

Syllabus
Domestic Terrorism and Domestic Extremism
(CRIM.5710.031)

General Course Information

Instructor: Joel Day, Ph.D.

Course Chat schedule: Wednesdays 7-8pm

E-Mail Address (for use when Blackboard is down): joel_day@uml.edu

Course Description

In this course, we will cover some of the most pressing and concerning issues of modern day security and politics. According to Max Weber, "Ideas are those train conductors inside your head that flip the switch and change directions forever." What we are studying are not just ideas that will change your life, but ideas that have the power to change world security politics.

We also recognize that terrorism, broadly conceived, is a critically important concept to better understand. In the last 3 years, over half of Syria's population of 33million has either been killed or is a refugee. This war has given rise to the most lethal terror groups in world history. We have already seen an transnational group like ISIS inspiring over 70 individuals in the United States to commit terrorism. On the other hand, you are more likely to die from a brain-eating parasite than a terrorist attack. The study of these phenomena matters. How we conceptualize terror threats, tactics, motivations, and responses matters to our world. This course is thus designed to give you perspectives that you never had, and perhaps introduce ideas that will inspire you and prepare you for a career in national security.

This course examines the evolution and contemporary nature of domestic terrorist threats and violent extremist movements that the United States has confronted over the past several decades. Special attention is focused on the following:

- 1) right-wing militias,
- 2) left-wing groups,
- 3) anarchists,
- 4) religious extremists,
- 5) racial supremacist, ethnic separatists, and hate groups,
- 6) extreme environmental groups
- 7) animal rights groups.

Students will also learn about political, cultural, and socioeconomic factors that enable

- 1) ideological resonance,
- 2) radicalization,
- 3) the role of the Internet in mobilizing individuals toward violent behavior, and
- 4) the legal and criminal justice dimensions of responses to terrorism including "CVE" campaigns

Prerequisites for the Course

This course assumes no prior familiarity with terrorism, but students are strongly encouraged to follow current events through a major newspaper.

Course Materials:

All assignments are available on Blackboard. All required readings must be completed within the week.

Course Materials “Release” Day

Each "week" of this course typically begins on a Monday (12:00 AM ET), and ends on a Sunday (11:59 PM ET). The last week will end on Saturday, August 6th.

The course calendar at the end of this syllabus provides additional details with regards to the course schedule.

Interaction Guidelines – Communication and Participation

Mail (My Messages and **Mail** on the Course Menu):

Please contact me via the blackboard feature called “messages” – I get this faster and more reliably than any other form of communication. Mail should be used only for those personal and/or private messages. General course-related questions can be posted on the discussion board. You can expect a reply to emails within 24 hours.

Chat (Chat on the Course Menu):

I will hold “chats” live and online every Wednesday from 7-8pm. This will be an opportunity to clarify readings, assignments, or talk about the latest developments in terrorism studies. Please “stop by”!

Discussion Board (**Discussion Board** on the Course Menu):

Throughout the course, you will be required to post and comment on the discussion board. In fact, doing so is 40% of your overall grade.

Students should think of the course participation grade as an in-class oral examination extended throughout the semester. Alternatively, think of discussions as an office meeting with all of your colleagues and your boss. Take it very seriously. I evaluate participation on the basis of preparation, comprehension, professionalism, and engagement. To achieve the maximum score on participation, students should post on the discussion board, prepare for discussion by completing the readings in advance, contribute to the discussion posts of others, and be respectful of and responsive to other students. Quantity of participation is important, but not as important as quality. Questions, insights, and synthesis are all considered quality. Irregular participation on the discussion board, posting late, failing to participate in discussions, and disrupting class with irrelevant conversations can detract from the participation grade. I will be observing all exchanges, but I will not lead discussions – that is up to you.

Netiquette

Netiquette stands for Network Etiquette. It refers to proper behavior while interacting online. The golden rule of netiquette is essentially to treat people as you would want to be treated. Please be polite

and considerate. Think about whether your comment could cause hurt feelings. Be careful about how your words can come across because misunderstandings can be common online. Feel free to use emoticons to show your tone. In all projects and dialogue, you are expected to engage in engaged, respectful, inclusive, and professional demeanor at all times. Students can expect the same from me.

Assignment Guidelines

This is a graduate course and thus the bar is quite high for student performance. You are expected to post in discussions regularly, participate in all weekly exercises, and keep current with the reading schedule. The reading will prove overwhelming in a single sitting, so I highly recommend daily work.

How You Will Be Graded

Course grades will be based on the following elements, but failure to complete any of the individual assignments is grounds for failing the course.

Midterm Exam (20%) The open note midterm exam will be distributed one week before it is due. The exam accounts for 20% of the total course grade. Late exams will receive substantial deductions. You will have 120 minutes, for about 6 short essay questions. You will have a one week window to do the exam.

Assignments (10%) There will be short responses indicated at the end of certain course notes. There will be a total of 5, no longer than a couple paragraphs. You will respond to these in the assignment area on Blackboard.

Research Paper (30%) The final paper, worth 30% of the total course grade, will be a 20-page original research paper on one of the following four topics:

- (1) compare two domestic groups (one violent, one nonviolent) and explain why one group adopted violence while the other did not;
- (2) choose two domestic terrorist groups (one active and one that has abandoned terrorism) and explain why one has abandoned armed struggle where the other has not;
- (3) choose two states or government agencies that have confronted terrorism threats using different policies, and explain why they chose different policies;
- (4) select two different types of counterterrorism policies in the USA (one successful and one failed), and explain why one policy has succeeded where the other has failed.

Papers should be no longer than 20-page double-spaced pages and will be evaluated on the basis of persuasiveness, comprehensiveness, accuracy, clarity, and organization.

The paper is due August 7. Examples, and specific directions for a successful paper are posted in the folder "Final Paper".

Discussion Board (40%) Throughout the course, you will be required to post and comment on the discussion board. This includes 1) prompts from within the weekly course notes and 2) responding to one other student's discussion point in the forum. For prompts I initiate from the course notes, you will respond to my post in the discussion board as a thread in that forum. You will also respond to other

posts initiated by other students in the forum. Specifically, you are responsible for one response post to professor prompts by Friday of every week. You are also responsible for responding to one student response by Sunday of every week. This totals two discussion interactions every week.

Grades will be based on clarity of argument (5points), integration of reading into your overall point (5points), and comments relating directly to policy relevance (5points). Each post has a maximum score of 15 points, or 30 points per week (2postsx15points). The total points available are 360.

Requirement	% Total Grade
Midterm Exam	20
Research Paper	30
Assignments	10
Discussion Board	40
Total:	100%

Your final course letter grade will be determined as follows:

Numeric Grade:	Letter Grade:
98-100	A+
94-97	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
70-76	C
0-69	F

Grades are based on the following criteria:

A+ The student displays mastery of the material and more. The student performed far beyond my expectations in the course, displaying a grasp of the analytical and empirical material as well as creativity or insight beyond the material itself. The student will be among the top students in the degree program based on her/his performance in this course.

A The student displays complete mastery of the course material. I was very impressed by the student's performance, and the student has acquired the analytical, theoretical, and empirical skills to achieve at a very high level in the degree program.

A- The student fully comprehends the course material. The student met all of my expectations in the course; the student will perform very well in the degree program.

B+ The student met most of the requirements of the course, but demonstrated some weakness in either analytical or empirical skills or difficulty with time management. The student will perform well in the degree program when those skills are further developed.

B The student demonstrated some weakness in both analytical and empirical skills and also may have difficulty with time management, but clearly attempted to prepare for evaluated assignments. It is difficult to evaluate whether the student will succeed in the degree program.

B- The student demonstrated disregard of the course requirements and weaknesses analytically and empirically.

C+ The student demonstrated blatant disregard / negligence during the course beyond misunderstanding the material. Continuing in the degree program is not recommended.

C The student did the very bare minimum passable work and disregarded all instruction. Demonstrated disrespect for professor and colleagues. Continuing in the degree program is not recommended.

In the event you disagree with a grade, you must notify me via messages. In this message, you must attach the original piece of work with a professional note outlining the reasons why you believe the grade is unfair or wrong. I will deliberate and revise the grade as I see fit. Please keep in mind that revisions of grades go both ways – up and down. If a dispute still remains, this course will follow the dispute procedure outlined by the university:

<https://www.uml.edu/Catalog/Graduate/Policies/Grading-Policies.aspx>

Note: No documents should be sent to the instructor using Mail or external e-mail. All submitted documents should be handed in following the specific instructions given with the Blackboard tool set up by the instructor.

Make Up Policy

Make up / accepted late work are granted only for significant and verifiable personal emergencies (e.g., serious personal illness, death in the family), which are accommodated only at my discretion. No extensions are granted due to the pressures of academic life (such as work due in other classes, extracurricular activities, or stress).

Academic Integrity Policy

Cheating and plagiarism should not be tolerated in any academic environment, and I intend to hold everyone equally accountable to that standard. If you witness an incident of concern, you should report

it right away, as this protects the integrity of your own degree program. Please review the University policy on academic dishonesty, cheating and UMass Lowell Online students are expected to be honest and to respect ethical standards in meeting academic assignments and requirements. A student who cheats on an examination or assignment is subject to administrative dismissal. Please visit the [Academic Integrity](#) Web site for specific details regarding this policy.

Student Disability Services

UMass Lowell Online students requiring academic accommodations should contact [Student Disability Services](#) for assistance.

Course Calendar

Week (dates)	Topics	Weekly Agenda: <ol style="list-style-type: none"> 1. Read Posted Articles 2. Read Course Notes 3. Respond to Instructor Discussion from Course Notes 4. Respond to a Classmate's Thread
May 16 – 22	Defining Domestic Terrorism And Violent Extremism	Definitions of Terrorism in the U.S. Code https://www.fbi.gov/about-us/investigate/terrorism/terrorism-definition The White House. "Empowering Local Partners to Prevent Violent Extremism in the United States" February 2011 https://www.whitehouse.gov/sites/default/files/empowering_local_partners.pdf (Skim Each Section) USAID, Guide to the Drivers of Violent Extremism, Produced by Guilain Denoeux with Lynn Carter of Management Systems International, 2009 http://pdf.usaid.gov/pdf_docs/Pnadt978.pdf

<p>May 23 – 29</p>	<p>Theories and Approaches</p>	<p>Leonard Weinberg, Ami Pedahzur, and Sivan Hirsch-Hoeffler, "The Challenges of Conceptualizing Terrorism," <i>Terrorism and Political Violence</i>, Vol. 16, No. 4 (2004), pp. 777-94</p> <p>Barbara Walter and Andrew Kydd, "Strategies of Terrorism," <i>International Security</i>, Vol. 31, No. 1 (Summer 2006), pp. 49-80.</p> <p>Max Abrahms, "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy," <i>International Security</i>, Vol. 32, No. 4 (Spring 2008), pp. 78-105.</p> <p>Max Abrahms, Erica Chenoweth, Nicholas Miller, Elizabeth McClellan, Paul Staniland, and Hillel Frisch, "Correspondence: What Makes Terrorists Tick?" <i>International Security</i>, Vol. 33, No. 4 (Spring 2009), pp. 180-202.</p>
<p>May 30 – June 5</p>	<p>Anarchism in the United States</p>	<p>Richard Bach Jensen, "The Pre-1914 Anarchist 'Lone Wolf' Terrorist and Governmental Responses." <i>Terrorism and Political Violence</i> 26 (1) (2014): 86-94.</p> <p>Paul Hollander, "Righteous Political Violence and Contemporary 3 Western Intellectuals." <i>Terrorism and Political Violence</i> 25 (4), 2013, pp. 518-530</p>
<p>June 6 – 12</p>	<p>Racial supremacist, ethnic separatists, and hate groups</p>	<p>Meghan Keneally, "The hate map of the USA: From the KKK to black separatists, where America's 939 hate groups are based" March 2014: http://www.dailymail.co.uk/news/article-2572449/The-United-States-Hatred-From-KKK-black-separatists-939-hate-groups-America-mapped.html - ixzz44rkU7STt</p> <p>White Supremacy and Violence. See report by Southern Poverty Law Center at: http://www.splcenter.org/get-informed/intelligence-report/browse-all-issues/2014/summer/White-Homicide-Worldwide</p> <p>Wen, Cheng. 2013. "HATE CRIME AND ITS RELEVANT FACTORS." <i>Journal Of Current Issues In Crime, Law & Law Enforcement</i> 6, no. 4: 389.</p> <p>Cheng, Wen, William Ickes, and Jared B. Kenworthy. 2013. "The phenomenon of hate crimes in the United States." <i>Journal Of Applied Social Psychology</i> 43, no. 4: 761.</p>

June 13 – 19	Leftist Violent Movements	<p>George Michael, "The Ideological Evolution of Horst Mahler: The Far Left-Extreme Right Synthesis." <i>Studies in Conflict & Terrorism</i> 32 (4) (April 2009), 346-366.</p> <p>Falciola, L. 2015. "A Bloodless Guerrilla Warfare: Why U.S. White Leftists Renounced Violence Against People During the 1970s." <i>Terrorism And Political Violence</i> 22p</p> <p>Emmanuel Karagiannis and Clark M. McCauley, "The Emerging Red-Green Alliance: Where Political Islam Meets the Radical Left." <i>Terrorism and Political Violence</i> 25 (2), 2013, pp. 167-182.</p> <p>Della Porta, Donatella (1988). "Recruitment processes in clandestine political organizations: Italian left-wing terrorism." <i>International Social Movements Research</i> 1: 155-169.</p>
June 20 – 26	Right-wing Violent Movements	<p><u>Mid Term</u></p> <p>Read material on the "The Army of God web site: http://www.armyofgod.com/</p> <p>Ryan Lenz, "Republic for The united States of America Plagued by Criminality." <i>Intelligence Report</i> 146 (Summer 2012), available at the Southern Poverty Law Center http://splcenter.org/getinformed/intelligence-report/browse-all-issues/2012/summer/sins-of-thesovereigns</p> <p>Video: "Right-wing Terrorists Kill More Americans Than Islamic Extremists" https://www.youtube.com/watch?v=yJiE6_xJ6Zk</p>
June 27 – July 3	Religious Violent Movements I	<p>James Aho, "Christian Identity Movement" <i>Encyclopedia of Social and Political Movements</i>, January 2013</p> <p>Sharpe, Tanya Telfair. 2000. "The Identity Christian Movement: Ideology of Domestic Terrorism". <i>Journal of Black Studies</i> 30 (4). Sage Publications, Inc.: 604–23. http://www.jstor.org/stable/2645906.</p>
July 4 – 10	Religious Violent Movements II	<p>Audrey Kurth Cronin, "Why ISIS is not a Terrorist Group." <i>Foreign Affairs</i> March/April 2015.</p> <p>Maura Conway and Lisa McInerney, "What's love have to do with it? Framing 'JihadJane' in the US Press." <i>Media, War and Conflict</i> 5(1), 2012, 6-21.</p> <p>Day, Joel & Scott Kleinmann, "The Cult of Jihad" http://politicalviolenceataglance.org/2016/01/22/the-cult-of-jihad-a-practical-theology-perspective-on-isis/</p>

July 11 – 17	Animal Rights and Environmental Extremism	<p>Gerry Nagzaam and Pete Lentini, "Vigilantes on the High Seas? The Sea Shepherds and Political Violence. <i>Terrorism and Political Violence</i> 20 (1) (Jan.-March 2008), 110-131.</p> <p>Joose, Paul (2007). "Leaderless Resistance and Ideological Inclusion: The Case of the Earth Liberation Front." <i>Terrorism and Political Violence</i> 19(3): 351-368.</p>
July 18 – 24	Online Radicalization and Social Media	<p>Post, Jerrold M., Cody McGinnis, and Kristen Moody. 2014. "The Changing Face of Terrorism in the 21st Century: The Communications Revolution and the Virtual Community of Hatred." <i>Behavioral Sciences & The Law</i> 32, no. 3: 306-334.</p> <p>Seamus Hughes, "Fax Machine Radicalization" <i>War on the Rocks</i> July 22, 2015. http://warontherocks.com/2015/07/fax-machine-radicalization/</p>
July 25 – 31	Responses to Domestic Terrorism: Military and Policing Actions	<p>van Dongen, T.W. 2013. "Law enforcement as politics by other means: lessons from countering revolutionary terrorism." <i>Police Practice & Research</i> 14, no. 5: 428-441.</p> <p>Peter Sederberg, "Conciliation as Counter-Terrorist Strategy," <i>Journal of Peace Research</i> (August 1995), pp. 295-311.</p> <p>Rob de Wijk, "The Limits of Military Power," <i>The Washington Quarterly</i>, Vol. 25, No. 1 (Winter 2002), pp. 75-92 https://www.fbi.gov/about-us/investigate/terrorism/terrorism_jttfs</p>
Aug. 1 – 6	Responses to Domestic Terrorism: Community Based Programs and CVE	<p><u>Paper Due Aug 7</u></p> <p>Williams, Michael, John Horgan, William Evans, "The Critical Role of Friends in Networks for Countering Violent Extremism: Towards a Theory of Vicarious Help-Seeking" <i>Behavioral Sciences of Terrorism and Political Aggression</i>, 1-21, 2015,</p> <p>Jerome P. Bjelopera "Countering Violent Extremism in the United States" <i>Congressional Research</i> . February 19, 2014 https://www.fas.org/sgp/crs/homesec/R42553.pdf</p>