

# POL 399

## Terrorism and Political Violence

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This course fulfills the Global core designation.

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**Please access the most recent version at [www.jkarreth.net/pol399.html](http://www.jkarreth.net/pol399.html).**

Welcome to POL 399, an advanced undergraduate seminar on terrorism and political violence! While wars between countries have become comparatively rare, violence in different forms, including threats and acts of terrorism, is a prominent factor in politics in the United States and other countries in different world regions, different income groups, and different cultural contexts. In this course, we will use social-scientific tools to better understand types, possible causes, consequences, and responses to terrorism and political violence in different contexts.

### Learning goals

Upon successfully completing this seminar, you should be able to:

- Have acquired a substantive knowledge and conceptual understanding of:
  - how scholars classify different types of political violence
  - empirical trends in political violence and terrorism across in Western and non-Western countries
  - major social-scientific explanations for political violence and terrorism at the level of the individual, group, and state
- Think critically about:
  - the origins and consequences of discourse in the realm of political violence
  - the representation of perpetrators and victims of political violence in different countries and cultural settings
  - the trade-offs linked to different counterterrorism policies
- Use research skills in the form of:
  - concepts, theories, and analytical tools from social science to analyze political violence and terrorism
  - analyzing empirical data to describe and evaluate trends in political violence and terrorism around the globe
  - exploring an empirical research question in the format of a full research paper

This course is designated as fulfilling the **Global** core designation. It addresses the “G” learning goals by specifically considering the perspective of non-Western groups and governments as targets and perpetrators of terrorism and political violence. Assignments highlight the different experience of victims (and perpetrators) of political violence who are typically underreported in Western media, but are also far from homogeneous (e.g. the use of political violence by Marxist groups in Latin America vs. religious groups in Southeast Asia).

## Materials

One full book is required for this seminar and available at the Ursinus bookstore and other sources for less than \$12:

Townshend, Charles. 2011. *Terrorism: A Very Short Introduction*. 2nd edition. New York: Oxford University Press.

All other relevant readings (articles and book chapters/excerpts) are posted as PDF documents on Canvas under “Files.”

## My role as instructor

I am looking forward to getting to know you and sharing my passion for political science research with you. Your success is important to me. I ask that you please schedule an individual meeting with me within the first two weeks of class (no later than Monday, September 11) so that I can learn more about you and your interests related to this seminar.

## Requirements and assignments

This course is reading and labor intensive. Most of your time outside the classroom will be spent reading, thinking about the class material, and preparing coursework. To succeed, you must plan your schedule for the semester to allow yourself adequate time to complete the readings ahead of class time. At the same time, however, you should not necessarily try to read every word and you may need to skim longer readings. Skimming is an important skill to learn (if you haven't already) that will allow you to identify the main points in the texts efficiently. I provide tips on how to skim and how to take notes on Canvas.

POL 399 is also a discussion-based course that demands your regular attendance and full participation. You need to come to class ready and willing to discuss the readings and the issues that they raise. Every voice in the classroom has something of value to contribute to class discussion. You will be expected not only to share your opinions with others but also to demonstrate that you have read and thought about the assigned texts. Quality participation also involves engaging with your classmates, listening carefully and critically to the views that they express.

## Attendance & preparation (required to pass this course)

In keeping with a strong liberal arts tradition that encourages active learning and complete participation in the education process, Ursinus College expects you to attend class. Not attending class will result in a failing grade.

### What you should know about this class

This course is labor-intensive. **You need to schedule about 12 hours per week, each week, outside the classroom on this class for class preparation and research.** This course also requires you to complete varying tasks each week. You will need to plan ahead and make time for your classwork in your regular schedule. **Keep a personal calendar and enter deadlines and assignments for this course in it.**

**Safety valve:** You can miss two class meetings **for any reason (no questions asked)** without an explanation, and it will not affect your grade. Save these for illness, emergencies, and planned absences. Three absences reduce your

overall course grade by a half-letter grade, four absences by one letter grade, and five absences result in a failing grade for the course. For the purpose of your grade, there are no “excused” absences.

In the event that you experience a significant health problem or other issue that may prevent you from performing adequately in your academic work and/or attending class for a number of days, you should notify the Office of Student Affairs. The Student Affairs phone and email contact is Lynda Manz: [lmanz@ursinus.edu](mailto:lmanz@ursinus.edu) or 610-409-3590. Upon your return to class, it is your responsibility to talk to professors and to develop a plan for making up missed work.

### 1. In-class participation (10% of your course grade)

You as a student are the most important part of this seminar; your active participation in a civil manner is necessary to succeed in this course. Participation is graded based on (1) your contributions in class, (2) short informal writing assignments in class, and (3) your reading notes that you bring to class. A rubric for participation is posted on Canvas. I will post a preliminary participation grade in early October and update it again in early November. You may also inquire about your participation grade at any time.

**Safety valve:** There will be at least a few events on campus this fall (lectures, movie screenings, etc.) that will be relevant to this seminar. Students who attend such an event and write a one-page reflection on what they learned will receive extra points toward their in-class participation grade.

### 2. Pre-class quizzes (20% of your course grade)

For every class day, short pre-class quizzes on Canvas test your comprehension of the material you had to prepare for class on that day. These quizzes are usually administered online on Canvas **before class** and consist of multiple choice questions and brief reflections. Details can be found on Canvas. **Quizzes not taken by the deadline (usually 2pm before class) will earn 0 points.**

**Safety valve:** Your lowest four quiz grades are dropped. Your overall quiz grade is the average of all remaining quizzes.

### 3. Group presentations of case studies (10% of your course grade)

On Days 12 and 13, four groups of 4-5 students each will deliver brief (20 minutes total) presentations of four cases of organizations that have used terrorist tactics. You must sign up for a presentation by September 6 (on Canvas). Detailed instructions and a grading rubric can be found on Canvas.

### 4. Cumulative oral exam (20% of your course grade)

At the end of the semester, this exam will test your ability to communicate the knowledge acquired throughout the semester and to hold an informed conversation about key questions on terrorism and political violence. This exam will *not* focus memorizing detailed empirical facts or arguments. Time slots of 15 minutes around the final exam period for this class will be scheduled individually. A grading rubric and sample questions for this exam will be posted on Canvas by mid-November.

### 5. Research project (40% of your course grade)

The research project is the core component of your work in this seminar. In it, you will conduct research to shed some light on an empirical question. We will use a series of assignments and repeated feedback from the instructor and your peers to create the groundwork for a high-quality research paper that you submit at the end of the semester. The final paper can serve as the potential foundation for a CoSA presentation, a Summer Fellows project, a capstone paper, or an honors thesis (as long as the relevant instructor approves of it).

Detailed instructions and grading rubrics for all components are posted on Canvas. The individual draft components below must be submitted on time. Late submissions reduce the assignment grade by one letter grade per 24-hour period beyond the due date (e.g., an “A” research question submitted four days late will earn a “D” grade.)

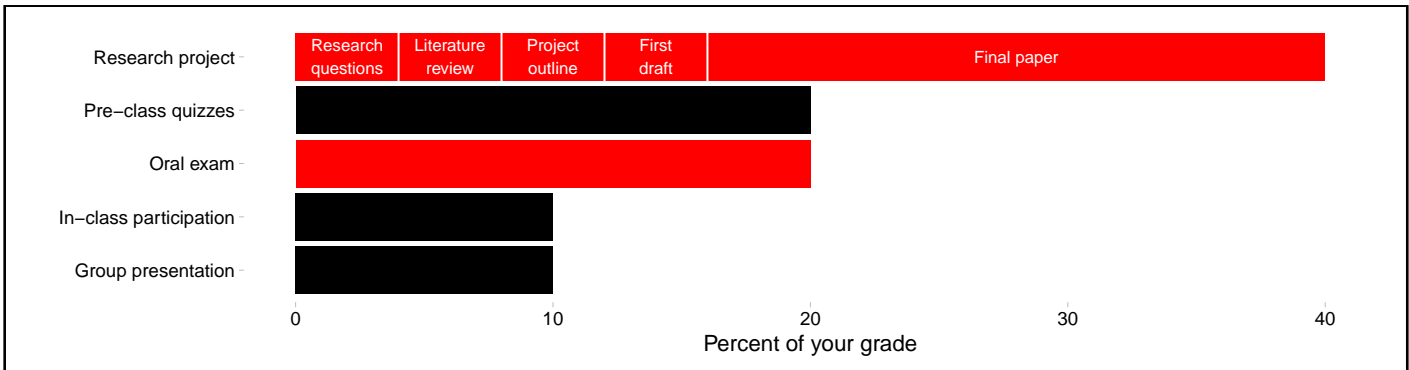
- **Data exploration.** Analyze a trend or pattern of your choosing using event data on terrorism or political violence. Data sources and instructions will be provided by September 4. Due on Canvas at 1pm on Friday, September 8. This assignment is mandatory to pass the class and graded pass/fail only.
- **List of research questions.** Come up with, and submit, three empirical research questions that interest you and that are broadly related to terrorism & political violence. Due on Canvas at 1pm on Friday, September 15.
- **Literature review.** Write a structured discussion of the literature you find to be relevant for your research question, clearly synthesizing what this literature has and has not yet contributed to answering your question. Due on Canvas at 1pm on Friday, September 29.
- **Project outline.** This outline summarizes the components submitted so far plus an outline of your theoretical argument, hypothesis/-es, possible evidence, and potential implications. Due on Canvas at 1pm on Friday, October 9.
- **Oral presentation.** Taking into account feedback on your outline from the instructor, you will present a “research blitz” to the whole seminar on one of Days 16 and 17 (October 23 & 25). This presentation is mandatory to pass the class and graded pass/fail only.
- **First draft.** A full draft of your research paper is due at 8pm on Friday, November 10. This draft must contain all elements of your final research paper and be 15 double-spaced pages long. You will receive a written evaluation from the instructor by Tuesday, November 21. In the following weeks, you will need to revise your draft to take into account this feedback as you craft the final version of your research paper.
- **Final paper.** The final and polished version of your research paper is due at 6pm on Friday, December 8. Late submissions reduce the assignment grade by one letter grade per 24-hour period beyond the due date.

**How to excel in writing assignments**

Whenever you want some extra support with a writing (or speaking) assignment, for this class or any other, consider visiting the Center for Writing and Speaking, [www.ursinus.edu/offices/center-for-writing-and-speaking/](http://www.ursinus.edu/offices/center-for-writing-and-speaking/). The Center is staffed by trained peer tutors who can help you at any stage of the writing process. You can go to them to ask about your ideas early in the process, while you are still brainstorming; you can go when you have a rough draft; or you can go when you are almost finished revising. It is a very good idea to have a smart and sympathetic reader look over your paper before handing it in! Make an appointment at <https://ursinus.mywconline.net>. You can also email them with any questions at [cws@ursinus.edu](mailto:cws@ursinus.edu).

**Grading**

Rubrics for all assignments are generally posted on Canvas at least one week before an assignment is due. The course grade consists of the components below, sums to 100, and converts into letter grades as stated below. **Independently of the grading scheme, the oral exam and final paper must be completed to earn a passing grade in this course.**



In-class participation	10%	A	100 - 93.0	C+	79.999 - 77.0
Pre-class quizzes	20%	A–	92.999 - 90.0	C	76.999 - 73.0
Group presentation	10%	B+	89.999 - 87.0	C–	72.999 - 70.0
Oral exam	20%	B	86.999 - 83.0	D+	69.999 - 67.0
Research project	40%	B–	82.999 - 80.0	D	66.999 - 63.0
<i>Data exploration</i>	(0%, required)			D–	62.999 - 60.0
<i>Research questions</i>	(10%)			F	59.999 - 0
<i>Literature review</i>	(10%)				
<i>Project outline</i>	(10%)				
<i>Oral presentation</i>	(0%, required)				
<i>First draft</i>	(10%)				
<i>Final paper</i>	(60%)				
Total	100%				

## Course policies

**Disability accommodations.** I am committed to a fair and equitable learning environment. This includes ensuring equal access and providing reasonable accommodations for students with disabilities. Students requesting academic accommodations must meet with the Director of Disability Services at the Center for Academic Support in the lower level of Myrin Library. At the beginning of each semester, qualifying students must meet with the Director of Disability Services to reinstate accommodations and pick up their accommodations letters. Students are also responsible for presenting their letters to the course faculty member. If you have any questions, contact Shammah Bermudez, Director of Disability Services, at 484-762-4329 or by email at [sbermudez@ursinus.edu](mailto:sbermudez@ursinus.edu).

**Religious observance.** I will also make every effort to accommodate religious observances and obligations. You are asked to bring any possible conflicts to my attention as soon as possible. Students should not expect that, if they do poorly on an assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

**Classroom interactions.** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to this standard may be subject to disciplinary procedures. Professional courtesy and sensitivity are especially important with respect to topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity, gender expression, age, disability, class, and nationality. Course rosters are provided to the instructor with the student's legal name, but I will gladly honor your request to address you by an alternate name or gender pronoun. Please be patient with me as I learn your names and pronouns and I encourage you to correct me when/if I make a mistake (i.e., call you by the wrong name/pronoun or mispronounce your name).

**Academic honesty.** All students at Ursinus College are responsible for knowing and adhering to the academic integrity policy of our institution. Please familiarize yourself with this policy at (<https://www.ursinus.edu/student-life/handbook/academic-policies/academic-honesty/>). Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. **The policy also prohibits submitting material that you previously submitted in another course.** In this one regard there are no second chances. If you are not sure if something violates standards—ask. If you are not sure whether to cite or not to cite—cite.

**Emergencies and absences.** Missing a deadline results in penalties as specified above, regardless of the reason for absence or late submission. However,

1. you may attend designated events and submit reflections for extra participation points
2. you can miss two class meetings for any reason (no questions asked) without an effect on your grade.
3. your four lowest quizzes are automatically dropped from your grade.

Should class be canceled due to severe weather, I will notify you via email to your ursinus.edu email account.

**Student perception of teaching.** Your perception of my teaching and the course in general is central to ensure a high quality of instruction. I will ask you to complete a midterm evaluation of the course about 6 weeks into the semester. This evaluation will serve to improve the course for the remaining semester. At the end of the semester, your completion of the College's SPTQ questionnaires will serve for (a) feedback to the instructor for changes and improvement in the course in the future; and (b) as feedback to the department chair and the Dean for evaluation purposes.

**No electronic devices in the classroom.** Laptops and tablets cannot be used during class meetings. Studies have shown that "laptop use is negatively associated with student learning and it poses a distraction to fellow students."<sup>1,2,3</sup> Please bring reading notes and books to class. Cell phones must be stored away and silenced during class.

## Important dates

1. Friday, September 8: Data exploration due
2. Wednesday, September 13: Sign up for group presentation
3. Friday, September 15: Research questions due
4. Friday, September 29: Literature review due
5. Wednesday, October 4 and Monday, October 9: Group presentations in class
6. Friday, October 6: Project outline due
7. Monday, October 23; Wednesday, October 25; and Monday, October 30: "Research blitz" presentations in class
8. Friday, November 10: First draft due
9. Friday, December 8: Final paper due
10. Thursday, December 14, 1:00pm–4:30pm (individually scheduled time periods): Oral exam

## Acknowledgments

This syllabus and course incorporate ideas from materials shared by Victor Asal, Erica Chenoweth, Michael Findley, and Joseph Young.

<sup>1</sup>Fried, Carrie B. 2008. "In-Class Laptop Use and Its Effects on Student Learning." *Computers and Education* 50: 906-914.

<sup>2</sup>Carter, Susan P., Kyle Greenberg, and Michael Walker. 2016. "The Impact of Computer Usage on Academic Performance: Evidence from a Randomized Trial at the United States Military Academy." *SEI Discussion Paper #2016.02*. (<https://goo.gl/7SxH1m>)

<sup>3</sup>Dynarski, Susan M. 2017. "For better learning in college lectures, lay down the laptop and pick up a pen." *Brookings Institution Report*. (<http://brook.gs/2hKV7gk>).

## Schedule

This schedule will be updated prior and during the semester. It is likely that at least a few topics and readings will be modified. Please visit <http://www.jkarreth.net/pol399.html> for the most recent information on deadlines and readings.

For each day, the syllabus lists required readings. You need to take notes on those readings and bring these notes to class. Additional background literature is intended to serve as useful starting points for research papers, or for general interest. You should skim at least one of the background readings for each day and be prepared to say a few words about it in class.

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### Introduction

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#### Day 1 (Monday, August 28)

What is terrorism? Definitions and concepts

- Required: Townshend, Chapter 1
- Background literature:
  - Weinberg, Leonard, Pedahzur, Ami, and Hirsch-Hoefler, Sivan. 2004. "The challenges of conceptualizing terrorism." *Terrorism and Political Violence* 16 (4): 777–794.
  - Hoffman, Bruce. "Defining Terrorism", Chapter 1 in Hoffman, Bruce. 2006. *Inside Terrorism*. New York, NY: Columbia University Press.

#### Day 2 (Wednesday, August 30)

Do we live in an age of terrorism and violence?

- Required: Townshend, Chapters 2 and 3
- Background literature:
  - LaFree, Gary and Dugan, Laura. 2007. "Introducing the Global Terrorism Database." *Terrorism and Political Violence* 19 (2): 181–204.
  - Asal, Victor et al. 2012. "Killing Civilians or Holding Territory? How to Think about Terrorism." *International Studies Review* 14 (3): 475–497.
  - Sandler, Todd. 2014. "The analytical study of terrorism." *Journal of Peace Research* 51 (2): 257–271.
  - Exchange on terrorism data on the *Monkey Cage* (a political science blog at the Washington Post) from August 2014; Links at <https://goo.gl/YjAnKe>, <https://goo.gl/gTYC8Y>, <https://goo.gl/mYdG5B>, and <https://goo.gl/SS6zP2>.
- Class activity: Introduction to data on political violence and instructions for the *Data Exploration* assignment.

#### Day 3 (Monday, September 4)

How do we talk about terrorism and political violence? Do words matter?

- Required: Moore, Will H. 2015. "Tilting at a windmill? The conceptual problem in contemporary peace science." *Conflict Management and Peace Science* 32 (4): 356–369.
- Required: Tilly, Charles. 2004. "Terror, Terrorism, Terrorists." *Sociological Theory* 22 (1): 5–13.
- Background literature:

- Young, Joseph K. and Findley, Michael G. 2011b. “Promise and pitfalls of terrorism research.” *International Studies Review* 13 (3): 411–431.
  - Erlenbusch, Verena. 2014. “How (not) to study terrorism.” *Critical Review of International Social and Political Philosophy* 17 (4): 470–491.
  - Hoff, Connor and Kertzer, Joshua D. Forthcoming. “How The Public Defines Terrorism.” *American Journal of Political Science*.
  - Hitchen, Jamie. 2017. “How do we talk about rebel groups?” *Africa As A Country*. Online at <http://africasacountry.com/2017/03/how-do-we-talk-about-rebel-groups/>.
- Class activity: Reading quantitative social science research

### ***Why terrorism? General explanations***

#### **Day 4 (Wednesday, September 6)**

What (if anything) is rational about terrorism and political violence?

- Required: Kydd, Andrew H. and Walter, Barbara F. 2006. “The Strategies of Terrorism,” *International Security* 31 (1): 49–80.
- Background literature:
  - Lake, David A. 2002. “Rational extremism: Understanding terrorism in the twenty-first century.” *Dialogue–International Organization* 1 (1): 15–28.
  - Caplan, Bryan. 2006. “Terrorism: The relevance of the rational choice model.” *Public Choice* 128 (1): 91–107.

#### **Day 5 (Monday, September 11)**

Psychological explanations

- Required: Victoroff, Jeff. 2005. “The Mind of the Terrorist: A Review and Critique of Psychological Approaches.” *The Journal of Conflict Resolution* 49 (1): 3–42.
- Background literature:
  - Abrahms, Max. 2008. “What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy.” *International Security* 32 (4): 78–105.
  - Thayer, Bradley A. and Hudson, Valerie M. 2010. “Sex and the Shaheed : Insights from the Life Sciences on Islamic Suicide Terrorism.” *International Security* 34 (4): 37–62.

#### **Day 6 (Wednesday, September 13)**

Sociological–organizational explanations

- Required: Chapters 1 and 2 in Shapiro, Jacob N. 2013. *The Terrorist's Dilemma: Managing violent covert organizations*. Princeton, NJ: Princeton University Press (on Canvas).
- Background literature:
  - Berti, Benedetta. 2016. “Rebel politics and the state: between conflict and post-conflict, resistance and co-existence.” *Civil Wars* 18 (2): 118–136.
  - Heger, Lindsay, Jung, Danielle, and Wong, Wendy H. 2012. “Organizing for Resistance: How Group Structure Impacts the Character of Violence.” *Terrorism and Political Violence* 24 (5): 743–768.



## Day 7 (Monday, September 18)

Structural and economic explanations

- Required: Krueger, Alan. 2007. "What Makes a Terrorist." *The American*. November 7. Online at <http://www.aei.org/publication/what-makes-a-terrorist/>.
- Also required: read one of today's background articles of your choice.
- Background literature:
  - Blomberg, S. Brock, Hess, Gregory D., and Weerapana, Akila. 2004. "Economic conditions and terrorism." *European Journal of Political Economy* 20 (2): 463–478.
  - Cronin, Audrey Kurth. 2002. "Behind the Curve: Globalization and International Terrorism." *International Security* 27 (3): 30–58.
  - Piazza, James A. 2008. "Incubators of Terror: Do Failed and Failing States Promote Transnational Terrorism?" *International Studies Quarterly* 52 (3): 469–488.
  - Lee, Alexander. 2011. "Who Becomes a Terrorist?: Poverty, Education, and the Origins of Political Violence." *World Politics* 63 (2): 203–245.
  - Adamson, Fiona B. 2006. "Crossing Borders: International Migration and National Security." *International Security* 31 (1): 165–199.
  - Bove, Vincenzo and Böhmelt, Tobias. 2016. "Does Immigration Induce Terrorism?" *Journal of Politics* 78 (2): 572–588.

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### **Key features and types of terrorism and political violence**

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## Day 8 (Wednesday, September 20)

Political, Nationalist, and Religious terrorism

- Required: Townshend, Chapters 4, 5, and 6
- Background literature:
  - 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.
  - Piazza, James A. 2017b. "The determinants of domestic right-wing terrorism in the USA: Economic grievance, societal change and political resentment." *Conflict Management and Peace Science* 34 (1): 52–80.
  - Hegghammer, Thomas. 2010. "The Rise of Muslim Foreign Fighters: Islam and the Globalization of Jihad." *International Security* 35 (3): 53–94.

## Day 9 (Monday, September 25)

Suicide terrorism

- Required: Chapter 4 in Bloom, Mia M. 2005. *Dying to Kill: The Allure of Suicide Terror*. New York: Columbia University Press.
- Background literature:
  - Crenshaw, Martha. 2007. "Explaining suicide terrorism: A review essay." *Security Studies* 16 (1): 133–162.
  - Pape, Robert A. 2003. "The strategic logic of suicide terrorism." *American Political Science Review* 97 (3): 343–361.

- Ashworth, Scott et al. 2008. “Design, inference, and the strategic logic of suicide terrorism.” *American Political Science Review* 102 (2): 269–273.
- Horowitz, Michael C. 2010. “Nonstate Actors and the Diffusion of Innovations: The Case of Suicide Terrorism.” *International Organization* 64 (1): 33–64.
- Searcey, Dionne. 2017. “Boko Haram strapped suicide bombs to them. Somehow these teenage girls survived.” *New York Times*, October 25. Online at <https://goo.gl/7UTcHr>.

## Day 10 (Wednesday, September 27)

Women and political violence

- Required: Bloom, Mia. 2011. “Bombshells: Women and Terror.” *Gender Issues* 28 (1): 1–21.
- Required: Thomas, Jakana L. and Bond, Kanisha D. 2015. “Women’s Participation in Violent Political Organizations.” *American Political Science Review* 109 (3): 488–506.
- Background literature:
  - Henshaw, Alexis Leanna. 2016. “Where Women Rebel.” *International Feminist Journal of Politics* 18 (1): 39–60.
  - Wood, Reed M. and Thomas, Jakana. 2017. “Women on the frontline.” *Journal of Peace Research* 54 (1): 31–46.
  - Nilsson, Marco. Forthcoming. “Muslim Mothers in Ground Combat Against the Islamic State.” *Armed Forces & Society*.
  - Berrebi, Claude and Ostwald, Jordan. 2016. “Terrorism and the Labor Force: Evidence of an Effect on Female Labor Force Participation and the Labor Gender Gap.” *Journal of Conflict Resolution* 60 (1): 32–60.
  - Loken, Meredith and Zelenz, Anna. Forthcoming. “Explaining Extremism: Western Women in Daesh.” *European Journal of International Security*.
  - Krystalli, Roxanne. 2016. “The Colombian Peace Agreement has a big emphasis on the lives of women. Here’s why.” *Washington Post*, August 19. Online at <https://goo.gl/QpWwCB>.

## Day 11 (Monday, October 2)

Terrorism by the state, and state sponsored terror

- Required: Blakeley, Ruth. 2007. “Bringing the state back into terrorism studies.” *European Political Science* 6 (3): 228–235.
- Background literature:
  - Byman, Daniel and Kreps, Sarah E. 2010. “Agents of Destruction? Applying Principal-Agent Analysis to State-Sponsored Terrorism.” *International Studies Perspectives* 11 (1): 1–18.
  - Davenport, Christian. 2012. “When democracies kill: Reflections from the US, India, and Northern Ireland.” *International Area Studies Review* 15 (1): 3–20.
  - Johnston, Patrick B. and Sarbahi, Anoop K. 2016. “The Impact of US Drone Strikes on Terrorism in Pakistan.” *International Studies Quarterly*.

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### ***Making use of theory: case studies***

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## Day 12 (Wednesday, October 4)

Student presentations of Cases #1 and #2, followed by discussion. (Details on Canvas.)

**Day 13 (Monday, October 9)**

Student presentations of Cases #3 and #4, followed by discussion. (Details on Canvas.)

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***Issues in empirical research on terrorism and political violence***

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**Day 14 (Wednesday, October 11)**

How effective is terrorism? Is nonviolent protest more effective?

- Required: Abrahms, Max. 2006. "Why Terrorism Does Not Work." *International Security* 31 (2): 42.
- Required: Stephan, Maria J. and Chenoweth, Erica. 2008. "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." *International Security* 33 (1): 7–44.

**Fall break (Monday, October 16)**

No class meeting.

**Day 15 (Wednesday, October 18)**

Does terrorism induce concessions?

- Required: Thomas, Jakana. 2014. "Rewarding Bad Behavior: How Governments Respond to Terrorism in Civil War." *American Journal of Political Science* 58 (4): 804–818.
- Class activity: Communicating scholarly research

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***Research presentations and discussion***

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**Day 16 (Monday, October 23)**

Oral presentations and discussion, part 1

**Day 17 (Wednesday, October 25)**

Oral presentations and discussion, part 2

**Day 18 (Monday, October 30)**

Oral presentations and discussion, part 3

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***Issues in empirical research on terrorism and political violence, ctd.***

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### Day 19 (Wednesday, November 1)

What is the economic cost of terrorism?

- Required: Blomberg, S. Brock, Hess, Gregory D., and Orphanides, Athanasios. 2004. "The macroeconomic consequences of terrorism." *Journal of Monetary Economics* 51 (5): 1007–1032.
- Required: Abadie, Alberto and Gardeazabal, Javier. 2003. "The Economic Costs of Conflict: A Case Study of the Basque Country." *American Economic Review* 93 (1): 113–132.

### Day 20 (Monday, November 6)

Are democracies more sensitive to terrorism?

- Required: Chenoweth, Erica. 2013. "Terrorism and Democracy." *Annual Review of Political Science* 16 (1): 355–378.
- Background literature:
  - Kingma, Kara, Cramer, Bryan, and Chenoweth, Erica. 2015. "Regime Type and Terrorist Attacks." In *Emerging Trends in the Social and Behavioral Sciences*, ed. by Scott, Robert A. and Buchmann, Marlis C. Hoboken, NJ: Wiley.
  - Gaibulloev, Khusrav, Piazza, James A, and Sandler, Todd. Forthcoming. "Regime types and terrorism." *International Organization*.

### Day 21 (Wednesday, November 8)

Terrorism and the media

- Required: Chapters 14 and 16 in Nacos, Brigitte L. 2016. *Terrorism and Counterterrorism*. New York, NY: Routledge.
- Background literature:
  - Kearns, Erin M., Allison Betus, and Anthony Lemieux. 2017. "Yes, the media do underreport some terrorist attacks. Just not the ones most people think of." *Washington Post*, March 13. Online at <http://wapo.st/2njxY3A>.
  - Arva, Bryan, Muhammed Idris, and Fouad Pervez. 2017. "Almost all news coverage of the Barcelona attack mentioned terrorism. Very little coverage of Charlottesville did." *Washington Post*, August 31. Online at <https://goo.gl/oUYzBP>.

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### *Responses to terrorism and political violence*

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### Day 22 (Monday, November 13)

Counterterrorism: social, psychological, legal, and military approaches

- Required: Townshend, Chapter 7.
- Background literature:
  - Horgan, John et al. 2017. "Walking away: the disengagement and de-radicalization of a violent right-wing extremist." *Behavioral Sciences of Terrorism and Political Aggression* 9 (2): 63–77.

- Altier, Mary Beth et al. 2017. “Why They Leave: An Analysis of Terrorist Disengagement Events from Eighty-seven Autobiographical Accounts.” *Security Studies* 26 (2): 305–332.
- Basra, Rajan, Peter R. Neumann, and Claudia Brunner. 2016. “Criminal Pasts, Terrorist Futures: European Jihadists and the New Crime-Terror Nexus.” London: International Centre for the Study of Radicalisation and Political Violence.
- Cronin, Audrey Kurth. 2006. “How al-Qaida ends: The decline and demise of terrorist groups.” *International Security* 31 (1): 7–48.
- Staniland, Paul. 2017. “Whither ISIS? Insights from Insurgent Responses to Decline.” *The Washington Quarterly* 40 (3): 29–43.

## Day 23 (Wednesday, November 15)

### Foreign aid as a counterterrorism tool

- Required: Aning, Kwesi. 2010. “Security, the War on Terror, and official development assistance.” *Critical Studies on Terrorism* 3 (1): 7–26.
- Background literature:
  - Easterly, William. 2008. “Foreign Aid Goes Military.” *The New York Review of Books* 55 (19): 51.
  - Fleck, Robert K. and Kilby, Christopher. 2010. “Changing aid regimes? U.S. foreign aid from the Cold War to the War on Terror.” *Journal of Development Economics* 91 (2): 185–197.
  - Young, Joseph K. and Findley, Michael G. 2011a. “Can peace be purchased? A sectoral-level analysis of aid’s influence on transnational terrorism.” *Public Choice* 149 (3/4): 365–381.
  - Savun, Burcu and Tirone, Daniel C. 0000. “Foreign Aid as a Counterterrorism Tool.” *Journal of Conflict Resolution* 0 (0): 0022002717704952.

## Day 24 (Monday, November 20)

### How do violent political events shape politics?

- Required: Gadarian, Shana Kushner. 2010. “The Politics of Threat: How Terrorism News Shapes Foreign Policy Attitudes.” *Journal of Politics* 72 (2): 469–483
- Background literature:
  - Berrebi, Claude and Klor, Esteban F. 2008. “Are Voters Sensitive to Terrorism? Direct Evidence from the Israeli Electorate.” *American Political Science Review* 102 (03): 279–301.
  - Vasilopoulos, Pavlos. Forthcoming. “Terrorist events, emotional reactions, and political participation: the 2015 Paris attacks.” *West European Politics*.
  - Dolan, Thomas M. and Ilderton, Nathan. 2017. “Scared into Demanding Action: The Effects of the Perceived Threat from Terrorism on Policy Salience.” *Polity* 49 (2): 245–269.
  - Mueller, John and Stewart, Mark G. 2012. “The Terrorism Delusion: America’s Overwrought Response to September 11.” *International Security* 37 (1): 81–110.
  - Gilligan, Michael J., Pasquale, Benjamin J., and Samii, Cyrus. 2014. “Civil War and Social Cohesion: Lab-in-the-Field Evidence from Nepal.” *American Journal of Political Science* 58 (3): 604–619.
  - Krause, Volker and Otenyo, Eric E. 2005. “Terrorism and the Kenyan Public.” *Studies in Conflict & Terrorism* 28 (2): 99–112.
  - Peffley, Mark, Hutchison, Marc L., and Shamir, Michal. 2015. “The Impact of Persistent Terrorism on Political Tolerance: Israel, 1980 to 2011.” *American Political Science Review* 109, no. 4 (04): 817–832.
  - Lupu, Noam and Peisakhin, Leonid. Forthcoming. “The Legacy of Political Violence across Generations.” *American Journal of Political Science*.
  - Christensen, Dag Arne and Aars, Jacob. 2017. “The 22 July Terrorist Attacks in Norway: Impact on Public Attitudes towards Counterterrorist Authorities.” *Scandinavian Political Studies* 40 (3): 312–329.
  - Fair, C. Christine et al. Forthcoming. “Relative Poverty, Perceived Violence, and Support for Militant Politics: Evidence from Pakistan.” *Political Science Research and Methods*.

## Thanksgiving break (Wednesday, November 22)

No class meeting

## Day 25 (Monday, November 27)

Is there a trade-off between human rights & civil liberties and security?

- Required: Piazza, James A. 2017a. "Repression and Terrorism: A Cross-National Empirical Analysis of Types of Repression and Domestic Terrorism." *Terrorism and Political Violence* 29 (1): 102–118.
- Required: Daxecker, Ursula. 2017. "Dirty Hands." *Journal of Conflict Resolution* 61 (6): 1261–1289.
- Background literature:
  - Daxecker, Ursula E. and Hess, Michael L. 2013. "Repression Hurts: Coercive Government Responses and the Demise of Terrorist Campaigns." *British Journal of Political Science* 43 (3): 559–577.
  - Rasler, Karen. 1996. "Concessions, Repression, and Political Protest in the Iranian Revolution." *American Sociological Review* 61 (1): 132–152.

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### *Synthesis*

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## Day 26 (Wednesday, November 29)

Counterterrorism simulation, part I

- Required readings are assigned individually

## Day 27 (Monday, December 4)

Counterterrorism simulation, part II

- Required readings are assigned individually

## Day 28 (Wednesday, December 6)

Conclusions: Political violence, terrorism, and politics

## Exam Day (Thursday, December 14, 1:00pm–4:30pm)

Oral exams, following individualized schedules on Canvas.