MERRIMACK COLLEGE
SCHOOL OF EDUCATION AND SOCIAL POLICY
CRIMINOLOGY AND CRIMINAL JUSTICE
CRM5001G-A: ADVANCED TOPICS IN CRIMINOLOGY-
TERRORISM (INTERNATIONAL AND DOMESTIC)
TERM YEAR, DAY – START TIME- END TIME

INSTRUCTOR: Matthew M. Sweeney **OFFICE:**
OFFICE HOURS: **E-MAIL:** SweeneyMA@Merrimack.edu
CLASS LOCATION:

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COURSE OVERVIEW

The events of September 11, 2001, and related developments in the years following these attacks highlight the changing nature of the local and international security environment. Although terrorism has never been merely a foreign problem; the United States has arguably been more affected by international terrorism in the 21st century than at any time before. The United States not only faces a stubborn insurgency and ongoing terrorist attacks in Iraq/Syria and Afghanistan but also witnessed an unprecedented number of domestic terrorist plots. These plots extend from the Far Left, Far Right, and Religiously-motivated ideologies. Given that in the age of globalization, terrorist attacks have a growing potential to influence state's national security and the course of global events, it is imperative that informed citizens be armed with the intellectual tools to understand the complex nature of terrorism and the challenges of counterterrorism.

To that end, this course is designed to offer students a solid understanding of the causes, nature, and consequences of terrorism, and of the practical and moral dilemmas facing states' attempts to counter the terrorist threat. The course rests on the assumption that an understanding of the contemporary terrorist threat requires an understanding of the theoretical and historical underpinnings of terrorism, as well as of practical and policy considerations surrounding terrorism and counterterrorism. We will, therefore, approach the topics from both a theoretical and practical stance; in other words, we will apply theory to contemplate, develop, and discuss relevant policy solutions.

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COURSE OBJECTIVES

The course will first establish a baseline understanding of the threat posed by terrorism. Also, the course's structure will assist you in developing a framework to understand terrorism and relevant policy responses better. More specifically the course will:

1. Offer students insights into the historical evolution, theoretical debates, key characteristics, and fundamental mechanisms of terrorism.
2. Provide students with the intellectual tools and knowledge to understand and explain the changing security landscape throughout the world concerning terrorism and its causes.
3. Develop an understanding of political, economic, and social causes of terrorism in diverse political systems through the use of theory, concepts, and case studies.

4. Develop an understanding of the operational and moral challenges that are related to the development of counter-terrorism policies and strategy.

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CLASS READINGS

The readings provide a start point for a student to immerse themselves in a topic that is of particular interest to a student. The instructor designs these passages as a starting point for students who have a more in-depth research interest in the subject of that particular lesson. Further, students will find overviews of particular topics in the BlackBoard system. The instructor suggests students review these materials as they contain valuable information that the instructor was unable to cover in class.

As you engage with the readings for this course, you should ask yourself the following questions:
- What is the most crucial insight or idea from the text?
- Does the author(s) provide sufficient evidence to prove their point? Do you know of contradictions from other readings?
- Are the author(s) asking the correct questions? Are you convinced? Are there inconsistencies in the reading?
- What questions or issues did the reading generate for you?

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CLASS-RELATED COMMUNICATIONS

The instructor uses email to send broadcast announcements to the class, particularly for things such as class cancellations or time-sensitive changes in deadlines or assignments. *It is the student's responsibility to regularly check their Merrimack College email.* If a student wishes to contact the instructor outside of class hours, the most effective route is almost always e-mail. The instructor will usually respond to all student e-mails within 24 hours. All communication received on weekends/holidays will receive a response within 12 hours of the resumption of normal business hours. The instructor will inform the class if there are periods he is unable to respond in advance, if the limitations extend beyond normal email reply guidelines. As is the case with Blackboard, if students are experiencing technical difficulties, they must be pro-active and address the issue immediately.

Any e-mail composed and sent to the instructor's e-mail account must meet the following criteria for a response. First, students must draft the e-mail must professionally, as they would any formal letter. This means that it must properly address the instructor, students must write in formal English – which means it must include proper grammar, spelling, and punctuation – and it should end with a proper closing which consists of the sender's name. Second, the e-mail must be timely, allowing time for the instructor to respond. If a student asks a question at 1 AM the day an assignment is due for clarification, that does not allow sufficient time for a response, and the instructor most likely will not be able to assist. Third, students may not submit any material to be graded electronically as an e-mail attachment unless you have cleared it with the instructor first.

GRADING

GRADING POLICY

Item	Percent
Attendance/Participation	10%
NSC Brief #1	30%
NSC Brief #2	30%
NSC Brief #3	30%
Total	**100%**

Numeric Grade	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
64-67	D
<64	F

CLASS PARTICIPATION (10%)

- The instructor expects students to actively debate the contributions and/or deficiencies of various theories/concepts/perceptions related to terrorism and counterterrorism. Thus, students should come to class prepared having read the readings for each 'lecture.'
- This grade will include both the student's physical presence in the classroom during the assigned period and their participation in discussions and attention to the instructor and other students, while they are speaking.

NSC RESEARCH BRIEFS (3-30%)

- Students assume the role of a mid-level staff member of the United States National Security Council (which advises the President on all security-related matters). Senior staff members at the White House are the intended audience for your paper, and they do not have time to read long, boring research papers, so try to make your brief as compelling as you can. The instructor expects students to engage in a significant amount of independent research, while relying on the course reading assignments, to justify their claims.
- The goal of this assignment is to bring students to comprehend academic and empirical knowledge to a level where they can translate it a policy-specific audience. Therefore, students will write a position paper on a particular topic of interest related to the course material. The question will come from the class discussions on a specific topic. The instructor will post the question or problem to the BlackBoard system by the conclusion of each class period and identify the issue to the class when the instructor covers the topic.
- Briefs are expected to contain at least three sections. The first presents the relevant question or problem with links to theoretical and practical concerns for the United States. The second part should identify the historical and contemporary background of the problem. The final section should provide actionable recommendations (at least two) for the United States National Security Council. Each proposal should include a rationale based on empirical research or a relevant and testable theory.

- Briefs should be five to seven pages long and are due to the BlackBoard system at 11:59 PM the following week on Friday. For example, if the instructor posts the question on Monday, July 9th, the completed brief is due to BlackBoard by Friday, July 20th at 11:59 PM. The briefs must be in Times New Roman font, size 12, with double-spaced spacing, and the paper must have one-inch margins on all sides. The instructor expects that each brief has a title page and (a) separate reference page(s). None of these pages count toward the five to seven-page requirement.

The Briefs must use in-text citations and a separate references page formatted in APA, 6th edition. They should draw on qualified resources (i.e., no Wikipedia or other questionable websites) and at least some inclusion of academic journal articles.

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MAKE-UP/LATE ASSIGNMENT POLICY

In cases of emergency, students *may* discuss requests for make-up work with the instructor and the instructor will handle the requests on an individual basis. Students should get in touch with the instructor before the assignment is due, not after. Failing to discuss the issue with the instructor prior to the due date will result in any loss of point standing. If the instructor provides a student, without a documented excusal, with an exception, this must be extended to all students. Therefore, the instructor is reluctant to provide individual accommodations without sufficient documentation.

Since this course is a summer, accelerated course, the instructor is reluctant to accept late submissions of graded work. However, the instructor will accept an assignment submitted after the due date/time, as late, with a five (5) point deduction for each calendar day after the due date. An assignment can only be late by a maximum of two (2) calendar days late before the grade becomes a zero. For example, if an Assignment is due on Friday, July 20th by 11:59PM, a student has until Sunday, July 23rd to submit a late assignment.

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CLASSROOM CONDUCT

The Instructor expects students to be in class on time prepared to learn and actively participate in the class. Participation means being present not only physically, but actively listening and contributing to what is going on in class. Students who take notes, ask questions, offer comments, and share experiences relevant to the topics of the day will receive high grades. Students who use their laptops for activities not related to class, do work for other classes, monitor cell phones, text, are habitually late, or frequently go in and out of the classroom during class will lose participation credit. During class, it is expected that you will be paying attention or participating in classroom discussions. In short, you need to be mentally present, not simply physically present.

The instructor will not tolerate disruptive behavior. If a student is being disruptive, the instructor will ask you to leave and/or will refer you to the necessary office for disciplinary action. Students are expected to exhibit professional and respectful behavior that is conducive to a mutually beneficial learning environment in the classroom. Disruptive behaviors include: text messaging, listening to music, cell phone use, talking about material other than presented

in class, reading newspapers or other non-class material, sleeping, playing games, intentional disruptions, failure to follow instructor's directions, etc.

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STUDENTS WITH DISABILITIES

Merrimack College provides reasonable accommodations for students with documented disabilities. Students who have, or think they may have, a disability are invited to contact the Accessibility Services Office via the online request form, email or by visiting us on the third floor of McQuade Library.

Students are encouraged to contact the office as soon as possible to ensure adequate time to meet and create a plan. Accommodations can not be made retroactively. Additional information about the office and the process for requesting accommodations can be found at http://www.merrimack.edu/accessibility/.

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ACADEMIC DISHONESTY/INTEGRITY

It is every student's responsibility to become familiar with the standards of academic integrity at Merrimack College. Claims of ignorance, or unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity. I encourage students to help each other comprehend material, but when it comes time to complete graded work, **do your own work.** Please view: http://www.merrimack.edu/about/offices_services/office-of-the-provost/academic-integrity-code.php for more information.

The instructor will not tolerate cheating, plagiarism, or conspiracy to engage in these activities. If the instructor finds students are cheating and/or plagiarizing, the instructor will forward it to Merrimack College; **there are no exceptions**. **Examples of plagiarism** include attempting to pass off someone else's work as student's own, turning in work previously submitted for another class, or quoting/paraphrasing without proper attribution. Consult the Merrimack College's website for regulations regarding this matter. Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; getting unauthorized access to examinations or course materials; submitting, without the permission of the current instructor, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

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CLASS SCHEDULE

Note: While the class will follow in the order indicated, topics and reading assignments are subject to adjustment based on the pace of the course and other factors.

Block 1 – The Foundation of Terrorism	
Date	Readings/Assignments Due
	Topic 1: Definitions of Terrorism and Historical Context - Hoffman, Bruce. 2006. *Inside Terrorism*, Third Edition. New York: Columbia University Press, pp. 1-44 (Blackboard). - Rapoport, David. 2002. "The Four Waves of Rebel Terrorism and September 11" (Blackboard and Online: http://www.anthropoetics.ucla.edu/ap0801/terror.htm). **Topic 2: Typologies of Terrorist Groups and Profiles of Terrorists** - Marsden, Sarah V. and Schmid, Alex P. 2011. "Typologies of Terrorism and Political Violence," in Schmid, Alex P. (Ed.) *The Routledge Handbook of Terrorism Research*. New York: Routledge**,** pp. 158-200 (Blackboard). **Topic 3: Exploring Terrorist Groups' Strategies and Tactics** - Kydd, Andrew and Barbara Walter. 2006. "The Strategies of Terrorism," *International Security* 31(1): 49-80 (Blackboard). - Abrahms, Max (2008). *What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy*. International Security. 32(4). Pp. 78-105. **Topic 4: Exploring Terrorist Networks** - Nesser, Petter. "Research Note: Single Actor Terrorism: Scope, Characteristics and Explanations." *Perspectives on Terrorism* 6, no. 6 (2012): 61-73. http://www.terrorismanalysts.com/pt/index.php/pot/article/view/231/html - Bart Schuurman, Lasse Lindekilde, Stefan Malthaner, Francis O'Connor, Paul Gill & Noémie Bouhana (2018) End of the Lone Wolf: The Typology that Should Not Have Been, Studies in Conflict & Terrorism, DOI: 10.1080/1057610X.2017.1419554. **Topic 5: Pathways of Mobilization: Radicalization and Recruitment** - Clark McCauley & Sophia Moskalenko (2008) Mechanisms of Political Radicalization: Pathways Toward Terrorism, Terrorism and Political Violence, 20:3, 415-433, DOI: 10.1080/09546550802073367. - Fishman, Brian & Warius, Abdullah (2009) A Jihadist's Course in the Art of Recruitment. CTC Sentinel, 2:2.

Block 2 – The Context of Terrorism	
Date	Readings/Assignments Due
	Topic 1: Explaining Ethno-Nationalist/Separatist Terrorism - Byman, Daniel. 1998. "The Logic of Ethnic Terrorism," *Studies in Conflict & Terrorism*, 21:2, 149-169 (Blackboard and online: http://www.tandfonline.com/doi/pdf/10.1080/10576109808436060). **Topic 2: Explaining Left-Wing and Right-Wing Terrorism** - Perliger, Arie. 2013. *Challengers from the Sidelines*, West Point: Combating Terrorism Center, pp.85-119. - Bjelopera, J. P. (2014). The Domestic Terrorist Threat: Background and Issues for Congress. (7-5700). Washington, D.C. **Topic 3: Explaining Religious Terrorism** - Henne, Peter S. (2012) "The Ancient Fire: Religion and Suicide Terrorism," *Terrorism and Political Violence*, 24(1): 38-60. - Fox, Jonathan. 1999. "Towards a Dynamic Theory of Ethno-religious Conflict," *Nations and Nationalism*, 5(4): 431-463. **Topic 4: Al-Qaeda, ISIL, and the Global Jihadi Movement** - Wiktorowicz, Quintan. 2005. "A Genealogy of Radical Islam," *Studies in Conflict and Terrorism,* 28, 75-97. (Online: http://www.jamesforest.com/wpcontent/uploads/2010/05/Wiktorowicz-Genealogy-of-radical-Islam.pdf) - Cullison, Allen. 2004. "Inside al Qaeda's Hard Drive," *The Atlantic Monthly* (Blackboard and online: http://www.theatlantic.com/magazine/archive/2004/09/inside-al-qaeda-rsquo-s-harddrive/3428/). - *The Group That Calls Itself a State*. CTC report, Dec. 2014 (online: https://ctc.usma.edu/app/uploads/2014/12/CTC-The-Group-That-Calls-Itself-A-State-December20141.pdf).

Block 3 – Countering Terrorism and the Future of Terrorism	
Date	Readings/Assignments Due

Topic 1: The Democratic Dilemma and Counter-Terrorism Policies
- Chenoweth, Erica. 2013. "Terrorism and Democracy," *The Annual Review of Political Science* 16: 355-78. DOI:10.1146/annurev-polisci-032211-221825.
- Perliger, Arie. 2012. "How Democracies Respond to Terrorism: Regime Characteristics, Symbolic Power and Counterterrorism," *Security Studies* 21(3): 490-528.

Topic 2: Counterterrorism Strategies in Focus
- Byman, Daniel. 2006. "Do Targeted Killings Work?" *Foreign Affairs* 85(2): 95-111 (Blackboard and online: http://www12.georgetown.edu/sfs/cpass/Articles/BymanTargetedKillings.pdf).
- Price, Bryan. 2012. "Targeting Top Terrorists: How Leadership Decapitation Contributes to Counterterrorism," *International Security* 36(4): 9-46.
- Gorham-Oscilowski Ursula and Jaeger Paul. 2008. "National Security Letters, the USA PATRIOT Act, And the Constitution: The Tensions between National Security and Civil Rights," *Government Information Quarterly*, 25: 625-644.

Topic 3: The Components of New Terrorism
- Crenshaw, Martha. 2007. "The Debate over "New" vs. "Old" Terrorism," Presented at the *Annual Meeting of the American Political Science Association*, Chicago (online: http://www.start.umd.edu/sites/default/files/files/publications/New_vs_Old_Terrorism.pdf)
- Bricky, Jonalan. 2012. "Defining Cyber terrorism: Capturing a Broad Range of Activities in Cyberspace," *CTC Sentinel* (Online: https://www.ctc.usma.edu/posts/definingcyberterrorism-capturing-a-broad-range-of-activities-in-cyberspace).

Topic 4: How Terrorism Ends
- United States Institute of Peace Special Report, "How Terrorism Ends" (Blackboard and online: http://www.usip.org/files/resources/sr990525.pdf).

THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY, ADD, OR REMOVE ANY READINGS, ASSIGNMENTS, OR OTHER MATERIALS, AS HE FEELS FIT. STUDENTS WILL RECEIVE SUFFICIENT, PRIOR NOTIFICATION REGARDING CHANGES TO GRADED OR TESTABLE MATERIAL