contain a combination of multiple choice questions, short answers, true/false questions, and essays. We will discuss the outline of the exams in more depth as the dates of the respective exams approach. Prior notification is required if there is a legitimate circumstance for a student to miss an exam. Otherwise, **a missed exam results in a zero (no points)**. Makeup exams are rarely in the same format as the missed exam.

Term Paper: You are a new junior intelligence analyst working for the Federal Bureau of Investigation (FBI). You have been assigned to a division dealing exclusively with domestic terrorist and extremist threats. The Executive Assistant Director for the Intelligence Branch expects team level managers to evaluate the research and report production potential of new employees. Your manager has just handed you your first assignment. You are asked to choose a domestic terrorist or extremist group, one that is or has been involved in some criminal activity, and draw up an intelligence report regarding that organization. The request for intelligence states that the report requires three sections. The first is a synopsis of the organization, including, but not limited to, the ideology, membership base, major leaders or organizers, and any attacks or incidents of violence attributed to the organization. The second section should discuss the connection the organization has to a broader extremist sub-culture. Lastly, your manager desires to see your ability to produce actionable recommendations. You should provide **AT LEAST** three practical recommendations for law enforcement, to counter the organization or minimize their threat to public safety. You should base these recommendations on the research you

have gathered. Your paper should use a recognize citation method, such as APA or MLA, and include a minimum of five academic journal articles. This assignment is expected to be in size twelve (12) Times New Roman font, double-spaced, with one-inch margins on all sides. The paper should be between 15 and 20 pages. A title, references page, or other appendices, do not count toward the 15-page minimum length. **THIS PAPER IS DUE BY NOVEMBER 18, 2015, NO LATER THAN 11:59 PM TO BLACKBOARD.**

Term Paper Proposal: Your manager at the FBI has explained that the Executive Assistant Director for the Intelligence Branch wants a quick briefing on the topic selections of all new junior analysts. He has requested each team manager provide a summary of the selected topic. Your manager expects a two to a three-page synopsis of your topic. This synopsis should contain information about the organization or ideology you selected, the organization or ideologies' connection to a broader extremist sub-culture, and a preliminary recommendation for law enforcement to counter the organization or ideology. This two to the three-page synopsis is expected to be in size twelve (12) Times New Roman font, with double-spaced formatting, and one-inch margins on all sides. Your paper should use a recognized citation method, such as APA or MLA, and include a minimum of two academic journal articles as sources, in a references page. Any additional title, references page, or any other appendices, do not count toward the two-page minimum length. **THIS PROPOSAL IS DUE ON OCTOBER 7, 2015, DURING THE REGULARLY ASSIGNED CLASS PERIOD. IF CLASS DOES NOT MEET, DUE, TO UNFORESEEN CIRCUMSTANCES, THE ASSIGNMENT IS DUE ON OCTOBER 7, 2015 BY 11:59 PM TO BLACKBOARD.**

Attendance and Class Participation Policy: Attendance and class participation are an integral part of this course, as there will be information discussed in class that is not found in your textbook and assigned readings. You are expected to attend every class, show up on time, stay until the end of class, and fully participate. Attendance will be taken at the start of each class period. Attendance and participation are worth 10% of your final grade.

Grade Scale (in points):

	B+ 435 - 449	C+ 385 - 399	D+ 325 - 349	
A 470 - 500	B 420 - 448	C 370 - 384	D 300 - 324	F 0-300
A- 450 - 469	B- 400 - 419	C- 350 - 369		

Course Schedule:

****Required readings and assignments are to be completed before the start of class.****

<i>Week</i>	<i>Date</i>	<i>Monday</i>	<i>Date</i>	<i>Wednesday</i>
1			Sept. 2	Course Introduction
2	Sept. 7	NO CLASS - Labor Day	Sept. 9	What is Terrorism?
3	Sept. 14	Facilitators, Motivators, and Causes of Terrorism	Sept. 16	Terrorist Radicalization
4	Sept. 21	Terrorism and Media	Sept. 23	Anarchism
5	Sept. 28	Environmental/Animal Rights Terrorism	Sept. 30	Jewish Terrorism
6	Oct. 5	Islamist Terrorism	Oct. 7	What are Hate Crimes?
7	Oct. 13	Organized Racial Hatred	Oct. 14	Organized Racial Hatred
8	Oct. 19	MIDTERM	Oct. 21	Term Paper Preparation
9	Oct. 26	Left Wing Terrorism	Oct. 28	Right Wing Terrorism
10	Nov. 2	Anti-Governmental Terrorism	Nov. 4	Anti-Abortion Terrorism
11	Nov. 9	Detaining Extremism	Nov. 11	NO CLASS - Veterans Day (Nov. 13 - LAST DAY TO WITHDRAW)
12	Nov. 16	Organized Crime and Terrorism	Nov. 18	American Society of Criminology Annual Meeting – No Class *TERM PAPER DUE*
13	Nov. 23	Lone Wolf Terrorism	Nov. 25	Extremism in the United States Military
14	Nov. 30	Homeland Security and Civil Liberties	Dec. 2	Protecting the Homeland
15	Dec. 7	Community Policing as a Homeland Security Strategy	Dec. 9	Future of Domestic Terrorism

THE FINAL EXAM WILL BE HELD ON THE DATE SCHEDULED BY THE UNIVERSITY.

Readings and exam dates are subject to change. All changes will be announced in advance.

Weekly Reading Schedule:

Week 1

Class Session	REQUIRED READING
Wed. Sep. 2: COURSE INTRODUCTION	<ol style="list-style-type: none">1. Michael, G. (2014). Introduction. In G. Michael (Ed.), <i>Extremism in America</i> (pp. 1-13). Gainesville: University Press of Florida.2. Hewitt, C. (2014). Terrorism and Extremism in the United States: A Historical Overview. In G. Michael (Ed.), <i>Extremism in America</i> (pp. 294-310). Gainesville: University Press of Florida.3. Review the Course Syllabus (*BB*)

Discussion Questions:

1. What do you think should be taught in a course on domestic terrorism within a School of Criminology and Justice Studies?
 2. What are three things you want to know about domestic terrorism in the United States of America?
 3. Is the United States at a greater threat from terrorism now or are we merely more aware of extremism and terrorism?
-

Week 2

Class Session	REQUIRED READINGS
Mon. Sep. 7: LABOR DAY – NO CLASS	* <i>University is Closed – Enjoy the long weekend</i> *
Wed. Sep. 9: WHAT IS TERRORISM?	Chapter 1: Defining Terrorism. (2006). In B. Hoffman, <i>Inside Terrorism: Revised and expanded</i> (pp. 1-42). New York City: Columbia University Press. (*BB*)

Discussion Questions:

1. What are central elements to any definition of terrorism?
2. Could the United States establish a single definition of terrorism?

Week 3

Class Session	REQUIRED READING
Mon. Sep. 14: FACILITATORS, MOTIVATORS, AND CAUSES OF TERRORISM	Forest, J. J. (2009). Terrorism as a Product of Choice and Perceptions. In B. H. Friedman, J. Harper, & C. A. Preble (Eds.), <i>Terrorizing Ourselves: Why U.S. Counterterrorism Policy is Failing and How to Fix it</i> (pp. 23-44). Washington, D.C.: CATO Institute. (*BB*)
Wed. Sep. 16: TERRORIST RADICALIZATION	Moskalenko, S., & McCauley, C. (2008). Mechanisms of Political Radicalization: Pathways Toward Terrorism. <i>Terrorism and Political Violence</i> , 20(3), 415-433. (*BB*)

Discussion Questions:

1. The ‘American Dream’ precipitates that anyone can be successful, so why would some revert to using terrorism to bring about change?
 2. Think about how you have formed your view of the world, and how you fit into that world. Who influenced you the most? Would you know if your influencers were considered “extremists” or “terrorists” by others?
-

Week 4

Class Session	REQUIRED READINGS
Mon. Sep. 21: TERRORISM AND MEDIA	Forest, J. J. (2012). Chapter 6: Media and the Internet. <i>The Terrorism Lectures: A Comprehensive Collection for Students of Terrorism, Counterterrorism, and National Securit</i> (pp. 97-114). Santa Ana, CA: Nortia Press. (*BB*)
Wed. Sep. 23: ANARCHISM	Züquete, J. P. (2014). "Hell Yes, We're Fighting!" Revolutionary Anarchism's Call for Destruction and Creation. In G. Michael (Ed.), <i>Extremism in America</i> (pp. 45-69). Gainesville: University Press of Florida.

Discussion Questions:

1. Why is the Internet so pervasive in extremist circles?
2. Previously, organizations had websites, but now hate and extremism is permeating sites such as Reddit, how should these public entities react to their use as recruitment, fundraising, or propaganda tools?
3. The United States was founded on the ideal, ‘no taxation without representation.’ How does Anarchism fit into this founding ideal?

Week 5

Class Session	REQUIRED READINGS
Mon. Sep. 28: ENVIRONMENTAL / ANIMAL RIGHTS TERRORISM	Liddick, D. R. (2014). The Radical Environmental and Animal Liberation Movements. In G. Michael (Ed.), <i>Extremism in America</i> (pp. 249-273). Gainesville: University Press of Florida.
Wed. Sep. 30: JEWISH TERRORISM	Lutz, J. M. & Lutz, B. J.. (2014). Terrorism by Jewish Extremists in the United States. In G. Michael (Ed.), <i>Extremism in America</i> (pp. 168-187). Gainesville: University Press of Florida.

Discussion Questions:

1. Law enforcement regards the animal and environmental rights extremism as a major threat to the United States. Should we be more concerned about them than jihadist terrorism? Why or why not?
 2. How could Jewish extremists influence the more mainstream social and political movements of organizations like the Anti-Defamation League?
-

Week 6

Class Session	REQUIRED READING
Mon. Oct. 5: ISLAMIST TERRORISM	Lutz, J. M. & Lutz, B. J. (2014). Islamic Extremism in the United States. In G. Michael (Ed.), <i>Extremism in America</i> (pp. 147-167). Gainesville: University Press of Florida.
Wed. Oct. 7: WHAT ARE HATE CRIMES?	Levin, J. & McDevitt, J. (2008). Hate Crimes. In L. Kurtz (Ed.), <i>Encyclopedia of Violence, Peace, and Conflict</i> (Volume 1, Second Edition ed., pp. 915-922). San Diego, California: Elsevier. (*BB*)

Discussion Questions:

1. The September 11th hijackers were warned to stay away from the mainstream Muslim communities in the United States because they were likely to report extremism to law enforcement. With this in mind, why is Islamophobia so rampant in the United States?
2. Hate crimes are believed to be severely underreported, why would victims not desire to report a bias-motivated crime?

Week 7

Class Session	REQUIRED READINGS
Tue. Oct. 13 and Wed. Oct. 14: ORGANIZED RACIAL HATRED	Gerstenfeld, P. B. (2013). Chapter 5: Organized Hate. In <i>Hate Crime: Causes Controls and Controversies</i> (Third Edition ed., pp. 129-174). Thousand Oaks, California: SAGE Publications, Inc. (*BB*) Review Civil Court Filing and Court Judgment for Suraw case by the Southern Poverty Law Center (*BB*) Anti-Defamation League. (2014). <i>New Black Panther Party for Self Defense</i> . New York City: Anti-Defamation League. (*BB*)

Discussion Questions:

1. In the case of Mulugeta Seraw, a civil judgment was awarded against Tom Metzger, and his son, the leaders of White Aryan Resistance (WAR), even though they were not present during the murder. Should we punish the ideological leaders, even if they did not commit a crime? Why or why not?

Week 8

Class Session	REQUIRED READING
Mon. Oct. 19: MIDTERM EXAMINATION	*STUDY FOR MIDTERM* <i>The format will be discussed before the exam!</i>
Wed. Oct. 21: TERM PAPER PREPARATION	Please review and bookmark the following websites: 1. http://www.jstor.org/ 2. http://scholar.google.com/ 3. http://libweb.uml.edu/ 4. https://owl.english.purdue.edu/owl/resource/560/01/

Discussion Questions:

1. What do you feel you need to know about citations and term paper formatting?
2. What do you want to know about the term paper?

Week 9

Class Session	REQUIRED READINGS
Mon. Oct. 26 LEFT WING TERRORISM	Students for a Democratic Society. (1962, June 15). <i>The Port Huron Statement of the Students for a Democratic Society</i> . Retrieved from http://coursesa.matrix.msu.edu/~hst306/documents/huron.html (*BB*)
Wed. Oct. 28: RIGHT WING TERRORISM	Michael, G. (2014). The Christian Identity Movement. In G. Michael (Ed.), <i>Extremism in America</i> (pp. 188-217). Gainesville: University Press of Florida.

Discussion Questions:

1. Weathermen Underground threatened the United States for a period, yet people do not appear to fear left-wing terrorism as much as right-wing, or Islamic terrorism, why?
 2. Right-wing radicals exist across the spectrum, from racial, religious, anti-government, and much more. Why has the right wing becomes such a prominent voice in the discussion of domestic terrorism in the United States?
-

Week 10

Class Session	REQUIRED READING
Mon. Nov. 2: ANTI-GOVERNMENT TERRORISM	Southern Poverty Law Center. (2009). <i>The Second Wave: Return of the Militias</i> . Montgomery. (*BB*)
Wed. Nov. 4: ANTI-ABORTION TERRORISM	Winter, A. (2014). Antiabortion Extremism and Violence in the United States. In G. Michael (Ed.), <i>Extremism in America</i> (pp. 218-248). Gainesville: University Press of Florida.

Discussion Questions:

1. Militia organizations claim that they are only upholding their second amendment rights. Do militias pose a threat to the United States? How should we handle these organizations and other anti-government organizations?
2. The beliefs of anti-abortion extremists are shared around the country, and even considered mainstream, but there are some who believe they are justified in murdering to protect the 'lives' of others. How do we approach, and counter, a field of extremism that can be almost entirely blurred with the mainstream?

Week 11

Class Session	REQUIRED READINGS
Mon. Nov. 9 DETAINING EXTREMISM	Ross, J. I. (2014). Misidentified and Misunderstood: Extremists and Extremist Groups Incarcerated in U.S. Correctional Facilities. In G. Michael (Ed.), <i>Extremism in America</i> (pp. 274-293). Gainesville: University Press of Florida.
Wed. Nov. 11: VETERAN'S DAY	*Veteran's Day – NO CLASS* -Friday, November 13 is the last day to withdraw from the course-

Discussion Questions:

1. Should the United States detain extremists separate from the general population of inmates? Why or why not?
 2. Religious groups, like the Mormons, were once considered a cult, but are now considered more mainstream. How can New Religious Movements come to be accepted by the mainstream?
-

Week 12

Class Session	REQUIRED READING
Mon. Nov. 16: ORGANIZED CRIME AND TERRORISM	Forest, J. J. (2012). Criminals and Terrorists: An Introduction to the Special Issue. <i>Terrorism and Political Violence</i> , 24, 1-9. (*BB*)
Wed. Nov. 18: ANNUAL MEETING OF THE AMERICAN SOCIETY OF CRIMINOLOGY	*NO CLASS* - Annual meeting of the American Society of Criminology in Washington, D.C. from November 18-21 – *TERM PAPER DUE TO BLACKBOARD!* - Although there is no class, your term paper is due on November 18 th at 11:59 PM –

Discussion Questions:

1. Why would organized criminal organizations be willing to work with terrorists, even with the large focus on these organizations by the United States?
2. What motivates terrorists as compared to criminals?
3. Should Criminals be treated differently than Terrorists even if they use the same tactics?

Week 13

Class Session	REQUIRED READINGS
Mon. Nov. 23 LONE WOLF TERRORISM	Southern Poverty Law Center. (2015). <i>Age of the Wolf: A Study of the Rise of Lone Wolf and Leaderless Resistance Terrorism</i> . Montgomery. (*BB*)
Wed. Nov. 25: EXTREMISM IN THE UNITED STATES MILITARY	National Gang Intelligence Center. (2007). <i>Gang-Related Activity in the US Armed Forces Increasing</i> . Washington, D.C.: Federal Bureau of Investigation. (*BB*)

Discussion Questions:

1. Lone Wolves present a clear danger to society, in the wake of incidents like the Boston Bombing, Charleston, S.C., and Oklahoma City Bombing. What should be done to counter this threat?
 2. Members of the Military receive training to protect the United States, but gang members and extremists can use that training to inflict damage in a community. How should we react to the presence of gang and terrorist members of the United States Military?
-

Week 14

Class Session	REQUIRED READING
Mon. Nov. 30: HOMELAND SECURITY AND CIVIL LIBERTIES	White, J. R. (2014). Chapter 15: Homeland Security and Constitutional issues. In <i>Terrorism and Homeland Security</i> (pp. 388-412). Belmont: Wadsworth Cengage Learning. (*BB*)
Wed. Dec. 2: PROTECTING THE HOMELAND	Department of Homeland Security. (2013). <i>2012 National Network of Fusion Centers: Final Report</i> . (*BB*) Jenkins, B. M. (2014, January 27). How Do We Know If Security Measures Work Against Terrorists? <i>Inside Science Minds</i> , pp. 1-4. (*BB*)

Discussion Questions:

1. The United States has seen a pendulum swing from privacy to security and back again. How can we find a balance in providing a secure state, while maintaining civil liberties?
2. Sharing information is a cornerstone of the fusion network. How can we balance the need to know and public safety when it comes to the exchange of information?

Week 15

Class Session	REQUIRED READINGS
Mon. Dec. 7: COMMUNITY POLICING AS A HOMELAND SECURITY STRATEGY	Docobo, J. (2005). Community Policing as the Primary Prevention Strategy for Homeland Security at the Local Law Enforcement Level. <i>Homeland Security Affairs</i> , 1(1), 1-14. (*BB*)
Wed. Dec. 9: FUTURE OF DOMESTIC TERRORISM	Michael, G. (2014). Conclusion: The Outlook for Extremism in the Twenty-First Century. In G. Michael (Ed.), <i>Extremism in America</i> (pp. 311-328). Gainesville: University Press of Florida.

Discussion Questions:

1. Police involvement in the local community is a major part of community policing. How can this be useful in combatting domestic terrorism and extremism?
 2. What do you see as the future of domestic extremism?
-