
POLS 494W-RCH

RCH: TERRORISM

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Class
TBA

Description

We explore the development, operations, and decline of terrorist organizations using the latest research to ask: How do terrorist groups emerge? How are they organized and financed? What challenges do they face? Under what circumstances do groups decline? We examine the recruitment, mobilization, network structure, organizational control, and financing of groups. Then we consider the nature of the terrorist threat, the use of violence and suicide terror, and decisions to politicize and internationalize. Finally, we investigate the effectiveness of destabilization strategies such as leader decapitation and the exploitation of organizational weaknesses.

Prerequisites: POLS 208 or QTM 100.

Course Administration

Grading

- **10% Participation and Attendance:** Arrive on-time, complete all readings before class, and contribute relevant examples and insights throughout the course.
- **15% Literature Review:** Create a question that builds from the topic (see the heading) and literatures studied during one of the weeks in class. Speak to professor about your research question. Conduct and write a literature review of at least 6 recent and relevant articles in addition to course materials for that week. The written literature review should be approximately 5-8 double-spaced pages. It should both summarize and analyze these works in relation to your question. **Due by email at or before 11:59pm on the day of class during Week 4.**
- **20% Case Study:** Explore one qualitative case in-depth using primary and secondary sources to address the question. Submit a written report of your case study (6-8 double-spaced pages). **Due by email at or before 11:59pm on the day of class during Week 8.**
- **20% Research Design using Data:** Develop a more rigorous research design. Find relevant dataset(s). Formulate a research design that would use that data to test a hypothesis or provide empirical insights. What questions could that data answer? What variables would be used? What answers would be provided? How representative is the data? Explore the dataset to find preliminary answers. Write a research design: describe the data to be used, the variables found therein, the questions you would pose in that research, your hypotheses or the potential for useful empirical insights, the applicability and research outcomes you anticipate, and the limitations of your approach (8 to 10 double-spaced pages). **Due by email at or before 11:59pm on the day of class during Week 11.**

- **15% Presentation:** Imagine that you are proposing this to policymakers or a government agency who may fund your project to explore answers to this question. Present the question, the cases, and what you learned about the question using the cases. Describe the data, your research proposal, and make a case for potential avenues for additional research using the data you found. **Presentations will be held during final two weeks of class.**
- **20% Final Paper:** Add an introduction and conclusion to the materials you have submitted thus far, and incorporate feedback you have received on previous assignments to complete a cohesive research paper. Papers must include an introduction (describe the question/motivation), literature review (background of the debate, relevant theory/explanations), case study, proposal for further research (data, design, applicability, etc.), and conclusion – **Paper is due by email 7 days after the last class at or before 11:59pm (23 to 28 double-spaced pages).**

Scaling: Letter grades will be allotted according to the following scale: A = 95 – 100, A- = 90 – 95, B+ = 87 – 90, B = 83 – 87, B- = 80 – 83, C+ = 77 – 80, C = 73 – 77, C- = 70 – 73, D+ = 67 – 70, D = 63 – 67, F = 0 – 63. There will be no rounding. For example, an 89.99 is a B+.

Incompletes and Late Assignments: All assignments drop by one full letter grade per day late without exception. For example, an A- becomes a B- if received after 11:59 p.m. on the due date. No incomplete will be given for this course. Speak to the professor immediately if a concern is anticipated or arises.

Books and Materials

The readings from this course will be drawn from the following books and current academic research. Students are expected to come to class having read all assigned reading. It is strongly recommended that you purchase the required (*) books from the bookstore of a retailer of your choice. Books are available on library reserve as well. Remaining readings can be found online (scholar.google.com) through library access and the course Dropbox.

- Giraldo and Trinkunas, eds., Terrorist Financing and State Response.
- Shapiro, Jacob. The Terrorist's Dilemma 2013
- Reich, Walter and Walter Laqueur. *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind*. Woodrow Wilson Center Press; 1st ed.
- Weinberg, Leonard, Ami Pedahzur, and Arie Perliger (2009). *Political Parties and Terrorist groups*. London: Routledge.
- Jessica A. Stern. 2003. *Terror in the Name of God: Why Religious Militants Kill*. New York: Ecco Publishers, 2003

Policies

No makeup exams are given, with exceptions made *in advance* of the exam start for unusual circumstances such as illness, university sanctioned event, or family crisis. I highly recommend obtaining a letter from the academic adviser in the college office if you need a makeup exam. Makeup exams are not offered in the case of conflict with vacation plans.

Class Conduct: Laptop computers and cell phones are **prohibited** in class, without special permission from the instructor (based on documented disability). Please silence and put away all electronic devices prior to the start of class.

Punctuality: Please be **on time**. The noise and distraction of late arrivals is inconsiderate to classmates.

Group work: Each student will agree to and sign a Team Contract that will be **submitted to the professor by Week 3** and kept on-file in the professor's office. The Team Contract is to include all required expectations as seen on the Team Contract template as well as expectations determined by the group. Group members will submit a peer evaluation at the end of the semester, and will be held accountable in accord with their contract (grades can be boosted or brought down).

Academic Advising: The academic counselors at Emory College's Office of Undergraduate Education are invaluable resources for all academic-related questions during your time at Emory (e.g., choice of major, distribution requirements, resources for coping with personal problems interfering with academic progress, etc.). The main office is White Hall, Suite 300, but there are two other locations as well, in the SAAC (Suite 310, Clairmont Campus) and the Woodruff Residential Center (Suite 337). Email college@emory.edu or telephone 404-727-6069 to make an appointment with Office of Undergraduate Education staff at any of those locations. Many other academic support resources are available to Emory undergraduates: see college.emory.edu/advising for more information.

Emory Writing Center: The Emory Writing Center offers 45-minute individual conferences to Emory College students. It is a great place to bring any project—from traditional papers to websites—at any stage in your composing process. Writing Center tutors take a discussion- and workshop-based approach that enables writers of all levels to see their writing with fresh eyes. Tutors can talk with you about your purpose, organization, audience, design choices, or use of sources. They can also work with you on sentence-level concerns (including grammar and word choice), but they will not proofread for you. Instead, they will discuss strategies and resources you can use to become a better editor of your own work. The Writing Center is located in Callaway N-212. Visit writingcenter.emory.edu for more information and to make appointments.

Disabilities: It is the policy of Emory University to make reasonable accommodations for qualified students with disabilities. All students with special requests or need for accommodations should consult as soon as possible with the [Access, Disability Services and Resources \(ADSR\)](#) office (404-727-9877, 110 Administration Building) to make arrangements. All information will be held in the strictest confidence.

Academic integrity: You are required to know and uphold the [Emory Honor Code](#). All assignments and exams submitted by a student should be that student's own original work. There are many forms of academic dishonesty including and not limited to cheating, plagiarism, false citations, creating or using fraudulent records or official documents, and aiding another person in their academic dishonesty. No form of academic dishonesty will be tolerated. Any suspected case of academic dishonesty will be reported as per Emory's academic honor code. Please speak to the professor if you ever have any concerns or questions.

Office Hours: Most students only attend office hours immediately before papers or exams are due or after grades are returned. These are the times when the longest lines form, and consequently at such times instructor availability may be limited. I am very happy to answer questions about exams or papers up until the due dates, where availability permits, but I strongly urge you to use office hours throughout the semester to discuss the course and your progress. We cover a broad range of material in a short time. As a result, there may be topics that you wish were covered in more detail. It is important to me that this course enriches your educational experience and fosters your curiosity and interest in the field. I hope that you will visit during office hours, or at other times by appointment, whenever you think discussion on an individual basis would be helpful. **Take responsibility for your education and ask for individual attention when you need it.**

Course Outline & Topics¹

Introduction

Week 1 - Definitions and Frontiers

- Tilly, Charles (2004). "Terror, Terrorism, Terrorists." *Sociological Theory* 22(1): 5-13.
- Merari, Ariel (1993). "Terrorism as a Strategy of Insurgency." *Terrorism and Political Violence* 5(4): 213-251.
- Rapoport, David (1984): "Fear and Trembling: Terrorism in Three Religious Traditions", *American Political Science Review* 78(3): 658-677.
- Jensen, Richard B. (2004). "Daggers, Rifles and Dynamite: Anarchist Terrorism in Nineteenth Century Europe." *Terrorism and Political Violence* 16(1): 116-153.

Part I. The Terrorist

Week 2 - Psychology, Strategy, and Motivation

- McCormick, Gordon H. (2003). "Terrorist Decision Making." *Annual Review of Political Science* 6: 473-507.
- Reich, Walter and Walter Laqueur. Ch 1-2.
- Weinberg, Leonard, Ami Pedahzur, and Arie Perliger (2009). "When political parties turn to terrorism" (Chapter 3).
- Kydd, Andrew and Barbara Walter (2006). "The Strategies of Terrorism." *International Security* 31(1): 49-80.

Week 3 - Recruitment and Mobilization

- Lee, Alexander (2011). "Who Becomes a Terrorist? Poverty, Education, and the Origins of Political Violence." *World Politics* 63(2): 203-245.
- Hegghammer, Thomas (2013). "The Recruiter's Dilemma: Signaling and Terrorist Recruitment Tactics." *Journal of Peace Research* 50(1): 3-16.
- Hegghammer, Thomas (2011). "The Rise of Muslim Foreign Fighters: Islam and the Globalization of Jihad." *International Security* 35(3): 53-94.
- Bueno de Mesquita, Ethan and Eric S. Dickson, "The Propaganda of the Deed: Terrorism, Counterterrorism, and Mobilization."

¹This schedule may change over the course of the semester; official announcements are made in class.

Part II. The Organization

Week 4 - Organization and Control

- Zelinsky, Aaron, and Martin Shubik (2009). "Research Note: Terrorist Groups as Business Firms: A New Typological Framework." *Terrorism and Political Violence* 21(2): 327-336.
- Helfstein, Scott. "Governance of Terror: New Institutionalism and the Evolution of Terrorist Organizations." *Public Administration Review* (July-August 2009) vol. 65 no. 4 727-739.
- Jessica A. Stern. Introduction to Part II: Holy War Organizations, p. 141-145, and Ch. 8, Commanders and Their Cadres, p. 188-236.
- Shapiro, Jacob. Ch 1-2.

Week 5 - Terrorist Networks

- Steven J. Brams and Hande Mutlu, and Shawn L. Ramirez. "Influence in Terrorist Networks: From Undirected to Directed Graphs. *Studies in Conflict and Terrorism*" 29(7), Oct-Nov 2006: 703-718.
- Jessica A. Stern. Ch 9. Networks, Franchises, and Freelancers.
- Helfstein and Wright. "Covert or Convenient? Evolution of Terror Attack Networks."
- Kevin Siqueira and Todd Sandler. "Terrorist Networks, Support, and Delegation."

Week 6 - Terrorist Financing

- Giraldo and Trinkunas, eds. Ch 1. "The Political Economy of Terrorist Financing", Ch. 6 "Financing Afghan Terrorism: Thugs, Drugs, and Creative Movements of Money", Ch. 8 "Hezbollah Finances: Funding the Party of God."
- C. Christine Fair and Bryan Shepherd. "Who Supports Terrorism? Evidence from Fourteen Muslim Countries." *Studies in Conflict and Terrorism* 29:51-74.

Part III. Tactics and Threat

Week 7 - Violence, Targeting, and Lethality

- Asal, Victor, and R. Karl Rethemeyer (2008). "The Nature of the Beast: Organizational Structures and the Lethality of Terrorist Attacks", *Journal of Politics* 70(2): 437-449.
- Piazza, James A. (2009). "Is Islamist Terrorism More Dangerous? An Empirical Study of Group Ideology, Organization, and Goal Structure", *Terrorism and Political Violence* 21(1): 62-88.
- Jackson, Brian and David Frelinger (2008). "Rifling Through the Terrorists? Arsenal: Exploring Groups? Weapon Choices and Technology Strategies." *Studies in Conflict and Terrorism* 31(7): 583-604.
- Abrahms, Max. "The Political Effectiveness of Terrorism Revisited." *Comparative Political Studies* March 2012 vol. 45 no. 3 366-393.

Week 8 - Suicide Terrorism and Public Support

- Mia M. Bloom. 2004. Palestinian Suicide Bombing: Public Support, Market Share, and Outbidding. *Political Science Quarterly* 119 (1):61-88
- Pape, Robert. "The Strategic Logic of Suicide Terrorism." *American Political Science Review* (2003), 97 : pp 343-361.
- Moghadam, Assaf (2008/09) "Motives for Martyrdom: Al-Qaida, Salafi Jihad, and the Spread of Suicide Attacks." *International Security* 33(3): 46-78.
- Shapiro, Jacob and Christine, Fair. 2010. "Understanding Support for Islamist Militancy in Pakistan."

Week 9 - The Global Terrorist Threat

- Bapat, Navin. (2007) "The Internationalization of Terrorist Campaigns."
- Piazza, James A. "Incubators of Terror: Do Failed and Failing States Promote Transnational Terrorism?." *International Studies Quarterly* 52, no. 3 (September 2008): 469-488.
- Findley, Michael G., and Joseph K. Young (2012). "Terrorism and Civil War: A Spatial and Temporal Approach to a Conceptual Problem." *Perspectives on Politics* 10(2): 285-305.
- Rollins, John, coordinator. "Al Qaeda and Affiliates: Historical Perspective, Global Presence, and Implications for U.S. Policy." *Congressional Research Service Report* 7-5700 (25 January 2010).

Part IV. Destabilizing Terrorism

Week 10 - Exploiting Terrorist Vulnerabilities

- Johnston, Patrick B. "Does Decapitation Work? Assessing the Effectiveness of Leadership Targeting in Counterinsurgency Campaigns." *International Security*. Spring 2012.
- Jarret Brachman and Will McCants. 2006. "Stealing Al-Qa?ida?s Playbook." *Studies in Conflict and Terrorism*.
- Dahl, Erik (2011). "The Plots that Failed: Intelligence Lessons Learned from Unsuccessful Terrorist Attacks Against the United States." *Studies in Conflict and Terrorism* 34(8): 621-648.
- Giraldo and Trinkunas, eds. Ch. 3 "Terrorist Organizations? Vulnerabilities and Inefficiencies: A Rational Choice Perspective.?"

Week 11 - An End to Terrorism?

- Abrahms, Max (2006). "Why Terrorism Does Not Work." *International Security* 31(2): 42-78.
- Weinberg, Leonard, Ami Pedahzur, and Arie Perliger. "When terrorist groups turn to party politics" (Chapter 4).
- Horgan, John (2008). "Deradicalization or Disengagement? A Process in Need of Clarity and a Counterterrorism Initiative in Need of Evaluation." *Perspectives on Terrorism* 2(4).
- Ethan Bueno de Mesquita. 2005. "Conciliation, Commitment, and Counterterrorism" *International Organization* 59(1):145-176.

Final Weeks - Student Presentations