Political Science 347
Terrorism
Andrew Kydd
Department of Political Science
University of Wisconsin-Madison

About the Course

Course Description

This course will introduce the student to the subject of terrorism. The course will cover the history of terrorism, the causes of terrorism, the goals and strategies pursued by terrorist groups, the extent to which terrorism succeeds in achieving its goals, the potential for terrorism with weapons of mass destruction, counterterrorism and counterinsurgency, and the normative debates about torture and civil liberties in the context of terrorism.

Learning Outcomes

Students are expected to develop an understanding of the following topics.
1. The history of terrorism
2. The current state of terrorism, in the US and around the world.
3. The motivations, strategies and tactics of terrorism
4. Counter terrorism policies, both military and non-military.

In addition, students will develop their research and writing skills through working on a 4,000 word research paper.

Mechanics and Details

Meeting Time and Location

Classroom: Ingraham 19
Lecture Time: Monday and Wednesday, 11:00 am to 11:50 am

Instructional Mode

This class is a traditional face-to-face class, with a website for organizing course materials.

Course Website

The course uses the Canvas platform.

Credit Hours
This course counts for 3 credits. Credit hours are met according to the Carnegie definition by two 50 minute lectures per week plus one 50 minute discussion section per week. In addition, students must do the readings, write the paper, and prepare for the final exam.

Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>e-mail</th>
<th>Office Hours</th>
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</thead>
<tbody>
<tr>
<td>Andrew Kydd</td>
<td><a href="mailto:kydd@wisc.edu">kydd@wisc.edu</a></td>
<td>Monday, 1:00-3:00 pm</td>
</tr>
<tr>
<td>Sujeong Shim</td>
<td><a href="mailto:sshim22@wisc.edu">sshim22@wisc.edu</a></td>
<td>Monday, 8:50-10:50 am</td>
</tr>
<tr>
<td>David Bates</td>
<td><a href="mailto:dbates2@wisc.edu">dbates2@wisc.edu</a></td>
<td>Wednesday 2:30-3:30 pm,</td>
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<tr>
<td></td>
<td></td>
<td>Friday 10:00-11:00 am</td>
</tr>
<tr>
<td>Yumi Park</td>
<td><a href="mailto:yumi.park@wisc.edu">yumi.park@wisc.edu</a></td>
<td>Thursday 8:45-10:45 am</td>
</tr>
<tr>
<td>Hohyun Yoon</td>
<td><a href="mailto:hyoon73@wisc.edu">hyoon73@wisc.edu</a></td>
<td>Wednesday 1:20-3:20 pm</td>
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Course Designation and Attributes

Breadth-Social Science. 
Counts as Liberal Arts and Science credit in L&S.

Requisites

1. Sophomore standing or above
2. An introductory course in international relations, either
   a. Political Science 140-Introduction to International Relations or
   b. International Studies 101-Introduction to International Studies

Readings

The following books are available at the bookstore.


The readings not found in these books are available the Canvas website for this course.

Learning Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071)
require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.

Students with disabilities should contact the McBurney Center for guidance. We will be happy to accommodate your needs as instructed by the center.

http://mcburney.wisc.edu

Academic Integrity

The University of Wisconsin has a strict policy against plagiarism, so make sure you cite sources appropriately. If you have any doubt, err on the side of citing. Exams are closed book. Any suspected cases of plagiarism or cheating on exams will be referred to the Dean of Students office. More information can be found at http://writing.wisc.edu/Handbook/QPA_plagiarism.html, and https://www.students.wisc.edu/doso/academic-integrity/.

Course Work and Grading

Course Requirements

The grade will be based on the following elements.

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<tr>
<th>Item</th>
<th>Percent of Final Grade</th>
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<tr>
<td>Attendance and Participation</td>
<td>30%</td>
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<tr>
<td>Research Paper</td>
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<tr>
<td>Prospectus</td>
<td>5%</td>
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<tr>
<td>First Draft</td>
<td>10%</td>
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<tr>
<td>Final Draft</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>35%</td>
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The grading scheme is the following.

A     93-100
AB    88-92
Numerical scores will be rounded to integers using the usual convention, so that 87.5 will be rounded up to 88 and therefore get an AB, whereas 87.4 will be rounded down to 87 and get a B.

**Attendance and participation**

Attendance at lectures is strongly recommended. Lecture slides will be made available after lecture, but it will be difficult to interpret them unless you have been at the lecture. You are encouraged to interrupt and ask questions at any point.

Discussion sections will be structured around weekly debates on topics that are related to the readings for the week. Participation will be graded on a scale from zero to four, with one point for attendance, and three more for active and constructive participation.

**The Research Paper**

Each student will write a research paper of around 4,000 words. The paper should take one of the topics we cover in class as a starting point and develop an argument with both theoretical and empirical aspects. The paper must have four components. First, a question derived from the course, such as “what motivates terrorists,” or “is terrorism successful?” Second, an argument or claim, such as “terrorists are not rational” or “religious motivations are necessary for suicide bombing.” Third, a discussion of the relevant theoretical literature or debate on the question, both supporting your point of view and presenting alternatives. Fourth, a discussion of some empirical cases that support your point of view as opposed to the relevant alternatives. The articles in *International Security* may be taken as role models. The paper must make reference to at least three serious sources not found on the syllabus. By serious we mean either an academic article or book, or a government document.

A suggested outline for your paper is the following.

1. **Introduction**
   a. What is the question?
      i. Why is it important?
   b. What is your answer or thesis?
   c. What is your theoretical approach?
   d. What empirical cases will you discuss?
   e. Roadmap of the paper.

2. **Literature review**
   a. Scholarly literature/debate on the question
b. Policy debate/reporting on the question (optional)

3. Theory section
   a. Exposition of your theory
   b. Discussion of alternative theories, and, possibly, why yours is logically better

4. Empirical section
   a. Why these cases are appropriate to assess your question/theory
   b. Discussion of details of cases, and why they support your thesis/theory better than alternative theories

5. Conclusion
   a. Summary of results
   b. Broader implications

To help keep you on track towards a good final paper, there will be two interim products due along the way. First will be a one page prospectus of the paper. Second is a first draft that will be a complete, but unpolished, draft of the entire paper. Feedback will be provided by the TA to guide revision of the final paper.

The One Page Prospectus

In order to make sure that your paper is off to a good start, a one page prospectus of your project is due about a month into the course, on the date noted on the course schedule. You should start thinking about your research paper as soon as possible. Scan down the syllabus to look for topics that are interesting and do a little advance reading to investigate them. The prospectus will be worth five points and be graded according to the following rubric.

1. Is the prospectus on time? (According to the schedule below)
2. Is the prospectus correctly formatted? (According to the guidelines below)
3. Does the prospectus clearly articulate the question the paper will seek to answer, and is that question appropriate for the class?
4. Does the prospectus clearly articulate the research plan? (How will the paper answer the question, what cases or countries will you examine, etc.?)
5. Does the prospectus adequately discuss some sources you will make use of? (Some from the syllabus and at least three additional sources not on the syllabus. Sources should be academic articles or books comparable to those on the syllabus.)

Your TA will provide feedback on the prospectus that will help refine your research plan.

The Rough Draft

The rough draft should reflect a substantial amount of research. It should be basically complete, in the sense that there are no large sections totally missing or represented by “discuss al-Shabaab here” sorts of place holders. However, as a rough draft, it can be
unpolished, with some sections more complete than others, and with notes to develop specific ideas or sources further, eg. “find more on Israeli counterinsurgency” or “get more on 19th century anarchists.”

The rough draft is worth ten points. It will be graded according to the following rubric.

Format and Style issues
1. Is the draft on time? (According to the schedule below)
2. Is the draft correctly formatted? (According to the guidelines below, including citation style.)
3. Is the draft clearly structured? (Good introduction, use of sections and headings, etc.)
4. Is the writing clear, with complete, grammatically correct sentences?
5. Does the draft reflect significant work? The basic metric here will be length. The final draft target is 4,000 words. The rough draft should be between 3,500 and 4,500 words.

Content issues
6. Is the question appropriate and clearly articulated?
7. Are the theoretical framework and thesis of the paper clear?
8. Does the draft adequately engage the existing literature on the question? (Does it refer to the relevant literature from the syllabus and at least three additional sources?)
9. Does the draft adequately consider alternative theories or explanations?
10. Does the draft adequately discuss and reflect knowledge of the empirical cases?

Your TA will give you comments on the rough draft that will help you as you work on the final draft.

The Final Paper

The final paper is the polished version of the rough draft. It should be complete and well written, with any holes identified in the rough draft in logic, evidence or connection to the literature filled in.

The final paper is worth 15 points and is graded according to the following rubric. The first ten categories are carried over from the rough draft, and the remaining five are new.

Format and Style issues
1. Is the paper on time? (According to the schedule below)
2. Is the paper correctly formatted? (According to the guidelines below, including citation style.)
3. Is the paper clearly structured? (Good introduction, use of sections and headings, etc.)
4. Is the writing clear, with complete, grammatically correct sentences?
5. Does the paper reflect significant work? The basic metric here will be length. The target is 4,000 words. The paper should be between 3,500 and 4,500 words.

Content issues
6. Is the question appropriate and clearly articulated?
7. Are the theoretical framework and thesis of the paper clear?
8. Does the paper adequately engage the existing literature on the question? (Does it refer to the relevant literature from the syllabus and at least three additional sources?)
9. Does the paper adequately consider alternative theories or explanations?
10. Does the paper discuss and reflect detailed knowledge of the empirical cases?

Quality issues
11. Are the theoretical arguments relatively free from logical gaps?
12. Are alternative explanations or perspectives fairly treated?
13. Does the empirical discussion support the theoretical argument?
14. Have obvious counterexamples that would point the other way been discussed?
15. Is the paper free from tendentious or polemical content?

Format for Written Work

All written work must have a title page including the title of the document (your project title), your name, the date, the name of the class, the professor and TA’s names, and the type of assignment it is, (one page prospectus, first draft, or final paper). The pages must be numbered. References are to be done with American Political Science Association (APSA) system. Check out the writing center website for information on this citation style: http://www.writing.wisc.edu/Handbook/DocAPSA.html. Make sure to cite specific page numbers so the reader can easily find the source for what you are saying. The last page in the document should be the reference list. It does not count in the word count for the paper. For information on writing and formatting references, see the UW Writing Center website, particularly, their writer’s handbook, where you can find information about proper citing and the APSA system.


All documents must be submitted to the appropriate dropbox on the Canvas website for the course. The name of the document must be your last name, followed by 1 for the paper proposal, 2 for the first draft and 3 for the final paper, followed by the relevant document suffix. For instance, Smith’s first draft would be named Smith2.docx.

This serves as your notice for proper format and documentation. Documents not meeting these standards will be marked down accordingly with no appeal.

The Final Exam
The final exam will be multiple choice. The exam will cover the entire course and will be closed book. A good way to study for the exam is to make an index card for each reading with the author, title, topic, main argument, who they are arguing against, if anyone, and empirical cases discussed. You will need to know the names of authors and associate them with their arguments for the exam.

The exam location has not yet been scheduled, an announcement will be made in class when we find out.
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<tr>
<th>Module</th>
<th>Event</th>
<th>Day</th>
<th>Date</th>
<th>Month</th>
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<tbody>
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<td>Introduction</td>
<td>Lecture 0 Defining Terrorism</td>
<td>Wednesday</td>
<td>4</td>
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<td></td>
<td>Lecture 1.1 Antiquity to the Renaissance</td>
<td>Monday</td>
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<td>Lecture 1.2 France and Russia</td>
<td>Wednesday</td>
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<td>Lecture 1.3 Anarchism</td>
<td>Monday</td>
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<td>Lecture 1.4 The KKK</td>
<td>Wednesday</td>
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<td>Lecture 1.5 Nationalist Terrorism</td>
<td>Monday</td>
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<td>Lecture 1.6 Communism and Fascism</td>
<td>Wednesday</td>
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<td><strong>Paper Topic Due</strong></td>
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<td>Module 1: Terrorism</td>
<td>Lecture 2.1 The Global Terrorism Database</td>
<td>Wednesday</td>
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<td>October</td>
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<td>Before 1979</td>
<td>Lecture 2.2 Islam and the West</td>
<td>Monday</td>
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<td>Lecture 2.3 The Origins of Islamist Terrorism</td>
<td>Wednesday</td>
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<td>Lecture 2.4 Al Qaeda</td>
<td>Monday</td>
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<td>Lecture 2.5 9/11</td>
<td>Wednesday</td>
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<td>Lecture 2.6 The Islamic State</td>
<td>Monday</td>
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<td>Lecture 2.7 Jihad in Africa</td>
<td>Wednesday</td>
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<td>Lecture 2.8 White Nationalism</td>
<td>Monday</td>
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<td>Lecture 2.9 The Great Replacement</td>
<td>Wednesday</td>
<td>30</td>
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<td>Module 2: Terrorism</td>
<td>Lecture 3.1 Motivations</td>
<td>Monday</td>
<td>4</td>
<td>November</td>
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<td>Since 1979</td>
<td>Lecture 3.2 Strategies of Terrorism</td>
<td>Wednesday</td>
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<td>Lecture 3.3 Suicide Terrorism</td>
<td>Monday</td>
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<td>Lecture 3.4 WMD</td>
<td>Wednesday</td>
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<td>Lecture 3.5 Does Terrorism Work?</td>
<td>Monday</td>
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<td>Module 3: Motivations,</td>
<td>Lecture 4.1 The Cost of Terrorism</td>
<td>Wednesday</td>
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<td>Strategies and Tactics</td>
<td><strong>Paper Rough Draft Due</strong></td>
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<td>Lecture 4.2 Non-Military Means</td>
<td>Monday</td>
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<td><strong>No Class (Thanksgiving)</strong></td>
<td>Wednesday</td>
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<td>Lecture 4.3 Regime Change</td>
<td>Monday</td>
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<td>Lecture 4.4 Drones and Assassination</td>
<td>Wednesday</td>
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<td>Lecture 4.5 Torture</td>
<td>Monday</td>
<td>9</td>
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<td>Lecture 4.6 Civil Liberties</td>
<td>Wednesday</td>
<td>11</td>
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<tr>
<td>Module 4: Counter-Terrorism</td>
<td><strong>Final Exam</strong></td>
<td>Monday</td>
<td>16</td>
<td>December</td>
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<td>Time: Noon</td>
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Lectures and Readings

Introduction

Lecture 0  Introduction and Definition of Terrorism


Module 1: Terrorism before 1979

Lecture 1.1  Terrorism from Antiquity to the Renaissance


Lecture 1.2  Revolutionary Terrorism: France and Russia


Lecture 1.3  Anarchy in the UK, USA, France, etc.


Lecture 1.4  The KKK


Lecture 1.5  Nationalist Terrorism

- Law, Randall. *Terrorism: A History*. Chapter 9, 11, 12
Lecture 1.6  The Return of State Terror: Communism and Fascism

Lecture 1.7  The New Left and State Responses

Module 2: Terrorism Since 1979
Lecture 2.1  Global Terrorism

Lecture 2.2  Islam and the West

Lecture 2.3  The Origins of Jihad

Lecture 2.4  Al Qaida
- The 9/11 Commission Report. Chapters 2, 4-6.

Lecture 2.5  September 11, 2001

Lecture 2.6  The Islamic State
Lecture 2.7  Islamist Terrorism in Africa


Lecture 2.8  White Nationalism

- Pierce, William. 1978. The Turner Diaries. Chapters 1, 2, 5, 6, 27, 28, Epilogue.

Lecture 2.9  The Great Replacement

- David Lane. “14 Words.”
- Roof, Dylan, Manifesto.

Module 3: Motivations, Strategies, and Tactics

Lecture 3.1  Motivations: Political Economy vs. Sacred Values


Lecture 3.2  The Strategic Approach

Lecture 3.3  Suicide Terrorism


Lecture 3.4  Terrorism with WMD


Lecture 3.5  Does Terrorism Work?


Module 4 Counterterrorism

Lecture 4.1 The Cost of Terrorism


Lecture 4.2 Non-Military Approaches


• Gottlieb, Stuart. Debating Terrorism and Counterterrorism: Chapters 7,8.

Lecture 4.3 War, Regime Change, Occupation and Counterinsurgency


Lecture 4.4 Drone Strikes and Assassination


Lecture 4.5 The Torture Debate

Lecture 4.6  Surveillance and Civil Liberties

- Bergen, Peter, and David Sterman, Emily Schneider and Bailey Cahall.  2014. “Do NSA’s Bulk Surveillance Programs Stop Terrorists?” New America Foundation.
