

**IR 386: International Terrorism in a Liberal Democracy
Fall 2008**

Class MW 2:00-3:20PM, VKC 260

Discussion Sections: None; Group work outside class WILL be required

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Blackboard: <https://blackboard.usc.edu>

Course Description:

"Terrorism is theater." Brian Jenkins.

"Today we were unlucky, but remember we only have to be lucky once – you will have to be lucky always." IRA on their failed attempt to assassinate Margaret Thatcher on 12 October 1984 at the Grand Hotel in Brighton, England.

Most terrorists see themselves as reasonable people who have been pushed to violence by circumstances beyond their control. Terrorist organizations which survive over time tend to receive at least tacit support from local populations by playing on some political grievance which, however twisted, resonates to some degree. In some cases, political grievances have been recognized and become subject to negotiation. Terrorist organizations which survive over time also learn and adapt; within their construct of changing reality, they make rational and calculated decisions about the types of violence they practice and the targets they select. Terrorist organizations have evolved significantly since the term was coined in the late 1700s, but many tactics and methods, while reflecting new technology, remain the same. Although Al Qaeda is the most talked about terrorist threat today, there are many other active terrorist groups which threaten both the U.S. and international interests; we will look at a cross section of terrorist organizations to develop a basic understanding of the problem.

Although terrorism may spring from some kernel of true political grievance, is asymmetrical warfare by its very nature, so there are significant moral dilemmas about what constitutes an appropriate response for a liberal democracy walking a tightrope between security and civil liberties. We will look first at tools of U.S. national power and international influence available to combat terrorism, examining the strengths and weaknesses of each. We will then contrast the experiences of counterterrorist officials in multiple democracies responding to different types of threats, reviewing lessons learned.

To apply information and theory presented in readings and lectures, you will be divided into work groups to tackle specific red team/blue team problems. You will first participate in a group project representing a terrorist organization with has been in

existence for 20 years or more; you will take on a role such as political ideologue, financial/logistical operator, propagandist and/or cadre leader. You will be tasked to outline, justify, support and exploit a full terrorist attack plan. You will then switch sides and represent elements of national power combating terrorism to develop a practical counterterrorism strategy. **Although discussion sections have been cancelled, students will be required to undertake weekly group work outside class beginning week four through the end of the semester; group assignments will be worked out so that group meetings can be attended by all group members and will occasionally take place with the professor as well. Attendance at group work sessions is mandatory and will be monitored.**

Course Objectives: At the end of this course, you will be able to:

- Define basic concepts related to terrorism
- Trace the general history of terrorism from its roots to today
- Contrast and compare several specific terrorist groups
- Contrast and compare selected terrorist tactics
- Identify the components of national power which can be brought to bear to combat terrorism and demonstrate an understanding of the strengths and weaknesses of each
- Demonstrate the ability to successfully participate in group work both in shared research and problem solving
- Evaluate a wide variety of resource materials based on a simple system of understanding of the source

Required Texts

Bruce Hoffman; Inside Terrorism, Revised and expanded edition (Columbia University Press, New York 2006) available for purchase at the bookstore.

Robert Art and Louise Richardson, eds; Democracy and Counterterrorism; Lessons from the Past (United States Institute of Peace Press, Washington DC, 2007) available for purchase at the bookstore

You will need to purchase Richard L. Russell, American Military Retaliation for Terrorism: Judging the Merits of the 1998 Cruise Missile Strikes in Afghanistan and Sudan. Georgetown University Institute for the Study of Diplomacy, case # 238, available for purchase from <http://www.guisd.org> for USD 5.00.

You are required to read some credible media outlet daily so that you can discuss items of interest related to terrorism and counterterrorist policy in today's world.

Readings related to specific lectures and exercises as well as additional resources lists for group research MAY be posted on blackboard and/or handed out in class.

Assignments/Grading breakdown

- Pop quizzes (best three out of four), 10 percent
- Class and work group participation, 20 percent
- Individual grade on red team exercise as terrorism group member (there will be an individual paper and a group presentation), 25 percent
- Individual grade on blue team exercise as a government counterterrorist operator (there will be an individual paper and a group presentation), 25 percent
- Final Exam, 20 percent

Note on the Instructor: The Central Intelligence Agency assigns senior officers to fill faculty positions at military service academies, military staff colleges, and selected civilian institutions of higher learning. Despite CIA sponsorship for this program, I am independently responsible for the design, content and conduct of my classes, so view points I present are mine alone and should not be attributed to the CIA as a whole. As an Operations Officer/intelligence practitioner with 20 years of undercover experience in Washington, Latin America and Europe, I have done analytic and operational work in intelligence against a variety of targets including various insurgent and terrorist organizations. I have run a fusion center working against selected narco-terrorist targets which included personnel and elements from many agencies of the U.S. Intelligence Community. I have worked with members of the intelligence community, law enforcement, the military and with foreign liaison to pursue this target. My objective is to place my experience in a learning context to help you better understand the issue of terrorism and the strengths and weaknesses of possible counterterrorist actions.

Conduct of the Class:

Lecture Session Participation: I come to class every session prepared to create the best learning environment I can; I expect you to do the same. You will be asked to conduct research and to participate in two group projects during the semester which will give you knowledge and experience not available to other students; you will be expected to use this knowledge to help teach and inform others. Information developed by all class members during the red team exercise will be made available to the class as a basis for the blue team exercise. I will take attendance and there will be four unannounced quizzes during the semester; your three best scores will count in your final grade. You are allowed one unexcused absence from lectures; use it wisely. I understand that life intervenes, so talk to me before class if you cannot make it.

Work groups: This is your opportunity to learn by doing. This is simulated real life: a terrorist organization's operational plan may be flawed if a key actor is missing; a government cannot respond fully if an agency is not represented at the table. Work group attendance is mandatory. Since the red team terrorist project produced during the first half will form a basis for response by the blue team in the second half, and teams will be mixed up so that you have to respond to terrorist planning by others, a decision to take this class is a commitment to full participation. Cooperation within and among groups working together and learning from each other will be key in making this class a success. We will discuss methodologies and issues about group work in class; although your grade

will reflect primarily individual effort, your ability to work successfully within the group will also be weighed. People have different working styles and capabilities; any issues within groups which cannot be resolved internally should be brought to my attention immediately.

Due dates are real; class discussion/presentations will take place as scheduled and supporting paperwork will be placed in a general file for communal access for the next portion of the group project. Late assignments will hinder the ability of others to complete their work and will be marked down one grade for every day they are late. Due dates for outlines and discussions with the professor on group work are also strict to allow us both to assess your progress and adjust if needed. In-class quizzes and exams cannot be made up except in the case of an excused absence.

Readings: Required readings are building blocks for lectures and exercises; completing them before the related class will make your learning process easier. I have kept required readings to a bare minimum to clear the way for you to have time to conduct your own directed research; we will work together to develop resources using a wide variety of research materials on your specific assigned terrorist organization or element of national power. You will be expected to develop your own information sources, evaluate them and post them for other students to use.

Get to know me: Please come to my office hours and/or e-mail me to discuss your questions about an issue, the course and/or the readings. The success of this class is built around dialogue and a spirit of inquiry. If you have a problem, there is a solution we can find together. I have high expectations for every student and look forward to working with each of you. I plan to have fun and ask you to join me.

Technology: If your cell phone rings or you are observed using it during class, you will be asked to leave the room for the rest of the class. Computers are for taking class notes only; those observed surfing, chatting, etc. will not be allowed to bring computers again. Recording of class sessions is not allowed under any circumstances. Occasionally we will close all computers, take no notes and just talk; one person will be designated to take notes during those sessions and post them for all to review.

Behavior: We will not tolerate any form of academic dishonesty. Any violation of USC rules as articulated in SCampus will result in an F for the class. All participants are expected to maintain an atmosphere of open-mindedness and tolerance for the viewpoints of others, as well as civility in the face of disagreements.

Class Sessions

Week One: Introduction and discussion of class plan.

Week Two: Defining Terrorism

Week Three: History and Trends in Terrorism/Terrorist Topologies

Week Four: Terrorism and the Media/Anatomy of a Terrorist Attack

Week Five: Terrorist Finance and Logistics/State Sponsors of Terrorism

Week Six: Team A Exercise Prep/Terrorist Organizational Learning

Week Seven: Team A student presentations

Week Eight: Elements of State Power Available to Respond/Diplomacy, Foreign Policy

Week Nine: Intelligence/Lessons Learned from Team A Exercise

Week Ten: Law Enforcement/Financial Controls, Trade and Development

Week Eleven: Military Force and its limits/State and Local

Week Twelve: Specific case reviews/ Responding to Asymmetric Attack

Week Thirteen: Team B student presentations

Week Fourteen: Does terrorism work/How can States avoid/limit the possibility of terrorism

Week Fifteen: Strengths and Weaknesses in Response plans/U.S. National Counterterrorism Strategy

Study period:

Final Exam: Friday December 12, 2-4 PM

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by

others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.