

Term Information

Effective Term Summer 2020
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

This is a request for approval of an online version of the International Studies 4700 Terror and Terrorism class (the in-class version was previously approved and the class is offered on a regular basis).

What is the rationale for the proposed change(s)?

To provide students the option of taking an online version of the class.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic implications for existing International Studies majors and minors. The online class is being considered for use in a future online certificate in Homeland Security.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	International Studies
Fiscal Unit/Academic Org	UG International Studies Prog - D0709
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4700
Course Title	Terror and Terrorism
Transcript Abbreviation	Terror & Terrorism
Course Description	Focus on the origins, evolution and place of terrorism in the modern world and the ideology, motivation, and methods of a number of terrorist groups.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
<i>Previous Value</i>	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No

Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for 553.
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0901
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Learn to compare and contrast the use of terrorism in wars of decolonization and/or national liberation, to promote social revolutionary movements, and in the promotion of a religious agenda
- Understand terrorism as a form of political violence that exists on the border between illegal criminal activity and legitimate political activism
- Understand the challenges facing states when they respond to terrorism, and the various ways that campaigns of terrorism can be brought to an end
- Write concise position papers synthesizing multiple readings consisting of both primary and secondary sources

Content Topic List

- Terrorism as a unique, identifiable form of political violence
- The use of terrorism in ethno-separatist conflicts
- The use of terrorism by social-revolutionary groups
- The rise of religiously motivated terrorism

Sought Concurrence No

Attachments

- INTSTDS 4700 Syllabus, Online Version.docx: Online Syllabus
(Syllabus. Owner: Meltz, Richard Lee)
- INTSTDS 4700 Syllabus, In-Class Version.docx: In-Person Syllabus
(Syllabus. Owner: Meltz, Richard Lee)
- INTSTDS 4700 Online, ASC Tech Checklist.pdf: ASC Tech Checklist for Online
(Other Supporting Documentation. Owner: Meltz, Richard Lee)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Meltz,Richard Lee	08/22/2019 08:11 AM	Submitted for Approval
Approved	Kurtz,Marcus Jurgen	08/22/2019 08:17 AM	Unit Approval
Approved	Haddad,Deborah Moore	08/22/2019 09:06 AM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	08/22/2019 09:06 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

INTERNATIONAL STUDIES 4700

TERROR AND TERRORISM

AUTUMN 2019

Instructor

Dr. Jeffrey Lewis
33 Townshend Hall
lewis.317@osu.edu
292-9657

Office Hours
Monday, 9-11 am;
Tues/Thurs 1-2 pm;
or by appointment

Course overview:

Since the French Revolution, the deliberate use of terror—causing fear in a specific group of people for the purpose of coercing and intimidating them—as a political tool has become commonplace. Terror and intimidation have always played a role in politics, of course, but the logical, systematic use of terror in politics was legitimized by Robespierre along rational, as opposed to irrational, grounds during the Revolution and has since been used both by states and non-state actors to promote agendas ranging from the secular to the religious. The 9/11 attacks demonstrated to the United States the importance of understanding terrorism—the use of terror as a political tool by non-state groups—in particular, and so this course will focus on the use of terrorism by non-state groups. The course will introduce the advanced undergraduate to the phenomenon of terrorism in very general terms as well as through several detailed case studies.

We will use the following themes to provide the general framework within which we will examine the phenomenon of terrorism:

- 1) Terrorism, legality, legitimacy, and the nation state: here we will analyze how terrorists use political grievance to distinguish their violence from criminal violence and build a connection to a larger community—if this connection is strong, the terrorist group will likely develop extensive active and passive support.
- 2) Reactions to Campaigns of Terrorist Violence: Political legitimacy can be both won and lost; one of the challenges in dealing with terrorism is reacting to it in an appropriate manner—over-reacting to terrorism has often been extremely counter-productive.

- 3) **Terrorism and Publicity:** British Prime Minister Margaret Thatcher once said that media attention provided the oxygen that terrorists needed to survive; there is much truth here—terrorism is very much about sending messages, and therefore the evolution of media coverage of terrorism is essential for understanding terrorism more broadly.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Understand terrorism in a general sense as one type of political violence that is comparable to, and understandable in terms of, other forms of political violence such as warfare as well as criminal violence
- Appreciate the importance of local political, economic, and historical contexts in shaping the course and outcome of terrorist campaigns through specific case studies
- Analyze contemporary acts of terrorism and political violence to understand their significance and severity, and to be able to communicate this analysis clearly
- Critically read and interpret primary and secondary sources from different perspectives, synthesize these interpretations in the form of persuasive arguments, and present these arguments as formal analytical writings

Course materials

The Following Books are Required for the Course:

Jessica Stern, *Terror in the Name of God* (Required)

Walter Reich, editor, *Origins of Terrorism* (Required)

Randall Law, *Terrorism: A History*, Second Edition (Required)

Daniel Byman, *Deadly Connections* (Required)

Joby Warrick, *Black Flags* (Required)

Additional readings for this course have been posted to the course website, which is available through Carmen, OSU's online course management system.

Assignments and Grading

Allocation of Points

Assignment	Points
Reaction Paper Assignments, 5 Papers, 100 Points Each	500
Class Participation, Utilization of Carmen Resources	100

Final Paper Assignment	300
Total	9000

See course schedule, below, for due dates

Assignment information

- 1) You are expected to attend class regularly and to participate in discussions in an informed manner. You *must* complete each reading assignment before class and come prepared to discuss the material with the rest of us. You are also expected to log into Carmen regularly and make use of the resources there. This component of the course is worth 100 points.
- 2) Five reaction papers which require you to draw several assigned readings together in order to answer a specific question. Each paper is worth 100 points. There will be a total of **seven** paper topics given to you during the term; of these you *must* write on **five** only. Papers must be typed, double-spaced, no less than 2, no longer than 3 pages in length, with reasonable fonts (10-12 point) and margins (1 inch). In your paper you must display your familiarity with the assigned readings through paraphrase and direct quotation; in addition, you must use your own thoughts and ideas to tackle the question at hand. Since the papers are to prepare you for discussion, you must attend class and participate in discussion or you will incur a penalty on your grade.
- 3) An 8-page take-home final incorporating the readings from the quarter will be due during finals week. Details on this assignment will be handed out later in the term.

Late assignments

Your formal written papers are due on the assigned day and are meant to prepare you for that day's lecture and discussion. If you do not submit them on time you will incur a penalty of one letter grade per day late they are submitted, up to a maximum deduction of two letter grades. Please plan your schedule accordingly so that you will be able to complete and submit the assignments on time and earn the highest possible grade.

Grading scale

The grading scale is as follows: 93-100% = A; 90-92% =A-; 87-89% =B+; 83-86% =B; 80-82% =B-; 77-79% =C+; 73-76% =C; 70-72% =C-; 67-69% =D+; 60-66% =D; 59% and below =E.

Classroom Rules:

I typically distribute handouts, review key concepts and issues, and take questions at the beginning of class. It is therefore imperative that you make every effort to be in class *on time* at the beginning of each class session. In addition, arriving late/leaving early, or otherwise walking in and out of

the classroom during lecture is very disruptive, both to me and to the entire class, so please do your best to ensure that you will be here on time and for the duration of the class. If your schedule is such that arriving/leaving on time will present a problem for you, please talk to me immediately so that we can work out a solution that will minimize any class disruptions.

Syllabus Changes:

I will make every effort to adhere to the schedule of lectures and assignments laid out in this syllabus; nevertheless, I may have to make changes during the semester, particularly if we miss any lecture days for any reason. I will announce any changes in class and will post them to the course Carmen site as well. Attending class regularly and making regular use of Carmen are the best ways to ensure that you will be prepared to deal with any changes to the syllabus over the course of the semester.

Enrollment:

All students must be officially enrolled by the end of the second week of class. No requests to add the class will be approved by the International Studies Program after that time. Enrolling officially and on time is the responsibility of the student. Please see me as soon as possible if you are interested in enrolling and are not on the roster. It may not be possible to enroll all students because of space limitations.

Other course policies

Academic integrity policy

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the

rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule

Introduction: Understanding Terrorism

Tuesday, 8/20: *Introduction to the Course; Defining Terrorism*

Thursday, 8/22: *Finish Definition; Origins of Modern Terrorism*

Reading: Law, *Introduction*, Chs. 4, 5

Strategy or Psychosis? The Liberation Tigers of Tamil Eelam

Tuesday, 8/27: *Strategy or Psychosis? Discussion*

Reading: Reich, Chs. 1 and 2 (Chapters by Martha Crenshaw and Jerrold Post); “The Three Rs: Revenge, Renown, Reaction,” Ch. 4 of Louise Richardson, *What Terrorists Want*

Thursday, 8/29: *Terrorism and Publicity*

Reading: John Most, “Advice for Terrorists;” Nikolai Morozov, “The Terrorist Struggle;” Gabriel Weimann, “Terror on Social Media,” Ch. 7 of *Terrorism in Cyberspace*

Tuesday, 9/3: *The Liberation Tigers of Tamil Eelam*

Reading: Jeffrey Lewis, “Martyrdom and Control,” Ch. 3 of *The Business of Martyrdom*; Colin Clarke, “The LTTE,” Ch. 3 of *Terrorism, Inc.*

Reaction Paper Topic #1 Due

Negotiating an End to Terrorism: The “Troubles” in Northern Ireland

Thursday, 9/5: *Types of Terrorisms; Origin of the “Troubles”*

Reading: Reading: Ariel Merari, “Terrorism as a Strategy of Insurgency,” only pp. 213-237; Daniel Byman, “The Logic of Ethnic Terrorism;” Law pp. 138-145

Tuesday, 9/10: *The Troubles: The Deadly Years*

Reading: Law, pp. 225-236; “Brothers” Ch. 3 of Kevin Toolis, *Rebel Hearts: Journeys Inside the IRA’s Soul*, pp. 84-127 only; “Billy” from Peter Taylor, *Loyalists*

Thursday, 9/12: *The Peace Process*

Reading: Coogan, *The IRA*, Chs. 33, 34 “The Green Book I and II”

Reaction Paper Topic #2 Due

Successful Terrorism: Israel and Algeria

Tuesday, 9/17: *Colonization, De-Colonization, and the Israeli-Palestinian Context*

Reading: “Staking Claims: The Historical Background,” from Benny Morris, *1948*; Law, 174-181

Thursday, 9/19: *The Revolt*

Menachem Begin, *The Revolt*, pp. 26-61; Ch. 2, “Early and Mid-Twentieth Century,” pp. 10-28 of Ami Pedahzur and Arie Perliger, *Jewish Terrorism in Israel*; Stern, Ch. 4

Tuesday, 9/24: *Algeria Part I: Film, “Remembering History”*

Reading: Law, pp. 172-174, 193-206

Thursday, 9/26: *Algeria, Part II: Terrorism and the War for Algerian Independence*

“The Battle of Algiers,” Ch. 9 of Alistair Horne, *A Savage War of Peace*

Reaction Paper Topic #3 Due

Unsuccessful Terrorism: Implosion on the Left

Tuesday, 10/1: *The Politics of Left-Wing Political Violence*

Reading: Ch. 13 of Law, pp. 246-251, 254-256, and 258-261; Che Guevara, "Guerilla Warfare"

Thursday, 10/3: *Radicalization; Film "The Weather Underground" and Discussion*

Reading: Reich, Ch. 5; Fathali Moghaddam, "The Staircase to Terrorism"

Tuesday, 10/8: *The West German RAF*

Reading: Reich, Ch. 3; Carlos Marighella, "Minimanual of the Urban Guerrilla"

Reaction Paper Topic #4 Due

Fragmentation and Representation: Palestinian Terrorism and Pakistani Sponsorship of Terrorism

Thursday, 10/10: *NO CLASS-AUTUMN BREAK*

Tuesday, 10/15: *Origins of Palestinian Terrorism*

Reading: Law, 209-224; "The PFLP's Role and Position within the PLO," Ch. 11 of Harold Cubert, *The PFLP's Changing Role in the Middle East*; Byman, Ch. 5

Thursday, 10/17: *The Cairo Oslo-Process and After*

Reading: Stern, Ch. 2; "The Palestinians" Ch. 1 of Robin Wright, *Dreams and Shadows*; Hamas Charter

Tuesday, 10/22: *Origins of the Pakistani Jihad*

Reading: Byman, Ch. 6

Thursday, 10/24: *Pakistan and State Support of Terrorism*

Reading: Stern, Chs. 5, 8

Reaction Paper Topic #5 Due

Legal or Illegal Violence? The Paradox of Hizballah

Tuesday, 10/29: *Origins of Hizballah*

Reading: Byman, Ch. 4

Thursday, 10/31: *Hizballah as Resistance*

Reading: Reich, Chs. 8, 9, 10

Tuesday, 11/5: *Hizballah Established*

Reading: Wiegand, "Reformation of a Terrorist Group"

Reaction Paper Topic #6 Due

Organizational Evolution: Global Jihadism

Thursday, 11/5: *Origins of Global Jihadism*

Reading: Law, Ch. 14; Warrick, *Black Flags*, Book I

Tuesday, 11/12: *Evolution of Global Jihadism after the 9/11 Attacks*

Reading: Warrick, Book II

Thursday, 11/14: *From AQ in Iraq to ISIS*

Reading: Warrick, Book III

Reaction Paper Topic # 7 Due

Political or Criminal Violence? Right-Wing and Jihadist Terror

Tuesday, 11/19: *Grassroots or “Stochastic” Terrorism*

Reading: Olivier Roy, “What is a Radical Islamist?” “The Movement,” Ch. 8 of Jason Burke, *The New Threat from Islamic Militancy*; “Terror on Social Media,” Ch. 7 of Gabriel Weimann, *Terrorism in Cyberspace*

Thursday, 11/21: *Right-Wing Political Violence in US History*

Reading: Law, Ch. 8

Tuesday, 11/26: *The Evolution of Right-Wing Violence in the US*

Reading: Stern, Chs. 1, 6; Law, 305-314

Thursday, 11/28: *NO CLASS-THANKSGIVING HOLIDAY*

Tuesday, 12/3: *Last Day/Course Wrap-Up*

Final Exam: Due in my office, 33 Townshend Hall, on Friday, December 6, between 4-5 pm.



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

INTERNATIONAL STUDIES 4700 TERROR AND TERRORISM TERM 2019

Course overview:

Since the French Revolution, the deliberate use of terror—causing fear in a particular group of people for the purpose of coercing and intimidating them—as a political tool has become commonplace. Terror and intimidation have always played a role in politics, of course, but the logical, systematic use of terror in politics was legitimized by Robespierre along rational, as opposed to irrational, grounds during the Revolution and has since been used both by states and non-state actors to promote agendas ranging from the secular to the religious. The 9/11 attacks demonstrated to the United States the importance of understanding terrorism—the use of terror as a political tool by non-state groups—in particular, and so this course will focus on the use of terrorism by non-state groups. The course will introduce the advanced undergraduate to the phenomenon of terrorism in very general terms as well as through several detailed case studies.

We will use the following themes to provide the general framework within which we will examine the phenomenon of terrorism:

- 1) Terrorism, legality, legitimacy, and the nation state: here we will analyze how terrorists use political grievance to distinguish their violence from criminal violence and build a connection to a larger community—if this connection is strong, the terrorist group will likely develop extensive active and passive support.
- 2) Reactions to Campaigns of Terrorist Violence: Political legitimacy can be both won and lost; one of the challenges in dealing with terrorism is reacting to it in an appropriate manner—over-reacting to terrorism has often been extremely counter-productive.

Instructor

Dr. Jeffrey Lewis
33 Townshend Hall
lewis.317@osu.edu
292-9657

Office Hours (Autumn 2019)
Monday, 9-11 am;
Tues/Thurs 1-2 pm;
or by appointment

Course description:

This online course is an introduction to terrorism as a global phenomenon. We will explore terrorism through a combination of general thematic approaches and specific case studies. We will address the origins of modern terrorism in the 1800s and will address recent terrorism, but the bulk of our analysis will concern terrorism in the twentieth century. By surveying many very different groups—we will cover terrorist groups from around the world, groups with very different ideologies, and groups with varying degrees of effectiveness—we will be able to map out what makes terrorism a unique form of political violence and will develop strategies for dealing with terrorism on several different levels. No prior coursework on terrorism or political violence is required.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Understand terrorism in a general sense as one type of political violence that is comparable to, and understandable in terms of, other forms of political violence such as warfare as well as criminal violence
- Appreciate the importance of local political, economic, and historical contexts in shaping the course and outcome of terrorist campaigns through specific case studies
- Analyze contemporary acts of terrorism and political violence to understand their significance and severity, and to be able to communicate this analysis clearly
- Critically read and interpret primary and secondary sources from different perspectives, synthesize these interpretations in the form of persuasive arguments, and present these arguments as formal analytical writings

Course materials

The Following Books are Required for the Course:

Jessica Stern, *Terror in the Name of God* (Required)

Walter Reich, editor, *Origins of Terrorism* (Required)

Randall Law, *Terrorism: A History*, Second Edition (Required)

Daniel Byman, *Deadly Connections* (Required)

Joby Warrick, *Black Flags* (Required)

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu

- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- Carmen Zoom text and audio chat

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Points
Reaction Paper Assignments: 5 total, 100 points each	500
Online quizzes on reading Assignments	100
Regular Log-Ins, Participation in Group Discussions	100
Final Paper Assignment	300
Total	1000

See course schedule, below, for due dates

Assignment information

- 1) You are expected to log in regularly and to participate in discussion forums in an informed manner. You *must* complete each reading assignment before discussion forums in order to participate in them fully.
- 2) There will be a short online quiz about each set of readings throughout the term. You should complete these quizzes as part of your preparation for the more formal written assignments.
- 3) Five reaction papers which require you to draw several assigned readings together in order to answer a specific question. Each paper is worth 100 points. There will be a total of **seven** paper topics given to you during the term; of these you *must* write on **five** only. Papers must be typed, double-spaced, no less than 2, no longer than 3 pages in length, with reasonable fonts (10-12 point) and margins (1 inch). In your paper you must display your familiarity with the assigned readings through paraphrase and direct quotation; in addition, you must use your own thoughts and ideas to tackle the question at hand. Please plan your schedule accordingly and choose paper topics that will allow you to participate in class discussions on the assigned day so that you may receive maximum credit.
- 4) An 8-page take-home final incorporating the readings from the quarter will be due during finals week. Details on this assignment will be handed out later in the term.

Late assignments

Your formal written papers are due on the assigned day and are meant to prepare you for that day's lecture and discussion. If you do not submit them on time you will incur a penalty of one letter grade per day late they are submitted, up to a maximum deduction of two letter grades. Please plan your schedule accordingly so that you will be able to complete and submit the assignments on time.

Grading scale

92.5–100: A
89.5–92.4: A-
86.5–89.4: B+
82.5–86.4: B
79.5–82.4: B-
76.5–79.4: C+
72.5–76.4: C
69.5–72.4: C-
66.5–69.4: D+
59.5–66.4: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: MANDATORY**
We will have formal discussion forums early in the semester, when we develop our definition of terrorism, and then each time a paper topic is due.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling,

and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University,

or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

Academic Advising

Advising is critical to academic success at OSU. Students are encouraged to work closely with their advisors to develop an appropriate academic program. <https://advising.osu.edu/>

Student Services

Most student needs throughout the academic term can be accessed through BuckeyeLink, <https://buckeyelink.osu.edu/>

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Accessibility accommodations for students with disabilities:

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule

Introduction: Understanding Terrorism

Tuesday, 8/20: *Introduction to the Course; Defining Terrorism*

Thursday, 8/22: *Finish Definition; Origins of Modern Terrorism*

Reading: Law, *Introduction*, Chs. 4, 5

Strategy or Psychosis? The Liberation Tigers of Tamil Eelam

Tuesday, 8/27: *Strategy or Psychosis? Discussion*

Reading: Reich, Chs. 1 and 2 (Chapters by Martha Crenshaw and Jerrold Post); “The Three Rs: Revenge, Renown, Reaction,” Ch. 4 of Louise Richardson, *What Terrorists Want*

Thursday, 8/29: *Terrorism and Publicity*

Reading: John Most, “Advice for Terrorists;” Nikolai Morozov, “The Terrorist Struggle;” Gabriel Weimann, “Terror on Social Media,” Ch. 7 of *Terrorism in Cyberspace*

Tuesday, 9/3: *The Liberation Tigers of Tamil Eelam*

Reading: Jeffrey Lewis, “Martyrdom and Control,” Ch. 3 of *The Business of Martyrdom*; Colin Clarke, “The LTTE,” Ch. 3 of *Terrorism, Inc.*

Reaction Paper Topic #1 Due

Negotiating an End to Terrorism: The “Troubles” in Northern Ireland

Thursday, 9/5: *Types of Terrorisms; Origin of the “Troubles”*

Reading: Reading: Ariel Merari, “Terrorism as a Strategy of Insurgency,” only pp. 213-237; Daniel Byman, “The Logic of Ethnic Terrorism;” Law pp. 138-145

Tuesday, 9/10: *The Troubles: The Deadly Years*

Reading: Law, pp. 225-236; “Brothers” Ch. 3 of Kevin Toolis, *Rebel Hearts: Journeys Inside the IRA’s Soul*, pp. 84-127 only; “Billy” from Peter Taylor, *Loyalists*

Thursday, 9/12: *The Peace Process*

Reading: Coogan, *The IRA*, Chs. 33, 34 “The Green Book I and II”

Reaction Paper Topic #2 Due

Successful Terrorism: Israel and Algeria

Tuesday, 9/17: *Colonization, De-Colonization, and the Israeli-Palestinian Context*

Reading: “Staking Claims: The Historical Background,” from Benny Morris, *1948*; Law, 174-181

Thursday, 9/19: *The Revolt*

Menachem Begin, *The Revolt*, pp. 26-61; Ch. 2, “Early and Mid-Twentieth Century,” pp. 10-28 of Ami Pedahzur and Arie Perliger, *Jewish Terrorism in Israel*; Stern, Ch. 4

Tuesday, 9/24: *Algeria Part I: Film, “Remembering History”*

Reading: Law, pp. 172-174, 193-206

Thursday, 9/26: *Algeria, Part II: Terrorism and the War for Algerian Independence*

“The Battle of Algiers,” Ch. 9 of Alistair Horne, *A Savage War of Peace*

Reaction Paper Topic #3 Due

Unsuccessful Terrorism: Implosion on the Left

Tuesday, 10/1: *The Politics of Left-Wing Political Violence*

Reading: Ch. 13 of Law, pp. 246-251, 254-256, and 258-261; Che Guevara, "Guerilla Warfare"

Thursday, 10/3: *Radicalization; Film "The Weather Underground" and Discussion*

Reading: Reich, Ch. 5; Fathali Moghaddam, "The Staircase to Terrorism"

Tuesday, 10/8: *The West German RAF*

Reading: Reich, Ch. 3; Carlos Marighella, "Minimanual of the Urban Guerrilla"

Reaction Paper Topic #4 Due

Fragmentation and Representation: Palestinian Terrorism and Pakistani Sponsorship of Terrorism

Thursday, 10/10: *NO CLASS-AUTUMN BREAK*

Tuesday, 10/15: *Origins of Palestinian Terrorism*

Reading: Law, 209-224; "The PFLP's Role and Position within the PLO," Ch. 11 of Harold Cubert, *The PFLP's Changing Role in the Middle East*; Byman, Ch. 5

Thursday, 10/17: *The Cairo Oslo-Process and After*

Reading: Stern, Ch. 2; "The Palestinians" Ch. 1 of Robin Wright, *Dreams and Shadows*; Hamas Charter

Tuesday, 10/22: *Origins of the Pakistani Jihad*

Reading: Byman, Ch. 6

Thursday, 10/24: *Pakistan and State Support of Terrorism*

Reading: Stern, Chs. 5, 8

Reaction Paper Topic #5 Due

Legal or Illegal Violence? The Paradox of Hizballah

Tuesday, 10/29: *Origins of Hizballah*

Reading: Byman, Ch. 4

Thursday, 10/31: *Hizballah as Resistance*

Reading: Reich, Chs. 8, 9, 10

Tuesday, 11/5: *Hizballah Established*

Reading: Wiegand, "Reformation of a Terrorist Group"

Reaction Paper Topic #6 Due

Organizational Evolution: Global Jihadism

Thursday, 11/5: *Origins of Global Jihadism*

Reading: Law, Ch. 14; Warrick, *Black Flags*, Book I

Tuesday, 11/12: *Evolution of Global Jihadism after the 9/11 Attacks*

Reading: Warrick, Book II

Thursday, 11/14: *From AQ in Iraq to ISIS*

Reading: Warrick, Book III

Reaction Paper Topic # 7 Due

Political or Criminal Violence? Right-Wing and Jihadist Terror

Tuesday, 11/19: Grassroots or “Stochastic” Terrorism

Reading: Olivier Roy, “What is a Radical Islamist?” “The Movement,” Ch. 8 of Jason Burke, *The New Threat from Islamic Militancy*; “Terror on Social Media,” Ch. 7 of Gabriel Weimann, *Terrorism in Cyberspace*

Thursday, 11/21: Right-Wing Political Violence in US History

Reading: Law, Ch. 8

Tuesday, 11/26: The Evolution of Right-Wing Violence in the US

Reading: Stern, Chs. 1, 6; Law, 305-314

Thursday, 11/28: NO CLASS-THANKSGIVING HOLIDAY

Tuesday, 12/3: Last Day/Course Wrap-Up

Final Exam: Due Date and Time TBA

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: International Studies 4700

Instructor: Jeffrey Lewis

Summary: Online Course Offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Carmen Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Carmen message boards
6.3 Technologies required in the course are readily obtainable.	X			All applications are available via OSU site license.
6.4 The course technologies are current.	X			All applications are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			All applications are covered by OSU agreements.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			Accessibility policy is present.
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			Links to and information about OSU's academic support services are provided.
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			Information is present.
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			a
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			b
8.4 The course design facilitates readability	X			c
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 9/5/19
- Reviewed by: Ian Anderson

Notes: Please list out the method for Online Office Hours (Zoom, Skype, etc.). Remove references to CarmenConnect as it has been replaced by Zoom.

^aThe following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.