



STONEHILL COLLEGE

CRM 356A –TERRORISM FALL 2017

Instructor: Dr. Anamika Twyman-Ghoshal
Office: Martin 235
Office Hours: Monday 10 am – 12 noon and by appointment.
E-mail: atwymanghoshal@stonehill.edu
Class Meetings: Monday 2³⁰-5⁰⁰pm
Room: Martin 206

AIMS OF THE COURSE:

The aim of this course is to place terrorism in context, to better understand what terrorism is, the various manifestations of the phenomenon, and its root causes. The class looks at the historical origins of the concept and its use around the world, including an examination of state terror and domestic terrorism. Students are encouraged to think critically by examining criminological and political science research in the area of terrorism studies, including understanding the internationalization of terrorism, as well as religious and secular forms of terrorism. The course culminates by looking at various due process issues that have arisen with the implementation of recent counter-terrorist tactics in the United States.

REQUIRED TEXTS:

- Alex Schmid (Ed.), (2013). The Routledge Handbook of Terrorism Research. (AS)
- Charles Townsend, (2011). Terrorism: A Very Short Introduction. (2nd Ed.) (CT)
- Jamal Joseph, (2012). Panther Baby: A life of Rebellion and Reinvention. (Algoquin Paperbacks) (JJ)
- Tore Bjorgo (Ed.), (2005). Root Causes of Terrorism. Myths, reality and ways forward. (TB)
- Mathieu Deflem, (2004). Terrorism and Counter-Terrorism: Criminological Perspectives. (MD)

RECOMMENDED TEXTS:

- Cynthia Lum & Leslie W. Kennedy (Eds.), (2012). Evidence-Based Counterterrorism Policy
- John Horgan & Kurt Braddock, (2012). Terrorism Studies: A Reader. Abington: Routledge.
- Brian Forst, Jack Greene, James Lynch, (2011). Criminologists on Terrorism and Homeland Security. Cambridge: Cambridge University Press.
- Richard Pious, (2006). The War on Terrorism and the Rule of Law.

LEARNING OBJECTIVES:

- Students will develop a critical understanding of the effects of economic, racial, ethnic, gender, and cultural diversity as contexts for defining and reacting to terrorism.
- Students will be able to utilize criminological theory and research to understand and explore various types of terrorism.
- Through the understanding of human rights students will develop a broader application of criminology to understanding ethical and social justice implication of criminology and the criminal justice system.

EXPECTATIONS:

CLASSROOM POLICIES: You need to **arrive to class on time** and remain for the entire session. Due to the disruption late arrivals cause, no one will be admitted to the classroom ten minutes after the beginning of the class. If there is a serious reason for the delay, please email or call me in advance. For the same reason, no early departures are allowed, unless you have asked for it at the beginning of the class.

You must also **submit work on the days specified** below. **Late work** will only be accepted in exceptional cases and will result in lost points.

If **any issues or concerns** arise during the semester that impact your work and class performance, please come and see me **as soon as possible**. Do NOT wait till the end of the semester.

CELL PHONES: Each cell phone is to be turned to silent mode during class time and remain out of sight throughout the entire duration of the class. Do not use the phone during class time.

CLASS DISCUSSIONS: In class discussions, students should work on developing an ability to defend ideas as well as an openness to relinquish and modify positions that are not justifiable.

eLEARN: I will use eLearn for communication, announcements and *posting of additional readings.* You are expected to check eLearn regularly in order to remain informed of the most recent schedule and assignments.

WORK LOAD: The federal definition of a credit one hour of classroom or direct faculty instruction and a *minimum* of two hours of student work for approximately fifteen weeks. Therefore my expectation is that you are spending at least six hours per week reading and preparing assignments in addition to our class time.

READINGS: It is important that you arrive to class having completed ALL the readings for that week in advance of the first class. The lectures will be used to clarify the course material and to elicit critical discussion. Attendance, preparedness, and participation are a portion of your grade. Participation requires not only that you attend class prepared for each lecture, but that you engage in class discussion.

SUBMISSIONS: All coursework should be submitted BOTH on eLearn as well as a hard copy in class on the due date. Work that is missing in either hard copy or electronic format on eLearn will have points deducted for not following this submission policy. You may be required or permitted to submit work to me via email. By submitting work in this manner, you are consenting to receiving grades or feedback from me via email.

COLLABORATION: My expectation is that you will adhere to the **Stonehill Academic Honor Code and Academic Integrity Policy** found in the 2015-2016 Hillbook under Academic Policies and Procedures.

In this course, I expect students to work independently on all assignments, unless otherwise specified. Evidence of collaboration will result in a failing grade. When in doubt, always verify with me if something is being done properly or is allowable in this class rather than simply make an assumption based on the fact that it was or is currently allowable in another class.

FACEBOOK: With the idea of continuing discussions beyond the classroom and staying up to date on current events and debates, make sure you like my Facebook page 'Professor Twyman-Ghoshal'. This is a way to engage in continued criminological conversations and thoughtful comments will be counted towards your class participation grade.

RESOURCES FOR ACADEMIC SUPPORT

The Center for Writing and Academic Achievement (CWAA) provides academic support services in a welcoming, professional environment that emphasizes collaborative learning and peer tutoring, supplemented with professional-level support. The CWAA offers a variety of academic support services, including peer tutoring in writing. The CWAA is located in MacPhaidin Library, Room 314. Drop-in hours are offered Sunday – Thursday. Students can visit the [CWAA website](http://www.stonehill.edu/cwaa) to view schedules, make appointments, or request a tutor: <http://www.stonehill.edu/cwaa>.

INCLUSIVE CLASSROOM STATEMENT

Stonehill College embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique cultural and religious experiences, beliefs, and perspectives. We all benefit from a diverse living and learning environment, and the sharing of differences in ideas, experiences, and beliefs help us shape our own perspectives. Course content and campus discussions will heighten your awareness to these differences. There are many resources for anyone seeking support or with questions about diversity and inclusion at Stonehill. Resources are infused throughout the Mission Division, Academic Affairs, and Student Affairs. If you'd like more information on how to get connected to resources, the Office of Intercultural Affairs is a good first stop: Location: Duffy 149, Phone: 508-565-1409, Email: diversity@stonehill.edu.

If you are a witness to or experience an act of bias at Stonehill, you may submit a bias incident report online or on the Stonehill App. If you would like to learn more on bias incident prevention and response, or submit a report please visit: <http://www.stonehill.edu/offices-services/intercultural-affairs/bias-response-protocol/>

A personal note from your professor: If you ever have a concern about my behavior or that of another student in the class, please, please feel free to approach me in person, by email, or with an anonymous note under my door... whatever it takes so that I can continue to work on creating an inclusive classroom environment. Thank you!

EMOTIONAL HEALTH: The subject matter of this class inherently deals with violence and victimization. This can be upsetting to those who have experienced or are close to someone who has experienced such events. Stonehill Counselling Services, located in the Chapel of Mary, offers free and confidential counseling. To make an appointment call 508-565-1331. <http://www.stonehill.edu/offices-services/counseling-services/>

STUDENTS WITH DISABILITIES

Stonehill College is committed to providing a welcoming, supportive and inclusive environment for students with disabilities. The Office of Accessibility Resources (OAR) provides a point of coordination, resources and support for students with disabilities and the campus community. If you anticipate or experience physical or academic barriers based on disability, please

let me know so that we can discuss options. You are also welcome to contact OAR to begin this conversation or to establish reasonable accommodations for this or other courses. OAR is located within the Academic Services & Advising Suite in Duffy 104. For additional information please call (508) 565-1306 or email accessibility-resources@stonehill.edu.

GRADING:

Grades are assigned using objective criteria, they are non-negotiable. Your running course average will be available on eLearn. Your grade reflects points that you have earned over the course of the semester.

Grade	Definition	Percentage	Quality Points per Credit Hour
A	Excellent, work that is of the highest standard, showing distinction	93-100	4.00
A-		90-92	3.70
B+	Good, work that is of high quality	87-89	3.30
B		83-86	3.00
B-	Satisfactory, work that fulfills requirements in quality and quantity and meets acceptable standard for graduation	80-82	2.70
C+		77-79	2.30
C		73-76	2.00
C-		70-72	1.70
D+	Passing, work that falls below graduation standard, yet is deserving of credit.	67-69	1.30
D		60-66	1.00
F	Failure, work undeserving of credit	59 and under	0.00

EVALUATION:

ATTENDANCE & PARTICIPATION: (10%)

Regular attendance will be monitored in class. Attendance will be graded out of 15 points, all *unexcused* absences will result in the deduction of one point. Please note that this class only meet once a week and missing classes is *STRONGLY DISCOURAGED*. As part of your participation grade questions and discussions are required in this *discussion based* class, this includes making comments and contributing constructively to EVERY class session. Comments on my Facebook page are especially welcome.

READING ACCOUNTABILITY EXERCISES: (20%)

At the start of every class there will be an exercise to reflect on the readings that were assigned for that week. The assignments will vary and will include any of the following: quizzes, oral activities, group exercises or free-writing. In these exercises, I expect you to restate, apply, summarize, examine or assess the readings you were assigned.

ASSIGNMENTS: (Total: 70%)

There will be FIVE key assignments for this class. These are aimed at showcasing the knowledge gained from readings, lectures, and your independent research. Remember that since we are covering topics outside of mainstream criminology and in the spirit of truly interdisciplinary work, you will need to venture outside our discipline for sources, you can look to the fields of political sciences, international relations, sociology, economy and the humanities. Always be prepared to talk about your work in class.

ASSIGNMENT #1: PUBLIC DEFINITIONS OF TERRORISM

In pairs, using the assigned readings in Townshend (Chapter 1 & 2) and Schmid (Chapter 2), find TWO examples in the recent news that highlight an event or a perpetrator that insights terror. One example should be of an incident or perpetrator that is labeled as terrorism and one that is NOT labeled as terrorism but based on our discussion you believe should be. Write a two-page reflection on how the examples are an adequate fit (or not) for the definitions presented in the readings. Make sure to support your statements with

in-text citations and a full reference page using APA style of the required readings and the news articles you used. Make sure you write formally and that you edit your work.

Due: 09/11/17

(10%)

ASSIGNMENT #2: TERRORIST INCIDENT REPORT (Pairs)

PART I: Take some time to choose a non-governmental terrorist group that you would like to learn more about (see list of choices provided and the *AS: Appendix 6.2 World Directory*). You will need to do independent library research and find a minimum of SIX peer-reviewed sources on the group. Write up a FULL annotated bibliography of your sources using APA citation style.

Make sure you read **AS: Chapters 7 & 9** to find good sources for your research!

PART II: Chose one of the terrorist attacks that your group was responsible for and explain the details of the incident. You will need to answer the questions of who, what, when, where, why, and how. Start by providing basic information (date, place, offender, victim, etc.) and then provide a description of the event. In addition to academic sources you can use reputable news sources to obtain details on the incident, make sure cite these sources. Write a two-page incident report on the crimes committed (in this one incident) by that group or government (using the template provided). Use clear language and a professional tone, do NOT sensationalize or dramatize the event, your tone should be unemotional and objective, focusing on the facts.

Due: 9/25/17

(10%)

ASSIGNMENT #3: LETTER TO JAMAL JOSEPH

Having read the entire Panther Baby book, think about the life of Jamal Joseph; how he found purpose in the Black Panthers, how he was radicalized and trained by the group, how the criminal justice system enhanced his radicalization, the effect the outreach programs of the Black Panther Party had on Jamal, the impact of using weapons, and the deradicalization process which changed his form of activism. Think about what was the most impactful part of the book, what you took away from the story. Draft a letter to the author, reflecting on the story of his life and what you learnt from it. Imagine the author is reading you letter, what would you want to say to him? What questions would you want to ask him? Write a THREE page letter and be prepared to share your letter with the class.

Due: 10/23/17

(10%)

ASSIGNMENT #4: TERRORIST-GROUP LIT REVIEW & PRESENTATION

Using your research on a non-governmental terrorist group which you started for your incident report, you will write a concise literature review on that entity. The paper should look at the history of the group

- The context for its rise
- The grievances that caused the group to form
- The types of crimes that were perpetrated
- Its development over time (was the group non-violent at any point, did the types of crimes it committed change?)
- The actions of the government to counter its activities
- How the ceased operations (if applicable).
- Conclude with
 - a discussion on the causes for the rise of this terror group
 - a discussion of the reason for the escalation and de-escalation of activities
 - a discussion on the effectiveness of the counter-terrorism policies

The literature review should be around SEVEN-pages in total; it should include

- A cover page
- An introduction
- A literature review (note: this is NOT an annotated bibliography and needs to be written as a continuous narrative around sub-topics)

- A conclusion
- A reference section using APA citation style with at least 10 peer-reviewed sources.

You will present your work to the class in a short 5 min presentation which should be accompanied by a one page handout for everyone in the class.

Due: 11/13/17

(20%)

ASSIGNMENT #5: POLICY MEMORANDUM ON COUNTER-TERRORISM AND CIVIL LIBERTIES

Using all of the knowledge gained from the course and focusing on the problems of controlling terrorism, write a THREE-page policy memorandum where you discuss a solution or solutions to reducing terrorism while maintaining civil liberties. You can choose to research a specific counter-terror tactic (i.e. surveillance, detention, enhanced interrogation, military tribunals – make sure to use the **Pious AND Lum & Kennedy** books), a particular civil liberty that is risked, or discuss the problem of counter-terrorism more broadly; the subject and policy should be something you feel strongly about.

The aim of a policy memo is to provide analysis and/or recommendation for a particular situation or problem. Your paper should explore pre- and post-9/11 legal amendments; identify key issues of the counter-terrorism strategy you have chosen to discuss. You have a selection of books (see recommended books above) at the Library reference desk (under this course title) that you will use as the foundation for your research. I expect to see **AT LEAST FIVE SOURCES** discussed in class to appear in your paper. In addition you will need to add **AT LEAST THREE MORE PEER-REVIEWED SOURCES** from your own independent library research. *Any and all* arguments you make need to be supported with laws, cases, and sound academic literature (media commentary and excerpts are **NOT** a suitable source).

In your policy memo you will need to convey key information, provide an analysis, and a conclusion that will help your readers make a better decision than they would have without your memo. This should be an informative paper, therefore make sure to support your statements with in-text citations and a full reference page using APA style.

Due: 12/4/17

(20%)

SCHEDULE & READINGS

The following is a tentative schedule; changes will be announced in advance. It is *YOUR* responsibility to be aware of any such changes. Make sure you *regularly* check on eLearn and Facebook for announcements.

DATE	TOPIC - READ (before class)
<i>August 29, 2017</i>	Introduction Terrorism Overview - AS: Chapter 1, Introduction (eLearn)
<i>September 4, 2017: Labor Day</i>	No Class
<i>September 11, 2017</i> Assignment #1 due	Definitional Issues - AS: Chapter 2, The Definition of Terrorism - CT: Chapter 1& 2
<i>September 18, 2017</i>	Causes of Terrorism - AS: Appendices 4.1 & 4.2 - TB: Introduction (Bjorgo), Chapter 2 (Gupta) & Chapter 5 (Post)

September 25, 2017 Assignment #2 due	Terrorism Research - LaFree, G. (2011). Using Open Source Data to Counter Common Myths about Terrorism. (eLearn) - LaFree, G. & Dugan, L. (2004). How does studying terrorism compare to studying crime? (MD, p. 53-74) - AS: Chapter 5, Databases on Terrorism
October 2, 2017	Terrorist Organization: Liberation Tigers of Tamil Eelam (LTTE) vs. Lone Wolves - TB: Chapter 10 (Kaarthikeyan) - Southern Poverty Law Center: Lone Wolf Report. Available online at: https://www.splcenter.org/20150212/lone-wolf-report
October 9, 2017	No Class <i>Don't forget to read Panther Baby!</i>
October 16, 2017	Domestic Terrorism – Right Wing - TB: Chapters 9 (Reinares) & Chapter 11 (Heitmeyer)
October 23, 2017 Assignment #3 due	Domestic Terrorism – Left Wing - JJ: Panther Baby book
October 30, 2017	Internationalization of Terrorism - CT: Chapter 4 & 5
November 6, 2017	Religious Terrorism - CT: Chapter 6 - TB: Chapter 8 (Mohammad)
November 13, 2017 Assignment #4 due	Al Qaeda & Daesh - Hoffman, B. (2004), “The Changing Face of AlQaeda and the Global War on Terrorism”, <i>Studies in Conflict & Terrorism</i> , 27(6), 549-560. - Saltman, E., & Winter, C. (2014). Islamic State: The Changing Face of Modern Jihadism. Available at Quilliam Foundation Website: http://www.quilliamfoundation.org/wp/wp-content/uploads/publications/free/islamic-state-the-changing-face-of-modern-jihadism.pdf
November 20, 2017	State Terror - CT: Chapter 3 - TB: Chapter 15 (Richardson) & Chapter 16 (Stohl)
November 27, 2017	Counter-Terrorism - TB: Chapter 18 (Schmid) & 19 (Silke) - Kappeler, V. & Kappel, A. (2004). Speaking of Evil and Terrorism: The Political and Ideological Construction of a Moral Panic. (MD, p. 175-197)
December 4, 2017 Assignment #5 due	Counter-Terrorism (cont.) - Leighton, P. (2004). The Challenge of Terrorism to Free Society in the Global Village. (MD, p.199-217) - Lobel, J. (2002). The War on Terrorism and Civil Liberties. 63 University of Pittsburgh Law Review 767 (use Lexis Nexis via the library website) - Hamm, M. (2007). High crimes and misdemeanors. <i>Crime, Media, Culture</i> , 3(3), 259-284. (eJournals)

<p><i>December 11, 2017</i></p>	<p>Deradicalization & Rehabilitating Terrorists</p> <ul style="list-style-type: none"> - Lankford, A., & Gillespie, K. (2011). Rehabilitating Terrorists Through Counter-Indoctrination: Lessons Learned From the Saudi Arabian Program. <i>International Criminal Justice Review</i>, 21(2), 118-133. (eJournals) - Hoffman, B. (1985). The prevention of terrorism and rehabilitation of terrorists: Some preliminary thoughts. Available online: http://www.rand.org/pubs/papers/P7059.html - <i>TBD</i>
<p><i>December 15, 2017 (Friday, 1:30pm)</i></p>	<p>Reserved Final Exam Session</p>