



**SAINT LOUIS  
UNIVERSITY  
MADRID**

**POLS 2640-M01  
International Terrorism  
Spring 2018**

**Barah Mikail  
[barah.mikail@slu.edu](mailto:barah.mikail@slu.edu)  
Monday and Wednesday  
14.30-15.45  
PRH 8**

**Office hours  
Monday and Wednesday 17:30-19:30  
Tuesday 11:00-13:00 (by appointment)**

**Mobile phones are not allowed in the class**

**PLEASE READ THIS SYLLABUS CAREFULLY  
IT HAS INFORMATION FOR THE COURSE AND  
ITS EVALUATION**

## **Course Description**

When we use the word “terrorism”, we often think of what has become commonly known as “Islamism”, “radical Islamism” or even “Jihadism”. Nevertheless, the dimensions and the issues that are linked to “terrorism” are by far more diverse and more complicated. While we can find various definitions and representations for terrorism over history, the concept was also quickly claimed by political actors that wanted to discredit their rivals and/or their enemies. This practice is still ongoing today.

On the other hand, there are several dimensions that need to be addressed because of their proximity to terrorist-related issues. Some of them are linked to human rights and the rule of law, the others refer to national jurisdictions and how they can fit with international law and its principles. Terrorism may remain for some time a vague concept that includes several dimensions and issues, but its implications on international security and the respect of civil liberties and human rights are so important that there is an urgent need to build an international architecture that counters any possible abuse that would be committed in the name of the fight against terrorism.

This course will shed the light on all the core elements that allow us to understand better “terrorism” taken from a large perspective. We will first study the evolution of the concept of “terrorism” and its different understandings over history. We will then study the implications of terrorism-related issues on both societies and the international security architecture. At the end of the course, students will be capable to sort out the different implications that come out of the concept of “terrorism”. Through debates and exchanges of points of view, they will also develop their own appreciation of the ways by which terrorist acts and how they are addressed could benefit from a better and more fitted approach at the social, national, regional and international levels.

## **Course Objectives**

1. Identify and understand the different acceptations of terrorism over history
2. Understand why and how the post-11 September context has created a new ground for appreciating terrorism
3. Identify the different means and methods that have been developed to counter “terrorism”
4. Put terrorism-related issues in perspective with the conditions required for preserving civil liberties and human rights
5. Identify the conditions and the context that would contribute to defusing terrorist threats
6. Distinguish “reaction” from “overreaction” to terrorism

## Student Learning Outcomes

1. Explain what is terrorism
2. Give examples of contemporary anti-terrorism strategies
3. Give examples of terrorist organizations as opposed to criminal organizations
4. Prove awareness of what is at stake when it comes to citizens' rights
5. Define the main spots and the most common drivers for terrorism
6. Make relevant suggestions for what an efficient counterterrorism strategy would look like

## Research Methods

Students should complete the readings before the date of the course. They will be graded on the basis of a mid-term exam, an oral presentation that will be accompanied by a briefing report, and a final exam. Participation in class will be evaluated.

## Recommendations for oral presentations

- **Students are required not to read their presentations.** The idea for you is to understand well the topic you have studied before you share your findings and ideas with your audience. The more you are comfortable with what you say, the better you will be prepared to engage a debate with your audience.
- **Students have to make their presentation structured, dynamic, provocative when needed and challenging.** The idea is not to get your audience to listen to an enumeration of dates and facts. Instead, you are required to make a clear and concise presentation of the topic before presenting the different views that are part of the debate, expressing what you think personally, defining the solutions you suggest and then bringing two or three open questions that will open the floor for the debate.
- At the end of your presentation, the audience should understand the relevance of the topic, integrate the different perspectives to understand the issue or problem, as well as understand both the most appropriate ways to deal with the subject and the foreseeable consequences for the countries that are involved in and/or dealing with terrorist-related issues.

You will be assessed based on the way you lead and expose your presentation. You need to show a good knowledge on the topic of the seminar based on relevant bibliography. You need to make an argument and provoke a dynamic discussion.

### **The criteria for evaluation will be**

Your knowledge

Your ability to put your argument forward

Your ability to explain the argument and the points you wish to make

Your ability to provoke a dynamic and lead the discussion

**Grade Scale:**

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	73%-79%
C	67%-72%
C-	60%-66%
D	50%-59%
F	0%-49%

**Methods of Evaluation and Grading (% of Final Grade)**

20%	Oral presentation
30%	Mid-term exam
20%	Attendance and participation
30%	Final exam

**Statement**

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

**While some classes may be primarily lecture, much of the class will involve discussing the readings and current issues. Therefore, active student participation is required. Besides, each recorded absence beyond three will result in a letter grade reduction in your participation and attendance grade.**

## BIBLIOGRAPHY

Textbook: Hoffman, Bruce, **Inside Terrorism**, Columbia University Press, 2006

Non-mandatory additional bibliography:

- Acharya, Arabinda, **Ten Years After 9/11- Rethinking the Jihadist Threat**, Routledge, 2013
- Atwan, Abdel Bari, **After Bin Laden: Al Qaeda, the Next Generation**, The New Press, 2013
- Brunn, Stanley D. (Ed.), **11 September and its Aftermath: The Geopolitics of Terror**, Routledge, 2004
- Chaliand Gérard, Blin Arnaud, **The History of Terrorism: From Antiquity to Al Qaeda**, University of California Press, 2007
- Combs, Cynthia, **Terrorism in the 21<sup>st</sup> Century**, Pearson, 2012
- Cronin, Audrey, **How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns**, Princeton University Press, 2011
- Guelke, Adrian, **The New Age of terrorism and the International Political System**, I. B. Tauris, 2008
- Hoffman Bruce, Howard Russell (Eds.), **Terrorism and Counter-Terrorism: Understanding the New Security Environment, Readings and Interpretations**, McGraw-Hill/Dushkin, 2011
- Huntington, Samuel, **The Clash of Civilizations and the Remaking of World Order**, Simon & Schuster, 2011
- Keegan, John, **Intelligence in War: Knowledge of the Enemy from Napoleon to Al-Qaeda**, 2003, Knopf
- Kegley, Charles W. (Ed.), **The New Global Terrorism: Characteristics, Causes, Controls**, Pearson, 2002
- Mosley, Ivo, **Democracy, Fascism and the New World Order**, Imprint Academic, 2003
- Weiner, Tim, **Enemies: A History of the FBI**, Random House Trade Paperbacks, 2013
- Weiner, Tim, **Legacy of Ashes: The History of the CIA**, Anchor, 2008

## LECTURES

### 1- Presentation of the course and Introduction to International Terrorism

### 2- Terrorism through history

Reading: Gérard Chaliand and Arnaud Blin, "Manifestations of terror through the ages", in Chaliand Gérard, Blin Arnaud, *The History of Terrorism: From Antiquity to Al Qaeda*, pp. 79-94

### 3- Terrorism in contemporary history

Reading: Bruce Hoffmann, "Defining Terrorism", Textbook, Chapter 1, pp. 1-41

### 4- Terrorism, state terrorism and freedom fighters

Readings: Bruce Hoffmann, "The Modern Terrorist Mind-set: Tactics, Targets, Tradecraft, and Technologies", Textbook, Chapter 8, pp. 229-256

### 5- Terrorists vs States (1): European and American readings and perceptions

Reading: European Parliament, "Preventing Radicalisation in the EU", November 2015, [http://www.europarl.europa.eu/RegData/etudes/ATAG/2015/571342/EPRS\\_ATA\(2015\)571342\\_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/ATAG/2015/571342/EPRS_ATA(2015)571342_EN.pdf)

Paul R. Pillar, *American Perceptions of Terrorism in the Post-9/11 Decade*, CTC Sentinel, 26<sup>th</sup> of September 2011, <https://www.ctc.usma.edu/posts/american-perceptions-of-terrorism-in-the-post-911-decade>

### 6- Terrorists vs States (2): Asian and Latin American readings and perceptions

Readings: Murray Scot Tanner, James Bellacqua, *China's Response to Terrorism*, CNA Analysis & Solutions, pp. 37-53, [http://origin.www.uscc.gov/sites/default/files/Research/Chinas%20Response%20to%20Terrorism\\_CNA061616.pdf](http://origin.www.uscc.gov/sites/default/files/Research/Chinas%20Response%20to%20Terrorism_CNA061616.pdf)

Mark P. Sullivan, June S. Beittel, *Latin America: Terrorism Issues*, Congressional Research Service, December 2016, <http://fas.org/sgp/crs/terror/RS21049.pdf>, pp. 1-16

### 7- Terrorists vs States (3): Arab and Islamic readings and perceptions

Watch: Jihad on Terror, The Fog is Lifting (Part II), <https://www.youtube.com/watch?v=T-zLekoW3pg> (total duration: 1hr 39 min).

### 8- From "The End of History" to "The Clash of Civilizations"

Readings: Francis Fukuyama, "The End of History?", *The National Interest*, Summer 1989, available at: <http://ps321.community.uaf.edu/files/2012/10/Fukuyama-End-of-history-article.pdf>

Huntington, Samuel, *The Clash of Civilizations and the Remaking of World Order*, Simon & Schuster, 2011, Chapters 1 & 12 (available at the library)

### 9- 9/11 and its aftermath: A geopolitical reading

Reading: Bruce Hoffmann, "The End of Empire and the Origins of Contemporary Terrorism", Textbook, Chapter 2, pp. 43-62

### **10- Anti-terrorism measures and racial profiling**

Reading: Bruce Hoffmann, "Religion and Terrorism", Textbook, Chapter 4, pp. 81-130

### **11- Terrorist(s): Is there a generic profile?**

Reading: Bruce Hoffmann, "Suicide terrorism", Textbook, Chapter 5, pp. 131-171

### **12- Al-Qaeda: Origins and objectives**

Reading: Carla E. Humud, *Al Qaeda and U.S. Policy: Middle East and Africa*, Congressional Research Service, 11<sup>th</sup> of August 2016, pp. 1-6

### **13- Islamic State: Origins and objectives**

Reading: Zachary Laub, *The Islamic State*, CFR Backgrounds, 10<sup>th</sup> of August 2016, <http://www.cfr.org/iraq/islamic-state/p14811>

### **14- Can "terrorism" be defined?**

Reading: Bruce Hoffmann, "The Old Media, Terrorism, and Public Opinion", Textbook, Chapter 6, pp. 173-195

### **15- The Snowden case**

Readings: Sue Halpern, "Partial Disclosure", *The New York Review of Books*, 10<sup>th</sup> July 2014, <http://www.nybooks.com/articles/archives/2014/jul/10/glenn-greenwald-partial-disclosure/>

Edward Snowden's interview with *The Guardian*, 18<sup>th</sup> July 2014, <http://www.theguardian.com/world/2014/jul/18/-sp-edward-snowden-nsa-whistleblower-interview-transcript>

Alexa Van Sickle, "Secrets and Allies: UK and U.S. Government Reaction to the Snowden Leaks", *Carnegie Council for Ethics in International Affairs*, 8<sup>th</sup> January 2014, [http://www.carnegiecouncil.org/publications/ethics\\_online/0089](http://www.carnegiecouncil.org/publications/ethics_online/0089)

### **16- The CIA torture report (2014)**

Reading: Committee Study of the Central Intelligence Agency's Detention and Interrogation Program, Senate Select Committee on Intelligence, December 2014, <http://www.intelligence.senate.gov/study2014/sscistudy1.pdf>, read foreword (1-6) and findings and conclusions pp. 1-19)

### **17- The role of mass media**

Reading: Bruce Hoffman, "The New Media, Terrorism, and the Shaping of Global Opinion", Textbook, Chapters 7, pp. 197-228

### **18- From migrations to displacements: The human dimension**

Huseyin Cinoglu, Nurullah Altun, "Terrorism, International Migration and Border Control", *European Scientific Journal*, July 2013 Edition, Vol.9, No.20, <http://euijournal.org/index.php/esj/article/viewFile/1564/1570>

**19- The “War on terror” and its aftermath: State of play**

Reading: Arabinda Acharya, Ten Years After 9/11- Rethinking the Jihadist Threat, Routledge, 2013; read the introduction, chapter 6 and the conclusion.

**20- Human rights organizations and their war on the “War on terror”**

Conor Gearty, Situating International Human Rights Law in an Age of Counter-Terrorism, Cambridge Yearbook of European Legal Studies, 2008, [http://www.conorgearty.co.uk/pdfs/Human\\_rights\\_Law\\_and\\_terrorism.pdf](http://www.conorgearty.co.uk/pdfs/Human_rights_Law_and_terrorism.pdf)

**21- Is there an efficient anti-terrorism strategy?**

Reading: Reuven Young, Defining Terrorism: The Evolution of Terrorism as a Legal Concept in International Law and Its Influence on Definitions in Domestic Legislation, Boston College International Law and Comparative Law Review, Volume 20, Issue 1, Article 3, January 2006, <http://lawdigitalcommons.bc.edu/cgi/viewcontent.cgi?article=1054&context=iclr>

**Midterm exam: Monday 19<sup>th</sup> of February 2018, 14:30-15:45, PRH 8**

**Final exam: Friday 4<sup>th</sup> of May 2018, 15.30-17.30, PRH 8**

# Calendar

## Spring 2018

### JANUARY

Sunday	7	Spring 2018 new student arrival and University Housing move-in date
Monday-Tuesday	8-9	Spring 2018 new student Welcome Sessions
Wednesday	10	Spring 2018 first day of classes
Sunday	21	Last day to drop a class without a grade W and /or add a class Last day to choose Audit (AU) or Pass/No Pass (P/NP) options
Friday	26	Application deadline for spring semester degree candidates No classes

### FEBRUARY

Wednesday	14	Ash Wednesday Registration for Summer 2018 sessions begins
Thursday-Friday	22-23	No classes (Winter Break)
Tuesday	27	Professors' deadline to submit midterm grades

### MARCH

Friday	9	Last day to drop a class and receive a grade of W
Thursday	15	Last day to submit Transfer Application for fall semester
Saturday	24	Pre- <i>Semana Santa</i> University Housing move-out date
Monday-Wednesday	26-28	<i>Semana Santa</i> holiday (University closed)
Thursday	29	<i>Jueves Santo</i> holiday (University closed)
Friday	30	<i>Viernes Santo</i> holiday (University closed)

**APRIL**

Sunday	1	Easter Post- <i>Semana Santa</i> University Housing move-in date
Monday	2	Easter Monday - classes resume
Wednesday	4	Registration for Fall 2018 semester begins

**MAY**

Tuesday	1	<i>Día del Trabajador</i> holiday (University closed)
Wednesday	2	<i>Día de la Comunidad</i> holiday (University closed)
Thursday	3	Spring 2018 final day of classes
Friday	4	Spring 2018 final exams
Monday-Thursday	7-10	Spring 2018 final exams
Friday	11	University Housing move-out date
Saturday	12	Commencement
Sunday	13	Professors' deadline to submit spring 2018 final grades

## THE UNIVERSITY'S ACADEMIC INTEGRITY STATEMENT

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: [http://www.slu.edu/Documents/provost/academic\\_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%2006-26-15.pdf](http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%2006-26-15.pdf). Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

## TITLE IX STATEMENT

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 ([mmaruri@slu.edu](mailto:mmaruri@slu.edu); 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall ([counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu); 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid ([www.sinews.es](http://www.sinews.es); 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address:<http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

## ACADEMIC ACCOMODATIONS AND LEARNING RESOURCES

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at [disabilityservices-madrid@slu.edu](mailto:disabilityservices-madrid@slu.edu) or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact to Disability Services.

**Final Exam Schedules Spring 2018**

	<b>4 May (Fr)</b>	<b>7 May (Mn)</b>	<b>8 May (Tu)</b>	<b>9 May (Wd)</b>	<b>10 May (Th)</b>
<b>08:30-11:30</b>	Mn classes that meet at 9:00 & 9:30	Mn classes that meet at 10:00	Mn classes that meet at 11:00 & 11:30	Tu classes that meet at 9:30	Tu classes that meet at 8:00
<b>12:00-15:00</b>	Tu classes that meet at 11:00	Mn classes that meet at 13:00	Tu classes that meet at 14:30	Mn classes that meet at 12:00 & 12:30	Tu classes that meet at 12:30
<b>15:30-18:30</b>	Mn classes that meet at 14:30	Tu classes that meet at 17:00 & 17:30	Mn classes that meet at 16:00	Tu classes that meet at 16:00	Mn classes that meet at 17:30
<b>19:00-22:00</b>	---	---	Mn classes that meet at 18:30 & 19:00	Tu classes that meet at 19:00	---