

Sierra Nevada College
INTL 420: International Terrorism & Peacekeeping
Course Reference Number 80217
Semester: Fall 2017; August 21 – December 17, 2017

General Information:

Faculty: Mary L. Lewellen, Associate Professor
Phone: 775-849-3721 or 703-585-7454
Office Hours: Tuesday, 9:30 – 4 pm
Office Location: TCES, 2nd floor
E-Mail: mlewellen@sierranevada.edu
Teaching Schedule: Monday & Wednesday, 16:00 – 17:15 pm, PL 320
Credit: 3 hours
Required Texts: Annual Editions, Violence and Terrorism 15th Edition By Thomas Badey
Copyright: 2016
ISBN10: 1259400085 | ISBN13: 9781259400087

From Revolution to Apocalypse, 2nd edition revised, Bard O'Neill, ISBN-13: 978-1574881721
Final Exam: Tuesday, December 12, 18:30 – 21:30

Prerequisites: None

The Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**.

Course Description:

“Terrorism is about the drive for power”¹ and is a transnational issue affecting all of us. As the Middle East (Syria, Lebanon, Israel, Iraq, and potentially Iran) erupts into violence and warfare, we need to understand the motives and objectives of organizations fighting (Hezbollah, Al Qaeda, PLO, Hamas, etc.) in order to be able to consider the tools available to foreign policy makers to respond. The U.S. is still engaged in the “War Against Terror” in Afghanistan, the Middle East, the Horn of Africa, Southeast Asia, and elsewhere. Why is our involvement continuing over ten years after September 11?

“Few nations have escaped insurgent violence, be it terrorism or guerrilla warfare. If such violence were purely internal, it might be of little concern to great powers such as the United

¹ Course Syllabus: Terrorism by Dr. Christopher C. Harmon, Summer 2006.

States. However, as is well known, most insurgencies have been internationalized in various ways, with outside powers supporting either governments or insurgents in pursuit of their own interests.

Ironically, it was not very long ago that many foreign policy experts concluded the collapse of the Soviet bloc had marginalized the importance of insurgency because it destroyed the Marxist ideological rationale of many insurgent groups. This conclusion proved to be premature, as the tenacity of groups like the Revolutionary Armed Forces of Colombia and the Front for the Liberation of Nepal have shown. Indeed, some organizations, such as the New People's Army in the Philippines, have argued that the deviation from true Marxism-Leninism was the key cause of Soviet problems; others, like the Shining Path in Peru, never put much stock in Soviet thinking to begin with.

We should not be surprised to see several of the leftists insurgencies continue and perhaps new ones appears, given the dysfunctional aspects of the globalization process. Some of these movements will be Marxist, albeit in new guises. Others will be more reformist in orientation (e.g., the Zapatista Liberation Front in Chiapas, Mexico).

The persistence of left-wing insurgencies notwithstanding, insurrections inspired by ethnic and religious groups are and will probably remain more important. While such groups were extant before and during the cold war, the proclivity to equate insurgency with Marxist movements often led to their being ignored or misperceived. That this is no longer so is evident from extensive media coverage of violence perpetrated by various nationalist and religious movements, most notably Islamic militant groups that seek to change the international system fundamentally.

All of this adds to the complexity and disorder in the global arena and makes clear thinking about internal wars more important than ever. Accordingly, the central purpose of this course is to provide a systematic approach for analyzing insurgencies that occur at any time, in any place, and under any circumstances. As you will see, although this approach was used to analyze Marxist insurrections in the cold war years, it has never been restricted to that brief historical epoch. Succinctly put, it can be used to analyze past and present insurgencies and, most importantly, the unforeseen cases that the future will present to us.”²

In today's global environment, terrorism has the ability to impact each of us in our daily lives. In order to be able to respond to the terrorism threats we as part of the global community face today, we must be analyze the motives (declared and undeclared) of terrorist organizations, the source of their financing, tactics, external and internal support, and their objectives.

To respond effectively (counterterrorism), we need to understand the tools that decision-makers can use overtly and/or covertly. We need to understand the challenges of terrorism to a free society, the strategies and approaches for combating terrorism, and how the world has organized itself to fight the “War Against Terror.”

² Bard O'Neill, *Insurgency and Terrorism*, 2005.

Course Objectives:

Through lectures, readings, research, problem-solving, and role-playing, students will develop an understanding of the complexity of operating and managing the national security interests and decisions of governments (U.S., Israel, Indonesia, etc.) in a changing geo-political environment. Students will learn to define and analyze terrorism threats around the world as well as learn to identify the tools available to institutions and organizations implementing counterterrorism strategies. Students will study the underlying reasons for conflict and the means the U.S.

Government, the U.N., host governments, NGOs, civil society, and others can attempt to use to mitigate and resolve conflicts. This course will:

- A. Further our knowledge and comprehension of internal and external wars and the use of terrorism to fight those wars.
- B. Further our knowledge of the challenges of terrorism to a free society and in particular, to the U.S.
- C. Identify strategies and approaches for combating terrorism.
- D. Identify ways the U.S. and other governments have organized to fight terrorism.
- E. “Establish and underscore the crucial role that systematic, objective, and explicit analysis plays in understanding the use of terrorism to fight internal and external wars.
- F. Provide a conceptual framework that can be used to systematically analyze insurgencies; in other words, to provide a series of essential questions that should be asked about any insurgency.
- G. Sharpen and develop analytical skills through the use of case studies and role playing in which students apply a framework for analysis to specific terrorist and insurgent situations.”³
- H. Provide a broad overview of the peace process, the tools used to negotiate peace, and the methodologies followed.

Approach:

“This course will outline, discuss and apply a systematic framework for analysis to a number of cases. Besides seminar discussions and readings devoted to case studies, students will analyze several terrorist insurrections using the framework provided and present their conclusions and findings in class.”⁴ Students will also participate in several simulations to identify options and alternatives for responding to terrorist actions.

“There are three reasons for adopting and adhering to a common framework for analysis and its inherently comparative methodology.

1. it is a convenient means for ordering and interpreting a vast amount of data.
2. it engenders consistency, facilitates communication, and injects coherence into our efforts because it provides us with a series of shared concepts.

³ Ibid.

⁴ Ibid.

3. it ... directs our attention to some of the most important facets of insurgency, ... [and] it also suggests critical linkages among them.”⁵

In the counterterrorism section of the course, we will examine the field of counterterrorism and respond to questions about how we should weigh our response to terrorism in light of U.S. foreign policy objectives and our national security objectives. In addition, we will examine the potential impact of religion on the “War Against Terror.”

Course Requirements and Methods of Evaluation:

The achievement of course objectives will be assessed as follows:

Attendance	5%
In-class Participation and Attitude	10%
Readings and Quizzes	10%
Mid-terms (2)	20%
Final Exam	15%
Two Case Study Presentations	20%*
Two Case Study Reports	20%

*Each student will receive an individual grade for their case study presentation. The case study report will be graded as a “group” project and graded accordingly.

The student’s final grade will be based upon the following scale:

94-100%	A
90 – 93%	A-
84 – 89%	B
80 – 83%	B-
74 – 79%	C
70 – 73%	C-
64 – 69%	D
Below 64	F

Instructional Strategies:

This class will use lectures, reading assignments, case studies, reports, class discussions, and role playing exercises to teach course concepts and materials.

In general, the class will include:

- ❖ 10 minutes for review/questions
- ❖ 30-50 minutes to present paper. Team will lead the discussion of the assigned topic (students should be prepared to identify probing questions that should be debated and

⁵ Ibid.

discussed within the classroom. All students should be prepared to discuss the pros/cons of the assigned topic.)

- ❖ 30-50 minutes for lecture/discussion/questions

Note: The instructor will lecture on the materials included in assigned texts. The materials covered in class will be critical to your understanding of the framework or model used to analyze insurgencies and terrorist activities and to identify possible options for responding.

Students should read all assigned materials as class discussions will be enriched through active participation by all.

Attendance, Participation, and Attitude:

Attendance, participation, and positive attitude in class will contribute to your grade. Students who have more than three unexcused absences will receive a zero for participation and attendance. Absence from the class does NOT excuse any student from due assignments, quizzes, in-class exercises, projects, or exams scheduled during the missed class period. Make-ups for assignments, quizzes, presentations, and in-class exercises will not be granted for any absences. Make-ups (for examinations only) will be made/rescheduled at the discretion of the instructor.

Examinations and Quizzes:

All quizzes and examinations will be held on assigned readings from the textbook, outside readings, in-class exercises and discussions, and any other material covered in class. The examinations will consist of a combination of multiple choice, fill-in the blanks, matching, definition, and/or short essay questions, straight short essay, or a individual case study. Make-ups for examinations are discouraged. Make-ups will NOT be granted for quizzes missed (no exceptions).

Approximate Timetable and Schedule of Class Activities:

The order of topics, tests, assignments, etc. is presented in this syllabus. Every effort will be made to stay on scheduled with the syllabus. However, the professor reserves the right to make changes in the syllabus as the seminar progresses and the particular needs of the seminar emerge. These changes will be announced in class. It is the responsibility of the individual student to stay informed about any changes in topic order, tests dates, etc.

Written Work and Presentations Requirements:

All written requirements—assignments, projects, papers, etc.,--MUST be typed in double space. All written work submitted for grading must be original copy, of professional quality and in a folder or binder. Please use spell-check on all work submitted.

All assignments are due at the beginning of the class period on the date indicated in the tentative schedule. Students are urged to jointly and collaboratively work together on case study analysis,

team projects, and assignments. Details of all assignments and projects will be thoroughly explained in the syllabus or subsequent attachments.

The time assigned for presentations is 30 minutes for each team (excluding questions/answers). Class discussions will follow every presentation. Students are advised to be creative in their planning, development and presentations. Note: Students will receive an individual grade for their oral presentation. The written presentation will receive a group grade.

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

A written statement of the official policies, procedures, and processes related to Academic Honesty/Plagiarism can be found in the Student's Handbook/University Catalog. It is critical that students understand that many of the assignments in this class will be done as team projects. As such, EACH student on the team is responsible for ensuring that the academic honesty/plagiarism policies are adhered to on all assignments. Students are expected to submit original work for all assignments. Students will be required to submit all written papers/presentations electronically through www.turnitin.com using course codes provided by the instructor.

Team/Group Work Requirements:

Each student will participate in at least two team presentations/research topics. Team and research topic assignments will be issued the first/second week of the seminar. Class members can request assignment to a particular team, but team membership must be rotated.

The research topics will be presented in class. Each designated team is required to present a report of the research topic in class on the scheduled due date. The time assigned for the presentation is 20-30 minutes (this does not include the Q and A session). Every member of the team is required to participate in the team presentation. All presentations must be business-like and professional. Also, each member of the team MUST have a thorough understanding of every component and facet of the research topic. Class discussions will follow each project presentation. Teams should be creative in their presentations and are expected to seek outside information on the topic being studied through Internet or library-based research. A minimum of ten sources should be consulted in assessing and analyzing the assigned insurgency. At the beginning of each presentation, on the scheduled due date, each team must submit a written report (10-15 pages) of the research topic to the professor. The written report should include the following information/content:

1. Cover page (team member names, ID number, Research Topic, course number/title, etc.)
2. Executive Summary, if appropriate
3. Body of the Text –**USE** the O'Neill model to analyze the insurgency.
 - a. Historical sketch
 - b. Type of Insurgency
 - c. Insurgent Strategy
 - d. Insurgent Techniques
 - e. Status of the Insurgency
 - 1) Environment
 - 2) Popular Support
 - 3) Organization
 - 4) Unity
 - 5) External Support
 - 6) Government Response
4. Counterterrorism– Options for addressing the insurgency/terrorist activity
 - a. Economic
 - b. Diplomatic
 - c. Education

- d. Training
- e. Military
- f. Religion
- g. Mediation/Arbitration/Adjudication
- h. Disarmament, Demobilization, and Reintegration Options
5. Conclusions and Future Outlook
6. Appendix
 - a. Copies of handouts, power point presentation, transparencies, etc.
 - b. Copies of any other materials used in the presentation
 - c. Listing of research sources utilized to analyze and prepare research topic
7. An envelope containing confidential, completed Team Member Performance Evaluation Forms (TMPEF).

Teams should consult up-to-date human rights reports when analyzing the insurgency so that you have the most current data on hand.

ADA Accommodations:

In accordance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations.

Possible accommodations for disabilities include extended testing time, test-taking in isolation, computer use for test taking, tape recorders in class, study skills counseling, and share note-taking in classes. If a student wishes to request an accommodation in one of his or her classes, the student should contact the Director of Academic Support Services, Henry Conover, at (775) 831 1314 x7475, hconover@sierranevada.edu or go to the OASIS offices on the 3rd floor of Prim Library, within the first week of the semester.

The SNC E-Mail System:

The SNC e-mail system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college e-mail accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC e-mail account.

Syllabus

INTL 420: International Terrorism and Peacekeeping
Semester: Fall 2017, August 21 - December 17 2017 (revised 8/28/2017)

Date	Topic	Assignment/Readings Due
August 21	Review of the Syllabus Course Organization Teamwork Discussion	Syllabus
<u>Analyzing Insurgencies and Terrorism</u>		
August 23-28	Definition of Terrorism Insurgency in the Contemporary World Criminology of Terrorism: History, Definitions “Exactly What is Terrorism?” Christian Science Monitor Special Report Assignment: How would you define Terrorism? What do you think is the difference between terrorism and guerilla warfare? Research Definition of Terrorism – DOD, DOS, UN, EU. What are the key differences? Similarities?	Articles 1.1-1.3 Chapter 1, O’Neill Handout
August 30	Library Research – Team Formation and Case Studies Assignment: Identify at least four “terrorist” groups that you might want to research. Why did you select these four? Identify at least ten sites/articles that can be used as references for your selections.	
For all readings from Annual Editions, Violence and Terrorism, please answer the questions at the end of each chapter. Your answers should be posted to Moodle.		
September 6, 11,13	Lecture – Chapter 1 and readings The Nature of Insurgency Theories and Models	Chapter 1, O’Neill Chapter 2, O’Neill
September 18-20	Insurgent Strategies	Chapter 3, O’Neill Article 2.1, 2.5
September 25	The Environment	Chapter 4, O’Neill
September 27	Popular Support	Chapter 5, O’Neill Articles 4.3, 4.4
October 2	Organization and Unity	Chapter 6, O’Neill Article 4.2
October 4	External Support	Chapter 7, O’Neill

October 9	Government Response	Chapter 8, O'Neill
-----------	---------------------	--------------------

October 11	Mid-Term Exam	
------------	----------------------	--

Terrorism Supporters

October 16	State Sponsors	Articles 3.1-3.3, 6.1
------------	----------------	-----------------------

October 18	Religion and Terrorism Religious Zealotry and Terrorism Islamic Extremism	Articles 7.1-7.4
------------	---	------------------

Strategies and Approaches for Combating Terrorism

October 23-25	National Strategy for Combating Terrorism	Article 9.1, 9.4 Article 10.3 Article 4.1
	Counter-Terrorism: Terror Financing and Financial Counterterrorism Counter-Terrorism: Military and Economic Anti-Terrorism under International Law	

OCTOBER 25 RESEARCH PAPER DUE

October 30	Mid-Term 2	
------------	-------------------	--

November 1	Super-Terrorism and Weapons of Mass Destruction	Guest Lecturer
------------	---	----------------

November 6	Applying the Framework—Library Research/Preparation for Presentations Second Research Paper Due	
------------	---	--

November 8	Applying the Framework—	Teams 1 and 2
------------	-------------------------	---------------

November 13-15	Applying the Framework—	Teams 3 and 4
----------------	-------------------------	---------------

November 20-24	Thanksgiving Break	
----------------	--------------------	--

November 27	Applying the Framework—	Teams 5 and 6
-------------	-------------------------	---------------

November 29	Applying the Framework—	Teams 7 and 8
-------------	-------------------------	---------------

December 4	Simulation	
------------	------------	--

December 6	Simulation	
------------	------------	--

December 12	Final Examination, Tuesday, December 12, 18:30 – 21:30	
-------------	--	--

RESEARCH TOPIC SIGN-UP SHEET

Teams should provide handouts of required/suggested readings to their classmates at least one class prior to presentation of the assigned case study of the insurgency/terrorist group. Please sign-up for at least two presentations.

The insurgencies or terrorist groups identified below are predominantly focused on religious extremism and separatism. Teams may request the option to examine and analyze other terrorist organizations and forms of terrorism (eco-terrorism, suicidal terrorism, financial terrorism, narco-terrorism, etc.) with the prior approval of the professor.

Note: your papers and presentations must document fully the reasons for your assessment of the insurgency. You may NOT use Wikipedia as your information source. Students are expected to research assigned insurgencies fully and document your reference sources.

Date _____ Team Members

(Note: In all cases, the researchers should use the analytical framework included in O'Neill's textbook to answer the who, what, why, when, where, and how questions. See attachment.)

Simulations: Students will be assigned roles to play in the simulation exercises. These assignments will be made at a later date.

How to Apply the Framework “Insurgency and Terrorism” by Bard O’Neill

(Please consult your text and the powerpoint slides from the lectures)

As a class, we will apply the Framework to a number of actual cases. Please use the following questions in analyzing insurgencies and terrorism activities. They will help you understand the type of terrorist insurgency that you are dealing with and possible options for responding.

1. What type of insurgency are we dealing with? What is the insurgents’ ultimate goal? Is it egalitarian, reformist, secessionist, traditionalist, preservationist, anarchist, pluralist, apocalyptic-utopian, commercialist, or some mixture of these? Are the goals clear and precise or are they nebulous and contradictory? Are the insurgents masking their ultimate aim in misleading rhetoric? (Chapter 2)
2. What strategy (if any) are the insurgents following—conspiratorial, protracted popular war, military focus, urban warfare, or transnational? Is the strategy explicit or implicit? Does its conception and implementation appear to be superficial or carefully thought through? Is the choice of strategy related to the nature of the environment? How? (Chapter 3)
3. Is the physical environment conducive to terrorism and/or guerrilla warfare? How does the human environment (e.g. demography, ethnicity) affect the insurgency? (Chapter 4)
4. How much popular support do the insurgents have? What is the role of the educated strata? Which techniques do the insurgents rely on to gain support? How do societal divisions and environmental factors affect popular support? (Chapter 5)
5. What is the nature of the insurgent organization? Is it a complex one with a parallel hierarchy or is it small-scale (e.g. terrorist cells)? If it is a parallel hierarchy, how extensive is it (i.e., limited to a few areas or widespread)? Is the organizational format congruent with the strategy? Are there any connections with noninsurgent groups? If so, what are they like, and how important are they? (Chapter 6)
6. Are the insurgents unified? If not, what are the reasons and the effects? (Chapter 6)
7. What kind of external support do the insurgents need? What do they get (e.g., moral, political, and material support or sanctuary) and from whom? How important is it? How durable does it appear to be? (Chapter 7)

8. Is the government's profile of the insurgents honest, comprehensive and open-minded? If it is not comprehensive, what has been overlooked and what problems stem from the oversights? Does the government have a coherent and relevant national program for addressing social, economic, and political grievances? Is the government administrative apparatus competent? Does it provide a common sense of undertakings? Is the government's military response carefully tailored to provide appropriate responses to different kinds of threats, or is it indiscriminate? What are the consequences? How does the government deal with external support for insurgents? (Chapter 8)
9. Counter-terrorism and Peace Process – After evaluating the insurgency/revolution, what actions do you feel should be taken to counter the terrorist activities? What actions can be taken to achieve peace? What tools of the national security strategist would work most effectively? Diplomacy, economic, information, training or education, etc? Why? How should it be implemented? If the terrorist group has already been immobilized, do you believe that the correct steps were taken? What else could have been done? Is it a lasting peace or are there still unresolved issues that could erupt into conflict again? Did the Government's response create additional issues that may need to be addressed? What are the remaining unresolved issues?

Additional Learning Resources (Internet Links in lectures and these general resources)⁶

[Amy Zalman's About.com: Terrorism Issues](#)

[Anser Institute's Journal of Homeland Security](#)

[Atlantic Monthly Articles on War on Terrorism](#)

[Causes-of-terrorism.net](#)

[C4I.org-Computer Security and Intelligence](#)

[Center for Combating Terrorism at West Point](#)

[Center for Defense Information](#)

[Center for Democracy and Technology](#)

[Center for Strategic and International Studies](#)

[Center for Study of Terrorism and Political Violence](#)

[CIA World Factbook](#)

[Congressional Research Service Reports on Terrorism](#)

[Council of Foreign Relations Homepage](#)

[Counter Terrorist Financing Network](#)

[ERRI Counter-Terrorism Archive](#)

[FindLaw Criminal and Civil Terror Cases](#)

[GlobalSecurity.org](#)

[Harvard University's Undermining Terrorism Site](#)

⁶ <http://www.drtoconnor.com/3400/default.htm>

[Ideologies of War, Genocide, and Terror](#)

[Index of Arm the Spirit Listserv on Guerrilla Groups](#)

[Liberation Movements, Cartels, and Para-states](#)

[Naval Postgraduate School Center on Terrorism Site](#)

[NIJ International Center Project on Defense Alternatives](#)

[Quick Course on the Basics of Terrorism](#)

[RAND Corp. Resources on Terrorism](#)

[Ridgeway Center for International Security](#)

[Social Science Research Council After 9/11 Archive](#)

[Terrorism Files-dot-org](#) [Terrorism Knowledge Base \(START Database\)](#)

[Terrorism Related Criminal Justice Links](#)

[Terrorism Research Center](#)

[Terrorists, Freedom Fighters, and Separatists](#)

[The Institute \(International\) of CounterTerrorism](#)

[The National Security Archive](#)

[The National Security Institute's Terrorism Page](#)

[The Virtual World of Intelligence](#)

[Time Magazine Newsfiles on Terrorism](#)

[U.S. Air War College Terrorism Page](#)

[U.S. Defense Dept. Counterterrorism Site](#)

INTL 420: International Terrorism

[USODCCP Classification of Counter-Terrorism Measures](#)

[U.S. State Dept. Counterterrorism Site](#)

[Washington Post Full Coverage on National Security](#) [Wikipedia Entry on Terrorism](#)

[Yahoo Full Coverage on Terrorism](#)