



[Fall/2021]

IAFF 6186

Political Violence and Terrorism

Syllabus

Instructor: Adam Wunische
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Office: 1957 E Street 308
Session: Thursday, 7:10-9:00PM
Virtual Office Hours: By Appointment
Credits: 3

Course Details

Modality: In-Person
Class Time: Thursday, 7:10-9:00PM
Class Location: 1957 E, Room 308
Credits: 3

Course Description & Goals

Terrorism is an extremely uncommon event, but states expend significant resources trying to counter it. This course covers the causes, conduct, and consequences of terrorism, explores why its impacts outweigh the material significance of actual attacks, and surveys methods and theories of countering terrorism and violent extremism. In the process, the course covers the definition of terrorism and terrorism types, it explores variation both in time and space, and shows perspectives from both practitioners and researchers of terrorism.

Learning Outcomes & Objectives

By the end of this course, you will be able to:

- Define and identify terrorism, and how is it different from other forms of violence.
- Understand the differences between tactical, operations, and strategic levels of analyses and how they interact.
- Have a clear understanding of the academic literature related to terrorism, its strengths/weaknesses, and be aware of ongoing debates.
- Understand theories and practices of counterterrorism and countering violent extremism programs.

Methods of Instruction

This course uses the following methods of instruction:

- *Lectures*: The lectures will provide a baseline understanding of the week's theories and dynamics, as well as address more complicated issues, address the case studies, and solicit student input.
- *Case studies and readings*: Students will explore the dynamics primarily through case studies that demonstrate the various causal relationships and theories covered throughout the course. This will be in addition to academic and policy writings on the topics.
- *Discussion*: The lecture will be followed by a discussion session which will be student driven and highly active, rather than passive. Students will engage in simulations, small groups, and imitate various national security institutions to get hands-on experience with the topics and theories.
- *Writing assignments*: Writing is a vital part of learning and it will be the primary method of assessment for the course.

Credit Hour Policy

This is a 15-week semester, which includes one week for exams and requires 100 minutes of classroom time, and about 350 minutes minimum of independent work per week. Therefore, students should expect to commit 112.5 hours to this course over the 15-week semester.

Prerequisites

Academic

Limited to graduate students only. No previous courses are required.

Technological

It is necessary to possess baseline technology skills in order to participate fully in the course. Please consult the [GW Online website](#) for further information about recommended configurations and support. If you have questions or problems with technology for this course, please consult the Technology Help link in the left navigation menu in our course in Blackboard.

You should be able to:

- Use a personal computer and its peripherals.
- Use word processing and other productivity software.
- Seek technology help by contacting [GW Information Technology](#) (202-994-4948).

If you have any problems with the software in this course, please reference the Technology Help link in the left navigation menu in our course on Blackboard.

Course Materials & Requirements

Required Books

- Forest, James. *The terrorism lectures: A comprehensive collection for students of terrorism, counterterrorism, and national security*. Nortia Press, 2012.
- [Available Online] Gottlieb, Stuart, ed. *Debating terrorism and counterterrorism: conflicting perspectives on causes, contexts, and responses*. CQ Press, 2013.

Recommended Books

- Hoffman, Bruce. *Inside terrorism*. Columbia University Press, 2017.
- Hwang, Julie Chernov. *Why terrorists quit: The disengagement of Indonesian jihadists*. Cornell University Press, 2018.
- Giraldo, Jeanne K., and Harold A. Trinkunas. *Terrorism financing and state responses: a comparative perspective*. Stanford University Press, 2007.

Good Publications to Follow

Academic Journals

- Terrorism and Political Violence
- Studies in Conflict and Terrorism
- Perspectives on Terrorism
- Critical Studies on Terrorism
- Security Studies

Policy/Analysis

- Political Violence at a Glance
- The Monkey Cage (Washington Post)
- Combating Terrorism Center (CTC) Sentinel
- Study of Terrorism and Responses to Terrorism (start.umd.edu)

Grading & Assessment

Grades are not up for negotiation. However, if you feel you have received a grade that was not correct or justified, please complete the following: Write an essay explaining why you think the grade was incorrect, no more than two pages. Include the grade that you think was deserved, and responses to the feedback given. Submit this essay within one week of receiving your graded assignment.

<i>Assignment Type</i>	<i>Number of Assignments</i>	<i>Total Percent of Final Grade</i>
Class Participation	14	20%
Reading Reviews	2	20%
Track Options	1 or 3	60%

The grading scale below, determines your final letter grade.

Excellent	Good	Needs Improvement	Low Pass	Fail
A 96%-100%	B+ 87%-89%	B- 80%-83%	C 74%-76%	F Under 70%
A- 90%-95%	B 84%-86%	C+ 77%-79%	C- 70%-73%	

Criteria for Assignments

Class Participation

Class participation is a measure of the quality of contribution to the class and group discussions, not the quantity. Students will be assessed on their demonstrated familiarity with the readings each week, the thoughtfulness of their questions and comments, the civility of the engagements with classmates, and their ability to enable others to contribute in meaningful ways.

Reading Reviews

Students will choose two academic, peer-reviewed articles to review throughout the term from the list of required readings for each week. The reviews cannot exceed 1 page and must be double-spaced, Times New Roman 12-point font, with 1-inch margins. The first line must include a title and the student's name with the text following on the next line.

The review should 1) establish the context of the article and what the theoretical and research questions are, 2) explain the research methods and findings, and 3) effectively communicate the significance/relevance of the article and its findings beyond the article itself. These papers are an exercise in extreme brevity. To meet the 1-page limit, the review must efficiently write only what is required to communicate the most important points and absolutely nothing else.

Track Options

Track I: Policy or Analysis Research Paper (60%) Due December 16th

This project will produce a policy or analysis research paper of 13 pages (+/- one page) on a subject relevant to the topics covered in the course. Students can choose to answer one of the questions provided in the assignment descriptions or select their own in consultation with the instructor. The paper must review relevant literature related to their topic, utilize high quality analytic methods, and present primary source data. The paper should either 1) analyze existing or proposed policy and present alternatives or recommendations, or 2) analyze a causal argument or theory about terrorism and its related issues and offer an original argument about the topic.

Track II: Three Short Papers (60% total)

- **(15%) Op-Ed, due October 7th:** This paper is no more than 750 words and seeks to argue for an informed and educated opinion about a topic relevant to the course subjects. While this paper forwards an opinion, the arguments, and data backing them, are expected to be of the highest quality. This is an exercise in concise clarity and persuasion. Students can choose to answer one of the questions provided in the assignment descriptions or select their own in consultation with the instructor.
- **(20%) Policy Critique, due November 4th:** This paper is approximately 6 pages (+/- one page) and seeks to identify a flawed aspect of current counterterrorism policy and argues for a better alternative. It can be based either on an official policy document or on less formalized policy practices of a certain country or actor. The paper should demonstrate an intimate knowledge of the relevant policy and budgetary/bureaucratic processes and be supported by quality primary source data. Students can choose to answer one of the questions provided in the assignment descriptions or select their own in consultation with the instructor.
- **(25%) Literature Review, due December 16th:** This paper is approximately 6 pages (+/- one page) and seeks to analyze and synthesize a common issue, problem, or theoretical puzzle by comparing, contrasting, and making a coherent argument about three academic articles or policy papers that address a similar issue. Students can choose to answer one of the questions provided in the assignment descriptions or select their own in consultation with the instructor.

Writing and Formatting:

All papers must be typed, double spaced, use 12-point Times New Roman font. The paper must also have 1-inch margins on all sides and any header or title cannot exceed 3 inches on the first page. Citing methods should use footnotes and must be consistent throughout the paper. See the below links for perfecting your writing. Good writing takes time to develop. Don't try to change everything all at once. Pick one strategy and apply it to your next essay, then try a new strategy. Perfect it over time.

<http://www.lifehack.org/articles/lifehack/5-rules-of-effective-writing-by-george-orwell.html>

<http://writingcenter.fas.harvard.edu/pages/strategies-essay-writing>

Course Calendar & Outline

Week	Date	Class	Assignments
Part I: Concepts and Causes			
1	2-Sep	Introduction and definition	
2	9-Sep	Individual Causes	
3	16-Sep	Gender, Religion, and Ideology	
4	23-Sep	Organizational Causes	
5	30-Sep	Structural Causes	
Part II: Conduct and Consequences			
6	7-Oct	Tactics	Op-Ed
7	14-Oct	Strategies	
8	21-Oct	Effectiveness	
9	28-Oct	Civil War, Insurgency, and the Crime-Terror Nexus	
10	4-Nov	Impacts and Consequences	Policy Analysis
Part III: Responses and Counterterrorism			
11	11-Nov	Foreign Policy, Responses, and Resilience	
12	18-Nov	Counterinsurgency and Military Responses	
13	25-Nov	Thanksgiving – No Classes	
14	2-Dec	Terrorism Financing	
15	9-Dec	Disengagement and Countering Violent Extremism	
	16-Dec		Final Papers

Part I: Concepts and Causes

Week 1: Introduction and Definition

Required Readings

- Ch 1: Hoffman, Bruce. Inside terrorism. Columbia university press, 2018.
- Rapoport, David C. "Fear and trembling: Terrorism in three religious traditions." *American Political Science Review* 78, no. 3 (1983): 658-677.

Recommended Readings

- Gerring, John. "What makes a concept good? A criterial framework for understanding concept formation in the social sciences." *Polity* 31, no. 3 (1999): 357-393.
- Khalil, James. "Know your enemy: On the futility of distinguishing between terrorists and insurgents." *Studies in Conflict & Terrorism* 36, no. 5 (2013): 419-430.
- Berkebile, Richard E. "What is domestic terrorism? A method for classifying events from the global terrorism database." *Terrorism and political violence* 29, no. 1 (2017): 1-26.

Week 2: Individual Causes

Required Readings

- Gambetta, Diego, and Steffen Hertog. "Why are there so many Engineers among Islamic Radicals?" *European Journal of Sociology/Archives Européennes de Sociologie* 50, no. 2 (2009): 201-230.
- Abrahms, Max. "What terrorists really want: Terrorist motives and counterterrorism strategy." *International Security* 32, no. 4 (2008): 78-105.
- Smith, Brent L., and Paxton Roberts, Jeff Gruenewald, Brent Klein. 2014. "Patterns of Lone Actor Terrorism in the United States: Research Brief" START College Park, MD. October.
http://www.start.umd.edu/pubs/START_ATS_PatternsofLoneActorTerrorismUS_ResearchBrief.pdf
- Muro, Diego. "What Does Radicalisation Look Like? Four visualisations of socialisation into violent extremism." *Notes internacionales CIDOB* 163 (2016).

Recommended Readings

- Schuurman, Bart, Edwin Bakker, Paul Gill, and Noémie Bouhana. "Lone actor terrorist attack planning and preparation: a data-driven analysis." *Journal of forensic sciences* 63, no. 4 (2018): 1191-1200.
- Dohrn, Bernardine, and Jeff Jones, eds. *Sing a battle song: The revolutionary poetry, statements, and communiqués of the Weather Underground, 1970-1974*. Seven Stories Press, 2006.
- Valentino, Benjamin A. "Why we kill: The political science of political violence against civilians." *Annual Review of Political Science* 17 (2014): 89-103.
- Post, Jerrold, Ehud Sprinzak, and Laurita Denny. "The terrorists in their own words: Interviews with 35 incarcerated Middle Eastern terrorists." *Terrorism and political Violence* 15, no. 1 (2003): 171-184.
- Jensen, Michael A., Anita Atwell Seate, and Patrick A. James. "Radicalization to Violence: A Pathway Approach to Studying Extremism." *Terrorism and Political Violence* (2018): 1-24.

Week 3: Gender, Religion, and Ideology

Required Readings

- Rasler, Karen, and William R. Thompson. "Looking for waves of terrorism." *Terrorism and political violence* 21, no. 1 (2009): 28-41.
- Jadoon, Amira, Julia Maria Lodoen, Charmaine Noelle Willis, and Nakissa Puneh Jahanbani. "Breaking the Glass Ceiling? Female Participation in Militant Organizations in Islamic State Affiliates in Southeast Asia." *Terrorism and Political Violence* (2020): 1-23.
- Chapter on religious groups: Forest, James. *The terrorism lectures: A comprehensive collection for students of terrorism, counterterrorism, and national security*. Nortia Press, 2012.

Recommended Readings

- Women and Terrorism in Historical Perspective. In Gentry, Caron E., and Laura Sjoberg. "The Gendering of Women's Terrorism." *L. Sjoberg, CE Gentry, Women, Gender and Terrorism, op. cit* (2011): 57-80.

- O'Rourke, Lindsey A. "What's special about female suicide terrorism?" *Security Studies* 18, no. 4 (2009): 681-718.
- Bloom, Mia, and Hilary Matfess. *Women as symbols and swords in Boko Haram's terror*. National Defense University Fort Lesley J. McNair United States, 2016.

Week 4: Organizational Causes

Required Readings

- Bloom, Mia M. "Palestinian suicide bombing: Public support, market share, and outbidding." *Political Science Quarterly* 119, no. 1 (2004): 61-88.
- Krause, Peter. "The structure of success: How the internal distribution of power drives armed group behavior and national movement effectiveness." *International Security* 38, no. 3 (2014): 72-116.
- Chapter 6: Wright, Lawrence. *The looming tower: Al-Qaeda and the road to 9/11*. Alfred a Knopf Incorporated, 2006.
- Chapter on Right Wing Groups: Forest, James. *The terrorism lectures: A comprehensive collection for students of terrorism, counterterrorism, and national security*. Nortia Press, 2012.

Recommended Readings

- Olson, Mancur. "The logic of collective action: public goods and the theory of groups (revised edition)." (1971).
- Braithwaite, Alex. "Transnational terrorism as an unintended consequence of a military footprint." *Security Studies* 24, no. 2 (2015): 349-375.
- Piazza, James A. "Is Islamist terrorism more dangerous?: An empirical study of group ideology, organization, and goal structure." *Terrorism and Political Violence* 21, no. 1 (2009): 62-88.
- Flanigan, Shawn Teresa. "Nonprofit service provision by insurgent organizations: the cases of Hizballah and the Tamil Tigers." *Studies in Conflict & Terrorism* 31, no. 6 (2008): 499-519.
- Chenoweth, Erica. "Terrorism and democracy." *Annual Review of Political Science* 16 (2013): 355-378.

Week 5: Structural Causes

Required Readings

- Chapter 2: Gottlieb, Stuart, ed. *Debating terrorism and counterterrorism: conflicting perspectives on causes, contexts, and responses*. CQ Press, 2013.
- George, Justin. "State failure and transnational terrorism: An empirical analysis." *Journal of Conflict Resolution* 62, no. 3 (2018): 471-495.
- Katzman, Kenneth. "Al Qaeda in Iraq: Assessment and Outside Links." Library Of Congress Washington DC Congressional Research Service, 2008.
- Chapter on Left Wing Groups: Forest, James. *The terrorism lectures: A comprehensive collection for students of terrorism, counterterrorism, and national security*. Nortia Press, 2012.

Recommended Readings

- McAlexander, Richard J. "How are immigration and terrorism related? An analysis of right-and left-wing terrorism in Western Europe, 1980–2004." *Journal of Global Security Studies* 5, no. 1 (2020): 179-195.
- Braithwaite, Alex. "Transnational terrorism as an unintended consequence of a military footprint." *Security Studies* 24, no. 2 (2015): 349-375.

- Savun, Burcu, and Brian J. Phillips. "Democracy, foreign policy, and terrorism." *Journal of Conflict Resolution* 53, no. 6 (2009): 878-904.
- Sobek, David, and Alex Braithwaite. "Victim of success: American dominance and terrorism." *Conflict Management and Peace Science* 22, no. 2 (2005): 135-148.
- Enders, Walter, Gary A. Hoover, and Todd Sandler. "The changing nonlinear relationship between income and terrorism." *Journal of Conflict Resolution* 60, no. 2 (2016): 195-225.
- Piazza, James A. "Poverty, minority economic discrimination, and domestic terrorism." *Journal of Peace Research* 48, no. 3 (2011): 339-353.
- Milton, Daniel, Megan Spencer, and Michael Findley. "Radicalism of the hopeless: Refugee flows and transnational terrorism." *International Interactions* 39, no. 5 (2013): 621-645.

Part II: Conduct and Consequences

Week 6: Tactics

Required Readings

- Horowitz, Michael C. "The rise and spread of suicide bombing." *Annual Review of Political Science* 18 (2015): 69-84.
- Stephan, Maria J., and Erica Chenoweth. "Why civil resistance works: The strategic logic of nonviolent conflict." *International security* 33, no. 1 (2008): 7-44.
- Sharp, Gene. "The intifadah and nonviolent struggle." *Journal of Palestine Studies* 19, no. 1 (1989): 3-13.
- The Conversation, "How and why vehicle ramming became the attack of choice for terrorists."

Recommended Readings

- Hirsch-Hoefler, Sivan, and Cas Mudde. "Ecoterrorism: Terrorist threat or political ploy?" *Studies in Conflict & Terrorism* 37, no. 7 (2014): 586-603.
- Pape, Robert A. "The strategic logic of suicide terrorism." *American political science review* 97, no. 3 (2003): 343-361.
- Ashworth, Scott, Joshua D. Clinton, Adam Meirowitz, and Kristopher W. Ramsay. "Design, inference, and the strategic logic of suicide terrorism." *American Political Science Review* 102, no. 2 (2008): 269-273.
- McCormick, Gordon H. "Terrorist decision making." *Annual Review of Political Science* 6, no. 1 (2003): 473-507.
- Leader, Stefan H., and Peter Probst. "The earth liberation front and environmental terrorism." *Terrorism and Political Violence* 15, no. 4 (2003): 37-58.

Week 7: Strategies

Required Readings

- Kydd, Andrew H., and Barbara F. Walter. "The strategies of terrorism." *International Security* 31, no. 1 (2006): 49-80.
- Asal, Victor, and Aaron M. Hoffman. "Media effects: Do terrorist organizations launch foreign attacks in response to levels of press freedom or press attention?" *Conflict management and peace science* 33, no. 4 (2016): 381-399.
- Daniel Byman, "Terrorism in Africa: The Imminent Threat to the United States," Prepared testimony before the Subcommittee on Counterterrorism and Intelligence of the House Committee on Homeland Security, 2015.

Recommended Readings

- Loidolt, Bryce. "Managing the global and local: The dual agendas of Al Qaeda in the Arabian Peninsula." *Studies in Conflict & Terrorism* 34, no. 2 (2011): 102-123.
- Lake, David A. "Rational extremism: Understanding terrorism in the twenty-first century." *Dialogue IO* 1, no. 1 (2002): 15-28.
- Abrahms, Max, and Justin Conrad. "The strategic logic of credit claiming: A new theory for anonymous terrorist attacks." *Security Studies* 26, no. 2 (2017): 279-304.

Week 8: Effectiveness**Required Readings**

- Krause, Peter. "The political effectiveness of non-state violence: A two-level framework to transform a deceptive debate." *Security Studies* 22, no. 2 (2013): 259-294.
- Fortna, Virginia Page. "Do terrorists win? Rebels' use of terrorism and civil war outcomes." *International Organization* (2015): 519-556.
- Ch 16: Chalmers, David Mark. *Backfire: How the Ku Klux Klan helped the civil rights movement*. Rowman & Littlefield, 2005.
- UK in Palestine 1944-1947: Paul, Christopher, Colin P. Clarke, Beth Grill, and Molly Dunigan. *Paths to Victory: Lessons from Modern Insurgencies*. RAND National Defense Research Inst Santa Monica CA, 2013.

Recommended Readings

- Abrahms, Max. "The political effectiveness of terrorism revisited." *Comparative Political Studies* 45, no. 3 (2012): 366-393.
- Abrahms, Max. "Why terrorism does not work." *International Security* 31, no. 2 (2006): 42-78.
- Lerner, Jennifer S., Roxana M. Gonzalez, Deborah A. Small, and Baruch Fischhoff. "Effects of fear and anger on perceived risks of terrorism: A national field experiment." *Psychological science* 14, no. 2 (2003): 144-150.
- Chowanietz, Christophe. "Rallying around the flag or railing against the government? Political parties' reactions to terrorist acts." *Party Politics* 17, no. 5 (2011): 673-698.

Week 9: Civil War, Insurgencies, and Crime-Terror Nexus**Required Readings**

- Introduction: Byman, Daniel. *Deadly connections: States that sponsor terrorism*. Cambridge University Press, 2005.
- Stanton, Jessica A. "Terrorism in the context of civil war." *The Journal of Politics* 75, no. 4 (2013): 1009-1022.
- Chapter 1: Biddle, Stephen. "Nonstate Warfare." In *Nonstate Warfare*. Princeton University Press.
- Hutchinson, Steven, and Pat O'malley. "A crime-terror nexus? Thinking on some of the links between terrorism and criminality." *Studies in conflict terrorism* 30, no. 12 (2007): 1095-1107.

Recommended Readings

- Braithwaite, Alex. "Transnational terrorism as an unintended consequence of a military footprint." *Security Studies* 24, no. 2 (2015): 349-375.
- Fortna, Virginia Page. "Do terrorists win? Rebels' use of terrorism and civil war outcomes." *International Organization* (2015): 519-556.

Week 10: Impacts and Consequences

Required Readings

- Lerner, Jennifer S., Roxana M. Gonzalez, Deborah A. Small, and Baruch Fischhoff. "Effects of fear and anger on perceived risks of terrorism: A national field experiment." *Psychological science* 14, no. 2 (2003): 144-150.
- The New York Times, "The Human Toll of Terror," 26 July 2016, <https://www.nytimes.com/interactive/2016/07/27/world/human-toll-of-terror-attacks.html>
- DiMaggio, Charles, and Sandro Galea. "The behavioral consequences of terrorism: a meta-analysis." *Academic emergency medicine* 13, no. 5 (2006): 559-566.

Recommended Readings

- George, Justin. "State failure and transnational terrorism: An empirical analysis." *Journal of Conflict Resolution* 62, no. 3 (2018): 471-495.
- Enders, Walter, Todd Sandler, and Gerald F. Parise. "An econometric analysis of the impact of terrorism on tourism." *Kyklos* 45, no. 4 (1992): 531-554.
- Chwanietz, Christophe. "Rallying around the flag or railing against the government? Political parties' reactions to terrorist acts." *Party Politics* 17, no. 5 (2011): 673-698.
- Blomberg, S. Brock, Gregory D. Hess, and Athanasios Orphanides. "The macroeconomic consequences of terrorism." *Journal of monetary economics* 51, no. 5 (2004): 1007-1032.

Part III: Responses and Counterterrorism

Week 11: Foreign Policy and Resilience

Required Readings

- Savun, Burcu, and Brian J. Phillips. "Democracy, foreign policy, and terrorism." *Journal of Conflict Resolution* 53, no. 6 (2009): 878-904.
- Crelinsten, Ronald D., and Alex P. Schmid. "Western responses to terrorism: A twenty-five year balance sheet." *Terrorism and Political Violence* 4, no. 4 (1992): 307-340.
- Daniel Solove, "Why Privacy Matters Even If You Have 'Nothing to Hide,'" *The Chronicle of Higher Education* (May 15, 2011)
- Conor Friedersdorf, "Falsely Accused in Boston: 3 Examples and What They Should Teach Us," *The Atlantic* (April 19, 2013)
- Harvard Kennedy School, "Executive Summary: Why Was Boston Strong? Lessons from the Boston Marathon Bombing." https://www.hks.harvard.edu/sites/default/files/centers/research-initiatives/crisisleadership/files/Summary_WhyWasBostonStrong.pdf

Recommended Readings

- Braithwaite, Alex. "Transnational terrorism as an unintended consequence of a military footprint." *Security Studies* 24, no. 2 (2015): 349-375.
- Collard-Wexler, Simon, Costantino Pischedda, and Michael G. Smith. "Do foreign occupations cause suicide attacks?." *Journal of Conflict Resolution* 58, no. 4 (2014): 625-657.
- Conrad, Justin, and James Igoe Walsh. "International cooperation, spoiling, and transnational terrorism." *International Interactions* 40, no. 4 (2014): 453-476.

Week 12: Counterinsurgency and Military Responses

Required Readings

- Lyall, Jason, and Isaiah Wilson. "Rage against the machines: Explaining outcomes in counterinsurgency wars." *International Organization* 63, no. 1 (2009): 67-106.
- Mack, Andrew. "Why big nations lose small wars: The politics of asymmetric conflict." *World politics* 27, no. 2 (1975): 175-200.
- Byman, Daniel. "Why drones work: the case for Washington's weapon of choice." *Foreign Aff.* 92 (2013): 32.
- Jordan, J., 2009. When heads roll: Assessing the effectiveness of leadership decapitation. *Security Studies*, 18(4), pp.719-755.

Recommended Readings

- Shah, Aqil. "Do US drone strikes cause blowback? Evidence from Pakistan and beyond." *International Security* 42, no. 04 (2018): 47-84.
- Smith, Megan, and James Igoe Walsh. "Do drone strikes degrade Al Qaeda? Evidence from propaganda output." *Terrorism and Political Violence* 25, no. 2 (2013): 311-327.
- Edelstein, David M. "Occupational hazards: Why military occupations succeed or fail." *International Security* 29, no. 1 (2004): 49-91.
- Shultz, Richard H. "US counterterrorism operations during the Iraq War: a case study of Task Force 714." *Studies in Conflict & Terrorism* 40, no. 10 (2017): 809-837.
- Abrahms, Max, and Jochen Mierau. "Leadership matters: The effects of targeted killings on militant group tactics." *Terrorism and Political Violence* 29, no. 5 (2017): 830-851.

Week 13: Terrorism Financing and CT Implications

Required Readings

- Giraldo, Jeanne K., and Harold A. Trinkunas. "The Political Economy of Terrorism Financing." In Giraldo, Jeanne K., and Harold A. Trinkunas. "Terrorism Financing and State Responses: A Comparative Perspective." (Stanford University Press, 2007).
- Zehorai, Itai. "The Richest Terror Organizations in the World." *Forbes International*. <https://www.forbes.com/sites/forbesinternational/2018/01/24/the-richest-terror-organizations-in-the-world/#6d3f0f087fd1>
- Levitt, Matthew. "Terrorist financing and the Islamic state." *The Washington Institute for Near East Policy, Washington* (2014).
- Keatinge, Tom, and Kerstin Danner. "Assessing innovation in terrorist financing." *Studies in Conflict & Terrorism* (2018): 1-18.

Recommended Readings

- Giraldo, Jeanne K., and Harold A. Trinkunas. *Terrorism financing and state responses: a comparative perspective*. Stanford University Press, 2007.
- Irwin, Angela SM, Jill Slay, Kim-Kwang Raymond Choo, and Lin Lui. "Money laundering and terrorism financing in virtual environments: a feasibility study." *Journal of Money Laundering Control* (2014).

Week 14: Disengagement and Countering Violent Extremism (CVE)

Required Readings

- Chen, Adrian. "November 23. Unfollow: How a prized daughter of the Westboro Baptist Church came to question its beliefs." *New Yorker* (2015).
- Reinares, Fernando. "Exit from terrorism: A qualitative empirical study on disengagement and deradicalization among members of ETA." *Terrorism and Political Violence* 23, no. 5 (2011): 780-803.
- Harris-Hogan, Shandon, Kate Barrelle, and Andrew Zammit. "What is countering violent extremism? Exploring CVE policy and practice in Australia." *Behavioral sciences of terrorism and political aggression* 8, no. 1 (2016): 6-24.
- Ashour, Omar. "Online de-radicalization? Countering violent extremist narratives: Message, messenger and media strategy." *Perspectives on Terrorism* 4, no. 6 (2010): 15-19.

Recommended Readings

- Nasser-Eddine, Minerva, Bridget Garnham, Katerina Agostino, and Gilbert Caluya. *Countering violent extremism (CVE) literature review*. No. DSTO-TR-2522. Defence Science and Technology Organisation Edinburgh (Australia), 2011.

Policies

Incomplete Grades

At the option of the instructor, an Incomplete may be given for a course if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. An Incomplete can only be granted if the student's prior performance and class attendance in the course have been satisfactory. Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be turned in will be graded F, Failure. If acceptable reasons are later presented to the instructor, the instructor may initiate a grade change to the symbol I, Incomplete. The work must be completed within the designated time period agreed upon by the instructor, student, and school, but no more than one calendar year from the end of the semester in which the course was taken. To record the exact expectations, conditions, and deadlines of the Incomplete please use the Elliott School's Incomplete Grade Contract:

<http://go.gwu.edu/incompletecontractgraduate>

The completed and signed contract is to be submitted to the Academic Affairs and Student Services Office. All students who receive an Incomplete must maintain active student status during the subsequent semester(s) in which the work of the course is being completed. If not registered in other classes during this period, the student must register for continuous enrollment status. For more information regarding Incompletes please review the relevant sections in the University Bulletin:

<http://bulletin.gwu.edu/university-regulations/#Incompletes>

Instructor Response Time

I will respond to emails within 24 hours on weekdays and on the next business day over weekends and holidays. I will return assignments within one week.

Statement on Inclusive Teaching

In support of inclusive excellence, the Elliott School is committed to supporting our faculty and students in exercising inclusive teaching throughout our curriculum. All faculty members are expected to practice inclusive teaching as outlined in ESIA inclusive teaching statement (<https://elliott.gwu.edu/statement-inclusive-teaching>) and to include a stated commitment in the syllabus. Resources for inclusive teaching can be found here:

<https://elliott.gwu.edu/inclusive-teaching-resources>

Late Work

If you have a medical emergency that prevents you from attending class or completing an assignment on time, a medical professional must confirm this in writing. Accommodations will be made for students who have

verified medical emergencies. Unexcused absences require either a grade reduction or a make-up assignment. Students are allowed two excused absences before their grade will be affected.

If you do not complete all assignments, you will receive a failing grade for that component of the course. If you do not hand in an assignment on time, that paper's grade will be marked down for every day it is late. Any extenuating circumstances that are communicated to the instructor after the assignment was due will require written proof. If you think an issue may arise, **communicate with the instructor early and often.**

GW Acceptable Use for Computing Systems and Services

All members of the George Washington University must read and comply with the Acceptable Use Policy when accessing and using computing systems and services, including email and Blackboard. Please read [the Acceptable Use Policy](#) to familiarize yourself with how GW information systems are to be used ethically.

Netiquette

Please observe the following rules of netiquette for communicating online:

- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

I reserve the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

Academic Integrity

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

Please review GW's policy on academic integrity, located at <https://studentconduct.gwu.edu/code-academic-integrity>. All graded work must be completed in accordance with the George Washington University Code of Academic Integrity. For more information see [Academic Dishonesty Prevention](#).

Sharing of Course Content

Unauthorized downloading, distributing, or sharing of any part of a recorded lecture or course materials, as well as using provided information for purposes other than the student's own learning may be deemed a violation of GW's Student Conduct Code.

Use of Student Work (FERPA)

The professor will use academic work that you complete during this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

Copyright Policy Statement

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be liable for copyright infringement. For more information, including Fair Use guidelines, see [Libraries and Academic Innovations Copyright page](#).

Bias-Related Reporting

At the George Washington University, we believe that diversity and inclusion are crucial to an educational institution's pursuit of excellence in learning, research, and service. Acts of bias, hate, or discrimination are anathema to the university's commitment to educating citizen leaders equipped to thrive and to serve in our increasingly diverse and global society. We strongly encourage students to [report possible bias incidents](#). For additional information, follow this link: <https://diversity.gwu.edu/bias-incident-response>.

Disability Support Services & Accessibility

If you may need disability accommodations based on the potential impact of a disability, please register with Disability Support Services (DSS) at disabilitysupport.gwu.edu/registration. If you have questions about disability accommodations, contact DSS at 202-994-8250 or dss@gwu.edu or visit them in person in Rome Hall, Suite 102. For additional information see: disabilitysupport.gwu.edu

For information about how the course technology is accessible to all learners, see the following resources:

[Blackboard accessibility](#)

[Kaltura \(video platform\) accessibility](#)

[Voicethread accessibility](#)

[Microsoft Office accessibility](#)

[Adobe accessibility](#)

Religious Observances

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: registrar.gwu.edu/university-policies#holidays

Mental Health Services

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information call 202-994-5300 or see: counselingcenter.gwu.edu/

Emergency Preparedness and Response Procedures

The University has asked all faculty to inform students of these procedures, prepared by the GW Office of Public Safety and Emergency Management in collaboration with the Office of the Executive Vice President for Academic Affairs.

To Report an Emergency or Suspicious Activity

Call the University Police Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon).

Shelter in Place – General Guidance

Although it is unlikely that we will ever need to shelter in place, it is helpful to know what to do just in case. No matter where you are, the basic steps of shelter in place will generally remain the same.

- If you are inside, stay where you are unless the building you are in is affected. If it is affected, you should evacuate. If you are outdoors, proceed into the closest building or follow instructions from emergency personnel on the scene.
- Locate an interior room to shelter inside. If possible, it should be above ground level and have the fewest number of windows. If sheltering in a room with windows, move away from the windows. If there is a large group of people inside a particular building, several rooms may be necessary.
- Shut and lock all windows (for a tighter seal) and close exterior doors.
- Turn off air conditioners, heaters, and fans. Close vents to ventilation systems as you are able. (University staff will turn off ventilation systems as quickly as possible).
- Make a list of the people with you and ask someone to call the list in to UPD so they know where you are sheltering and who is with you. If only students are present, one of the students should call in the list.
- Await further instructions. If possible, visit [GW Campus Advisories](#) for incident updates or call the GW Information Line 202-994-5050.
- Make yourself comfortable and look after one other. You will get word as soon as it is safe to come out.

Evacuation

An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (purse, keys, GWorld card, etc.) and proceed to the nearest exit. Every classroom has a map at the door designating both the shortest egress and an alternate egress. Anyone who is physically unable to walk down the stairs should wait in the stairwell, behind the closed doors. Firemen will check the stairwells upon entering the building.

Once you have evacuated the building, proceed to our primary rendezvous location: the court yard area between the GW Hospital and Ross Hall. In the event that this location is unavailable, we will meet on the ground level of the Visitors Parking Garage (I Street entrance, at 22nd Street). From our rendezvous location, we will await instructions to re-enter the School.

Alert DC

Alert DC provides free notification by e-mail or text message during an emergency. Visit GW Campus Advisories for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, you are encouraged to share the information immediately.

GW Alert

GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit GW Campus Advisories to learn how.

Additional Information

Additional information about emergency preparedness and response at GW or the University's operating status can be found on [GW Campus Advisories](#) or by calling the GW Information Line at 202-994-5050.