

San José State University
Justice Studies Department
Spring 2018
JS 123-02
Terrorism and Security

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Office Hours: Monday/Wednesday 3:15-4:15 p.m.
Meeting: Tuesday and Thursday, 3:00 pm – 4:15 PM
Classroom: BBC 204

Justice Studies Course Policy:

It is the Department of Justice Studies policy that to be accepted for degree credit a grade of "C" or better is required. A maximum of two attempts at a course is allowed.

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. As we move through the course material, you will find that an understanding of a given topic builds on what has been covered previously. Thus, it is in your best interest to stay current on the readings, take detailed notes, and ask questions if you are unsure about a topic.

Required Text

1. BRUCE HOFFMAN. 2006. INSIDE TERRORISM. NEW YORK: COLUMBIA UNIVERSITY PRESS, ISBN 9780231126991

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:

Class Participation: 15%

Two Critique papers: 10%

Mid Term Exam 30%

Final Exam: 30%

Quiz: 15%

1. **Participation:** Success in this class is predicated on regular participation. If you do not attend and participate regularly, your grade will certainly suffer. The primary format for this course will be lecture and in class practice. Class time will also be used to go over current terrorism-related events in the US and the world, and to discuss the weekly homework if needed.
2. **Two Critique papers: In Two 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) can we ask to the author? I will not accept any critiques after the deadline.¹
3. **Mid Term Exam (Take Home):** A mid-term examination will be given to assess your knowledge and understanding of course material covered during lecture. These will

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

consist of three essay-type questions. The submission date for the mid-term exam appears in the schedule below. The exam questions will be given/ uploaded on Canvas about seven days before the submission date.

4. **Final Exam (Take Home):** These will also consist of three essay-type questions. The submission date for the final exam appears in the schedule below. The exam questions will be given/ uploaded on Canvas about seven days before the submission date.
5. **Quiz:** A quiz will be assigned each week from the second week (about 8 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. The first quiz will be posted on February 9, and will be due on February 11.

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>.

THIS SYLLABUS IS SUBJECT TO CHANGES BY THE INSTRUCTOR.

Schedule

January 25, Thursday: Introduction

January 30 and February 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.

February 6 and February 8: 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.

February 13 and February 15: 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

February 20 and February 22: 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

First paper critique – *Piazza (2012): Due on February 25

February 27 and March 1: 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.

March 6 & 8: 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*.

March 13 & 15: Democracy and Terrorism

Reading:

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

Midterm due on March 18 (The question paper will be posted one week ahead of this date)

March 20 & 22: 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.

April 3 & 5: Terrorism and State weakness

1. Robert I. Rotberg (2004) *Failed States, Collapsed States, Weak States: Causes and Indicators* (ch.1) in “When States Fail.” Princeton: Princeton University Press.
2. 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.
3. Piazza, James A. 2008. “Incubators of terror: Do failed and failing states promote transnational terrorism?” *International Studies Quarterly*. 52(3): 468-488.
4. Ghatak, Sambuddha and Brandon C. Prins. “Homegrown Threat: State Strength, Grievance and Domestic Terrorism.” *International Interactions* Vol. 43, No. 2 (2017): 217 – 247.

April 10 & 12: The Internationalization of Terrorism

Reading:

1. Hoffman, Ch. 3

April 17 & 19: Suicide Terrorism

Reading:

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

April 24 & 26: Religion and Terrorism

Reading:

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

May 1 & 3: 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.

Second paper critique – * Hutchinson and O’Malley (2007): Due on May 6#

May 8 & 10: 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.

Final Exam Due Friday, May 18