

POLS/CRJU 4444
Fall 2002
M–W 1730–1845

Alvin H. Buckelew, Ph.D
Room 112, Young Hall
Office: 706–864–1904
Home: 706-579-1702
ahbuckelew@ngcsu.edu

Terrorism and Political Violence: A Strategic Perspective

INTRODUCTION:

Terrorism has become an increasingly dangerous threat to the United States and the free world. Much of what we have learned about terrorism remains tied to the past, but events that are more recent suggest troubling new dimensions, including the potential for terrorist use of weapons of mass destruction—nuclear, chemical, biological, and radiological.

In this course, we will learn that most analyses of contemporary terrorism have been limited. They have been concerned with the behavior of specific groups of terrorists with little attempt to characterize the overall nature of the threat to our national security. We will attempt to place terrorism and counter–terrorism in a strategic perspective.

COURSE OBJECTIVES:

- ▶ Examine the recent evolution, trends, and future patterns of domestic and international terrorism.
- ▶ Determine if the Cold War assumptions and strategies regarding terrorism and political violence are adequate for today’s environment, or if the United States needs to adopt new national counter–terrorism strategies and policies.

- ▶ Examine the counter–terrorism response structure of the United States, and discuss the comparative experience of Israel, France, and Britain in addressing their own terrorism challenges.

Examine the ways in which the information revolution is transforming the nature of conflict including terrorism and crime, and how the Internet has greatly empowered individuals and small groups to influence the behavior of states.

REQUIRED TEXTS:

Kushner, Harvey W., ed., *The Future of Terrorism: Violence in the New Millennium*, (Thousand Oaks, CA: Sage Publications, 1999). ISBN 0–7619–0869–2

Hoge, James F. Jr. and Gideon Rose, eds., *How Did This Happen? Terrorism in the New Age*, (New York: Public Affairs Publications, 2001). ISBN 1–58648–130–4

Reich, Walter, ed., *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind*, (Baltimore: Johns Hopkins University Press, 1998). ISBN 0–943875–89–7

OPTIONAL TEXT:

Hoffman, Bruce, *Inside Terrorism*, (New York: Columbia University Press, 1998). ISBN 0–231–11469–9.

COURSE OUTLINE AND SCHEDULE:

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
21Aug	Overview of class; review course syllabus; discuss projects, and course requirements.	
26 Aug	Introduction: Historical and Strategic Perspectives	Handouts http://hir.harvard.edu/archive/articles/pdf/Laqueu1204.html http://www.st-and.ac.uk/academic/intrel/research/cstpv/publications1d.htm

28 Aug	Introduction: Historical and Strategic Perspectives	Handouts
	http://www.ssrc.org/sept11/essays/mccauley_text_only.htm	
2 Sep	Holiday	
4 Sep	The New Terrorism	(K) pp. 3–20 (H) pp. 71–82
9 Sep	Origins of Terrorist Behavior as A Product of Political Strategy	(R) pp. 7–24
11 Sep	Origins of Terrorist Behavior as A Product of Psychological Forces	(R) pp. 25–40 (R) pp. 161–207
16 Sep	Varieties of Terrorism: Ideological Motives	(R) pp. 43–102
18 Sep	Varieties of Terrorism: Ideological Motives	(R) pp. 43–102
23 Sep	Varieties of Terrorism: Religious Motives PROJECT 1 DUE	(R) pp. 103–157 (H) pp. 53–70 Handouts
	http://www.theatlantic.com/politics/foreign/barberf.htm	
25 Sep	Varieties of Terrorism: Religious Motives	(K) pp. 3–57
30 Sep	Mid–Term Examination Review	
2 Oct	Mid–Term Examination	
7 Oct	The Threat From Outside: Armed Prophets and Extremists.	(K) pp. 21–54 (H) pp. 32–52
	http://www.theatlantic.com/issues/90sep/rage.htm	
	http://www.theatlantic.com/issues/90sep/rage2.htm	
	Grade Sheet	
9 Oct	The Threat From Outside: Armed Prophets and Extremists.	(H) pp. 97–107
	http://www.foreignpolicy.com/issue_SeptOct_2001/sprinzaksuperterrorism.html	
	http://www.foreignpolicy.com/issue_SeptOct_2001/sprinzak.html	
	http://www.foreignpolicy.com/issue_SeptOct_2001/sprinzakrevisiting.html	

- 20 Nov The Lessons and Relevance of Counter–Terrorism Experience: The Israeli, French, and British Models.
- 25 Nov An American Strategy for Counterterrorism and Asymmetric Warfare.
<http://www.csis.org/burke/hd/reports/HomelandSpeech113001.pdf>
- 27 Nov The Explosive Growth of Globalized Crime
<http://usinfo.state.gov/journals/itgic/0801/ijge/gj01.htm>
<http://www.ndu.edu/ndu/inss/sa97/sa97ch16.html>
<http://www.csis.org/hill/ts001213cilluffo.html#top>

PROJECT 2 DUE

- 2 Dec Russian Organized Crime
<http://www.csis.org/goc/roc.pdf> pp.1–14
- 4 Dec Human Trafficking and Organized Crime
<http://www.american.edu/traccc/pdfs/sally-rise.PDF>
<http://www.american.edu/traccc/topics/#publications> (see note 2)
Second Grade Sheet

9 Dec **Final Examination Review**

Dec **Final Examination**

NOTE 1: You can subscribe to the *Homeland Security Bulletin* through this site.

NOTE 2: Click on paper by Patricia Phibes “The Status of Human Trafficking in Latin America.

COURSE REQUIREMENTS:

Your final grade is determined by performance in three areas: class participation, two examinations, and two projects.

Attendance/Class Participation —30 percent of final grade.

Attendance is compulsory and attendance is taken for each class session. You are considered responsible for being attentive to lectures and class discussions, for taking notes, and for being aware of the content of all class announcements. Please take note of the university’s policy on “Class Attendance” (2000–2002 Undergraduate Bulletin, pp. 59–60) that is incorporated herein by reference. A student who accumulates three or more unexcused absences during this two–session–per–week schedule can expect a “W” or “WF”, or a reduction in the course grade.

Class participation and proper conduct are both expected, and will determine 10 percent of the course grade. (Note, however, if a student misses more than two classes, even if the absences are “excused,” the instructor reserves the right to reduce the weight of class participation and to increase the weight of the final examination accordingly.)

In this class, it is not acceptable for a student to be a passive spectator in class sessions. Students will be active participants in the proceedings of this class. Contributions to class discussions are vital to the experience to the study of intelligence and enhance the value of the class for all students enrolled in it.

Accordingly, the score for participation and conduct will involve these considerations: (1) ability to cite and interpret readings assigned for homework, (2) contribution to collective problem-solving processes, (3) demonstration of adaptability in coping with new situations, and (4) ability to support and enhance the value of the work of peers.

■ **Mid-Term Examination—25 percent of the final grade.**

This examination will cover the course materials from 26 August–25 September.

Final Examination—25 percent of the final grade.

This examination will cover only those course materials 7 October–4 December.

Projects—20 percent of final grade.

The two projects are designed to provide you the opportunity demonstrate your mastery of the course materials. While the course maintains the traditional tools of assessment in the form of examinations, another way in which you are assessed is through the application of what you have learned.

Each project is valued at 10 percent of your grade. Projects not turned in on the due date will not be accepted, and will receive no credit.

Submit your projects on a 1.44-megabyte disk labeled with your name and the project number. **Use any version of Microsoft Word (not Works or WordPad)**, double-spaced, using a 12-point, san serif typeface. **Save the file in a Word document format.**

All written work is graded for correct spelling, syntax, and punctuation. I use *ClearEdits* software to edit your work. An edited copy of the project will be returned to you on your disk.

OTHER REQUIREMENTS:

All of the rules, regulations, and standards published in the undergraduate bulletin of North Georgia College & State University.

Please note especially that plagiarism and other forms of cheating are expressly prohibited. Any student who commits plagiarism or cheating may receive a reduced grade, which may involve a failing grade, and his or her matriculation at North Georgia College & State University may be terminated, subject to review of appropriate university officials including the university's Academic Integrity Council.

I use *Essay Verification Engine* software to evaluate written work suspected of containing plagiarized material. Refer to the handout, "Plagiarism: What It Is, and How to Recognize and Avoid It."

GRADES:

You will receive two grade sheets during the semester; the first on 7 October with a combined grade for your project and a mid-term examination; the second on 4 December with a combined grade for the two projects, and the mid-examination.

Your final grade, to be posted on the university's website, will comprise grades for your projects, examinations, attendance and class participation.

90 — 100	A
80 — 89	B
70 — 79	C
60 — 69	D
59 — 0	F

OFFICE HOURS:

My office is in Room 112, Young Hall. Office hours are Monday through Thursday from 1300–1530 and 1645–1730 Mondays and Wednesdays. I am always available by appointment.

TERRORISM AND POLITICAL VIOLENCE: A STRATEGIC PERSPECTIVE

PROJECT 1

The causes of terrorism appear to be varied. There does not appear to be one lone factor that leads people to engage in acts of terror. Some scholars have categorized motivations for terrorism to include psychological, ideological, and strategic.

Examine the materials provided in the handout and answer the questions that follow. At least 10 pages of double-spaced, typed text are probably necessary to address this topic adequately. (See attached paper).

What insight or understanding does the psychological perspective give us about Osama bin Laden?

What insight or understanding does the ideological perspective give us about Osama bin Laden?

What insight or understanding does the strategic perspective give us about Osama bin Laden?

Do not limit your research on Osama bin Laden to the profile provided in this handout. Additional information is available:

Alexander, Yonah and Michael S. Swetnam, *Usama bin Laden's al-Qaida: Profile of a Terrorist Network*, (Ardsley, NY: Transnational Publishers, 2001).

Bergen, Peter L., *Holy War, Inc.: Inside the Secret World of Osama bin Laden*, (NY: The Free Press, 2001).

Bodansky, Yossef, *Bin Laden: The Man Who Declared War on America*, (Rocklin, CA: Prima Publishing, 1999).

The following text was written by Dr. Donna A. Gessell, associate professor of English. It provides useful advice about organizing and developing essays that communicate and inform effectively.

These three components should be the basis of every written composition:

Assertion

- **Evidence**
- **Evaluation**

The **assertion** clearly states the argument, problem, or thesis.

The **evidence** provides specifics to argue the assertion, solve the problem, or answer questions about the thesis.

The nature and use of evidence varies from discipline to discipline; however, in any discipline, presenting evidence should include *more than making a list*. Lists do not show the relationships among ideas. To show relationships mad make the writing more effective, *evidence must be organized logically*.

The **evaluation** is the part of the writing that expresses its importance. It conceptualizes the argument by answering the “so what?” question. It explains why the writing is important and what is at stake.

Furthermore, the evaluation shows **critical thinking** because it relates the parts to the whole and shows the bigger picture. Without critical thinking, a writing assignment is merely an exercise in proving a point, without explaining why it might be important or how the piece of writing fits into the larger whole.

Assertion, evidence, and evaluation provide structure for the larger piece of writing as well as for each paragraph. Evidence without evaluation is not nearly as persuasive as evidence that is connected to the larger piece by evaluation.

In evaluating your papers, I will evaluate whether it makes sense in these terms:

Is it clear?

Does it fully develop ideas?

Does it satisfactorily link ideas?

Students can learn to write more effectively at the NGCSU Writing Lab. Tutoring can assist students at all levels in every discipline. Few of us send out our own writing that has not been read by someone else. At the NGCSU Writing Lab, trained peer tutors help students at any point in the writing process—prewriting, writing, and rewriting. While tutors will not correct or edit writing, they will make suggestions to make the writing communicate more effectively.

TERRORISM AND POLITICAL VIOLENCE: A STRATEGIC PERSPECTIVE

PROJECT 2

Historically, there have been a number of responses to terrorism. These have included the use of violence to oppose terrorists, the use of negotiation, and the use of international conventions to create international norms in opposing terrorism. While these three are not, by any means, the only ways in which governments have sought to address terrorism, they have been among the most popular.

Evaluate the approaches in terms of their effectiveness in resolving the following cases:

The use of force and violence against terrorists has been demonstrated periodically. U.S. military action against the Taliban and al-Qaida in Afghanistan is an example of the use of force against terrorism. In another example, in 1988 three suspected members of the Irish Republican Army were shot and killed in Gibraltar by members of the British Special Air Services. Force, in this case, was used against suspected members of a terrorist organization. The use of force is both a tit-for-tat strategy, as well as an attempt to hinder the terrorist's ability to operate.

Negotiation is a second method for dealing with terrorism. While nations may refuse publicly to negotiate with terrorist groups, they may follow a different strategy in secret. For example, Great Britain had long refused to negotiate with the Irish Republican Army and its political wing Sinn Fein. Yet, out of the public view negotiations did proceed, ultimately leading to the Good Friday Agreements, which went far in ending terrorist attacks in Northern Ireland. Another example is the negotiation that took place between the African National Congress (ANC) and the apartheid government of South Africa. The ANC had been proscribed as a terrorist organization, and the government foreswore any negotiation with the ANC. Yet, behind the scenes negotiations did take place, ultimately resulting in the end of apartheid in South Africa.

International agreements are another attempt at addressing terrorism. International organizations, such as the United Nations, pass resolutions and seek to foster greater political action among member states. For example, the 1997 International Convention for the Suppression of Terrorist Bombings requires that parties to the convention must make it a criminal act to unlawfully and intentionally use explosives or other deadly devices in public with the objective of causing death or injury to another person. Another example of action by the international community was the UN Security Council anti-terrorism resolution 1373, "Improving International Cooperation."

At least 10 pages of double-spaced, typed text are probably necessary to evaluate adequately these three responses to terrorism.

You might want to suggest a different response or combination of responses that might prove more effective.

Plagiarism: What It Is, and How to Recognize, and Avoid It

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here is an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived that turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade" (Williams 1)

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Strategies for Avoiding Plagiarism

1. Put in **quotations** everything that comes directly from the text especially when taking notes.
2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.

Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. You do not need to document this fact.

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; consequently, you need to cite your source.

Quotation: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

Paraphrase: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

Produced by Writing Tutorial Services, Indiana University, Bloomington, IN