The primary purpose of this course is to introduce the student to current issues on terrorism and political crime, and to understand roots, causes, ideologies, beliefs and strategies of terrorism in the context of social, political, cultural and historical dynamics of various societies and regions of the world. In light of domestic terrorist incidents in Oklahoma City and on September 11, 2001, as well as domestic hate crimes, the course will also weave a thread of American extremist literature and perspectives throughout the semester. The role of law enforcement and other public administrative agencies will be highlighted.

What is "terrorism"? What are the legal, theoretical and social definitions of terrorism and political crime? How does terrorism differ from the ordinary crimes of violence such as homicide, assault and rape? How to distinguish terrorists from revolutionaries, freedom fighters, guerrillas and war criminals?

We will discuss various forms of terrorism including domestic, urban, international and transnational terrorism. What are the roots, ideologies and beliefs of terrorism? Who are the common victims of terrorist acts? What are terrorist tactics? What are the modes of operation adopted by terrorists? Is there a common pattern of terrorists' modus operandi? Do terrorists fit into any psychological profile or behavior typology? Is there a terrorist victimology?

We will examine the role that mass violence has played in America’s past and present with a view to understand terrorism and political crime by drawing upon the research and theories that explain political violence such as the vigilante tradition, violence utilized by the political movements of the right and left (KKK, SDS) and the urban riots. What are the theories on the causes and patterns of political violence? Did political violence bring about any social change? Have recent riots in Los Angeles, Miami, Liverpool and the West Bank resembled American riots of the 1960s? Have political rhetoric, social change or other social conditions contributed to reemergence of political violence?
What are the threats of terrorism to the 'democratic state'? Have events of 9/11 turned the United States into a 'society under siege'? What social control mechanisms have been used against terrorism in Northern Ireland and other European countries? How has terrorism affected developed (U.S.A., West Germany, Italy, Britain, etc.) and developing (Lebanon, India, Sri Lanka, Argentina, El Salvador, Uruguay, etc.) countries? Have bombing, hostage taking and assassinations been effective in bringing about political or social change?

Is there an increasing threat of governmental terrorism as opposed to individual or group terrorism in certain countries? Should governments use terrorist tactics (e.g., torture and disappearances of political opponents - Argentina and El Salvador; supporting terrorist groups operating on foreign territory - Libya, Syria and Iran)? Can terrorism be prevented? How can terrorism be controlled? What effective antiterrorist measures can a government adopt within the framework of a free society? What should be the criminal justice response to terrorism?

Learning Goals and Objectives

The primary goal of this course is to provide you with an understanding of the motives, origins, and rationales for extremist beliefs and terrorist behavior, as well as how governments respond to these phenomena. You will be challenged to critically assess extremist ideology and the practice of terrorism. You will also be challenged to evaluate the notion that the practice of terrorism is limited exclusively to the "lunatic fringe" - indeed, is one person's terrorist another person's freedom fighter? After participating in this course, you will:

- Be able to discuss how American public administrative agencies, particularly law enforcement and national security agencies, deal with the problems of domestic and international hate crimes and terrorism. In particular, how the attacks on 11 September 2001 necessitated a revision of previous policies.
- Understand the underlying theories that explain the origins of extremist beliefs, and how one should define “terrorism.”
- Clearly differentiate terrorism from above (state terrorism) and terrorism from below (dissident terrorism).
- Demonstrate familiarity with the different types of terrorism.
- Apply references from American cases of extremism and terrorism toward developing a global framework for understanding extremist beliefs, and terrorist behaviors, in other countries and cultures.
REQUIRED TEXT:


You are required to read each assignment, and come to each session prepared to participate in class discussions. It is critical that you read assigned chapters prior to attending class, because you should be prepared to participate in class discussion of each week’s topic. The class format will be lecture and discussion.

Attendance: You are expected to attend class. The instructor reserves the right to monitor class attendance.

GRADING:
As a minimum requirement every student must attend class regularly, participate in class discussions and demonstrate that the student has done the required reading for each class period.

In addition to attendance, an oral presentation on an assigned topic and four quizzes will determine course grades. The instructor reserves the right to also grade students for outstanding effort based on a curve. You must sit for the quizzes on the dates they are scheduled. **Further explanation of grading criteria is included below in this syllabus.**

Oral presentation: Each student must present an in-class oral report on a topic assigned by me. However, I will try to accommodate students' choices as far as possible. I will determine the length of the oral presentations depending on class size and the semester schedule. Students may use overheads, audio video equipment, Power Point presentations, computer graphics, handouts and exhibits to enhance their presentations.

The purpose of class presentations is to stimulate critical thinking on issues raised in each chapter’s Discussion Box. Class may be involved with follow-up class discussions.

When a group of students is assigned a topic students are encouraged to coordinate their presentations carefully. Groups should meet to coordinate their projects.

Oral presentations will be evaluated based on the sources, content, style and discussion.
**Suggested Oral Presentation Format**

Presentations will be organized as follows:
- Introduction to the subject.
- Summarize sources of information.
- Presentation of main points and controversial issues.
- Discussion of controversial issues.
- Summarize the policy issues, findings, and controversial issues.
- Raise questions for class discussion.
- Manage the class discussion.

**Quizzes:** The four quizzes will focus on concepts and terminology (language of the field.)

**GRADING CRITERIA**

The Final grade will be calculated from the following formula:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
<td>10 points</td>
</tr>
<tr>
<td>(I will deduct 1 point for each unexcused absence.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>30%</td>
<td>30 points</td>
</tr>
<tr>
<td>Four Quizzes</td>
<td>60%</td>
<td>60 points</td>
</tr>
<tr>
<td>(15 points X 4 = 60)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>100%</td>
<td>100 points</td>
</tr>
</tbody>
</table>

**Final Letter Grade:** The final letter grade will reflect the student's overall performance in this class.

**SCHEDULE**

**WEEK 1 Part I: The Tradition of American Political Violence and Theories**

6/01 Orientation
6/02 The Tradition of Political Violence
6/03 The Tradition of Political Violence (continued)
6/04 "Faces of the Enemy" : Video
### WEEK 2  
**Part 1 Continued…**

- **6/07**  
  Urban Riots in American History  
  Ghetto Riots in the Sixties, Recent Riots and the Aftermath  
  Theories of Urban Violence

- **6/08**  
  Other Forms of Political Violence:  
  Presidential Assassins

- **6/09**  
  **QUIZ #1** (on Part 1)

### PART 2: Understanding Terrorism: A Conceptual Review

- **6/09**  
  Terrorism: The Definitional Problems  
  Martin, Ch. 1

- **6/10**  
  History and Ideologies  
  Martin, Ch. 2

- **6/11**  
  Beginnings: The Causes of Terrorism & Extremism  
  Martin, Ch. 3

### WEEK 3

- **6/14**  
  Political Assassinations  
  No reading

- **6/15**  
  Defining Terrorism: Discussion  
  No reading

- **6/16**  
  **QUIZ #2** (on Part 2)

### PART 3: Terrorist Environments

- **6/16**  
  Terror From Above: State Terrorism  
  Martin, Ch. 4

- **6/17**  
  Terror From Below: Dissident Terrorism  
  Martin, Ch. 5

- **6/18**  
  Terrorism: Video

### WEEK 4

- **6/21**  
  Religious Terrorism  
  Martin, Ch. 6
Plagiarism and Academic Dishonesty

Academic Misconduct – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.” An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (approved December 9, 2005, located at file://localhost/<http://studentlife.unlv.edu/judicial/misconductPolicy.html>).

Copyright –
The University requires all members of the University Community to familiarize them and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with
copyright and fair use policies, you are encouraged to visit the following website: <http://www.unlv.edu/committees/copyright/>.

The instructor will fully enforce the UNLV policy concerning academic misconduct and cheating. Working with someone else on exams or other graded materials and turning in someone else’s work as your own are clear examples of cheating. Plagiarism is copying word for word from an author without quoting that author or paraphrasing an author without citing the author. If you are suspected of cheating in this course, the instructor will file a formal complaint against you. Aside from getting an F in the course, other penalties for cheating include expulsion from UNLV and a designation on your permanent college transcript that you were found guilty of academic misconduct. Employers do not look kindly on cheaters.

**Provisions for Disabilities**
The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>

**Provisions for Religious Holidays**
As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration, August 31, 2007, to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline. NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es). Rebelmail – By policy, faculty and staff should only e-mail students’ Rebelmail accounts. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication. All UNLV students receive a Rebelmail account after admission to the university. Non-admitted students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See http://rebelmail.unlv.edu/ for information.

**UNLV Writing Center**
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. http://writingcenter.unlv.edu/