OVERVIEW: Since the early 1980s, terrorism has become an increasingly prominent security concern for the United States government and its citizens. The events of September 11, 2001 quickly moved terrorism even more to the forefront of U.S. security concerns. Although thinking of terrorism as a top security concern is relatively “new” to the U.S., many countries and regions of the world have long dealt with terrorism as both a top security concern and a factor in everyday life. In this course, we will examine terrorism from several distinct angles as well as develop a solid understanding of important historical instances of terrorism.

The course will begin with examination of what exactly constitutes terrorism, as this is often a point of contention. Our exploration of what defines terrorism will be informed by numerous historical examples. Next, we will study the individual motivations of terrorists and potential terrorists. We move from individual motivations to viewing terrorist groups as organizations that are many times similar in function to other political organizations (e.g., states). The strategies and tactics of terrorist and insurgent groups are given particular attention. We finish the course with a focus on the international politics of terrorism. In particular, we examine the many connections between states and terrorist groups, which range from various kinds of state support, state counterterrorism and counterinsurgency, to state negotiations with groups.

Much of the material covered in this class is difficult and abstract. Ultimately, theory should be used to explain actual cases and to aid in organization of our thoughts about the world around us. Terrorism is obviously a topic that is in the news on a daily, if not hourly basis. Students are expected to come to each class prepared to discuss current events, integrating what we have learned conceptually in the course into the discussions. To ensure that such discussions are fruitful, it is required that students consult print news sources (e.g., newspapers, periodicals) on a daily basis. Newspapers are available at numerous locations on campus as well as on internet sites such as: www.washingtonpost.com, www.nytimes.com, www.foxnews.com, www.cnn.com, www.pbs.org, or news.bbc.co.uk.
**GRADING:** Final grades for this course are determined as follows:

- Final Paper - 30%
- First Examination - 25%
- Second Examination - 30%
- Participation - 15%
  - General Attendance and Participation - 10%
  - Paper Idea Presentation - 5%

Below are more detailed explanations of each of the four components to the final grade.

1. **Final Paper:** A 10-12 page paper (12 point font, double-spacing) that examines a topic of direct relevance to one of the main themes in the course. The topics are to be chosen by the students and cleared with me. The papers should provide an explanation for a phenomenon (e.g., an event, the behavior of a group, the policy of a state towards a group) based on theoretical ideas studied and discussed in the course. Topics should be cleared with me by the beginning of class on February 2. A short paragraph discussing the topic and how you plan to approach it can be either emailed to me or directly handed in after class or during office hours. Failure to turn in a topic proposal on time will result in a grade penalty of 2 points for each day it is late. It is important that this paper is written, proof-read several times by yourself and others, and edited substantially, as it is 35% of your final grade. A good paper requires at least three weeks of consistent work. The paper is due on the final day of class, May 3, at 5:00pm. Late papers are penalized by a full letter grade for each day they are late.

2. **Examinations:** Two in-class examinations will be given during the course. The exams will consist of two sections: identification of key concepts and essay. The identification section will list 6 key concepts or ideas from the course readings and lectures of which students will need to choose 4 to explain. The concept should be correctly explained and then briefly applied to an actual example from the readings or from current events. The essay portion of the exams will consist of 3 questions of which students must choose 2 to answer. All identification concepts and essay questions will come directly from the readings and lectures, so exams will reward all who have kept up with the work. The second examination will focus mostly on material covered since the first examination; however, concepts covered previous to the first examination will inevitably come up, as the topics in the course are all closely linked.

3. **Participation:** Active participation in class discussions are important to ensure that everyone benefits as much as possible from the course. A baseline for the participation grade is simply attendance. It is quite hard for me to award a good
participation grade to students who are not in class. Beyond that, students are ex-
pected to weigh in on class discussions in a way that demonstrates they have done
the readings and more importantly, given some serious thought to them. While
there are no hard and fast rules, I should generally observe good contribution to
discussions from each student at least once a week. However, please note that I
assess contributions for their quality rather than their quantity.

A five minute presentation to the class outlining the basic idea behind your paper
project and the arguments and evidence used in the paper will take place over
the last three sessions of class. This short presentation is worth one-third of your
participation grade, or 5% of your overall grade. The presentation is intended to
both ensure that students are well along in the writing process by the final few
weeks of class as well and to provide an opportunity to receive feedback that can
improve the paper before it is turned in.

Below is the grading scale for all parts of the final grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
</tbody>
</table>

**READING:** The readings are from the two required books as well as numerous schol-
ary articles. Most of the articles are posted on ANGEL, otherwise they are all available
electronically through the library website. The required books are:

Daniel Byman. 2005 *Deadly Connections: States that Sponsor Terrorism*. Cambridge:
Cambridge University Press.

COURSE SCHEDULE


   **Note:** First Short Paper Due Today


9. **February 2: Individual Motivations V — Strategies.**


10. **February 4: Individual Motivations VI — Tactics.**


14. **February 18: No Class — International Studies Association Conference.**

15. **February 23: First Examination.**


19. **March 9 & 11: Spring Break.**


29. **April 15: Examination 2**

30. **April 20, 22, 27 & 29: Paper Idea Presentations** 5 Minutes for Each Student. Additional time will be used for questions and comments from classmates. This is a great opportunity to get feedback on your paper idea that can lead to improvements before the final copy is due.

31. **May 3: Final Paper Due Today by 5:00pm**
SPECIAL PROVISIONS
Students with documented disabilities who require special accommodations should meet with me and express their needs during the first two weeks of the class. All discussions will remain confidential. I want to do whatever possible to assure each student full and rewarding participation in the course.

ABSENCES
If a student anticipates missing a day or more of class due to a scheduling conflict, please let me know as far in advance as possible. I will try to be as accommodating as possible for legitimate conflicts, but need to be informed at least a week in advance if possible. If an emergency situation arises or a student needs to miss a course for medical reasons, relevant documentation will be required to excuse the student for missing class.

ACADEMIC DISHONESTY
The Department of Political Science, along with the College of the Liberal Arts and the University, takes violations of academic dishonesty seriously. Observing basic honesty in one’s work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

All course work by students is to be done on an individual basis unless an instructor clearly states that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. Students uncertain about proper citation are responsible for checking with their instructor.

In an examination setting, unless the instructor gives explicit prior instructions to the contrary, whether the examination is in class or take home, violations of academic integrity shall consist but are not limited to any attempt to receive assistance from written or printed aids, or from any person or papers or electronic devices, or of any attempt to give assistance, whether the one so doing has completed his or her own work or not.

Lying to the instructor or purposely misleading any Penn State administrator shall also constitute a violation of academic integrity.

In cases of any violation of academic integrity it is the policy of the Department of Political Science to follow procedures established by the College of the Liberal Arts. More information on academic integrity and procedures followed for violation can be found at: http://www.la.psu.edu/CLA-Academic_Integrity/integrity.shtml

DISABILITIES
The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined
by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible. Reasonable accommodations will be made for all students with disabilities, but it is the student’s responsibility to inform the instructor early in the term. Do not wait until just before an exam to decide you want to inform the instructor of a learning disability; any accommodations for disabilities must be arranged well in advance.