

MEDIA AND TERRORISM (3 credits)
Communication 3597.02-0010 (11018)
Summer 2019

Dr. Gerald Kosicki
3138 Derby Hall
(614) 292-9237
kosicki.1@osu.edu

Office Hours: 10–11 a.m. Wednesdays and by appointment

Classroom: Denny Hall, Room 214
Mondays/Wednesdays/Fridays 11:25-1:30 p.m.

Required textbook:

Sandler, Todd. (2018). *Terrorism: What everyone needs to know*. New York, NY: Oxford University Press. Note there is a Kindle edition of this book.

Course description:

This hybrid course meets for three two-hour sessions for four weeks. There are lectures, discussions, readings and videos. The accelerated format means that things will move quickly and it's important to keep up with the material. All your exams, quizzes, and other assignments will be completed online, and all the teaching materials are provided online in Carmen. The classroom sessions will supplement your learning, as I will provide further explanations of material, and also challenge you in intelligently discussing complex concepts with your peers in-person.

Course goals:

This course helps you understand the problem of terrorism in our contemporary, increasingly global, world. Our approach is communication-based but we draw upon literature from many disciplines to help explain the key issues related to domestic and international terrorism, counter-terrorism and communication. Terrorism is viewed as a tactic used by people to press various grievances with governments. You will learn to differentiate terrorism from related concepts with which it is often confused, for example, guerilla war, insurgency, and interstate industrial war, as well as asymmetric and unrestricted war.

Students from many disciplines across campus are enrolled in our course. This is an important opportunity to examine scholarship from different perspectives and to interact with students from different majors. You will do this in part by writing and talking about terrorism and media in the contemporary world.

1. You are expected to learn about the nature of terrorism, as well as learn about who are terrorists, what kinds of goals they pursue, and what are the best ways for societies and governments to combat terrorism.
2. Terrorism is often confused with other related phenomenon such as guerilla war, insurgency, interstate industrial war, asymmetric war and unrestricted war. By the end of the course you ought to be able to distinguish these phenomena from each other.
3. Terrorism is a tactic usually aimed at collapsing governments. You will learn to identify the ways this is pursued – by prompting governments to over-react. Terrorists also try to disrupt

communities and societies by causing economic hardship, creating or exploiting racial or religious differences, creating chaos and fear, and targeted assassination of leaders. You will learn to recognize these tactics.

4. Free media have a vital role in democratic societies. You will develop an understanding of the tensions between media freedom and censorship when covering terrorism. There are many new forms of media and some terrorists have become very skilled in their use. How do groups like ISIS and al Qaeda recruit followers, motivate them, and try to justify their actions? What about censorship of terrorists' communication on social media?
5. Controversial remedies for terrorism – rendition, torture, population surveillance and similar issues that some people believe negatively affects privacy and perhaps democracy itself -- will be examined, along with the implications of their portrayals in popular entertainment and news.

GE Requirements:

This course fulfills the General Education requirements for Cross-Disciplinary Seminar and GE Diversity: Global Studies. The Arts and Sciences Curriculum Committees have specified certain learning outcomes for the course. These are as follows:

Diversity

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Cross-Disciplinary Seminar

Goals: Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

Expected Learning Outcomes:

1. Understand benefits and limitations of different disciplinary perspectives.
2. Understand benefits of synthesizing multiple disciplinary perspectives.
3. Synthesize and apply knowledge from diverse disciplines to topic of interest.

Requirements:

Attendance and participation:

We will have a lecture and discussion format in classroom sessions. Attendance is *required* at all class sessions. We will take attendance each day the class meets. You are responsible for signing the attendance sheet at each class meeting. Do not sign in for another person. Falsification of attendance records can be treated as an instance of academic misconduct.

You will need to participate actively in order to get maximum benefit from the course. Evidence clearly shows that students who come to class regularly and engage in discussion learn more and generally do better in the class. This means you will need to come to the class, stay for the entire period, and be prepared for it by reading the assigned materials in advance. This is very important. Please make an effort to be on time for the class. Let me know in advance if you are going to be absent.

Web site:

We will use Carmen/Canvas for maintaining records such as the syllabus, course announcements, handouts, and grades. All papers must be turned in to the appropriate Carmen/Canvas drop box.

Assignments:

All quizzes, papers, midterm and final exam will be turned in online to the appropriate drop box in order to be graded. I cannot grade any paper sent to me via email or handed to me in person. The quizzes and exams will be conducted online using Carmen’s quiz function and will deal with the readings, videos, and lecture materials.

I will ask each of you to sign up in advance to write response papers regarding one day’s set of readings and films. These papers should deal with the themes contained in those readings or other materials, e.g. videos. Each paper should be around 500 words (about one page, single-spaced). The papers will be uploaded to Carmen before class for the day you are writing about. I want your reactions to the course materials – not the lectures or class discussions – so the idea is that you will write these before hearing the lectures or classroom discussion.

In preparing the essay, first read all chapters, articles or other written materials, and view any visual material such as movies that are assigned for that day. Think about these experiences and try to identify a crosscutting theme that runs through these materials. In your essay, say what that theme is, provide a concise description of the theme, and explain what you mean by it. Offer your reaction to the theme, and back up your findings with facts or conclusions from the various experiences. It is very important to write absolutely accurate, factual information.

The best essays will articulate a point of view with respect to the materials and then use facts from the materials to support this argument. These papers should *not* be a summary of the main points. I am more interested in your reaction to the information. This might involve the usefulness of the information, the level of interest you have in it, anything that you found particularly surprising or disappointing, etc.

Note that although these essays are short, they should contain all the elements of any well-written essay: A good, creative title, strong lead that introduces the topic and sets up your approach to it, appropriate transitions and a sensible conclusion. I will post a specific grading rubric on Carmen for these papers. Check that for the specific quality criteria for which points are assigned.

Grades:

The OSU “standard scheme” of points grading as implemented by Carmen is used and all grades will be kept on Carmen’s grade book.

GRADING SCALE:

A	93-100%	B	83-86.9%	C	73-76.9%	D	60-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	E	Below 60.0%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%		

The point breakdown listed here will be strictly followed. Please note that final grades are not “rounded” in the point system.

When completing your assignments and receiving the evaluation of your work, keep the following criteria in mind:

A = Superior. Greatly exceeds the basic requirements, by demonstrating high standards of creativity, skill, analysis, initiative and effort.

B= Above average. Exceeds basic requirements by demonstrating above average creativity, skill, analysis, initiative and effort. May have technical weakness in some areas.

C= Average. Meets basic course requirements but does not demonstrate extra initiative regarding the assignment.

D= Below average. Some requirements are deficient. Shows an effort worthy of credit, while not meeting the basic requirements in every respect.

E=Poor work. Deficient in most or all requirements.

COURSE REQUIREMENTS

Graded Activities

Midterm Exam.....	25%
Final Exam	25%
Quizzes (2 @ 10 points each).....	20%
Response papers (3 @ 10 points each)	30%
<hr/>	
TOTAL	100%

Your grade will be determined according to your performance on these items. There will be no opportunities to re-take exams, redo assignments, or complete additional or extra credit work.

Quizzes must be taken on the designated days/times.

COURSE POLICIES

E-mail and Carmen

Throughout the semester, expect to receive e-mails from me regarding the course. As such, it is important that you check your OSU e-mail account regularly and make sure that course e-mails are not going to your junk folder. You must use your OSU e-mail to contact me. I cannot reply to e-mails sent from non-OSU accounts. When contacting me, please send me an email outside of Carmen from your regular OSU email account.

Readings outside of the textbook are available online on Carmen. If you discover any broken links or other issues in our course content, such as missing films or readings, please let me know immediately.

To succeed in this course, it is essential that you have regular and reliable online access. I will post announcements and/or send out individual and class e-mails with updated information about the class. Consequently you should regularly (*i.e., daily*) check Carmen.

Academic Integrity and Academic Misconduct

OSU's Code of Student Conduct (<http://studentaffairs.osu.edu/csc>) defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process."

While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules;
- Violation of program regulations;
- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies information for an academic assignment. It also includes instances where a student submits data or information (such as a term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor;
- Submitting plagiarized work for a course/program assignment;
- Serving as or asking another student to serve as a substitute while taking an exam.

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." 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.

Disability Services

If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307 or slds@osu.edu

Technology Use and General Politeness

Accordingly, our classroom meetings should be focused on lecture and discussion—not for texting, web browsing, e-mailing, etc. Technology use such as noisy cell phones, Internet shopping, and text messaging at your desk are a distraction to the instructor and your fellow students. Please be respectful of those around you by turning off or silencing your phone and putting it away before class.

Laptops and other portable electronic devices should NOT be used in the classroom unless explicitly required as part of the day's topic. This is becoming standard practice in courses in our department by most every instructor.

Notes may be taken with paper and pen, or with an iPad and Apple pencil. Not only is this courteous for those around you who are spending their time and money in the classroom without being distracted by those around them, it is also beneficial for you as a student. Here's why:

Although laptops or tablets can be used for productive purposes in a classroom, it is my observation (reinforced by growing academic research) that they primarily serve as distractions—to those who use them, those nearby, and the person leading the class. Although some might argue that laptops are beneficial for taking notes, considerable scientific research demonstrates that using laptops for note taking impedes learning compared to paper and pen note taking. If you'd like to read a brief summary of just some of the evidence, check out the *Scientific American* article "A Learning Secret: Don't Take Notes with a Laptop":

<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

To maintain an atmosphere conducive to learning during the discussion-based classroom meetings of this hybrid course, please be courteous to other members of the class and treat them with the dignity and respect that you expect from others.

Disruptions:

Disruptions and distractions (including talking during lecture; text messaging or other phone or computer use), threatening behavior, and negative participation (e.g., use of inappropriate language or derogatory speech) will not be tolerated. Any student who engages in such behavior may be asked to leave class, and be reported to the Dean of Students and/or University Police. Cell phones are considered a disruption. Turn your cell phone off completely before the start of class. Not just the ringer—completely off. If you object to these policies or do not feel that you can adhere to them, please do not enroll in this class.

Attendance while having flu and other flu-like illnesses:

You should *not* attend class while ill with influenza. Students with flu-like symptoms will be asked to leave class. The illness and self-isolation period will usually be about a week. It is very important that individuals avoid spreading the flu to others. Most students should be able to complete a successful semester despite a flu-induced absence. If you are absent due to the flu, you will be provided with a reasonable opportunity to make up missed work. Completion of all assignments and exams assures the greatest chance for students to develop heightened understanding and content mastery. The opportunity to complete all assignments and exams supports the university's desire to enable students to make responsible situational decisions, including the decision to avoid spreading a contagious virus to other students, staff, and faculty, without endangering their academic work. Students with the flu do not need to provide a physician's certification of illness. However, ill students should inform their teachers (but not through personal contact in which there is a risk of exposing others to the virus) as soon as possible that they are absent because of the flu.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff

are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

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

Student Academic Services

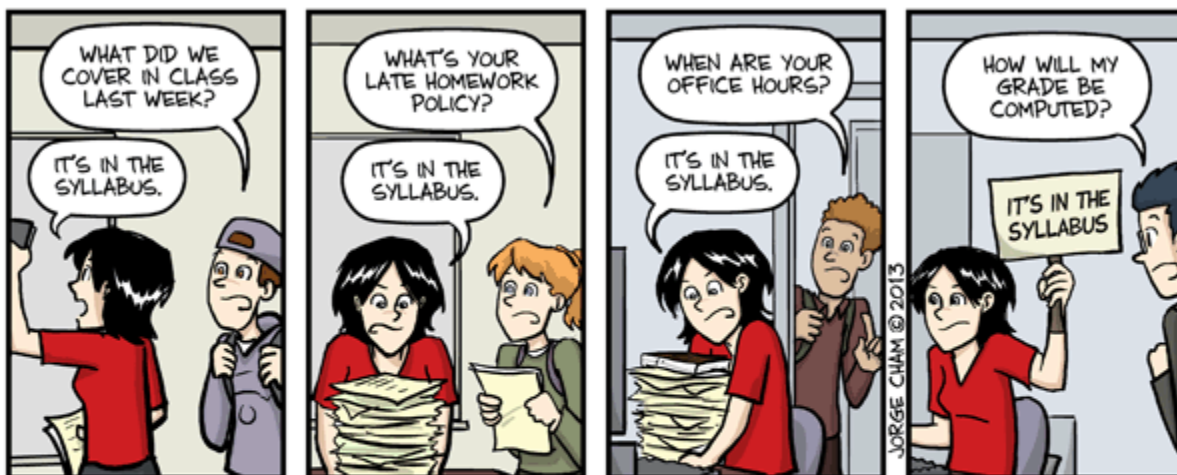
Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.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.



IT'S IN THE SYLLABUS

COMMUNICATION 3597.02: MEDIA AND TERRORISM

CLASS SCHEDULE AND ASSIGNMENTS (SUBJECT TO REVISION AND ADDITIONS)

Session 1, Wednesday, May 8

Topics: Instructor, course and syllabus introduction; Definitions of terrorism; How terrorism works; Terrorism and related concepts: Interstate war, guerilla war, Fourth Generation War

The Spy Factory, *Nova*. <https://youtu.be/ZdPpdu80GDQ>

Sandler, Chapter 1, A primer on terrorism, pp. 1-23.

Recommended:

Mueller, J. (2005). Six rather unusual propositions about terrorism. *Terrorism and Political Violence*, 17, 487-505.

Lind, W.S., Nightengale, K., Schmitt, J.F., Sutton, J.W. & Wilson, G.I. (1989). The changing face of war: Into the Fourth Generation. *Marine Corps Gazette*, pp. 22-26. (Carmen)

Session 2, Friday, May 10

On the nature of conventional war, guerilla war and terrorism in the 21st Century; Theories of unrestricted and asymmetric warfare; Accidental Guerilla Syndrome.

Sandler, Chapter 5, Asymmetries and terrorism, pp. 93-111.

Hunter, R.E. (2012). Terrorism and war. *The Oxford Handbook of War*. pp. 1-16.

Recommended:

Kilcullen, D. (2009). *The accidental guerilla: Fighting small wars in the midst of a big one*. New York: Oxford University Press. Chapter 1, The accidental guerilla, pp. 1-38.

Session 3, Monday, May 13

Al-Qaeda's war against the United States; War in Afghanistan

Council on Foreign Relations. The U.S. War in Afghanistan, 1999-2019. <https://www.cfr.org/timeline/us-war-afghanistan>

Schmitt, E., Gibbons-Neff, T., Cooper, H. & Rubin, A.J. (2019). Its territory may be gone, but the U.S. fight against ISIS is far from over. *New York Times*, March 24.

Rohde, D. & Sanger, D.E. (2007). How a 'good war' in Afghanistan went bad. *New York Times*, August 12.

Watch "How to Rebuild a Broken State" *Ted Talk*

http://www.ted.com/talks/ashraf_ghani_on_rebuilding_broken_states?language=en

Session 4, Wednesday, May 15

Understanding the Iraq War, 1989-present; ISIS and the Syrian Civil War; War and the world refugee crisis.

Watch: "Losing Iraq." *Frontline*. <http://www.pbs.org/wgbh/frontline/film/losing-iraq/>

Byman, D. (2015). *Al Qaeda, the Islamic State, and the global jihadist movement*. New York: Oxford University Press, pp. 115-119.

Wood, G. (2019). ISIS is like a chronic disease: It can be managed, but never really cured. *New York Times*, March 25.

Sandler, Chapter 6, Economic consequences of terrorism, pp. 112-132.

Mashal, M. & Sukhjanyar, J. (2017). Taliban target: Scholars of Islam. *New York Times*, May 29.

McCoy, A.W. (2018). Micro-militarism and decline of democracy. *The Progressive*. June 13.

McCoy, A.W. (2019). The end of our world order is imminent. *The Nation*, February 28.

Session 5, Friday, May 17

Alternative explanations for terrorism; Process of political radicalization

Chapter 2, Causes of terrorism, pp. 24-45.

Sandler, Chapter 3, Role of Terrorist Groups, pp. 46-69.

Berger, J.M. (2014). How ISIS games Twitter: The militant group that conquered northern Iraq is deploying a sophisticated social-media strategy. *The Atlantic*, June 16.

McCauley, C. & Moskalenko, S. (2008). Mechanisms of political radicalization: Pathways toward terrorism. *Terrorism and Political Violence*, 20,3, 414-433.

Bennhold, K. (2015). Jihad and girl power: How ISIS lured three London girls. *New York Times*, August 17.

Watch: American Terrorist. *Frontline* (2015). <http://www.pbs.org/wgbh/frontline/film/american-terrorist/>

Quiz 1 online on Carmen's quiz function. The exam window will open after class on May 17, and remain active until May 20, at 10 a.m.

Session 6, Monday, May 20

Domestic terrorism, right and left; Lone-wolfs and leaderless resistance.

Parker, C. (2018). The radical right in the United States of America. *Oxford Handbook of the Radical Right*, pp. 1-23.

Haberman, C. (2015). Memories of Waco siege continue to fuel far-right groups. *New York Times*, July 12.

Kurzman, C. & Schanzer, D. (2015). The other terror threat. *New York Times*, June 16.

Bennhold, K. (2019). As far right rises, a battle over security agencies grows. *New York Times*, May 7.

Watch: *If a Tree Falls....* Movie available on OSU Secured Media Library.

Recommended: Oklahoma City. *American Experience*. On OSU Secured Media Library.

Rydgren, J. (2018). The radical right: An introduction. *Oxford Handbook of the Radical Right*, pp. 1-15.

Session 7, Wednesday, May 22

Role of traditional and “new” media

Ellinas, A.A. (2018). Media and the radical right. *Oxford Handbook of the Radical Right*, pp. 1-20.

Winkler, C. (2017). Media responsiveness in times of crisis. *Oxford Handbook of Political Communication*. pp. 1-17.

Archetti, C. (2015). Terrorism, communication and new media: Explaining radicalism in the digital age. *Perspectives on Terrorism*, 9, 1, 49-59.

Wright, T. (2014). The media and representations of refugees and other forced migrants. *Oxford Handbook of Refugee and Forced Migration Studies*. pp. 1-15.

Shane, S. & Hubbard, B. (2014). ISIS displaying a deft command of varied media. *New York Times*, August 30.

Ohlheiser, A. (2018). Algorithms are one reason a conspiracy theory goes viral. Another reason might be you. *Washington Post*. February 22.

Aral, S. (2018). How lies spread online. *New York Times*. March 8.

Manjoo, F. (2018). For two months, I got my news from print newspapers. Here’s what I learned. *The New York Times*. March 7.

Watch: Exodus. *Frontline*. <https://www.pbs.org/wgbh/frontline/film/exodus/>

Recommended:

Bail, C.A. (2014). *Terrified: How anti-Muslim fringe organizations became mainstream*. Princeton University Press. pp. 1-12 only.

First midterm exam begins May 22, after class. The exam will be available until May 24, at 10 a.m. NOTE: The exam has two parts.

Session 8, Friday, May 24

Information technology, cyberwar, secrecy and weaponized disclosure of information.

Abrams, S. (2016). Beyond propaganda: Soviet active measures in Putin’s Russia. *Connections: The Quarterly Journal*, 15, 1, 5-31.

Lepore, J. (2013). Annals of Surveillance: The Prism: Privacy in an age of publicity. *New Yorker*, June 24.

Millward, J.A. (2018). What it’s like to live in a surveillance state. *New York Times*, Feb. 3.

Buckley, C. (2018). China is detaining Muslims in vast numbers. The goal: Transformation. *New York Times*, Sept. 8.

Sanger, D.E. (2016). U.S. cyberattacks target ISIS in a new line of combat. *New York Times*, April 24.

Perlroth, N., Sanger, D.E., & Shane, S. (2019). How Chinese spies go the NSA's hacking tools and used them for attacks. *New York Times*, May 6.

Paletta, D., et al. (2015). Cyberwar ignites a new arms race: Dozens of countries amass cyberweapons, reconfigure militaries to meet threat. *Wall Street Journal*, Oct. 11.

Watch *Zero Days* in OSU Secured Media Library

Recommended:

Bail, C. (2015). The public life of secrets: Deception, Disclosure, and Discursive framing in the policy process. *Sociological Theory*, 33, 2, 97-124.

Sanger, D. & Schmidt, E. (2017). US cyberweapons, used against Iran and North Korea, are a disappointment against ISIS. *New York Times*, June 12.

Watch: *Citizenfour*. (2014) Laura Poitras, Director. Secured Media Library.

Session 9, Monday, May 27

Memorial Day. No class.

Session 10, Wednesday, May 29

Counter-terrorism tactics: Soft power and public diplomacy; Winning hearts and minds with communication and persuasion; Benefits and limits of drone warfare.

Nye, J.S. Jr. (2009). Get smart: Combining hard and soft power. *Foreign Affairs*, July/August.

Watch Nye, J. (2010). Global power shifts. *TedTalk*

http://www.ted.com/talks/joseph_nye_on_global_power_shifts

Sandler, Chapter 4, Effectiveness of counterterrorism, pp. 70-92.

Coll, Steve. (2014). The unblinking stare: The drone war in Pakistan. November 24.

Watch: *National Bird* documentary film (2017). Available at OSU Secured Media Library.

Recommended:

Watch: The Secret War. Frontline. <http://www.pbs.org/wgbh/frontline/film/secret-war/>

Quiz 2 online on Carmen's quiz function. The exam window will open after class on May 29, and remain open until May 31, at 10 a.m.

Session 11, Friday, May 31

Counter-terrorism tactics: Torture, the law, entertainment media, and reality.

Watch: Cheney's Law. *Frontline*. (2007). <https://www.pbs.org/wgbh/pages/frontline/cheney/view/>

Johnson, D.A., Mora, A., & Schmidt, A. (2016). The strategic costs of torture. How "enhanced interrogation" hurt America. *Foreign Affairs*.

Recommended:

Mayer, J. (2005). Outsourcing torture: The secret history of America's "extraordinary rendition" program. *The New Yorker*, February 14, 2005. <http://www.newyorker.com/magazine/2005/02/14/outsourcing-torture>

Hersh, S.M. (2004). Torture at Abu Ghraib. *The New Yorker*, May 10, 2004. <http://www.newyorker.com/magazine/2004/05/10/torture-at-abu-ghraib>

Filkins, D. (2015). How did Abu Zubaydah lose his eye? *The New Yorker*.

Bufacchi, V. & Arrigo, J. M. (2006). Torture, terrorism and the state: A refutation of the ticking time bomb argument. *Journal of Applied Philosophy*, 23,3, 355-376.

Secrets, Politics and Torture. *Frontline* (2015). <http://www.pbs.org/wgbh/frontline/film/secrets-politics-and-torture>

Session 12, Monday, June 3

How does terrorism end?

Sandler, Chapter 7, The future of terrorism, pp. 133-150.

Wright, R. (2017). Sixteen years after 9/11, how does terrorism end? *The New Yorker* website, September 11, 2017.

Weinberg, L. & Perliger, A. (2010). How terrorist groups end. *CTC Sentinel*, 3, 2, 16-18.

Mueller, J. (2005). Six rather unusual propositions about terrorism. *Terrorism and Political Violence*, 17, 487-505.

Watch: Confronting ISIS. *Frontline*. <http://www.pbs.org/wgbh/frontline/film/confronting-isis/>

Final exam begins after class on June 3. The exam will remain available until June 5, at noon. Note the exam has two parts.

Please complete your online SEI (course/instructor evaluation).