

## **POL 388: Terrorism and Insurgencies\***

*(Fall/2023)*

*(3) Credit Hours*

*Tu-Th 8:00AM - 9:15AM: B10M Bertrand H. Snell Hall*

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### **Instructor Contact Information**

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Student Hours: (day/time/location/Zoom link, state how you will manage Student Hours)

- Tuesday 1330 hrs to 1530 hrs
- Wednesday from 1100 hrs to 1200 hrs, and 1300 hrs to 1600 hrs
- Or by appointment
- Online Office Hours: By Appointment

### **Instructor Participation**

During this course, as your instructor, (you can expect me to

- Respond to emails within 24 to 36 hours.

### **Delivery Method and Continuation Plan**

**(on campus, online, synchronous, asynchronous, etc.)**

- This class will be taught in-person unless we must make alternative arrangements due to unforeseen circumstances.
- Alternative arrangements may include online teaching that may be synchronous or asynchronous.
- If I, the instructor, am sick and can neither conduct the class in-person nor online, then expect an email or message via Moodle that will inform you of the alternative arrangement which may be:
  - Either an alternative out of class activity that you will have to do,
  - Or one of my colleagues will substitute for me during class time.
  - Or I will upload a short video or lecture that I would expect you to have watched and will be discussed during class later.

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\* Instructor may change portions of the syllabus to adapt to the changing circumstances due to any pressing issues affecting the class participants or the broader Clarkson University community.

## COVID-19

- Clarkson is following the guidance and requirements of the State of New York. At the time of writing this syllabus, wearing a mask is on campus is optional. This can change depending on changing circumstances.
- However, you should have a mask with you at all times. It is part of Clarkson's policy, and the instructor for a course has the authority to require the class (always including themselves) to wear masks.

## Course Description

This course focuses on terrorism and insurgencies as political violence carried out by non-state actors. The purpose of the course is to familiarize students with the theoretical approaches to and contemporary challenges in the study of terrorism and insurgencies. Topics will include the nuances involved in defining terrorism and insurgencies, how the two concepts are interrelated, the political context in which terrorist groups emerge, the ideologies, motivations, organizational structure, and decision-making processes of important terrorist groups. The course also looks at the effectiveness of various counter-terrorism tools, the role of technology in the evolution of terror and terrorism, and how terrorism evolves into an insurgency. The course will provide a basis for discussing and analyzing contemporary terrorist and insurgency events and related security issues.

### Prerequisites

1. Willingness to learn about terrorism and insurgencies
2. Willingness to do some additional readings to complete the written assignments

## Instructional Materials

### Textbooks (required)

1. Bruce Hoffman. *Inside Terrorism*. Columbia University Press; third edition, 2017.
2. Seth G. Jones. *Waging Insurgent Warfare: Lessons from the Vietcong to the Islamic State*. Oxford University Press, 2019

### Other Reading and Audio-Visual Materials

1. Uploaded on Moodle.
2. Links to Audio Visual materials are given on Moodle under the relevant module.

## Technology

- [Computer System & Software Requirements](#)
- [Software Accessibility Policies](#) in General
- [Software Privacy Policies](#) in General

### Minimum Technology Skills

- Use Zoom to log in to online class if required

- Use e-mail with attachments
- Upload files on Moodle
- Use online forums on Moodle

### Course Outcomes (CO)

By the end of the course students will be able to:

1. CO1: Analyze the differences in the definition of terrorism
2. CO2: Identify the historical origins of terrorism
3. CO3: Analyze the reasons why terrorism has been difficult to define
4. CO4: Analyze why and how terrorism can become internationalized
5. CO5: Identify the differences between terrorism and insurgencies
6. CO6: Compare and contrast the different pathways to radicalization
7. CO7: Analyze the linkages between religion and terrorism
8. CO8: Analyze the tactics used to perpetrate terrorist and insurgent activities
9. CO9: Analyze why terrorist incidents and insurgencies can become intertwined in terms of their goals and tactics
10. CO10 Differentiate between insurgent tactics and terrorist tactics
11. CO11: Analyze the different pathways of how terrorism ends
12. CO12: Identify the future trajectories of terrorism and insurgencies

### Course Schedule & Graded Activities

*This calendar is tentative and that revisions, if needed, will be provided following Clarkson policy II-C – Course Policies in both the undergraduate and graduate student regulations.*

### Course Schedule & Graded Activities: Each Module is a two-week period with two parts.

Dates	Module Title/ Module Goal	Learning Materials (readings, videos, etc.)	Graded Activities (Course Outcome the Graded Activity Fulfills)
August 29  To  September 7	<b>Module 1, Part I: The Fundamentals</b>  1. Historical origins of terrorism  2. Definitional problems  3. Geographic scope of	1. Domestic Terrorism in the United States (August 29, August 31)  2. Hoffman chapters 1 (August 31)  3. Hoffman chapters 2 and 3 (September 5)	1. <b>Quiz 1:</b> Answer questions on: Definitions of Terrorism, Historical Origins of Terrorism, Problems with definition of terrorism (CO1, CO2, CO3)  <b>Due date: September 8 (11:59 PM EST)</b>  2. <b>Short Response Paper 1:</b> In about 500 words

	terrorism and insurgencies	<p>4. Charles Tilly (On Moodle) (<u>September 7</u>)</p> <p>5. Ann Hironaka (<u>September 7, 12</u>)</p>	<p>explain why the process of colonialism and decolonization is central to understanding terrorism (CO2)</p> <p><b>Due date: September 8 (11:59 PM EST)</b></p>
	<p><b>Module 1, part II: Terrorism and Insurgencies</b></p> <p>1. How are terrorism and insurgencies different?</p> <p>2. How is Insurgent violence different or similar to terrorist violence</p> <p>3. How international structures abet insurgencies</p>	<p>1. Jones chapters 1 and 2 (<u>September 14</u>)</p> <p>2. Refer back to Hoffman chapters 1 and 2 (<u>September 14</u>)</p>	<p>1. <b>Quiz 2:</b> Answer questions on: Identifying violent events as either terror attacks or insurgency related violence, and on how terrorism and insurgencies can be nested within a larger political movement (CO3, CO4, CO5)</p> <p><b>Due Date: September 15 (11:59 PM EST)</b></p>
September 8 To September 29	<p>Module 2 part I: <b>Religion and Identity I</b></p> <p>1. Why use religious motivation to abet violence?</p> <p>2. How religious identity gets manipulated to justify violence?</p>	<p>1. Geneive Abdo, Pew Research (on Moodle, <u>September 19</u>)</p> <p>2. Hoffman chapter 4 (<u>September 19</u>)</p> <p>3. Berger, chapter 2,3, and 5 (on Moodle, <u>September 21</u>)</p>	<p>1. <b>Quiz 3:</b> Answer questions on: Identifying how extremists use religion to justify their actions, Identifying the determinants of in-group and out-group mentality (CO6, CO7)</p> <p><b>Due date: September 22 (11:59 PM EST)</b></p>

			<p>2. <b>Short Response Paper 2:</b> In about 500 words, identify how religion has been used to radicalize populations (CO7)</p> <p><b>Due date: September 22 (11:59 PM, EST)</b></p>
	<p>Module 2 part II <b>Religion and Identity II</b></p> <p>1. How do different pathways to radicalization and recruitment operate?</p>	<p>1. “Defining and Understanding the Next Generation of Salafi-Jihadis” (on Moodle, <u>September 26</u>)</p> <p>2. Hoffman, chapter 5, pp. 139-161 (<u>September 28</u>)</p> <p>3. <a href="#">Watch Video</a> by Prof. Christine Fair for class discussion (<u>September 28</u>)</p>	<p>1. <b>Quiz 4:</b> Answer questions on: Motivation of Salafi-Jihadis’, Origins of suicide terrorism, The two assigned videos (CO6, CO7)</p> <p><b>Due Date: September 28 (11:59 PM, EST)</b></p> <p>2. <b>Short Response Paper 3:</b> Watch video stated in learning material # 3 (on Moodle) and in about 500 words explain why radicalization in the United Kingdom has been increasing. Use concepts from Berger to support your responses (CO6 and CO7)</p> <p><b>Due Date: September 28 (11:59 PM EST)</b></p>
	<b>Policy brief I due October 3 11:59 PM EST (CO3, CO4, CO5, CO6, CO7)</b>		
September 30 To October 13	<p><b>Module 3 Part I:</b></p> <p><b>Media</b></p>	<p>1. Hoffman, chapter 5, 6 (<u>October 3</u>)</p> <p>2. Jones, chapter 6, (<u>October 3</u>)</p>	<p>1. <b>Quiz 5:</b> Answer questions on how old and new media differ in their scope, answer</p>

	<ol style="list-style-type: none"> <li>1. Understanding biases in media coverage</li> <li>2. Understanding use of media by terrorist and insurgent groups</li> <li>3. Understanding the threat of cyberterrorism</li> </ol>	<ol style="list-style-type: none"> <li>3. Singer and Friedman (on Moodle <u>October 5</u>)</li> <li>4. <a href="#">Watch video</a> on the growing role of new media for recruitment (On Moodle, October 5)</li> </ol>	<p>questions on the prospects of cyberterrorism (CO8, CO9)</p> <p><b>Due Date: October 6 (11:59 PM, EST)</b></p> <ol style="list-style-type: none"> <li>2. <b>Short Response Paper 4:</b> Watch the video stated in learning material #4 in about 500 words, analyze how cyber technology is contributing towards increasing the threat of terrorism. (CO9)</li> </ol> <p><b>Due Date: October 6 (11:59 PM, EST).</b></p>
	<p><b>Module 3 Part II: Tactics</b></p> <ol style="list-style-type: none"> <li>1. Understanding Propaganda as a tactic</li> <li>2. Understanding suicide terrorism</li> <li>3. Understanding guerilla tactics</li> </ol>	<ol style="list-style-type: none"> <li>1. Pape, chapters 3, 6, and 9 (on Moodle, <u>October 10</u>)</li> <li>2. Hoffman, chapter 5 (pp. 161- 181, and chapter 8 ( <u>October 10</u>)</li> <li>3. Jones, chapter 3 and 4 (<u>October 12</u>)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Quiz 6:</b> Answer questions on the rationality and irrationality of suicide terrorism, tactics standard to many terrorist and insurgent groups, tactics unique to certain types of terrorist and insurgent groups (CO8, CO9).</li> </ol> <p><b>Due Date: October 13 (11:59 PM, EST)</b></p> <ol style="list-style-type: none"> <li>2. <b>Short Response Paper 5</b> – In about 500 words – using case studies from the texts, analyze the similarities and differences in tactics used to gain popularity or gain strategic</li> </ol>

			<p>advantage over the state (CO8, CO9)</p> <p><b>Due Date: October 13 (11:59 PM, EST)</b></p>
<p>October 13 To October 27</p>	<p><b>Module 4 Part I: Organizational Structures</b></p> <p>How do terrorist and insurgent organizational structures evolve?</p>	<ol style="list-style-type: none"> <li>1. Jones, chapter 5, (<u>October 17</u>)</li> <li>2. Cronin, chapter 1 (on Moodle, <u>October 17</u>)</li> <li>3. Staniland (2012) (on Moodle, <u>October 19</u>)</li> <li>4. Jones, chapter 8 and 9 (<u>October 24</u>)</li> <li>5. Cronin, chapter 2 (on Moodle, <u>October 26</u>)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Quiz 7:</b> Answer questions on organizational structure and how they affect terrorist strategy and tactics. (CO8, CO9)</li> </ol> <p><b>Due Date: October 9 (11:59 PM, EST)</b></p>
<p>October 28 – November 9</p>	<p><b>Module 4 Part II: Ending Terrorism and Insurgencies</b></p> <ol style="list-style-type: none"> <li>2. How do terrorism and insurgencies end?</li> <li>3. What is the role of violence in ending terrorism and insurgency?</li> <li>4. Does the cause of the end of terrorism and insurgency determine the durability of peace?</li> </ol>	<ol style="list-style-type: none"> <li>1. Cronin, chapter 4 (on Moodle, <u>October 31</u>)</li> <li>2. Cronin, chapter 5 (on Moodle, <u>November 2</u>)</li> <li>3. Deradicalizing Islamist Extremist chapters 1, and 2. (On Moodle, <u>November 7</u>)</li> <li>4. Deradicalizing Islamist Extremist chapters 3 and 4. (On Moodle, <u>November 9</u>)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Quiz 8:</b> Answer questions about tactics and circumstances that end insurgencies and terrorist organizations and their implications for counterterrorism and counterinsurgency (CO10, CO11)</li> </ol> <p><b>Due Date: November 10 (11:59 PM, EST)</b></p>

<b>Policy Brief II due (CO8, CO9, CO10, CO11, CO12) (Due Date: November 10<sup>th</sup> (11:59 PM, EST))</b>			
November 10 To December 7	<b>Module 5:</b> <b>Future Challenges in Terrorism and Insurgencies</b> 1. Is terrorism still a major global threat? 2. Is cybersecurity the next frontier of terrorism? 3. Analyzing the efforts of counterterrorism 4. Does climate change affect the scope of terrorism and insurgencies?	1. Hoffman, chapter 9 and 10 ( <u>November 14</u> ) 2. Practical Terrorism Prevention, chapter 4 and 5 ( <u>November 16</u> ) 3. Practical Terrorism Prevention, chapter 6 and 7 ( <u>November 21</u> ) 4. Practical Terrorism Prevention, chapter 9 and 10 ( <u>November 28</u> ) 5. Insurgency, Terrorism and Organised Crime in a Warming Climate Chapters 2,3, and 4 (November 30) 6. Insurgency, Terrorism and Organised Crime in a Warming Climate Chapters 5, 6, and 7 (December 5) 7. Video on Global Politics and Terrorism and Insurgencies (December 7)	1. <b>Short Response Paper 6</b> – In about 500 words – using case studies from the texts, evaluate the most likely challenges the global community will face from terrorism and insurgencies (CO11)  <b>Due Date: November 13 (11:59 PM, EST)</b>
<b>Finals Week will be used to turn in any revised work or late submissions which were approved due to legitimate emergencies</b>			



## Grading

### Undergraduate Letter Grades

Course Average	Grade	Quality Points
97+	A+	4.0
93-96	A	4.0
90-92	A-	3.667
87-89	B+	3.334
84-86	B	3.0
80-83	B-	2.667
77-79	C+	2.334
74-76	C	2.0
70-73	C	1.667
<70	D	1.0
<60	F	0

### Course Assignment Breakdown

Activity	Percent of Final Grade
Quizzes (8@ 5% each)	40%
Short Response Papers (6@ 5% each)	30%
Policy Brief (2 @ 10 % each)	20%
Attendance	5%
Participation	5%
<b>Total</b>	<b>100%</b>

#### Criteria for success:

- **Quizzes** expect you to have read the assigned readings and demonstrate your understanding of major concepts and arguments made by the authors. Quizzes will have multiple choice questions.
- **Short Response Papers** are meant for students to demonstrate their ability to identify and analyze the main themes of the readings and how they influence their understanding of the processes of terrorist/insurgent activities.
- **Policy Briefs** are slightly longer pieces of about 1500 words that are stand-alone documents which analyze a historical or an ongoing terrorist movement or an insurgency. The issue brief analyzes the root cause of the problem along with a discussion of the main drivers that led to conflict escalation and what led to de-escalation.
- **Attendance** is a function of being present in class on a regular basis
- **Participation** is graded based on how actively engaged you are with the material in class. For those who are uncomfortable speaking in class, please use the online forums to demonstrate your engagement with the assigned material.

## **Course Success**

Successful students will spend anywhere between 4 to 6 hours a week, or 8 to 12 hours per module. This should enable students to do well on the quizzes and short response papers. This does not count the outside research students will undertake for policy briefs which may add an additional 2 hours per week.

*Please see tips for being a successful student and other helpful information from the [Student Success Center](#).*

## **Course Policies**

### **Etiquette Expectations & Learner Interaction**

Educational institutions promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Please visit and follow: [Netiquette and Electronic Learner Interaction Guidelines](#).

### **Late Work**

Late work is acceptable under special circumstances which include medical and family emergencies. Students must show documentation to justify such emergencies. Late work may be accepted for partial credit.

### **Attendance**

It is expected that students attend classes regularly and participate. In cases where students miss one or more classes, it is their responsibility to catch-up with the material.

### **Instructional Continuity Plan**

In the event that synchronous lectures become difficult due to extenuating circumstances, the course will be made asynchronous, where the instructor will post lecture videos online and students will have the ability to go through the lecture videos at their convenience. The modules will still be two-weeks long with deadlines more or less set. But students will not have to log in during class time for lectures. In such a situation the attendance and participation grade may be based on participation in forum based discussions.

#### **Recorded Lectures**

Recorded lectures will be uploaded on Moodle under a "Recorded Lectures" folder when applicable.

## Institutional Policies

### Institutional Policies & Regulations

#### **Academic Integrity:**

Academic Integrity, based on the values of honesty, trust, fairness, respect, and responsibility, is a fundamental principle of scholarship in higher education. Clarkson's Academic Integrity Policy prohibits: plagiarism (using another person's writing or copying any work without proper citation), falsification, unauthorized collaboration during a test or on an assignment, or substitution for another student to take an exam, course or test, and other forms of academic dishonesty.

If you are to benefit from this class and be properly evaluated for your contributions, it is important for you to be familiar with and follow Clarkson University's Academic Integrity policy. Please review this policy online ([Undergraduate section IV – Academic Integrity, Graduate section IV – Academic Integrity](#)). ***Work that violates this policy will not be tolerated.*** Students who are found responsible for a violation of the Academic Integrity Policy will have both a university process sanction and an academic outcome, that could include a failing grade on the assignment or exam, or a failing grade for the course.

Please refer to **Clarkson Library's [Guide to Plagiarism](#)** and the **[guide to Citing Sources](#)** for assistance on avoiding plagiarism and properly citing sources.

**The use of generative AI platforms is not appropriate given the learning goals of this course. Therefore, please do not use ChatGPT or any other generative AI platform for any reason. You will be held accountable for using such platforms. Some generative AI platforms such as ChatGPT is notorious for generating content without citing the source of its information. Unauthorized use of ChatGPT or any other AI platform will result in an automatic zero on the assignment.**

#### **Students with Disabilities Requesting Accommodation(s):**

The University strives to make all facilities and programs accessible to students with permanent, ongoing, and temporary disabilities by providing appropriate and reasonable academic accommodations, as necessary. Disabilities that may benefit from reasonable accommodations include, but are not limited to, broken wrist, ADHD, surgery recovery, Learning Disability, concussion, visual impairment, etc. For more information and/or to request accommodations, contact the Office of Accessibility Services at [oas@clarkson.edu](mailto:oas@clarkson.edu) or 315-268-7643.

[Students with Disabilities Policy](#)  
[Office of Accessibility Services Website](#)

**Other Policies of Note:**

Student Regulation Requirements for Excused and Extended Absence can be accessed by following the links below.

1. [Undergraduate: III-F. Attendance](#)  
[Graduate – II-F. Attendance](#)
2. [Grading System](#)
3. [Discrimination & Harassment](#)
4. [Religious Accommodations](#)