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

- 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 difference 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](http://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](http://www.twitter.com)
Tweetdeck is available here: [www.tweetdeck.com](http://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:

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

Additional readings due from Reading Group 2: Patriotism


Additional readings due from Reading Group 3: Nationalism


Additional readings due from Reading Group 4: Blaming


February 21 – Behavioral Responses to Terrorism

(Presentation/Twitter day)

Readings due from entire class:


Readings due from Reading Group 5: Risk Communication


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


Readings due from Reading Group 7: Participation and Volunteerism

- 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.


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


**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:

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:
- From The Executive Office of the President, *The Federal Response to Hurricane Katrina*, 2005:

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:


Readings due from Reading Group 1: Law Enforcement Operations


Readings due from Reading Group 2: Military Operations

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

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

**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:

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

Readings due from Reading Group 6: Cultural Approaches to Resilience
Readings due from Reading Group 7: Social Capital and Civil Society


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

- 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)