

**University of Massachusetts-Lowell  
School of Criminology and Justice Studies**

**Course: 44.248 - Terrorism (International and Domestic)  
Fall 2013  
Mondays & Wednesdays 11:00-12:15, HSB Room 140**

**Course Instructor**

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**Course Overview**

History provides numerous examples of people attempting to change the conditions under which they live. Those who are unable to alter their environment through peaceful means sometimes resort to violence. And while the American public has developed a greater interest in terrorism since 9/11, the field of terrorism studies has existed for decades. This course is designed to introduce students to the field of "terrorism studies" and help them develop a solid understanding of the nature of terrorism.

**Learning Goals and Objectives**

Upon completion of the course, students should be able to articulate an understanding of the origins, definitions and evolution of terrorism; major threats from terrorism confronting the world today; tendencies and patterns in terrorist behavior; and the variety of terrorist motivations. We will examine current and classic research on terrorism, and explore some of the many research puzzles that remain unanswered.

Examinations, writing assignments and discussions in class are all intended to help students develop their ability to:

- Distinguish terrorism from other forms of political violence
- Differentiate the historic manifestations of terrorism
- Analyze the various causes and facilitators of terrorist radicalization at the individual, group, and structural levels
- Describe the background of revolutionary (left-wing), ethnonational-separatist, reactionary (right-wing), state-sponsored, and religious forms of terrorist groups
- Explain the different kinds of ideological arguments given by these groups for why terrorism is necessary to affect political/social change
- Describe the structure, recruiting methods, and financial sources of terrorist organizations
- Analyze the role of the Internet and the media in modern terrorism
- Examine the threat of terrorists acquiring and using weapons of mass destruction

## COURSE REQUIREMENTS

### **REQUIRED TEXTBOOK**

The following book will be used in this course. Additional material will be listed with a website, emailed to students, or posted on the Blackboard course website.

***The Terrorism Lectures***

Author: James J.F. Forest

Edition/Copyright: 2012, Nortia Press

ISBN: 978-0-9842252-9-3

NOTE: Blackboard is used extensively in this course to distribute additional reading assignments and to promote discussion. The address of this course Blackboard website will be distributed in class.

Please consult the instructor with any questions you may have about books or journal articles you want to use for resources in preparing your research papers in this class.

### **MAJOR ASSIGNMENTS**

**1) Midterm Exam (25% of final grade)**

A midterm exam will be administered in class on **Wednesday, October 16, 2013**.

**2) Terrorism Research Paper (30% of final grade)**

The main research and writing assignment for this course is a **comparative analysis of 2 terrorist groups** of your choosing. *Note: Because we cover al Qaida extensively in this course, you cannot choose this as one of the groups for your paper.*

There are many terrorist groups to choose from, so take some time to look through the lists and terrorist groups profiles provided by the National Counterterrorism Center (<http://www.nctc.gov/site/groups/index.html>) and the START terrorism database ([http://www.start.umd.edu/start/data\\_collections/tops/](http://www.start.umd.edu/start/data_collections/tops/))

**Your paper will have 4 parts:**

1	<b>Introduction</b> (1-2 pages)	This section should briefly describe the groups that you chose for this paper, <u>and why</u>
2	<b>Group 1 description</b> (3-4 pages) <b>Group 2 description</b> (3-4 pages)	Provide information on each group's ideology; leadership; primary bases of support, recruitment and operations; primary sources of their weapons, finances, other kinds of logistics support; etc. If either group is still active, describe its current operational capabilities, recent terrorist attacks, impact and potential terrorist targets. If either group is no longer active, describe how they met their demise (e.g., a successful counterterrorism operation? Internal leadership struggles? Decreasing popular support for its ideology? All of the above? Other factors?)
3	<b>Comparative Analysis</b> (3-5 pages)	The <u>most important section of your paper</u> ; provide a critical analysis of which group has been more successful in using terrorism toward achieving the objectives outlined in its ideology and why. Be sure to address issues of leadership, environment, support, etc.- whatever you think helps us understand the group's relative successes (or failures).
4	<b>Conclusion</b> (1-2 pages)	Summarize your paper and describe what law enforcement and security professionals should learn from your study of these two groups. What key takeaways about terrorism, and about these groups specifically, can help us counter the threat of terrorism more effectively?

Your paper should be at least 15 pages long, but should be no longer than 20 pages.

Papers must include footnotes, research citations, etc. Your paper should draw on **qualified** resources (i.e., no Wikipedia or other questionable websites) and must include the list of works cited in your paper. Do not rely solely on internet sources; thorough research is expected and should use scholarly books, journals, newspapers, and online databases. Please remember that a number of books are available in the library that would be good resources for information on specific terrorist groups. Look for books by Mia Bloom, James Forest, Bruce Hoffman, John Horgan, Brian Jenkins, and Matt Levitt. Also, look at the terrorist group profiles on the START website ([http://www.start.umd.edu/start/data\\_collections/tops](http://www.start.umd.edu/start/data_collections/tops)) as well as the National Counterterrorism website (<http://www.nctc.gov/site/groups/index.html>) for basic terrorist group information.

**This assignment is due on the last day of class, December 9, 2013.**

**3) Final Exam (35% of final grade)**

Fall 2013 semester final exams are scheduled for **December 11-19, 2013**. The exact time and date for our final will be announced by the Registrar before early November.

**4) Class Participation (10% of final grade)**

In this class, students are considered valued colleagues in the learning process. You are expected to come prepared to all class meetings, and to participate actively and meaningfully in all discussions. The grade calculation for this is simple – if you show up to every class, and you speak up regularly in class *with informed opinions that clearly demonstrate a solid understanding of the material covered in your reading assignments*, you will receive 100 points. If you miss too many classes, or frequently come to class unprepared and uninformed, you will receive 0 points.

Graded Assignments Summary

<b>Assignment</b>	<b>Points Possible</b>	<b>Due Date</b>	<b>% of Final Grade</b>
Midterm Exam	250	<b>October 16</b>	25%
Research Paper	300	<b>December 9</b>	30%
Final Exam	350	<b>TBD</b>	35%
Class Participation	100	Weekly	10%
1,000 Total Points Possible			

## COURSE POLICIES

### 1) Grading

All grades are weighted on a 4.0 system using the following allocation:

Grade	%	Grade	%
A	93.0-100%	C+	77.0-79.9%
A-	90.0-92.9%	C	73.0-76.9%
B+	87.0-89.9%	C-	70.0-72.9%
B	83.0-86.9%	D	67.0-69.9%
B-	80.0-82.9%	F	<67.0%

More information about the University of Massachusetts-Lowell grading policies is available online at:

<http://www.uml.edu/registrar/grades%20and%20transcripts/grading.html>

and

[http://www.uml.edu/catalog/undergraduate/policies/grading\\_policies.htm](http://www.uml.edu/catalog/undergraduate/policies/grading_policies.htm)

### 2) Make-up Exams and Assignments

Assignments are due at the beginning of the class on the date indicated in the schedule. Papers should *not* be submitted via e-mail. **Papers received late will be automatically penalized by deducting a ½ letter grade for each 24 hour period after the deadline for that assignment.**

To qualify for a make-up exam a student must notify me of the absence in advance (e-mail or call me) and provide documentation. There are no make-up options for the Final Exam.

### 3) Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: cell phones, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving the classroom during the class period are also major sources of distraction. It is your responsibility to be on time and to stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will negatively impact your class participation grade.

Most importantly, class discussions of issues relating to politics, security strategies, and criminology, especially as they relate to terrorism, can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly.

Scholarly Comments:

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material

- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments:

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

The instructor reserves the right to eject anyone from the classroom based on inappropriate behavior.

#### 4) Academic Integrity

Cheating and plagiarism should not be tolerated in any academic environment, and I intend to hold everyone equally accountable to that standard. If you witness an incident of concern, you should report it right away, as this protects the integrity of your own degree program. Please review the University policy on academic dishonesty, cheating and plagiarism at:

[http://www.uml.edu/catalog/undergraduate/policies/academic\\_dishonesty.htm](http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm)

#### 5) Student Complaints

Students have a right to voice legitimate concerns about their educational experience. The University's guidelines are available online at:

[http://www.uml.edu/catalog/undergraduate/policies/student\\_complaints.htm](http://www.uml.edu/catalog/undergraduate/policies/student_complaints.htm)

#### 6) Inclement Weather and Other Class Cancellations

If, for any reason, a class is unable to meet as regularly scheduled, the instructor will make that day's lecture slides available on the Blackboard website. Where feasible, a virtual class discussion may also be held, using the Blackboard Chat function (participation in these virtual discussions is voluntary). Most importantly, even though the class meeting has been cancelled, you are still required to do the reading assignment for that class. Keep in mind that even if the class doesn't meet, the assigned materials may still be on the midterm or final exams.

## WEEKLY SCHEDULE

All required readings must be completed prior to the class meeting and lecture discussion for that lesson. In addition, please come prepared with your thoughts and ideas regarding the “Questions for Class Discussion” listed for each lesson.

NOTE: Blackboard is used in this course to distribute assigned reading materials (designated as such in this syllabus) and to promote discussion. The address of this course Blackboard website will be distributed in class.

### WEEK 1: INTRODUCTION

Class Session	REQUIRED READING
<b>Wed. Sept. 4</b>	1) Review this Course Syllabus  2) Review and bookmark the following publicly available resources on terrorism: – NCTC database: <a href="http://www.nctc.gov/site/groups/index.html">http://www.nctc.gov/site/groups/index.html</a> – START: <a href="http://www.start.umd.edu/start/data_collections/tops/">http://www.start.umd.edu/start/data_collections/tops/</a> – <i>The Sentinel</i> (monthly journal of the CTC at West Point) <a href="http://www.ctc.usma.edu/publications/sentinel">http://www.ctc.usma.edu/publications/sentinel</a> – <i>Perspectives on Terrorism</i> (academic journal) <a href="http://www.terrorismanalysts.com/pt/index.php/pot/index">http://www.terrorismanalysts.com/pt/index.php/pot/index</a> – <i>State Department 2012 Country Profiles: Strategic Assessment</i> <a href="http://www.state.gov/j/ct/rls/crt/2012/209978.htm">http://www.state.gov/j/ct/rls/crt/2012/209978.htm</a>

#### Discussion Questions:

- What do you think should be taught in an introductory course on terrorism in an undergraduate course within a School of Criminology and Justice Studies?
- What are 3 questions or things you really wish you new about terrorism in today’s world?

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### WEEK 2: STUDYING TERRORISM

#### Learning objectives:

Develop an ability to correctly distinguish terrorism from other forms of political violence, recognize the different reasons and implications for different agencies’ definitions of terrorism, and articulate your own definition of terrorism.

Class Session	REQUIRED READING
<b>Mon. Sept. 9</b>	Chapter 1, “An Introduction to Terrorism: Terms, Definitions and the Quest for Power,” <i>The Terrorism Lectures</i> , p. 1-25.
<b>Wed. Sept. 11</b>	Chapter 1, “We Have Some Planes,” <i>9/11 Commission Report</i> , p. 1-14 (only) <b>(*Blackboard*)</b> Chapter 11, “Foresight - and Hindsight,” <i>9/11 Commission Report</i> , p. 339-360. <b>(*Blackboard*)</b>

**Discussion Questions:**

- What are the most central elements to any definition of terrorism?
  - What is the nature of terrorist strategy and how should we think about this category of political violence?
  - How does terrorism compare to other kinds of crime?
  - Should we treat terrorists differently than other kinds of criminals?
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**WEEK 3: HISTORY OF TERRORISM**

Learning objectives: After examining various historic manifestations of terrorism, and the evolution of modern terrorism, develop a familiarity with (and ability to articulate) key trends and concepts.

Class Session	REQUIRED READING
<b>Mon. Sept. 16</b>	Chapter 2, "Surfing the Historical 'Waves' of Terrorism," <i>The Terrorism Lectures</i> , p. 26-41.
<b>Wed. Sept. 18</b>	A. Nicholas Pratt, "Terrorism's Evolution: Yesterday, Today and Forever." Marshall Center Briefing Book, 2009. SKIP THE INTRO, READ p. 6-16 ONLY ( <b>*Blackboard*</b> )

**Questions for Class Discussion:**

- This week's lesson reviews several kinds of terrorist groups, including left-wing, right-wing, ethno-nationalist, and religious. Of these, which kind do you think has come the closest to bringing about their desired kinds of political change? Why?
  - When studying the history of terrorism, why is the terrorist attack at the 1972 Munich Olympics considered a huge 'game changer'?
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**WEEK 4: GRIEVANCES AND RADICALIZATION**

Learning objectives: Develop an ability to correctly articulate various causes and facilitators of terrorist radicalization at the individual, group, and structural levels.

Class Session	REQUIRED READING
<b>Mon. Sept. 23</b>	Chapter 4, "Grievances and Opportunities: An Introduction," <i>The Terrorism Lectures</i> , p. 61-79.
<b>Wed. Sept. 25</b>	Chapter 5, "Radicalization," <i>The Terrorism Lectures</i> , p. 80-96.

**Questions for Class Discussion:**

- How do relatively ordinary, rational individuals justify their involvement in terrorist organizations and the violence they commit?
- What strategies and techniques are utilized in radicalizing individuals?
- How can the U.S. more effectively deal with online radicalization? What are the implications for law enforcement and criminal justice investigations?
- Think about how you have formed your view of the world, and your place within it. Who in your life has influenced your perceptions the most? What if your “influencers” were considered “extremists” by others? Would you know?

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## WEEK 5 – ECONOMIC AND FINANCIAL DIMENSIONS

Learning objectives: Develop a basic familiarity with various sources of financing for terrorism, and the economic facilitators of criminal activity.

Class Session	REQUIRED READING
<b>Mon. Sept. 30</b>	Chapter 7, “Economic Dimensions,” <i>The Terrorism Lectures</i> , p. 115-131
<b>Wed. Oct. 2</b>	Chapter 8, “Financial and Criminal Dimensions,” <i>The Terrorism Lectures</i> , p. 132-150.

### Questions for Class Discussion:

- What are the major challenges to combating how contemporary terrorists fund their operations?
- What are some of the other critical challenges that a shadow economy can create for law enforcement and criminal justice responses to terrorism?

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## WEEK 6 – POLITICAL AND PROPAGANDA DIMENSIONS

Learning objectives: Develop an ability to identify and explain various political factors that contribute to an enabling environment for criminal and terrorist groups, and ways terrorists use the Internet to radicalize and recruit.

Class Session	REQUIRED READING
<b>Mon. Oct. 7</b>	Chapter 9: “Political Dimensions,” <i>The Terrorism Lectures</i> , p. 151-169.
<b>Wed. Oct. 9</b>	Chapter 6, “Media and the Internet,” <i>The Terrorism Lectures</i> , p. 97-114.

### Questions for Class Discussion:

- What are the main elements of the relationship between governance and terrorism?
- How can/should governments deal with the use of the Internet by terrorists to radicalize and recruit?

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**WEEK 7: MIDTERM WEEK**

Class Session	
<b>Mon. Oct. 14</b>	COLUMBUS DAY ( <i>University Holiday</i> )
<b>Wed. Oct. 16</b>	<b>MIDTERM EXAM</b>

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**WEEK 8: ETHNONATIONAL AND LEFT-WING TERRORISM**

Learning objectives: Develop an ability to distinguish and describe key aspects of ethnonationalist and left-wing terrorism.

Class Session	REQUIRED READING
<b>Mon. Oct. 21</b>	Chapter 10, "EthnoNationalist/Separatist Terrorism," <i>The Terrorism Lectures</i> , p. 173-196.
<b>Wed. Oct. 23</b>	Chapter 11, "Left-Wing Terrorism," <i>The Terrorism Lectures</i> , p. 197-221.

**Questions for Class Discussion:**

- How are ethno-nationalist and left-wing terrorist groups different (e.g., ideologies membership criteria, constituencies, etc.)?
- How are these kinds of terrorist groups similar?

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**WEEK 9: RIGHT-WING AND ENVIRONMENTAL TERRORISM IN THE U.S.**

Learning objectives: Develop an appreciation for the types of terrorist groups and activity that have been most common in the U.S. over the last two decades, from right-wing extremists (like the 1995 attack in Oklahoma City and the 1996 attack at the Atlanta Olympics) to environmentalists (including the ELF) and animal rights extremists (like the ALF).

Class Session	REQUIRED READING
<b>Mon. Oct. 28</b>	Chapter 12, "Right-Wing Terrorism," <i>The Terrorism Lectures</i> , p. 222-240.  START Fact Sheet: Far-Right Violence in the United States 1990-2010 (*Blackboard*)

<b>Wed. Oct. 30</b>	<p>START: "An Overview of Bombing and Arson Attacks by Environmental and Animal Rights Extremists in the United States, 1995-2010." (*Blackboard*)</p> <p>60 Minutes interview (transcript) with a member of the Animal Liberation Front:  <a href="http://www.animalliberationfront.com/ALFront/Interviews/ALFandBradley.htm">http://www.animalliberationfront.com/ALFront/Interviews/ALFandBradley.htm</a></p>
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**Questions for Class Discussion:**

- The U.S. is an open, participatory liberal democracy, where virtually anyone can run for political office. And yet, individuals and groups have felt compelled to use terrorist tactics in their efforts to achieve political objectives. Why?
- For many years – even after 9/11 – radical environmental groups, animal rights activists and right-wing supremacists have been primary terrorism concerns of the FBI and local law enforcement. The threat from al Qaida and other Islamist extremist groups does not go ignored, but is not often the top concern for these domestic agencies. Should this be different? Why or why not?

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**WEEK 10: RELIGIOUS TERRORISM**

Learning objectives: Develop an ability to describe various kinds of religiously-inspired terrorist movements, including those linked to Christian extremists, anti-abortion, Zionists, apocalyptic cults and Islamist extremists. Then develop an ability to correctly describe the various structures and forms of the global al Qaida movement and the threat of terrorism in countries targeted by al Qaida members and adherents.

Class Session	REQUIRED READING
<b>Mon. Nov. 4</b>	Chapter 13, "Religious Terrorism," <i>The Terrorism Lectures</i> , p. 241-266.
<b>Wed. Nov. 6</b>	<p>Chapter 14, "Al-Qaeda, Part I: History and Evolution," <i>The Terrorism Lectures</i>, p. 267-287.</p> <p>Chapter 15, "Al-Qaeda, Part II: Ideology and Targeting Strategies," <i>The Terrorism Lectures</i>, p. 288-307.</p>

**Questions for Class Discussion:**

- How does religious terrorism differ from other kinds we have covered in this course?
- What do members of the Al-Qaeda network want?
- How and why are some modern-day attacks attributed to al-Qaeda even when there is no evidence of any direct connection to that terrorist network?
- What have been Al Qaida's significant achievements as of 2013?
- Under what circumstances could they be more successful in achieving the goals and objectives articulated in their ideology?

## WEEK 11 – LONE WOLVES AND SELF-STARTERS

Learning objectives: Develop an understanding of the emerging threat of terrorist attacks that are inspired by an ideology, but not necessarily linked to an established terrorist group.

Class Session	REQUIRED READING
<b>Mon. Nov. 11</b>	VETERANS DAY OBSERVED ( <i>University Closed</i> )
<b>Wed. Nov. 13</b>	Kirby, A. (2007). The London Bombers as “Self-Starters”: A case study in indigenous radicalization and the emergence of autonomous cliques. <i>Studies in Conflict &amp; Terrorism</i> , 30, 415-428. ( <b>*Blackboard*</b> )

### Questions for Class Discussion:

- What should law enforcement agencies in the U.S. learn from the 2005 London terrorist attack? Could a similar kind of attack happen here?
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## WEEK 12: LONE WOLF CASE STUDIES

Learning objectives:

Class Session	REQUIRED READING
<b>Mon. Nov. 18</b>	<i>Guest Lecture: Tore Bjorgo, Norwegian Defence Academy</i>
<b>Wed. Nov. 20</b>	<u>Boston Marathon Attack</u> : Grand Jury Indictment, <i>USA vs. Dzhokhar A. Tsarnaev</i> , June 2013 (READ p. 1-24 ONLY) ( <b>*Blackboard*</b> )  ICST, “Tracing the Motivations and Antecedent Behaviors of Lone-Actor Terrorism” (Executive Summary) ( <b>*Blackboard*</b> )

### Questions for Class Discussion:

- What are the more common kinds of motivations behind “lone wolf” or “self starter” terrorist attacks?
  - What can be done to “improve the quality” of U.S. intelligence in ways that could help prevent the next “self-starter” attack?
  - Can a “lone wolf” or “self starter” be deterred?
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## WEEK 13: TERRORIST TACTICS AND WEAPONS

Learning objectives: Develop an appreciation for the unique challenges posed by suicide terrorism. Then, after exploring the spectrum of WMD (chemical, biological, radiological,

and nuclear, or “CBRN”) threats past and present, and discussing the challenges for states concerned about this particular form of terrorism, develop an ability to explain which types of groups are most likely to use WMD in their attacks.

Class Session	REQUIRED READING
<b>Mon. Nov. 25</b>	Chapter 16, “Suicide Bombings,” <i>The Terrorism Lectures</i> , p. 311-331.  “The Last Night” - A 4-page handwritten letter with Arabic writing, found in luggage recovered at Logan Airport, Boston, belonging to one of the 9/11 hijackers. ( <b>*Blackboard*</b> )
<b>Wed. Nov. 27</b>	Chapter 17, “Weapons of Mass Destruction: An Introduction,” <i>The Terrorism Lectures</i> , p. 332-357.  Chapter 18, “Assessing the WMD Terrorist Threat,” <i>The Terrorism Lectures</i> , p. 358-376.

**Questions for Class Discussion:**

- Why is suicide terrorism such a difficult terrorist tactic for governments to prevent?
- Under what circumstances would a well-funded terrorist group launch a WMD attack against the US, and what kind of weapon would they use?
- What feasible counterterrorism tactics can the U.S. and other countries employ to prevent terrorist acquisition and use of these weapons?

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**WEEK 14: EXPLOITING TERRORIST GROUP VULNERABILITIES**

Learning objectives: Develop an appreciation for the challenges faced by all clandestine organizations, including terrorist groups, and how these challenges can be exacerbated by a government’s counterterrorism efforts.

Class Session	REQUIRED READING
<b>Mon. Dec. 2</b>	<ul style="list-style-type: none"> <li>• Audrey Kurth Cronin, “How Al Qaida Ends: The Demise and Decline of Terrorist Groups,” <i>International Security</i> vol. 31, no. 1 (Summer 2006), p. 7-48. (<b>*Blackboard*</b>)</li> </ul>
<b>Wed. Dec. 4</b>	<ul style="list-style-type: none"> <li>• Fareed Zakaria, “The Jihad Against The Jihadis: How Moderate Muslim Leaders Waged War on Extremists - and Won.” <a href="http://www.thedailybeast.com/newsweek/2010/02/11/the-jihad-against-the-jihadis.html">http://www.thedailybeast.com/newsweek/2010/02/11/the-jihad-against-the-jihadis.html</a></li> <li>• James J.F. Forest, “Perception Challenges Faced by Al-Qaeda on the Battlefield of Influence Warfare,” <i>Perspectives on Terrorism</i> vol. 6, no. 1 (2012), online at: <a href="http://www.terrorismanalysts.com/pt/index.php/pot/article/view/forest-perception-challenges">http://www.terrorismanalysts.com/pt/index.php/pot/article/view/forest-perception-challenges</a></li> </ul>

**Questions for Class Discussion:**

- What are terrorists' strengths and vulnerabilities?
  - Several scholars have noted that groups who use the strategies and tactics of terrorism have rarely achieved any of their primary objectives. If this is true, won't the problem of terrorism just naturally go away in time? Why or why not?
  - What do organizations require (e.g., sanctuary, leadership, financing, training, etc.) in order to conduct political violence?
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**WEEK 15: COURSE REVIEW AND FINAL EXAM PREP SESSION**

Learning objectives: Explore some projections of the future, and prepare for the final exam.

Class Session	REQUIRED READING
<b>Mon. Dec. 9</b>	Chapter 19, "The Future of Terrorism," <i>The Terrorism Lectures</i> , p. 379-399. <ul style="list-style-type: none"><li>• Review the syllabus</li><li>• Come to class prepared to ask questions about specific topics, issues, etc. we have covered in the course</li></ul>

**PAPER DUE: Comparison of 2 terrorist groups**

Dec 11-19

**FINAL EXAMS**

### Library Resources:

Copies of the following books are available in the UMass Lowell Library for you to use in preparing your research papers.

1. James J.F. Forest, ed. ***The Making of a Terrorist: Recruitment, Training and Root Causes*** (3 volumes). Westport, CT: Praeger Security International, 2005. ISBN 0-275-98544-X
2. James J.F. Forest, ed. ***Countering Terrorism and Insurgency in the 21<sup>st</sup> Century*** (3 volumes). Westport, CT: Praeger Security International, 2007. ISBN 978-0-275-99037-4.
3. Jeffrey Norwitz, ed. ***Armed Groups: Studies in National Security and, Counterterrorism and Counterinsurgency.*** Newport, RI: Naval War College, 2008. ISBN 98-1-884733-52-9
4. James J.F. Forest, ed. ***Influence Warfare: How Terrorists and Governments Fight to Shape Perceptions in a War of Ideas.*** Westport, CT: Praeger Security International, 2009. ISBN 978-0-313-34731-3.
5. James J.F. Forest, ed. ***Teaching Terror: Strategic and Tactical Learning in the Terrorist World.*** Boulder, CO: Rowman & Littlefield, 2006. ISBN 978-0-7425-4078-1.
6. James J.F. Forest, and Russell Howard, eds. ***Weapons of Mass Destruction and Terrorism (2d edition).*** New York: McGraw-Hill, 2012
7. James J.F. Forest, Russell Howard and Joanne Moore, eds. ***Homeland Security and Terrorism (2d edition).*** New York: McGraw-Hill, 2013.

Additional books by Mia Bloom, John Horgan, Bruce Hoffman, Andrew Silke, Martha Crenshaw, Assaf Moghadam and Peter Neumann are also being added to the library's collection.

**Also, when looking for quality resources to use in preparing your research papers for this course, the following guides may be useful:**

Joshua Sinai, "Terrorism Bookshelf: Top 150 Books on Terrorism and Counter-Terrorism," *Perspectives on Terrorism*, vol. 6, no. 2 (2012), online at:  
<http://www.terrorismanalysts.com/pt/index.php/pot/article/view/sinai-terrorism-bookshelf>

Judith Tinnes (2013, April): 100 Core and Periphery Journals for Terrorism Research. *Perspectives on Terrorism*, 7(2), pp. 95-103. URL:  
<http://www.terrorismanalysts.com/pt/index.php/pot/article/view/258>

### Recommended Websites for Terrorism Studies:

- NCTC Database of Terrorist Groups: <http://www.nctc.gov/site/groups/index.html>
- START Terrorism Group Profiles: [http://www.start.umd.edu/start/data\\_collections/tops/](http://www.start.umd.edu/start/data_collections/tops/)
- *The Sentinel* (monthly journal of the CTC at West Point) <http://www.ctc.usma.edu/publications/sentinel>
- *Perspectives on Terrorism* (academic journal) <http://www.terrorismanalysts.com/pt/index.php/pot/index>
- Teaching Terror: <http://www.teachingterror.org>
- National Security Council: <http://www.whitehouse.gov/administration/eop/nsc>
- National Counterterrorism Center: <http://www.nctc.gov>
- Global Terrorism Database: <http://www.start.umd.edu/gtd>
- Combating Terrorism Center at West Point: <http://www.ctc.usma.edu>
- Department of Defense: <http://www.defense.gov>
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## About the Instructor

**James J.F. Forest, Ph.D.** is Professor and Director of Security Studies in the School of Criminology and Justice Studies at the University of Massachusetts Lowell, where he teaches undergraduate and graduate courses on terrorism, weapons of mass destruction and security studies. He is also a senior fellow with the Joint Special Operations University, where he holds a Top Secret/SCI security clearance with the U.S. Department of Defense and conducts research (classified and unclassified) on insurgencies, emerging terrorist threats, transnational criminal networks and U.S. Special Forces training.

He has taught courses and seminars on terrorism, counterterrorism, weapons of mass destruction and security studies for a broad range of civilian, law enforcement and military audiences for over a decade. Dr. Forest previously served on the faculty of the United States Military Academy (2001-2010), six of those years as Director of Terrorism Studies. He also directed a series of research initiatives and education programs for the Combating Terrorism Center at West Point, covering topics such as terrorist recruitment, training, and organizational knowledge transfer.

Dr. Forest has published 20 books, including:

- *Homeland Security and Terrorism*, 2<sup>nd</sup> edition (McGraw-Hill, 2012, with Russell Howard and Joanne Moore)
- *The Terrorism Lectures* (Nortia Press, 2012)
- *Countering the Terrorist Threat of Boko Haram in Nigeria* (JSOU Press, 2012)
- *Weapons of Mass Destruction and Terrorism*, 2<sup>nd</sup> edition (McGraw-Hill, 2012, with Russell Howard)
- *Influence Warfare: How Terrorists and Governments Fight to Shape Perceptions in a War of Ideas* (Praeger, 2009).
- *Countering Terrorism and Insurgency in the 21<sup>st</sup> Century* (3 volumes: Praeger, 2007)
- *Teaching Terror: Strategic and Tactical Learning in the Terrorist World* (Rowman & Littlefield, 2006)
- *The Making of a Terrorist: Recruitment, Training and Root Causes* (3 volumes: Praeger, 2005)

He has also published dozens of articles in journals such as *Terrorism and Political Violence*, *Contemporary Security Policy*, *Crime and Delinquency*, and *Perspectives on Terrorism*. He has been interviewed by many newspaper, radio and television journalists, and is regularly invited to give speeches and lectures in the U.S. and other countries. He has also served as an advisor to the Future of War panel for the Defense Science Board, testified before Congressional committees, and served as an expert witness for terrorism-related court cases. Dr. Forest received his graduate degrees from Stanford University and Boston College, and undergraduate degrees from Georgetown University and De Anza College.