

San José State University
Justice Studies Department
Fall 2017
JS 123-80
Terrorism and Security

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COURSE DESCRIPTION AND OBJECTIVES

JS 123 is an upper-division course focusing on terrorism and security. Terrorism is certainly one of the major problems that endanger human security throughout the world. Since 9/11 the successive US governments have been spearheading a global war on terror which consumes a large chunk of tax-payers' money. The organizations like Hamas in Palestinian territories and ISIS in Syria and Iraq have brought terrorism again to the center-stage of public discourse in USA and the world. Terrorism has been described as "the poor man's air force" and as a tactic used by states to achieve foreign and domestic policy goals. This description of terrorism highlights the complexity of terrorism, which is a tactic used by individuals, groups, and states for a variety of goals. No single course can give you a full understanding of this topic, but this course hopes to provide the tools necessary to become educated consumers of news in a post-9/11 world. We will explore the phenomenon of non-state terrorism. The two central goals of the course are to provide students with an opportunity to study the historical use of political terror and to encourage students to think of terrorist activity not as the work of the mad, but of self-interested and calculating political actors. To accomplish these goals, we will examine a large swath of the literature both in historical scope and theoretical arguments.

Please note that this is an online course in which students will 1) watch videos of my course lectures that have been posted on Canvas, and 2) take online quiz, midterm and final exams, and complete assignments that, as noted above, will also be posted on Canvas. Hence this course is essentially located on Canvas, to which enrolled students automatically have access through their SJSUOne account. All course material, except for the course books, will be available through Canvas. Although I may be available in the campus to meet with interested students in person during the semester, all students are responsible for watching these lecture videos online, taking notes on those lectures, doing the course readings, taking the online quizzes, midterm and final examinations and submitting assignments (paper critiques) online. (A word to the wise: Students who do not watch the course lectures in sequential order as the semester progresses, or do not take notes on the contents, or do not do the required course readings will find it impossible to get a good grade and may well end up failing this course. Cutting corners or cramming before

exams, which is never a good idea for students who are serious about learning, is likely to lead to disaster in an online course!) To reiterate, course materials such as the syllabus, handouts, notes, assignment instructions, etc., can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

REQUIRED TEXT

1. BRUCE HOFFMAN. 2006. INSIDE TERRORISM. NEW YORK: COLUMBIA UNIVERSITY PRESS.

Other required readings will be posted on Canvas. The readings are subject to change by instructor.

Percent to Letter Grade Correspondence

A plus = 100-96%, A = 95-93%, A minus = 92-90%, B plus = 89-86%, B = 85-83%, B minus = 82-80%, C plus = 79-76%, C = 75-73%, C minus = 72-70%, D plus = 69-66%, D = 65-63%, D minus = 62-60%, F = 59-0%

GRADING AND COURSE REQUIREMENTS:

Four Critique papers: 20%

Mid Term Exam 30%

Final Exam: 30%

Quiz: 20

1. Four Critique papers 20%

In four different weeks, you should prepare a four page critique of the week's assigned article. Critiques must be typed, double-spaced, and in a font size no smaller than 11. Critiques are required to be uploaded online through Canvas. **I will evaluate your critiques for critical content. Works that merely summarize the readings will receive poor marks.** When writing your critique, keep in mind the following points: what are the important claims made by the author? What has the author really shown? What are the strength and weakness of the arguments? What are the possibilities for related research? What interesting questions (at least three) we can ask to the author? I will not accept any critiques after the deadline.¹

2. Mid Term Exam 30%

A mid-term examination will be given to assess your knowledge and understanding of course material covered during lecture. These will consist of three essay-type questions. The approximate submission dates for the mid-term and final exams appear in the schedule below. The exam questions will be given/ uploaded on Canvas about seven days before the submission date.

3. Final Exam 30%

The final exam will cover chapters and articles covered after the midterm and may have similar format.

¹ You are not required to analyze mathematical stuff in case of a quantitative paper.

4. Quiz**20%**

A quiz will be assigned each week from the second week (about 10 in total). The students are required to take the timed quiz through Canvas. The questions will be based on previous week's reading and will evaluate students' understanding of the topics of discussion.

Student Learning Objectives are as follows:

Upon completion of this course, students would/ should be able to:

SLO 1: Have a clear understanding of the phenomenon of terrorism as distinguishable from other forms of political violence.

SLO 2: Be familiar with the theories of terrorism.

SLO 3: Understand the rationality of terrorist violence as opposed to the common perception of terrorism as acts of deranged individuals.

SLO 4: Identify the causal factors which drive terrorist violence.

SLO 5: Understand the risk to human security posed by terrorist violence.

SLO 6: Learn about different responses to terrorism and strategies to counter terrorist violence.

SLO 7: Learn to engage in educated discourse of the sensitive issue of terrorism.

Justice Studies Department Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

University Policies**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current

academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video,

slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course -content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling Services

The SJSU, Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or

psychological and academic issues on an individual, couple or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

Schedule

Week 1: Definition and Typology

Reading:

1. Hoffman, Ch. 1, pp. 1-40
2. Charles Townsend (2011) *Terrorism: A Very Short Introduction*, Ch. 1 (pp.1-20), London: Oxford University Press.

Week 2: Strategies, goals and logic of Terrorism

1. **Andrew H. Kydd and Barbara F. Walter (2006) *The Strategies of Terrorism, International Security, Vol. 31, No. 1 (Summer, 2006), pp. 49-80.***
2. Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz, *World Politics: Interests, Interactions, and Institutions* (New York: W. W. Norton, 2010) Chapter 10, part II.

First paper critique – *Kydd and Walter (2006): Due on September 11

Week 3: Terrorism in Modern World

Reading:

1. Hoffman, Ch. 2, pp. 43-62
2. David C. Rapoport, (2004) “The Four Waves of Modern Terrorism,” in Audrey Kurth Cronin and James M. Ludes, Eds., *Attacking Terrorism: Elements of a Grand Strategy*, pp. 46-73.
3. Martha Crenshaw. (1981) The Causes of Terrorism, *Comparative Politics*, Vol. 13, No. 4 (Jul., 1981), pp. 379-399

Week 4: Discrimination and Terrorism (Theory)

Reading:

1. **Piazza J (2012) *Types of Minority Discrimination and Terrorism. Conflict Management and Peace Science 29 (5): 521-546***
2. Sambuddha Ghatak. “Challenging the State: Effect of Minority Discrimination, Globalization, and Democracy on Domestic Terrorism,” *International Interactions*, (Forthcoming).
3. Shining Path, Peru: Reading TBA

Second paper critique – *Piazza (2012): Due on September 25

Week 5: Discrimination and Terrorism (Case Studies)

Reading:

1. Basque Fatherland (ETA): Reading TBA
2. Nandi, Proshanta K. "Socio-political context of Sikh militancy in India." *Journal of Asian and African Studies* 31.3-4 (1996): 178-196
3. Neil DeVotta "Control Democracy, Institutional Decay, and the Quest for Eelam: Explaining Ethnic Conflict in Sri Lanka." *Pacific Affairs*, Vol. 73, No. 1 (2000): 55-76.

Week 6: Democracy and Terrorism

Reading:

1. Schmid A (1992) Terrorism and Democracy. *Terrorism and Political Violence* Volume 4 (4):15-23.
2. Windsor JL (2003) Promoting Democratization Can Combat Terrorism. *The Washington Quarterly* 26(3): 43–58.
3. Eyerman J (1998) Terrorism and Democratic States: Soft Targets or Accessible Systems. *International Interactions* 24(2): 151–170.
4. Li Q (2005) Does Democracy Promote or Reduce Transnational Terrorist Incidents? *Journal of Conflict Resolution* 49 (2): 278-97.
5. Choi S-W. (2010) Fighting Terrorism through the Rule of Law? *Journal of Conflict Resolution*.

Midterm due on October 13 (The question paper will posted one week ahead of this date)

Week 7: Democracy and Terrorism

Reading:

1. Hoffman, Ch. 6 & Ch. 7 (Media/public opinion and terrorism)

Week 8: Development/Globalization and Terrorism

Reading:

1. Berrebi, Claude (2007) Evidence About the Link between Education, Poverty and Terrorism among Palestinians. *Peace Science and Public Policy* 13(1): 1-36.
2. **Sambuddha Ghatak and Aaron Gold. "Development, Discrimination, and Domestic Terrorism: Looking Beyond a Linear Relationship." *Conflict Management and Peace Science*, (Forthcoming). DOI: 10.1177/0738894215608511**
3. Burgoon, Brian (2006) On Welfare and Terror: Social Welfare Policies and Political-Economic Roots of Terrorism. *Journal of Conflict Resolution* 50(4): 176-203.
4. Li, Quan & Drew Schaub (2004) Economic Globalization and Transnational Terrorism: A Pooled Time-Series Analysis. *Journal of Conflict Resolution* 48(2): 230-58.

Third paper critique – * Ghatak & Gold: Due on November 3

Week 9: Terrorism and State weakness

- Robert I. Rotberg (2004) *Failed States, Collapsed States, Weak States: Causes and Indicators* (ch.1) in “When States Fail.” Princeton: Princeton University Press.
- Lai, Brian. (2007). “Draining the swamp: An empirical examination of the production of international terrorism, 1968–1998.” *Conflict Management and Peace Science* 24 (4): 297-310.
- Piazza, James A. 2008. “Incubators of terror: Do failed and failing states promote transnational terrorism?” *International Studies Quarterly*. 52(3): 468-488.
- Ghatak, Sambuddha and Brandon C. Prins. “Homegrown Threat: State Strength, Grievance and Domestic Terrorism.” *International Interactions* Vol. 43, No. 2 (2017): 217 – 247.

Week 10: The Internationalization of Terrorism

Reading:

1. Hoffman, Ch. 3

Week 11: Suicide Terrorism

Reading:

1. Hoffman, Ch. 4, pp.131-171

Week 12: Religion and Terrorism

Reading:

1. Hoffman, Ch. 4, pp. 81 – 130.
- 1 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
- 2 ISIS: TBA

Week 13: Crime and Terrorism

Reading:

- 1 **Steven Hutchinson & Pat O’malley (2007) A Crime–Terror Nexus? Thinking on Some of the Links between Terrorism and Criminality, *Studies in Conflict & Terrorism*, 30:12, 1095-1107.**
- 2 Asal, Victor, H. Brinton Milward, and Eric W. Schoon. (2015) When Terrorists Go Bad: Analyzing Terrorist Organizations’ Involvement in Drug Smuggling. *International Studies Quarterly*, 59, 112–123.
- 3 Chris Dishman (2001) Terrorism, Crime, and Transformation, *Studies in Conflict & Terrorism*, 24:1, 43-58.

Fourth paper critique – * Hutchinson and O’Malley (2007): Due on November 21#

Week 14: Counter-terrorism

Reading:

1. Bruce Hoffman (2002) Rethinking Terrorism and Counterterrorism Since 9/11 *Studies in Conflict & Terrorism* Vol. 25 -2: 303-316.
2. Daxecker, Ursula E. & Hess, Michael L. 2013. "Repression Hurts: Coercive Government Responses & the Demise of Terrorist Campaigns." *British Journal of Political Science*. 43; 3: 559-577.
3. Pickering S, McCulloch J, Wright-Neville D (2008) Counter-terrorism policing: Towards social cohesion. *Crime, Law & Social Change* 50(1-2): 91-109.
4. Basia Spalek and Robert Lambert (2008) Muslim communities, counter-terrorism and counter-radicalisation: A critically reflective approach to engagement, *International Journal of Law, Crime and Justice*, Volume 36, Issue 4, Pages 257-270.

Week 15: Future of Terrorism: Will it end?

Reading:

1. Hoffman, Ch. 9, pp. 257 – 295.

Final Exam Due: TBD