

RPOS/ RPAD 554 Fall 2011 Political Violence: Terrorism and Insurgency

Professor: Victor Asal

Tuesday **TUES 5:45_PM-8:35_PM DR0313B**

Email: vasal@albany.edu

Office Hours:

Uptown: Humanities basement 16, Tuesday 1030-1230 or by appointment (ph)442-3112

Downtown Campus: Milne 217: Tuesday 430-530 or by appointment (ph) 591-8729

This course will explore key theories and methods in the study of political violence with a specific focus on insurgency and terrorism. We will focus on the key why's how's and what's in the study of terrorism and insurgency. The focus in the class is less on a specific geographic or substantive area than on learning to think conceptually and theoretically and how to produce analytical research. Each week we will read foundational works in the field and also discuss not only the findings but how they were found. This will be then applied to the ongoing research efforts students will be making in the class.

Objectives of the Course: By the end of the course students should have:

1. An understanding of the major questions and theories related to terrorism and insurgency.
2. Experience with using at least one of the traditional methods for analyzing comparative politics and an awareness of the other key methods.
3. Increased understanding of social science research through participation in a terrorism research project.
4. The opportunity to contribute through original work to research on terrorism or insurgency .

Course Requirements

Assignments

- 40% Participation
 - The course will be taught in a seminar fashion built around the class working jointly on research and exercises. This means that we will all be dependent on the efforts of others and participation will determine the success of the learning experience. Participation is more than attendance; it includes active and thoughtful participation in all elements of the class. Active and thoughtful participation is dependent on a thorough reading of the material as well as preparation for exercises to be conducted in class. In addition students are expected to prepare comments for each class starting in the third week.
 - Comments starting for third week of reading due the Friday before
 - Students are required to submit 2 comments or questions illustrating comprehension of the assigned material each week. Students can choose to submit 2 questions, 2 comments, or one of each. Each comment must come from a different assigned reading or media piece in order to count. Comments can focus on something you find interesting, surprising, disagree with, etc. Additionally, comments may “connect the dots” between assigned readings we will discuss during the semester. Importantly, the *commentaries should not be summaries* of the reading. Instead they should reflect your thoughts and analysis on the week's topic and cases. For example, why do you find a particular topic interesting? How does the reading help you reflect on something in the news recently? How does the reading help you understand the topic more effectively? Is there something

you disagree with and why? Etc. Questions can indicate a topic you find confusing and why you are unclear on the matter¹.

- 10% - 1500 word Wikipedia entry on VEO (either new or expansion of stub)
- 50%- Final project (can be more than one person)
 - Longer Wikipedia effort
 - Longer article
 - Outline of articles which is an organized list of Wikipedia articles
 - Example http://en.wikipedia.org/wiki/Outline_of_Switzerland
 - Search Outline of =
 - Research Project
 - Literature review
 - Educational Simulation Project

Questions Education is about learning. This class is about material you have probably not covered before in this context. If you have questions or things are unclear – ask questions. Ask them in lecture and feel free to call (if I am in my office at 10pm I will answer the phone) or email the instructor whenever to ask for further clarification. This includes any problems you might have about e-reserve or any other technical aspect of the course.

Accommodations: “Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations (<http://www.albany.edu/studentlife/dss/Accommodation.html>).” . If you wish to discuss academic accommodations for this course please also inform the instructor as soon as possible. In addition, the instructor will make every effort to accommodate difficulties arising from religious observance. You are asked to bring any possible conflicts to the instructor's attention as soon as possible. Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

Plagiarism Please familiarize yourself with the description in the undergraduate bulletin http://www.albany.edu/undergraduate_bulletin/2003-2004/regulations.html if you are involved in plagiarism the penalty will be failure in the course and you will be reported to judicial affairs. **In this one regard there are no second chances.** If you are not sure if something violates standards – ask. If you are not sure whether to cite or not to cite – cite. Every Student is expected to go through the following tutorial <http://library.albany.edu/usered/plagiarism/index.html>

Office hours Office hours are your opportunity to get personalized guidance for assignments as well as help better understanding the course material. Take advantage of it. If office hours are not at a good time for you then please email me your phone number and we will call you to set up a time that works in order to meet.

Ombudsperson “A government official, especially in Scandinavian countries, who investigates citizens' complaints against the government or its functionaries (www.answers.com).” One student will be asked to volunteer to act as an ombudsperson and will meet with me on a regular basis to offer feedback from students in terms of the direction the course is going and bring to my attention any problems with reading, assignments or other material.

Research Resources

http://libguides.library.albany.edu/HC_TPOS260

<http://www.strategicstudiesinstitute.army.mil/pubs/ksil.cfm>

¹ Developed by Kathleen Deloughery

data resources

Big Allied And Dangerous (BAAD) Data Set, Version 1. This cross-sectional dataset contains information on 395 terrorist organizations between 1998-2005. Available at: http://www.albany.edu/pvc/current_projects.shtml .

Correlates of War. Freely available data on a variety of topics related to IR, and IPE, conflict. Available at: <http://www.correlatesofwar.org/>.

Data on Armed Conflict. Center for the Study of Civil War, PRIO. Data is freely available. Available at: <http://www.prio.no/CSCW/Datasets/Armed-Conflict/>.

Global Terrorism Database (GTD). National Consortium for the Study of Terrorism and the Response to Terrorism. Data is freely available. Available at: <http://www.start.umd.edu/start/data/>

International Terrorism: Attributes of Terrorist Events (ITERATE) Project. Data accessed by subscription or partially available through the ICPSR.

Monterey WMD Terrorism Database. Data accessed by permission. Available at: <http://cns.miis.edu/wmdt/>.

Paul Hensel's Webpage. Freely available data on a variety of topics related to IR, IPE, conflict, and geography. Available at: <http://www.paulhensel.org/data.html>

Useful Literature reviews and article archives

CAUSES OF TERRORISM: An Expanded and Updated Review of the Literature

<http://rapporteur.ffi.no/rapporteur/2004/04307.pdf>

Borum, Randy. 2004. Psychology Of Terrorism. Tampa: University Of South Florida.

Boyns, David, And James David Ballard. 2004. Developing A Sociological Theory For The Empirical Understanding Of Terrorism. American Sociologist 35 (2):5-25.

Insurgent Iraq [Http://Www.Comw.Org/Pda/0603insurgency.Html](http://Www.Comw.Org/Pda/0603insurgency.Html)

military index to the internet <http://www.au.af.mil/au/awc/awcgate/awc-ndex.htm>

Course Calendar

date	topic	Reading	Exercises
1. 8/30	Introduction & methodology & Reading & Lit Gathering Refresher	methods refresher (only read if you need to) How to Read And http://poli.haifa.ac.il/~levi/res/logic1.htm and http://poli.haifa.ac.il/~levi/res/logic2.htm and http://poli.haifa.ac.il/~levi/res/most.html Bennett & George http://users.polisci.wisc.edu/kritzer/teaching/ps816/ProcessTracing.htm	Lockdown scenario Hobbes, with power How to write a paper refresher
2. 9/6	Contention and Violence	politics of collective violence chp 1 Pruitt, <i>Social conflict : escalation, stalemate, and settlement</i> Holy Terror: The Rise of the Order of Assassins Dane war and strike force one rules Refresher if necessary 1. Lim, Chp. 3 2. Nye Chp. 1	Prison at midnight game Real estate game
3. 9/13	Mechanics of Violence	1. http://www.clausewitz.com/readings/OnWar1873/BK1ch01.html 2. http://www.clausewitz.com/readings/OnWar1873/BK1ch07.html 3. A Bloody Stalemate in Afghanistan 4. Marine Strategy (cph 1 & 2) 5. Gary LaFree and Gary Ackerman The Empirical Study of Terrorism: Social and Legal Research NOTE WE ARE GOING TO GO OUTSIDE FOR AN EXERCISE- RAIN OR SHINE- SO WEAR SOMETHING YOU DON'T MIND GETTING DIRTY	BRING LAPTOPS TO CLASS Strike Force One Dane War Wikipedia training

		<p>Media</p> <p>http://www.nytimes.com/interactive/world/battalion.html#/NYT/Features/36</p> <p>http://www.pbs.org/wgbh/pages/frontline/badvoodoo/?utm_campaign=viewpage&utm_medium=grid&utm_source=grid</p>	
4. 9/20	Wikipedia training	Reading to be announced	BRING LAPTOPS TO CLASS
5. 9/27	Definitions and Ethics	<ol style="list-style-type: none"> 1. Chivers, C. J. 2006. The SCHOOL. <i>Esquire</i> 145 (6):148-160. 2. Israel's Policy Of Targeted Killing. By: David, Steven R.. Ethics & International Affairs, 2003, Vol. 17 Issue 1, P111, 16p; 3. By Any Name Illegal And Immoral. By: Stein, Yael. Ethics & International Affairs, 2003, Vol. 17 Issue 1, P127, 11p 4. If Not Combatants 5. Are Suicide Bombings Morally Defensible RICHARD WOLIN 6. A Reply to Richard Wolin on Suicide Bombings By TED HONDERICH 7. US Army field manual no. 3-24 chp 7 <p>Media Water boarding http://www.youtube.com/watch?v=4LPubUCJv58&feature=player_embedded Movie: breaker morant –blackboard http://www.prisonexp.org/</p> <p>Recommended http://www.slate.com/id/2119122/ http://www.Salon.Com/News/Abu_Ghraib/2006/03/14/Introduction/ 9/11 The Falling Man http://www.youtube.com/watch?v=BXnA9FjvLSU</p>	Ethics of violence exercise Media in class- Rwanda
6. 10/4	State Violence	<ol style="list-style-type: none"> 1. Harff, 2003. “No Lessons Learned from the Holocaust?” 2. One-Sided Violence Against Civilians in War.pdf 3. Changing nature of state sponsorship Byman 4. State Repression And Political Order 5. Reading death warrant in Tehran 	
7. 10/11	Structure/ Rational Actor Approach First Cut at Wikipedia	<ol style="list-style-type: none"> 1. Skocpol, Theda. 1976. France, Russia, China: A Structural Analysis of Social Revolutions. <i>Comparative Studies in Society and History</i> 18 (2):175-210 2. Ethnicity, insurgency, and civil war Fearon and David D. Laitin 3. Hoffman, rationality of Terrorism 4. Quan Li. 2005. “Does Democracy Promote or Reduce Transnational Terrorist Incidents?” <i>Journal of Conflict Resolution</i> 49(2): 278-297. 5. Lichbach - Rebel’s Dilemma first chapter 6. Berman 7. Wikipedia articles of colleagues 	Prisoner’s dilemma BRING LAPTOPS TO CLASS Wikipedia articles sharing
8. 10/18	Grievance/ Ideology Approach	<ol style="list-style-type: none"> 1. Terror mandated by God M Juergensmeyer - Terrorism and Political Violence, 1997 2. Greed, Grievance, And Mobilization In Civil Wars. By: Regan, Patrick M.; Norton, Daniel. Journal Of Conflict Resolution, Jun2005, Vol. 49 Issue 3, P319-336, 18p; 3. Humphreys And Weinstein Who Fights? The Determinants of Participation in Civil War 4. People vs states chapter 5. Hobbes 6. In Bin Laden's Words. By: Lawrence, Bruce B.. Chronicle Of Higher Education, 11/4/2005, Vol. 52 Issue 11, Pb14-B15, 2p <p>Multimedia Experiment on discrimination – Watch http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html</p>	BRING LAPTOPS TO CLASS Poetry assignment Identity game Hobbes with Music

9. 10/25	Why Certain Strategies	<p>Why Certain Strategies ?</p> <ol style="list-style-type: none"> 1. Humphreys And Weinstein Handling and Manhandling Civilians in Civil War 2. The rationality of terrorism and other forms of political violence 3. Asal and Rethemeyer –Nature of the Best 4. A Conceptual Framework for Addressing Psychological Process in the Development of the Terrorist Taylor and Horgan 5. Marighella <p>Multimedia</p> <p>http://www.cbsnews.com/video/watch/?id=4501089n http://www.pbs.org/wgbh/pages/frontline/talibanlines/view/?utm_campaign=viewpage&utm_medium=grid&utm_source=grid</p>	Dalig and Vadan Simulation
10. 11/1	Suicide and CBRN	<p>The Extremes: Suicide Attacks and CBRN attacks</p> <ol style="list-style-type: none"> 1. Pape, Robert A. 2003. The Strategic Logic Of Suicide Terrorism. American Political Science Review 97 (3):343-361 2. Bloom Palestinian suicide bombing: Public support, market share, 3. Ackerman WMD Terrorism Research: Whereto from Here? 4. How to stop nuclear terror G Allison - Foreign Affairs, 2004 5. Crenshaw – explaining Suicide Terrorism <p>Multimedia</p> <p>http://www.nti.org/h_learnmore/bwtutorial/multimedia_02.html</p>	
11. 11/8	Impact of Media	<p>Political Violence and Interaction with Media and the Internet</p> <ol style="list-style-type: none"> 1. Bob, Clifford 2. Psychology of Mass-Mediated Terrorism 3. Rand Cyber-deterrence – skim 4. Jihadi Video & Auto-Radicalisation: Evidence from an Exploratory YouTube Study <p>Media</p> <p>Movie: black September –blackboard</p>	
12. 11/15	American Terrorism & Policing terrorism in America & Policing	<p>Guest lecturer: Brian Nussbaum</p> <ol style="list-style-type: none"> 1. The revolutionary model of Dr William L. Pierce 2. CSG Terrorism Impact on State LE 3. Protecting Global Cities 4. downing policing 	
13. 11/22	States combating non-state actor Violence	<p>State response</p> <ol style="list-style-type: none"> 1. Rage Against the Machines: Explaining Outcomes in Counterinsurgency Wars Lyall, I Wilson - International Organization, 2009 2. How the weak win wars 1 -10, 31-133 3. Victory has a thousand faces – parts 4. Ten Ways to Lose at Counterinsurgency 5. A Report from Baghdad How the Occupation Created Enemies M Juergensmeyer http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1000&context=ucias <p>Multimedia</p> <p>Battle of Algiers –Blackboard</p> <p>A primer for The Battle of Algiers. http://www.slate.com/id/2087628/</p> <p>Recommended</p> <p>Counterinsurgency Warfare: Theory and Practice (PSI Classics of the Counterinsurgency Era) (Paperback) by David Galula (Author)</p> <p>Effectiveness Of Counter-Terrorism Strategies: A Campbell Systematic Review</p>	Negotiation simulation

		http://www.Campbellcollaboration.Org/Frontend2.Asp?Id=98	
14. 11/29	Resolving Non-State Actor Violence	<p>How it Ends?</p> <ol style="list-style-type: none"> 1. Talking with Insurgents: a guide to the perplexed 2. The Comparative-Historical Sociology of Third World Social Revolutions 3. Zartman – hurting stalemates 4. Deradicalization or Disengagement Horgan 5. How Does Terrorism End chp 7 in Social science for counterterrorism-putting the pieces together 6. http://www.beyondintractability.org/essay/negotiation/?nid=1273 	Negotiation simulation
15. 12/6	Class Presentations		