



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 631: SOCIETAL IMPACTS OF, AND RESPONSES TO TERRORISM
UNIVERSITY OF MARYLAND
SPRING 2017

PROFESSOR:

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COURSE LOGISTICS:

January 25 – May 11, 2017

Online Meetings: Tuesdays, 7:00-9:30pm

Office Hours with Kate Izsak or Chad Marchand available online, by appointment

Course CANVAS Site: <http://elms.umd.edu>

COURSE DESCRIPTION:

This course will address the manners in which a variety of different actors respond to both terrorist incidents and the threat of terrorism, as well as both short- and long-term impacts of terrorism on a range of different stakeholders. Beginning with impacts of terrorism on individuals, and what might be defined as “emotional” responses to terrorism, the course then moves to both individual and group behavioral patterns in the wake of terrorist attacks and/or threats. The course next examines political, legal, and media-related responses to terrorism, with discussion of varied ways in which different actors conceptualize and approach the problem of preventing, deterring, and mitigating the impacts of

terrorism. It looks at “hard” versus “soft” power approaches; offensive versus defensive approaches; and law enforcement versus military versus international organization approaches to the idea of counterterrorism. Finally, the course moves to discussion of long-term recovery processes for individuals and groups impacted by terrorism. The goal of the course will be to develop a multifaceted perspective on individual and community resilience in the face of terrorist threats.

The course will require use of multiple social and electronic media systems, including but not limited to: Blackboard, Twitter, TweetDeck, ICONSNet, and Prezi.

LEARNING OBJECTIVES:

By the end of the course:

- Students will have developed knowledge of major issues pertaining to the impact of both terrorist attacks and the threat of terrorism on individuals and groups;
- Students will have developed knowledge of major issues pertaining to domestic preparedness, emergency management, and first responders;
- Students will have developed knowledge of major issues pertaining to terrorism prevention, deterrence, and interdiction efforts;
- Students will have developed knowledge of major issues relevant to individual and community recovery after terrorist attacks; and
- Students will have developed their own theories on what allows individuals and communities to develop resilience in the face of terrorist threats.

COURSE MATERIALS:

All course materials will be available on the course’s Blackboard site.

GRADING AND ASSIGNMENTS:

Your grade will be comprised of four elements:

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|-------------------------------------|-----|
| ▪ Reading Group Presentations | 15% |
| ▪ Twitter Backchannel Participation | 10% |
| ▪ Simulation Participation | 15% |
| ▪ Mini Review Essay | 25% |
| ▪ Full Review Essay (Final Paper) | 35% |

Reading Group Presentations. This course will take the form of a readings-based seminar. The goal of this type of course is to expose students to the widest possible swath of scholarly literature on a particular topic. As such, the course is designed to allow students to read different pieces of scholarship which they will then discuss in a presentation to the class. Course members will be split into eight reading groups, which we will organize and present to you in a separate document.

In the classes in which we will hold reading group presentations, all students will read a specified set of articles, and then each reading group presenting that week (either Groups 1-4 or Groups 5-8—see dates below) will also have a selection of readings for which they are responsible. We will run class sessions according to a rough structure in which I will introduce the week's readings, talk a little bit about why I chose the readings and the major concepts in the readings read by all course members. We will then hear 15-20 minutes from each reading group presenting that week, in which the group must introduce the readings assigned to them, pull out major ideas and arguments in each reading, and discuss how those readings relate to the scholarship read by the entire class. This structure will allow us to cover a great amount of scholarly literature and expose all of you to a great variety of arguments and theories, which should help you to rapidly develop subject matter expertise on the impacts of, and responses to terrorism. ***Please note: Reading groups may wish to split up their assigned readings among their group members. Every member in a reading group does not need to read every single reading assigned to the group. The readings assigned to the entire class, however, are required for all students each week.***

*Groups 1 – 4 will deliver presentations on **February 14** and **March 7**.*

*Groups 5 – 8 will deliver presentations on **February 21** and **April 25**.*

Please also note: Each member of the reading group should participate in each presentation.

We will deliver our presentations using Prezi, as it allows for a more dynamic online experience than traditional PowerPoint slides often do, and because it allows for joint editing of a single document among team members in different physical locations, which will facilitate group collaboration. You will need a Prezi account, and you should register with your UMD email address for the free EDU account. The EDU account will allow you to keep your Prezis private.

Each Prezi should include:

- A title frame, including your group number and the names of all group members;
- An introduction frame or two, introducing the main themes for the week's readings;
- Several frames for each assigned group reading, in which you summarize the primary findings of the assigned article, analyze the article in relation to the other articles for the group and the primary readings for class that week (as well as any other relevant course material if you so choose); and
- A conclusion frame.

We will hold four classes in which we will hear reading group presentations, and each group will be responsible for a presentation in two of them. You will receive a grade for each presentation, and the average of those grades will comprise 10 percent of your final course grade.

Chad will share your Prezis in class as you present. You should plan to have the link to your Prezi to Chad at least 15 minutes before the start of class.

Prezi is available at www.prezi.com.

Twitter Backchannel Participation. During reading group presentations, you will participate in a backchannel of class discussion using Twitter. You will need a Twitter account you are willing to use in class. You may wish to consider setting up a Twitter account that you will use only for the purposes of this class, or you may wish to configure your privacy settings on an existing Twitter account so that your classmates are not able to see your personal Twitter activity. If you are concerned about privacy, you may wish to create a Twitter username that does not reflect personal details (i.e. do not use your name). You should also install TweetDeck and set up a column with the course's hashtag: #bsst631. To set up your course column, you will enter #bsst631 into the TweetDeck search box, then click the "Add column" button. After adding the column, you should open your settings for the column and enable notifications, which will allow you to follow the Twitter backchannel participation in real time.

During class time, you should plan to engage in a Twitter discussion with your classmates on the presentations as they occur. As discussed above, you will hear a short introduction from me to begin each class, and you will then hear presentations from each reading group. You should post at least one reaction to the class presentations each class session, and you are encouraged to interact with one another by using the "@" symbol and the username of the individual to whom you are responding. (And please remember to always use the course hashtag: #bsst631.)

There are four classes in which we will hold reading group presentations. In addition, you will participate in one Twitter discussion in the final 45 minutes of class on **February 28**, according to the directions below. There will also be twitter discussion on **April 18** and **May 9**. Your Twitter discussions will be graded according to the rubric available on ELMS.

Twitter is available here: www.twitter.com

Tweetdeck is available here: www.tweetdeck.com

Simulation Participation. Over the course of the semester, you will participate in three online simulations. They will take place in a secure, social networking forum called ICONSNet. We will discuss ICONSNet further in class, and you will receive instructions for logging in to each simulation the week in which we will hold it.

You will receive a grade based on your active participation in all four simulations and your group's presentation analyzing the simulations on **April 18**, described below (scores will be averaged). The grade will count for 10 percent of your final course grade.

For the presentation, you will work in the following four groups. We will organize these groups and provide them to you in a separate document. Groups will cover the topics that follow.

- **Group 1: Evolution and Outcomes of Afghanistan and Pakistan Simulation**
 - For this presentation, you should complete a timeline of the major events and public statements that took place in the Afghanistan and Pakistan simulation and (using each group's final reports) an assessment of how well each group accomplished its original goals
- **Group 2: Evolution and Outcomes of Kurdistan Simulation**
 - For this presentation, you should complete a timeline of the major events and public statements that took place in the Kurdistan simulation and (using each group's final reports) an assessment of how well each group accomplished its original goals
- **Group 3: Evolution and Outcomes of Minneapolis Simulation**
 - For this presentation, you should complete a timeline of the major events and public statements that took place in the Minneapolis simulation and (using each group's final reports) an assessment of how well each group accomplished its original goals
- **Group 4: Principles from Course Readings Demonstrated in Simulations**
 - For this presentation, you should complete an assessment of how each simulation demonstrated principles discussed in class.

Review Essays. As this course will focus on exploring a wide range of scholarly literature related to the impacts of, and responses to terrorism, the written assignments will also focus on developing the ability to assess and critique scholarly literature. During the semester, you will write two abbreviated review essays and one full review essay. The review essay is a type of scholarly document that surveys existing work on a specific topic, relating major arguments of the works being discussed, pulling out themes common among all of the readings, and contrasting the works. A good review essay will also identify gaps in the literature being reviewed, e.g. you may address whether the works are missing a major relevant research question, or you address whether one side of a debate is underdeveloped, etc.

You will write one mini-review essay during the semester, due **March 14**. In this essays, you will choose and analyze 3-5 scholarly articles. In your final paper—a full review essay, due **May 15**—you will choose and analyze 3-5 scholarly books. You will submit your topic and proposed articles/books in advance of each essay's due date (**February 28** for Mini Review Essay; **April 4** for the Full Review Essay (Final Paper)). You will also present an informal, 5-minute presentation on **May 9**, using one PowerPoint or one Prezi slide, on the literature you are reviewing for your final paper.

The mini-review essay will count for 25 percent of your final course grade, and your full review essay will count for 35 percent of your final course grade.

COURSE SCHEDULE

January 31 – NO CLASS

February 7 – Introduction to the Class

Assignment due by 8am via ELMS Assignments link: Twitter usernames

February 14 – Emotional Responses to Terrorism

(Presentation/Twitter day)

Readings due from entire class:

- Mark Konty, Blythe Duell, and Jeff Joireman, "Scared Selfish: A Culture of Fear's Values in the Age of Terrorism," *The American Sociologist*, Volume 35, Number 2 (June 2004): 93-109.
- J. Timmons Roberts and Moona Em, "Fear at Work, Fear at Home: Surveying the New Geography of Dread in America Post 9-11," *International Journal of Mass Emergencies and Disasters*, Volume 21, Number 3 (November 2003): 41-55.
- Jennifer S. Lerner, Roxana M. Gonzalez, Deborah Small, and Baruch Fishhoff, "Effects of Fear and Anger on Perceived Risks of Terrorism: A National Field Experiment," *Psychological Science*, Volume 14, Number 2 (March 2003): 144-150.
- Gerd Gigerenzer, "Out of the Frying Pan into the Fire: Behavioral Reactions to Terrorist Attacks," *Risk Analysis*, Volume 26, Number 2 (2006): 347-351.
- John Mueller, "Reacting to Terrorism: Probabilities, Consequences, and the Persistence of Fear," Paper delivered at the National Convention of the International Studies Association, Chicago, Illinois, March 2007.

Additional readings due from **Reading Group 1**: Fear and Impact on Policy

- Linda Skitka, Christopher Bauman, Nicholas P. Aramovich, and Scott Morgan, "Confrontational and Preventative Policy Responses to Terrorism: Anger Wants a Fight and Fear Wants 'Them' to Go Away," *Basic and Applied Psychology*, Volume 28, Issue 4 (2006): 375-384.
- Gary S. Becker and Yona Rubinstein, "Fear and the Response to Terrorism: An Economic Analysis," unpublished paper, 2011.
- Kevin R. Grosskopf, "Evaluating the Societal Response to Antiterrorism Measures," *Journal of Homeland Security and Emergency Management*, Volume 3, Issue 2 (2006): 1-9.
- Collin D. Barnes, Ryan P. Brown, and Lindsey L. Osterman, "Don't Tread on Me: Masculine Honor Ideology in the U.S. and Militant Responses to Terrorism," *Personality & Social Psychology Bulletin*, 38, 8, (2012) 1018-29.
- Gary LaFree, "U.S. Attitudes toward Terrorism and Counterterrorism Before and After the April 2013 Boston Marathon Bombings", Start Research Highlights, November 2013.

Additional readings due from **Reading Group 2**: Patriotism

- Jasbir K. Puar and Amit S. Rai, "Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots," *Social Text*, Volume 20, Number 3 (Fall 2002): 117-148.

- Chris L. Coryn, James M. Beale, and Krista M. Myers, "Response to September 11: Anxiety, Patriotism, and Prejudice in the Aftermath of Terror," *Current Research in Social Psychology*, Volume 9, Number 12 (March 2004).
- John Hutcheson, David Domke, Andre Billeaudeau, and Philip Garland, "U.S. National Identity, Political Elites, and a Patriotic Press Following September 11," *Political Communication*, 21, 1, (January 2004) 27-50.
- Steven Salaita, "Ethnic Identity and Imperative Patriotism: Arab Americans Before and After 9/11," *College Literature*, Volume 32 (2005): 146-168.
- Linda J. Skitka, "Patriotism or Nationalism? Understanding Post-September 11, 2001, Flag-Display Behavior," *Journal of Applied Social Psychology*, 35, 10, 1995-2011.
- Mira Moshe and Sam Lehman-Wilzig, "Under Fire: Framing Classic and 'New Patriotism in Israel's Elite and Popular Press during the El-Aqsa Intifada and World Trade Center Terror Attacks," in *Terrorism, Media and Society* (Spokane: Marquette Press, 2006): 177-196.

Additional readings due from **Reading Group 3: Nationalism**

- Thea Renda Abu El-Haj, "'The Beauty of America': Nationalism, Education, and the War on Terror," *Harvard Educational Review* (July 2010): 242-275.
- Mark Falcois and Michael Silk, "Olympic Bidding, Multicultural Nationalism, Terror, and the Epistemological Violence of 'Making Britain Proud,'" *Studies in Ethnicity and Nationalism* (October 2010).
- M. Weiss, "The Body of the Nation: Terrorism and the Embodiment of Nationalism in Contemporary Israel," *Anthropological Quarterly* (2002).
- Brad West, "Collective Memory and Crisis: The 2002 Bali Bombing, National Heroic Archetypes and the Counter Narrative of Cosmopolitan Nationalism," *Journal of Sociology* (2008): 337.
- P.H. Gries, "Tears of Rage: Chinese Nationalist Reactions to the Belgrade Embassy Bombing," *The China Journal* (2001).

Additional readings due from **Reading Group 4: Blaming**

- Thomas E. Drabek and Enrico L. Quarantelli, "Scapegoats, Villains, and Disasters," *Transaction*, Volume 4 (1967): 12-17.
- Christopher Hood, "The Risk Game and the Blame Game," *Government and Opposition*, Volume 37, Issue 1 (2002): 15-37.
- Kevin Archeneaux and Robert M. Stein, "Who Is Held Responsible When Disaster Strikes? The Attribution of Responsibility for a Natural Disaster in an Urban Election," *Journal of Urban Affairs*, Volume 28, Number 1 (2006): 43-53.
- Neil Malhotra and Alexander Kuo, "Attributing Blame: The Public's Response to Hurricane Katrina," *The Journal of Politics* 70 (February 2007): 1-16.
- Randall Collins, "Rituals of Solidarity and Security in the Wake of Terrorist Attack," *Sociological Theory* 22 (1), 2004: 53-87.

February 21 – Behavioral Responses to Terrorism

(Presentation/Twitter day)

Readings due from entire class:

- Kathleen Tierney, Michael K. Lindell, and Ronald W. Perry, "Moving into Action: Individual and Group Behavior in Disasters," *Facing the Unexpected: Disaster Preparedness and Response in the United States* (Washington: Joseph Henry Press, 2003): 81-120.

Readings due from **Reading Group 5**: Risk Communication

- Brooke Liu, Melissa Janoske, and Ben Sheppard, "Executive Summary: Understanding Risk Communication Best Practices and Theory," Report to Human Factors/Behavioral Sciences Division, Science and Technology Directorate, U.S. Department of Homeland Security. College Park, MD: START 2012.
- Brooke Liu, Melissa Janoske, and Ben Sheppard, "Understanding Risk Communication Best Practices: A Guide for Emergency Managers and Communicators," Report to Human Factors/Behavioral Sciences Division, Science and Technology Directorate, U.S. Department of Homeland Security. College Park, MD: START 2012.
- Julia D. Fraustino, Brooke Liu, and Yan Jin, "Social Media Use during Disasters: A Review of the Knowledge Base and Gaps," Final Report to Human Factors/Behavioral Sciences Division, Science and Technology Directorate, U.S. Department of Homeland Security. College Park, MD: START 2012.

Readings due from **Reading Group 6**: Post-Disaster Crime and Unrest

- Lauren Barsky, Joseph Trainor, and Manuel Torres, "Disaster Realities in the Aftermath of Hurricane Katrina: Revisiting the Looting Myth," Quick Response Report, Number 184, Natural Hazards Center, University of Colorado, February 2006.
- Richard Stuart Olson, "Un-Therapeutic Communities: A Cross-National Analysis of Post-Disaster Political Unrest," *International Journal of Mass Emergencies and Disasters*, Volume 15, Number 2 (August 1997): 221-238.
- Muneer I. Ahmad, "A Rage Shared by Law: Post-September 11 Racial Violence as Crimes of Passion," *California Law Review* 92(5) 1259, January 2004.
- Dan Berger, "Constructing Crime, Framing Disaster: Routines of Criminalization and Crisis in Hurricane Katrina," *Punishment and Society* (2009): 491-510.
- National Consortium for the Study of Terrorism and Responses to Terrorism, "Assessing the Likelihood of Hate Crime in Wake of Boston Attacks," Research Q&A, April 2013.
- Rune Slettebak, "Climate Change, Natural Disasters, and Post-Disaster Unrest in India," *India Review* (2013): 260-279.

Readings due from **Reading Group 7**: Participation and Volunteerism

- Rajib Shaw and Katsuihciro, "From Disaster to Sustainable Civil Society: The Kobe Experience," *Disasters*, Volume 28, Issue 1 (2004): 16-40.
- Gordon W. Russell and Robert K. Mentzel, "Sympathy and Altruism in Response to Disasters," *The Journal of Social Psychology*, Volume 130, Number 3 (June 1990): 309-316.
- Seana Lowe and Alice Fothergill, "A Need to Help: Emergent Volunteer Behavior after September 11," in *Beyond September 11: An Account of Post-Disaster Research*, Program on

Environment and Behavior Special Publication #39, Natural Hazards Research and Applications Information Center, University of Colorado, 2003.

- Craig St. John and Jesse Fuchs, "The Heartland Responds to Terror: Volunteering After the Bombing of the Murrah Federal Building," *Social Science Quarterly*, Volume 83, Number 2 (2002): 397-415.
- Philippe LeBillon and Arno Waizenegger, "Peace in the Wake of Disaster? Secessionist Conflicts and the 2004 Indian Ocean Tsunami," *Transactions* 32 (2007): 411-427.
- Kate Starbird, "Digital Volunteerism During Disaster: Crowdsourcing Information Processing," *CHI 2011*.
- Kathleen Jobe, "Disaster Relief in Post-Earthquake Haiti: Unintended Consequences of Humanitarian Volunteerism," *Travel Medicine and Infectious Disease* 9 (January 2011): 1-5.

Readings due from **Reading Group 8**: Crisis Leadership and Organizational Behavior

- James M. Kendra and Tricia Wachtendorf, "Elements of Resilience After the World Trade Center Disaster: Reconstituting New York City's Emergency Operations Center," *Disasters*, Volume 27 (2003): 37-53.
- Paul 't Hart, "Symbols, Rituals, and Power: The Lost Dimensions of Crisis Management," *Journal of Contingencies and Crisis Management*, Volume 1, Issue 1 (1993): 36-50.
- Allan McConnell, "Crisis Management, Influences, Responses, and Evaluation," *Parliamentary Affairs*, Volume 56 (2003): 393-409.
- P.H. Longstaff and Sung-Un Yang, "Communication Management and Trust: Their Role in Building Resilience to 'Surprises' Such as Natural Disasters, Pandemic Flu, and Terrorism," *Ecology and Society* 13 (2008).
- Arjen Boin, Paul 't Hart, Allan McConnell, and Thomas Preston, "Leadership Style, Crisis Response and Blame Management: The Case of Hurricane Katrina," *Public Administration* 88(2) (2010): 706-723.

February 28 – Political Responses to Terrorism: Blue Ribbon Commission Simulation

(Simulation day – ICONSNet)

(Twitter day)

Assignment due by 8am via ELMS Assignments link:

Proposed Topic and Scholarly Articles for Mini Review Essay

Readings due from entire class:

- John Kingdon, "How Does an Idea's Time Come?," *Agendas, Alternatives, and Public Policies*, (New York: Longman, 2002): 1-20.
- Amy Zegart, "Blue Ribbons, Black Boxes: Toward a Better Understanding of Presidential Commissions," *Presidential Quarterly*, Volume 34, Issue 2 (May 2004): 366-393.
- D. Kettle, "Gauging the stress test: Opening the policy window," *System Under Stress: Homeland Security and American Politics* (Washington: CQ Press, 2007): 126-129.
- T.A. Birkland, "'The world changed today': Agenda-setting and policy change in the wake of the September 11 terrorist attacks," *Review of Policy Research*, Volume 21, Issue 2 (2004): 179-200.

- **SKIM the following, reading for the types of questions blue ribbon panels seek to answer:**
 - From 9/11 Commission, *Final Report of the National Commission on Terrorist Attacks Upon the United States*, 2004:
 - “What to Do? A Global Strategy,” pages 361-382.
 - From The Executive Office of the President, *The Federal Response to Hurricane Katrina*, 2005:
 - “Appendix A: Recommendations,” pages 87-124.
 - From Council on Foreign Relations, *Emergency Responders: Drastically Underfunded, Dangerously Unprepared*, 2003:
 - “Recommendations,” pages 15-23.

Due from entire class:

- After the completion of the simulation and before the beginning of class on **February 28**, you should participate in an active Twitter discussion with your classmates on the outcomes of the simulation and how the simulation reflected the readings you completed prior to class.

March 7 – Prevention and Deterrence Measures

(Presentation/Twitter day)

Reading assignments due from entire class:

- Arie Kruglanski, Martha Crenshaw, Jerrold Post, and Jeff Victoroff. “What Should This Fight Be Called? Metaphors of Counterterrorism and Their Implications.” *Psychological Science in the Public Interest*, Volume 8 (2008): 97-133.
- Peter J. Katzenstein, “Same War—Different Views: Germany, Japan, and Counterterrorism,” *International Organization*, Volume 57 (2003): 731-760.
- Gregory D. Miller, “Confronting Terrorisms: Group Motivation and Successful State Policies,” *Terrorism and Political Violence*, Volume 19, Issue 3 (September 2007): 331-350.

Readings due from **Reading Group 1: Law Enforcement Operations**

- David Carter, Steve Chermak, Jeremy Carter, and Jack Drew. “Understanding Law Enforcement Intelligence Processes,” Report to the Office of University Programs, Science and Technology Directorate, U.S. Department of Homeland Security. College Park, MD: START, 2014
- Roberta Belli. “Effects and effectiveness of law enforcement intelligence measures to counter homegrown terrorism: A case study on the Fuerzas Armadas de Liberación Nacional (FALN),” Final Report to Human Factors/Behavioral Sciences Division, Science and Technology Directorate, U.S. Department of Homeland Security. College Park, MD: START, 2012.
- Gary LaFree and Amy Adamczyk, “The Impact of the Boston Marathon Bombings on Willingness to Cooperate with the Police,” *Justice Quarterly*, June 2016: 1-32.
- Christine Sarteschi, “An Examination of Thwarted Mass Homicide Plots and Threateners,” *Aggression and Violent Behavior* July 2016: 1-6.
- Cody Telep, David Weisburd, Sean Wire, and David Farrington, “Protocol: Increased Police Patrol Presence Effects on Crime and Disorder,” *The Campbell Collaboration* July 2016: 1-35.

Readings due from **Reading Group 2: Military Operations**

- Alberto R. Coll, "The Legal and Moral Adequacy of Military Responses to Terrorism," *Proceedings of the Annual Meeting (American Society of International Law)*, Volume 31 (April 8-11, 1987): 297-307.
- Andrew Feickert, "U.S. Military Operations in the Global War on Terrorism: Afghanistan, Africa, the Philippines, and Colombia," *CRS Report for Congress*, April 26, 2005.
- Louis Klarevas, "The 'Essential Domino' of Military Operations: American Public Opinion and the Use of Force," *International Studies Perspectives* (2002) Volume 3: 417-437.
- Ilan Goldenberg, Alice Hunt Friend, Stephen Tankei, and Nicholas A. Heras, "Remodeling Partner Capacity: Maximizing the Effectiveness of US Counterterrorism Security Assistance," Center for a New American Security, November 2016.
- Barnett Koven, "Training Host Nation Forces for Population-Centric Counterinsurgency," *Small Wars Journal*, July 2016.

Readings due from **Reading Group 3**: Legal Strategies

- Dick Haubrich, "September 11, Anti-Terror Laws, and Civil Liberties: Britain, France, and Germany Compared," *Government and Opposition*, Volume 38, Issue 1 (January 2003): 3-28.
- Diane Webber, "United States," *Preventive Detention of Terror Suspects: A New Legal Framework*, New York: Routledge, 2016.
- Alex P. Schmid, "Links Between Terrorism and Migration: An Exploration," International Centre for Counter-Terrorism – The Hague (May 2016).
- Kathleen Smarick and Gary D. LaFree. "Border Crossings and Terrorist Attacks in the United States: Lessons for Protecting against Dangerous Entrants," Final Report to the Office of University Programs, Science and Technology Directorate, U.S. Department of Homeland Security. College Park MD: START, 2012.
- Brent L. Smith, Chris Shields, and Kelly Damphousse. "Patterns of Intervention in Federal Terrorism Cases," Interim Report to Human Factors/Behavioral Sciences Division, Science and Technology Directorate, U.S. Department of Homeland Security. College Park, MD: START, 2011.

Readings due from **Reading Group 4**: Deradicalization, Countering Violent Extremism, and Political Change

- John Horgan, "Assessing the Effectiveness of Current De-Radicalization Initiatives and Identifying Implications for the Development of U.S.-Based Initiatives in Multiple Settings." College Park, MD, START, 2009.
- Steven Weine & O. Ahmed, "Building resilience to violent extremism among Somali-Americans in Minneapolis-St. Paul," Final Report to Human Factors, Behavioral Sciences Division, Science and Technology Directorate, U.S. Department of Homeland Security. College Park, MD: START, 2013.
- Arie Kruglanski, Michele Gelfand, Anna Sheveland, Maxim Babush, Malkanthi Hetiarachchi, Michele Ng Bonto, Rohan Gunaratna, "What a Difference Two Years Make: Patterns of Radicalization in a Philippine Jail," unpublished manuscript.
- Raj S. Chari, "The 2004 Spanish Election: Terrorism as a Catalyst for Change," *West European Politics*, Volume 27, Number 5 (November 2004): 954-963.
- Jordan Theriault, Peter Krause, and Liane Young, "Know Thy Enemy: Education about Terrorism Improves Social Attitudes Towards Terrorists," *Journal of Experimental Psychology: General*, January 2017.

- I.A. Bakare, "Soft Power as a Means of Fighting International Terrorism: A Case Study of Nigeria's 'Boko Haram,'" *International Relations* 16 (2016).

March 14 – Afghanistan and Pakistan Simulation

(Simulation day – ICONSNet)

**Assignment due by 8am via ELMS Assignments link:
Mini Review Essay**

March 21 – NO CLASS (SPRING BREAK)

March 28 – Kurdistan Simulation

(Simulation day – ICONSNet)

April 4 – Minneapolis Simulation

(Simulation day – ICONSNet)

**Assignment due by 8am via ELMS Assignments link:
Proposed Topic and Scholarly Articles for Full Review Essay**

April 11 – NO CLASS

April 18 – Debriefing on Simulations

(Presentation/Twitter day)

Presentations due from groups:

- Group 1: Evolution and Outcomes of Afghanistan/Pakistan Simulation
 - For this presentation, you should complete a timeline of the major events and public statements that took place in the India simulation and (using each group's final reports) an assessment of how well each group accomplished its original goals
- Group 2: Evolution and Outcomes of Kurdistan Simulation
 - For this presentation, you should complete a timeline of the major events and public statements that took place in the India simulation and (using each group's final reports) an assessment of how well each group accomplished its original goals
- Group 3: Evolution and Outcomes of Minneapolis Simulation
 - For this presentation, you should complete a timeline of the major events and public statements that took place in the India simulation and (using each group's final reports) an assessment of how well each group accomplished its original goals

- Group 4: Principles from Course Readings Demonstrated in Simulations
 - For this presentation, you should complete an assessment of how each simulation demonstrated principles discussed in class.

April 25 – Long-Term Community Responses to Terrorism

(Presentation/Twitter day)

Readings due from entire class:

- Fran H. Norris, Susan P. Stevens, Betty Pfefferbaum, Karen F. Wyche, and Rose L. Pfefferbaum, "Community Resilience as a Metaphor, Theory, Set of Capacities, and Strategy for Disaster Readiness," *American Journal of Community Psychology*, Volume 41, Numbers 1-2 (2007): 127-150.

Readings due from **Reading Group 5**: Individual and Small-Group Recovery and Resilience

- George Bonanno, Sandra Galea, Angela Bucciarelli, and David Blahov, "What Predicts Psychological Resilience After Disaster? The Role of Demographics, Resources, and Life Stress," *Journal of Consulting and Clinical Psychology*, Volume 75, Number 5 (2007): 671-682.
- Stevan E. Hobfoll, Brian J. Hall, Daphna Canetti-Nisim, Sandra Galea, Robert J. Johnson, Patrick A. Palmieri, "Refining Our Understanding of Traumatic Growth in the Face of Terrorism: Moving from Meaning Cognitions to Doing What is Meaningful," *Applied Psychology: An International Review*, Volume 56, Number 3 (2007): 345-366.
- Christopher Peterson and Martin, Seligman, "Character Strengths Before and After September 11," *Psychological Science* 14(4), July 2003, 381-384.
- Betty Pfefferbaum, Elana Newman, and Pascal Neitiemia, "Current Evidence for Selecting Disaster Interventions for Children and Adolescents," *Child and Adolescent Psychiatry* (April 2016): 1-14.
- Alexandra Barker and Tamar Dinisman, "Meeting the Needs of Survivors and Families Bereaved through Terrorism," *Victim Support: England and Wales*, November 2016.

Readings due from **Reading Group 6**: Cultural Approaches to Resilience

- Janet Jacobs, "From the Profane to the Sacred: Ritual and Mourning at Sites of Terror and Violence," *Journal for the Scientific Study of Religion*, Volume 43, Number 3 (2004): 311-315.
- Andrea Hajek, "Teaching the History of Terrorism in Italy: The Political Strategies of Memory Obstruction," *Behavioral Sciences of Terrorism and Political Aggression*, Volume 2, Issue 3 (September 2010): 198-216.
- Rebecca L. Carter, "Understanding Resilience through Ritual and Religious Practice: An Expanded Theoretical and Ethnographic Framework," *SOURCE (Studies of the University: Research, Council, Education)*, United Nations University Institute for Environment and Human Security (UNU-EHS).
- Shannon Lee Dawdy, "The Taphonomy of Disaster and the "(Re)Formation of New Orleans," *American Anthropologist*, Volume 108, Issue 4 (December 2006): 719-730.
- Fei He and Jun Zhuang, "Balancing Pre-Disaster Preparedness and Post-Disaster Relief," *European Journal of Operational Research* 252 (January 2016): 246-256.
- Luke Blair and John Stevenson, "What Do the Dead Say? The Architecture of Salvific Discourses in Post-Genocide Rwanda," *Journal of Power, Politics and Governance* (June 2015): 27-45.

Readings due from **Reading Group 7: Social Capital and Civil Society**

- Yuko Nakagawa and Rajib Shaw, "Social Capital: A Missing Link to Disaster Recovery," *International Journal of Mass Emergencies and Disasters*, Volume 22, Number 1 (March 2004): 5-34.
- Robert L. Hawkins and Katherine Maurer, "You Fix My Community, You Have Fixed My Life: The Disruption and Rebuilding of Ontological Security in New Orleans," *Disasters*, Volume 35, Issue 1 (January 2011): 143-159.
- Krzysztof Kaniasty and Fran H. Norris, "Social Support in the Aftermath of Disasters, Catastrophes, and Acts of Terrorism: Altruistic, Overwhelmed, Uncertain, Antagonistic, and Patriotic Communities," in *Bioterrorism: Psychological and Public Health Interventions, Volume 1*, edited by Robert J. Ursano, Ann E. Norwood, and Carol S. Fullerton, Cambridge: Cambridge University Press, 2004: 200-231.
- Rose Pfefferbaum, Betty Pfefferbaum, Yan Zhao, Richard Van Horn, Grady McCarter, and Michael Leonard, "Assessing Community Resilience: A CART Survey Application in an Impoverished Urban Community," *Disaster Health* May 2016.

Readings due from **Reading Group 8: Forward-Looking Security Questions: Foreign Fighters and Refugee Communities**

- Sarah Lyons-Padilla, "Belonging Nowhere: Marginalization and Radicalization Risk Among Muslim Immigrants," *Behavioral Science and Policy* March 2016: 1-12.
- Kerstin Fisk, "One-Sided Violence in Refugee-Hosting Areas," *The Journal of Conflict Resolution* (July 2016): 1-28.
- Thomas Lynch, Michael Bouffard, Kelsey King, and Graham Vickowski, "The Return of Foreign Fighters to Central Asia: Implications for US Counterterrorism Policy," *Strategic Perspectives* October 2016.
- Christophe Paulussen, "Repressing the Foreign Fighters Phenomenon and Terrorism in Western Europe: Towards an Effective Response Based on Human Rights," ICCT-The Hague, 2016.
- Anne Speckhard, Ardian Shajkovci, and Ahmet Yayla, "Defeating ISIS on the Battle Ground as well as in the Online Space: Considerations of the 'New Normal' and Available Online Weapons in the Struggle Ahead," *Journal of Strategic Security*, 9 (October 2016).
- Timothy Holman, "Why States Fail to Counter Foreign Fighter Mobilizations: The Role of Intelligence Services," *Perspectives on Terrorism* 10 (December 2016).

May 2 – NO CLASS

May 9 – Presentations on Final Literature Review

(Presentation/Twitter day)

Due from entire class:

- 5 minute presentation, using 1 PowerPoint or Prezi slide, on the work you are reviewing for your final literature review

**Assignment due Monday, May 15, by
8am, via ELMS Assignments link:
Full Review Essay (Final Paper)**

DRAFT