



National Consortium for the  
Study of Terrorism and Responses to Terrorism

A CENTER OF EXCELLENCE OF THE U.S. DEPARTMENT OF HOMELAND SECURITY BASED AT THE UNIVERSITY OF MARYLAND

## **BSST 632: Development of Counterterrorism Policies and Programs**

Fall 2017

### **Contact Information:**

Professor: **Dr. Peter Weinberger**  
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### **Class Meeting Times, Location, and Office Hours**

This class meets weekly from 6:30 – 9:00 pm (Eastern Time) starting Tuesday August 29 and ending December 5 for the Fall Semester 2016. It takes place online using the University of Maryland's Enterprise Learning Management System (ELMS). Individual office hours can be scheduled by sending an email to Dr. Weinberger or the teaching assistant, Luke Kneeshaw.

### **Course Description**

This course examines the development of counterterrorism policies and programs in the United States, specifically since the September 11, 2001 terrorist attacks. We will discuss the multifaceted and evolving concept of homeland security while recognizing that homeland security programs and policies exist within broader social, political, and economic contexts. We will investigate the effects of homeland security legislation on federal law enforcement and intelligence agencies, and we will consider new policies to counter violent extremism through community – based efforts. Special focus will be given to current areas of counterterrorism policy debate, including government surveillance, aviation and border security, cyber security, online propaganda, and hostage taking. International examples will be used to build a comparative assessment of US counterterrorism policies and programs. The course will also provide an overview of the policymaking process, and assignments will reinforce practical policy writing skills.

### **Course Objectives**

Upon completion of this course, students will be able to:

- Identify significant counterterrorism policies and programs and assess their impact on homeland and international security since 2001.
- Describe the role and scope of federal, state and local agencies and departments and responding to the evolving threat of terrorism.
- Explain and critically examine current topics of counterterrorism policy, drawing on evidence based research and relevant policy analysis.
- Compose clear and concise policy memoranda based on real-world scenarios.
- Developed a comprehensive understanding of counterterrorism policies and programs as part of the national security agenda.

### **Required Course Materials and Prerequisites**

All course reading materials will be provided online. You will need your University of Maryland ID to access some publications via the UMD library.

This course assumes general familiarity with contemporary terrorist organization and security threats (domestic and international). Throughout the course, you should regularly scan major news sources for relevant information relating to terrorist events and counterterrorism policies. Another recommended source is the daily electronic brief from the Center on National Security at Fordham University. Additional sources to consider include SITE Intelligence, the Brookings Institution, the Center for Strategic and International Studies, the Bipartisan Policy Center, the Middle East Institute, and Stratfor.

### **Course Requirements**

#### **Weekly Reading**

Reading material will be assigned for most weeks. Reading materials may include research articles, essays, policy analysis, government reports, book chapters, and newspaper articles. You are expected to read the entirety of the assigned readings. Completed assigned readings will allow you to actively participate in course discussions and successfully complete course assignments.

#### **Weekly Participation and Engagement**

This course requires active student participation. Not all these activities will be graded as individual assignments. Each week, you will be asked to participate in a variety of ways, for example in pre and post class discussion boards, during in-class meetings (orally and in written format), and through small group engagements. Midway through the semester, you will receive feedback on your participation.

#### **Short Assignments**

Four short individual writing assignments will be tasked throughout the course. These consist of one policy recommendation memo and three information/summary memos based on presentations and discussions from the group projects. You will receive directions for these short assignments throughout the semester, typically one week before they are due.

#### **Panel Discussion Group Project**

During week four, you will be assigned to a group to investigate a current counterterrorism policy topic, either: government surveillance, aviation and border security, cyber security, media and propaganda, or hostage taking. Background readings will be assigned for each topic and you are responsible for doing the assigned readings for all topics (as part of weekly reading). In your groups, you will develop a one hour presentation drawing on additional materials that your group has identified, and your group will facilitate a 45 minute discussion with the whole class on your assigned topic. You will be graded on two deliverables: (1) the group presentation (50%); and (2) a group-produced annotated bibliography (50%).

### **Critical Analysis Term Paper**

The final course paper will be loosely based on the format of the US Department of State's "Dissent Channel" submissions (also called the "Direct Channel at the US Agency for International Development). The Dissent Channel allows thoughtful professionals to share an alternative point of view on one honest disagreement on a substantive policy matter. For this final writing assignment, you will choose one current US counterterrorism policy for which you have a legitimate *disagreement*, and you will carefully describe your concerns, drawing on compelling evidence, and you offer alternatives for addressing this issue. You will have the opportunity to receive feedback on your topic during our last class meeting. Final papers (no more than 3-6 pages in length) will be due one week after the last class meeting. Please consult Joseph Nye's brief guidelines for writing action memos at:

[http://shorensteincenter.org/wp-content/uploads/2012/07/Joe-Nye\\_Brief-Guidelines-for-Writing-Action-Memoranda\\_new2013.pdf](http://shorensteincenter.org/wp-content/uploads/2012/07/Joe-Nye_Brief-Guidelines-for-Writing-Action-Memoranda_new2013.pdf)

### **Grades**

*Your grade for this course is based on Weekly Participation, four short writing assignments, a group presentation in a Panel Discussion format along with an annotated bibliography, and a final term paper presenting a critical analysis of a counterterrorism policy.*

<u>Assignment</u>	<u>Percentage</u>
Short Assignments	30
Group Project	20
Participation and Engagement	20
Term Paper	30

### **Policies, Expectations, and Resources**

#### **Who Should You Contact?**

Always feel free to contact the professor or TA about any issue pertaining to you in the course. All contact information is listed above. For general ideas and how to succeed in the course, please review the information in the Appendices.

## Computer Access/Technical Difficulties Policy

This course is an online course and you are expected to ensure that you can access all course material on a regular basis either from the University or from home. Additionally, certain technical abilities will be required, such as installing necessary plug-ins, uploading files. If you have a problem with a personal computer or interrupted network connection, know that you are still responsible for submitting your work on time. ***If there is a problem with the ELMS system, notify the TA immediately.***

## Attendance and Make-Up Work

Legitimate excuses for missed work include: 1) serious illness or injury; 2) serious illness or death to a family member; and 3) religious holidays. Under these circumstances, it is up to the student to coordinate the completion of makeup work within one week of the original due date. It is also understood that other unforeseen family and professional obligations will arise of the semester please communicate with the Professor or Teaching Assistant regarding such circumstances as soon as possible.

## Professionalism

### *Classroom Expectations and “Netiquette”*

Our virtual classroom via ELMS is a place for all students should feel safe to express their thoughts and opinions without fear of reprisal from others. Any disrespect for others on the LMS will not be tolerated. However, please be aware that the course topic can often raise strong emotions. It is important that all participants in online courses be aware of proper online behavior and respect each other.

Use appropriate language for an educational environment:

- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language

Remember that the University values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see The Core Rules for Netiquette: (<http://www.albion.com/netiquette/corerules.html>) by Virginia Shea.

## Communication

In addition to ELMS, the primary way to communicate with the professor is through email. Expectations for respectful behavior extend to email correspondence. Please allow ample time for email responses.

## Library Support and Citation Styles

Success in this course requires strong writing and research skills. The UMD library has special resources for students of public policy and specific research for START affiliates at: <http://lib.guides.umd.edu/PublicPolicy>. There are numerous formats that can be used to cite sources. Because the field of terrorism studies is interdisciplinary, you may choose to use either

the APA or MLA citation formats for in-text and bibliographic sources. Please note that page limits provided in the assignments do not include your bibliography pages.

### Academic Misconduct

You are expected to work independently of other students unless otherwise directed. Academic misconduct includes cheating on assignments, fabrication of information/citations, facilitating others in academic misconduct, and plagiarism. Students must also adhere to the University of Maryland's Code of Academic Integrity and refrain from acts of academic dishonesty. The University asks that all students write the Student Honor Pledge electronically on all assignments:

*I pledge on my honor that I have not given or received any unauthorized assistance on this examination.*

Definitions of academic dishonesty and specific policies regarding academic misconduct can be found at <http://www.president.umd.edu/policies/docs/III-100A.pdf>. Those students suspected of participating in academic misconduct will be referred to the UMD honor Council.

### Religious Observances

The University System of Maryland policy and religious observances provides that students should not be penalized because observance of the religious beliefs; student shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. Students must submit a written request to make up a class meeting, assignment, or exam date for the purposes of religious observance by the end of the second week of classes. Please note that accommodations will not be made for travel to and from the site of religious observances. Additional information on religious observance policy is available online:

<http://www.engl-pw.umd.edu/PoliciesandProcedures/GeneralPolicies/ReligiousObservances.htm>

### Disability Support Services

Any student requesting special accommodations must be registered with the University of Maryland's Disability Support Services (DSS) Office and must provide a DSS Accommodation Form updated for the current semester by the end of the second week of classes. Students who fail to meet this deadline will not receive special combinations. Additional information on disability support services is available online: <http://www.counseling.umd.edu/DSS>

## Class Schedule

### August 29 Course Overview

*Why study counterterrorism?*

Required Readings:

Joseph Clapper, Worldwide Threat Assessment of the US Intelligence Community. Senate Armed Services Committee, February 2016 (read pp. 1-15):

[https://www.dni.gov/files/documents/SASC\\_Unclassified\\_2016\\_ATA\\_SFR\\_FINAL.pdf](https://www.dni.gov/files/documents/SASC_Unclassified_2016_ATA_SFR_FINAL.pdf)

Gary LaFree, "Discussion Point: Black Swans and Burstiness -- Countering Myths about Terrorism" START, 12/09/12

<https://www.start.umd.edu/news/discussion-point-black-swans-and-burstiness-countering-myths-about-terrorism>

Peter R. Neumann, "The trouble with radicalization." *International Affairs* 89.4 (2013): 873-893.

<http://onlinelibrary.wiley.com/doi/10.1111/1468-2346.12049/full>

### September 5 Designing Policy to Address the Terrorist Threat

*Defining terrorism for policy development – issues and trends.*

Required Readings:

Thomas A. Birkland, "The World Changed Today": Agenda-Setting and Policy Change in the Wake of the September 11 Terrorist Attacks." *Review of Policy Research* 21.2 (2004): 179-200.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1541-1338.2004.00068.x/full>

Paul Pillar, "The Instruments of Counterterrorism" *US Foreign Policy Agenda* 6(3) 10-13.:

<https://www.hsdl.org/?view&did=3486>

Anthony Richards, "Conceptualizing Terrorism" *Studies in Conflict & Terrorism* 37 (3), 213-236, 2014:

<http://www.tandfonline.com/doi/abs/10.1080/1057610X.2014.872023>

### September 12 9/11 and the Homeland Security Agenda

*How 9/11 shaped homeland security policies and institutions.*

Required Readings:

President George W. Bush, Proposal to Create the Department of Homeland Security

[https://www.dhs.gov/sites/default/files/publications/book\\_0.pdf](https://www.dhs.gov/sites/default/files/publications/book_0.pdf)

National Commission on Terrorist Attacks upon the United States, The 9/11 Commission report: Final Report of the National Commission on Terrorist Attacks upon the United States (read Executive Summary):

[http://www.9-11commission.gov/report/911Report\\_Exec.htm](http://www.9-11commission.gov/report/911Report_Exec.htm)

Scott E. Robinson and Nicola Mallik, "Varieties of Homeland Security: An Assessment of US State-level Definitions." *Journal of Homeland Security and Emergency Management* 12.1 (2015): 67-80.

<http://www.degruyter.com/view/j/jhsem.2015.12.issue-1/jhsem-2013-0084/jhsem-2013-0084.xml>

**Short Assignment: Receive Policy Memo Guidelines (due September 20)**

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**September 19** Security Policy in a Post 9/11 Context

*Understanding the development of national security strategies and policies in a comparative context.*

Required Readings:

Bruce Hoffman, "Rethinking terrorism and counterterrorism since 9/11." *Studies in Conflict and Terrorism* 25.5 (2002): 303-316.

<http://www.tandfonline.com/doi/abs/10.1080/105761002901223>

The 2015 National Security Strategy of the United States (Fact Sheet):

<https://www.whitehouse.gov/the-press-office/2015/02/06/fact-sheet-2015-national-security-strategy>

Peter O'Brien, "Counter-terrorism in Europe: the elusive search for order." *European Security* (2016): 1-19.

<http://www.tandfonline.com/doi/abs/10.1080/09662839.2016.1198896>

**Group Project: Kick Off Meeting, Ice Breakers and Topic Familiarization (30 min in class)**

**Due: Policy Memo Assignment**

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**September 26** Soft Power to Combat Terrorism

*Counterterrorism strategies: Prevention approaches.*

Required Readings:

The White House (2011, December). Strategic Implementation Plan for Empowering Local Partners to Prevent Violent Extremism in the United States

<https://www.whitehouse.gov/sites/default/files/sip-final.pdf>

Sarah Lyons-Padilla, Michele J. Gelfand, Hedieh Mirahmadi, Mehreen Farooq, & Marieke van Egmond, "Belonging nowhere: Marginalization & radicalization risk among Muslim immigrants"

[https://behavioralpolicy.org/wp-content/uploads/2016/1-2/BSP\\_vol1no2\\_Lyons.pdf](https://behavioralpolicy.org/wp-content/uploads/2016/1-2/BSP_vol1no2_Lyons.pdf)

Steven Weine and John Horgan (2014, April), "Building Resilience to Violent Extremism: One Community's Perspective" FBI Law Enforcement Bulletin

<https://leb.fbi.gov/2014/april/building-resilience-to-violent-extremism-one-communitys-perspective>

Recommended:

MPAC, Safe Spaces Initiative

<http://www.mpac.org/safespaces/files/MPAC-Safe-Spaces.pdf>

**Before class: Find one news story from 2016 about CVE and post link plus 2-3 sentence summary.**

**Group Project: Outline Research Agenda and Assign Group Roles and Responsibilities (30 min in class.)**

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**October 3** Responding to Terrorism: Interrogation and Prosecution

*Understanding counterterrorism policies in the public sphere.*

Required Readings:

Joshua T. Bell, "Trying Al Qaeda: Bringing Terrorists to Justice." *Perspectives on Terrorism* 4.4 (2010).

<http://www.terrorismanalysts.com/pt/index.php/pot/article/view/115>

Tom Malinowski, "Restoring moral authority: Ending torture, secret detention, and the prison at Guantanamo Bay." *The ANNALS of the American Academy of Political and Social Science* 618.1 (2008): 148-159.

<http://ann.sagepub.com/content/618/1/148.short>

Arie Kruglanski, Martha Crenshaw, Jerrold M. Post, and Jeff Victoroff. "What should this fight be called? Metaphors of counterterrorism and their implications." *Psychological Science in the Public Interest* 8, no. 3 (2007): 97-133.

<http://psi.sagepub.com/content/8/3/97.short>

**Group Project: Short Outline of Project Presentation (1 hour for in class group work and instructor/TA feedback).**



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### **October 10** Panel Discussion # 1: Government Surveillance

*How tightly should the government keep tabs on citizens in the fight against terrorism?*

Required Readings:

Peter Baker, "In Debate Over Patriot Act, Lawmakers Weigh Risks vs. Liberty." *The New York Times*. June 1, 2015:

<http://www.nytimes.com/2015/06/02/us/politics/in-debate-over-patriot-act-lawmakers-weigh-risks-vs-liberty.html>

John W. Rollins and Edward C. Liu, "NSA Surveillance Leaks: Background and Issues for Congress." Congressional Research Service, September 4, 2013.

Senate Judiciary Committee, "National Security Letters: The Need for Greater Accountability and Oversight," Statement of Gregory Nojeim, April 23, 2008"

[http://fas.org/irp/congress/2008\\_hr/042308nojeim.html](http://fas.org/irp/congress/2008_hr/042308nojeim.html)

**Note: Each student is responsible for writing three info memos in which you are NOT presenting. Turn in the paper by the Friday after the presentation.**

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### **October 17** Aviation and Border Security

*Are our nation's borders secure from the threat of terrorism?*

Required Readings:

Anthony Fainberg, "The Terrorist Threat to Inbound U.S. Passenger Flights: Inadequate Government Response," Homeland Security Affairs (January 2009).

<https://www.hsaj.org/articles/110>

Robert S. Leiken and Steven Brooke. "The quantitative analysis of terrorism and immigration: an initial exploration." *Terrorism and political violence* 18.4 (2006): 503-521.

<http://www.tandfonline.com/doi/abs/10.1080/09546550600880294>

Joseph S. Szyliowicz, "Aviation security: promise or reality?." *Studies in conflict & terrorism* 27.1 (2004): 47-63.

<http://www.tandfonline.com/doi/abs/10.1080/10576100490262160>

### **October 24** Cybersecurity

*How does cyber security legislation figure into US counterterrorism?*

Required Readings:

Robert O'Harrow, "Zero Day: The threat in Cyberspace (video), January 2013:  
<https://vimeo.com/82886425>

### **October 31** Online Propaganda

*What role should the government play in countering online extremist propaganda?*

Required Readings:

Peter R. Neumann, "Options and Strategies for Countering Online Radicalization in the United States." *Studies in Conflict & Terrorism* (January 2013): 431-459.  
<http://www.tandfonline.com/doi/pdf/10.1080/1057610X.2013.784568>

Jytte Klausen. "Tweeting the Jihad: Social Media Networks of Western Foreign Fighters in Syria and Iraq." *Studies in Conflict & Terrorism* (January 2015): 1-22.  
<https://bir.brandeis.edu/bitstream/handle/10192/28992/KlausenArticle2014.pdf?sequence=1>

Recommended Readings:

J.M. Berger & Bill Strathearn, "Who Matters Online: Measuring influence, evaluating content and countering violent extremism in online social networks" ICSR, King's College London, 2013  
[http://icsr.info/wp-content/uploads/2013/03/ICSR\\_Berger-and-Strathearn.pdf](http://icsr.info/wp-content/uploads/2013/03/ICSR_Berger-and-Strathearn.pdf)

### **November 7** Hostage Taking

*What are the new US debates and policies regarding hostage taking by terrorists?*

Required Readings:

US Policy on Taking American Hostages (1986):  
<http://www.disam.dsca.mil/pubs/Vol%208-4/Int'l%20Terrorism.pdf>

Report on US Hostage Policy (2015):  
<https://www.whitehouse.gov/the-press-office/2015/06/24/fact-sheet-us-government-hostage-policy>

Julie Hirschfeld Davis, "Obama Ordering Changes in U.S. Hostage Policies" *New York Times* June 23, 2015:  
<http://www.nytimes.com/2015/06/24/world/obama-ordering-changes-in-us-hostage-policies.html>

### **November 14** Failures, Fusion and Future

*Is the threat of terrorism being overstated? Are US counterterrorism policies and programs working? What can be done to be more effective?*

Required Readings:

Erik J. Dahl, "The plots that failed: Intelligence lessons learned from unsuccessful terrorist attacks against the United States." *Studies in Conflict & Terrorism* 34.8 (2011): 621-648.  
<http://www.tandfonline.com/doi/abs/10.1080/1057610X.2011.582628#.V5pjDvkrKUK>

Joseph W. Pfeifer, "Network fusion: Information and intelligence sharing for a networked world." *Homeland Security Affairs* 8.1 (2012).  
<http://search.proquest.com/docview/1266215557?pq-origsite=gscholar>

Marc Sageman, "The stagnation in terrorism research." *Terrorism and Political Violence* 26.4 (2014): 565-580.  
<http://www.tandfonline.com/doi/abs/10.1080/09546553.2014.895649>

**Due: All Info Memos from the group presentations should be turned in.**

**Informal Briefing: Plan to Present 2-3 minutes on your final paper topic.**

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**Final papers due one week after the last class meeting.**

## Appendix: What Makes a Successful Online Student?

Adapted from: <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/studentprofile.asp>

In general, the online student should possess the following qualities:

1. **Be open minded about sharing life, work, and educational experiences as part of the learning process.** Introverts as well as extroverts find that the online process requires them to **utilize their experiences**. In addition, the student is given time to reflect on the information before responding. The online environment should be open and friendly.
2. **Be able to communicate through writing.** In the Virtual Classroom, nearly all communication is written, so it is critical that students feel comfortable in expressing themselves in writing. Many students have limited writing abilities, which should be addressed before or as part of the online experience.
3. **Be Self-motivated and self-disciplined.** With the freedom and flexibility of the online environment comes responsibility. The online process takes a real commitment and discipline to keep up with the flow of the process.
4. **Be willing to "speak up" if problems arise.** Many of the non-verbal communication mechanisms that instructors use in determining whether students are having problems (confusion, frustration, boredom, absence, etc.) are not possible in the online paradigm. If a student is experiencing difficulty on any level (either with the technology or with the course content), he or she must communicate this immediately.
5. **Be willing and able to commit to 4 to 15 hours per week per course.** Online is not easier than the traditional educational process. In fact, many students will say it requires much more time and commitment.
6. **Accept critical thinking and decision making as part of the learning process.** The learning process requires the student to make decisions based on facts as well as experience. Assimilating information and executing the right decisions requires critical thought; case analysis does this very effectively.
7. **Have reliable access to a computer and Internet Service.**
8. **Be able to think ideas through before responding.** Meaningful and quality input into the virtual classroom is an essential part of the learning process. Time is given in the process to allow for the careful consideration of responses. The testing and challenging of ideas is encouraged; you will not always be right, just be prepared to accept a challenge.
9. **Feel that high quality learning can take place without going to a traditional classroom.** If the student feels that a traditional classroom is a prerequisite to learning, they may be more comfortable in the traditional classroom. Online is not for everybody. A student that wants to be on a traditional campus attending a traditional classroom is probably not going to be happy online.

## Appendix: Managing Your Time

Adapted From: <http://www.valrc.org/tutorials/onlinelearner/organization.htm>

Online class expectations workloads can sometimes feel challenging, especially if you have full-time work and family commitments. Here is a list of tips for managing your time effectively so that you have time from things you want to do.

- **Make a list.** Create a checklist of things that you need to accomplish and check them off as they are completed.
- **Set reminders.** Allocate a set amount of time for a specific task and then use an alarm to alert you when you have almost used up your time. This will keep you focused on the task and will keep your attention from wandering while online.
- **Don't try to do it all at once.** It is ok to set aside some tasks for completion later. Unless it is due that day, it can most likely be postponed for another time.
- **Delegate.** Do not feel while you are learning online that you have to do everything for everyone. Part of the conversation with your employer and family is to decide how responsibilities will be reallocated while you are participating in online learning.

Making a weekly study schedule is one of the most effective ways to keep on top of your studying. Look at your commitments for the week and plan your study time in the natural breaks.

In addition to completing your weekly assignments, you also have a requirement to respond to your classmates. Schedule time for this as well. Learning does not occur in a vacuum and everyone needs to participate if excellent, collaborative learning is to take place.

Also in the spirit of collaborative learning, you should adhere to the weekly schedule and follow the pace of the course.

Make time for offline activities. Some online courses require you to complete assignments outside of the virtual classroom. Make note of these at the beginning of the course and plan accordingly for them.