“To study anything properly, one must put aside ethical judgements.”

Jacques Ellul

OVERVIEW

Welcome to BIOD 722: “Examining Terrorist Groups.”

Weekly topics and related items begin on the following pages. Please note:

- Each page of this syllabus possesses the table above. The table’s first row indicates the course’s 14 weekly classes; the second row offers related hyperlinks; row three indicates class dates (“class” due dates are treated as if class takes place on Thursdays); row four summarizes weekly content; graded responsibilities are found in row five; and row six offers hyperlinks to this document’s appendices.

- The syllabus is a DRAFT. In August you will be notified when the finalized version in the syllabus is available.

- Announcements take place via Blackboard only. You are responsible for being aware of all the information contained in announcements.

- Four appendices appear at the end of the syllabus. Read them thoroughly and remain mindful of their requirements; it is your responsibility to understand and satisfy these obligations. They are as follows:

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1 BIOD 722: Syllabus, DRAFT. Last update: 05/01/2017
Course Overview:

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*Due no later than 11 p.m. EST. Post to > Blackboard > Discussion Forum.*
WEEK 1 – August 28, 2017

**Topics:**

**Introductions; Course Overview; Definitions & Classifications; History of Terrorism 1; Far-Left Extremism (FLE)**

**Overview:**
Week one focuses on general introductions and a detailed overview of the course. Related readings include an overview of terrorism (Hoffman readings) and salient variants of far-left extremism (FLE) – e.g., the Rosebraugh readings). Begin by viewing the two lectures, then conduct the readings in the order they appear. Finally, watch the video – “100 Year of Terrorism.”

**Objectives:**
By the end of this module you will be able to:
- Assimilate the content and navigation of the course syllabus.
- Comprehend how to navigate Blackboard vis-à-vis this course.
- Become acquainted with weekly topics and requirements, including writing, reading and viewing assignments (e.g., replies to Prompts); the midterm; course final; and grading metrics.
- Understand key elements of the Environmental Liberation Front (ELF).

**Reminders / Extra-Credit Opportunities:**
- **Prompt I:** due next week (no later than 11 p.m., 09/14). See Week 2 for directions.
- For two extra-credit points, post your Bio on Blackboard (no later than 7 p.m. Thursday 9/3. See Blackboard > Discussion Board.

**Graded assignments:**
NA

**Lectures:**
- Lecture 1.1: Bearings / Getting Started
- Course Elements / Succeeding in this Course

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Readings:

**REQUIRED**

  - Available on > Blackboard > Weekly Modules > Week 1 > Readings
  - Also available at: [http://www.anthropoetics.ucla.edu/ap0801/terror.htm](http://www.anthropoetics.ucla.edu/ap0801/terror.htm)
- “Assessing Terrorist Motivations for Attacking Critical Infrastructure,” 14-17 and 95-98.
  - Available at: [https://e-reports-ext.llnl.gov/pdf/341566.pdf](https://e-reports-ext.llnl.gov/pdf/341566.pdf)
- Hoffman, *Inside Terrorism*, ix – 41. (Required text)
- Rosebraugh, *Burning Rage of a Dying Planet*, ix-71. (Required text)

**Video:**

- 100 Years of Terrorism (46 minutes)
WEEK 2 – September 11, 2017

Topics:
HISTORY OF TERRORISM II; ETHNO-NATIONALIST / SEPERATIST GROUPS; FLE II; DEFINITIONS; AND CONTEXTUALIZATION (GROUP FACTORS)

Overview:
This week we continue with an overview of terrorism. Addressed as well are ethno-nationalist / separatist groups. We continue our exploration of FLE. We also begin our exploration of VNSA Group Factors – a central element of this course.

Objectives:
By the end of this module you will be able to:
- Delineate salient violent ethno-nationalist groups and FLE
- Recognize, delineate, and summarize preliminary internal VNSA Group Factors

Reminder(s):
- Prompt I (see below) is due no later than 11 p.m. 09/14 (EST). Post on Blackboard > Discussion Forum > Prompt 1

Lecture:
- “Group Factors 1”

Note: Order of Material
The most effective way to handle this week’s material is as follows:

First: Look at Prompt 1 below. At this stage it probably won’t make much sense; however, it will be more intelligible after conducting steps 2-6 below.

Second: Read “Assessing Terrorist Motivations for Attacking Critical Infrastructure” (see Readings below).

Third: Familiarize yourself with, “VNSA Group Factors Internal” (see Readings below).

Fourth: View the Lecture: “Group Factors 1.”

Fifth: Read the Hoffman and Rosebraugh (see Readings below)
**Sixth:** (Optional) Scan “Selected VNSA Incidents” paying close attention to “Ideology” and “Organization Structure.” (See Readings below).

**Seventh:** Watch the PLO video (see Video below).

**Finally,** Contemplate and compose your response to Prompt 1. (Return to Prompt 1 below).

**Required Readings:**
- “Assessing Terrorist Motivations for Attacking Critical Infrastructure:”
  ⇒ 20-45 (Group Factors), 64-67 (FLNC) and 74-78 (MILF). [https://e-reports-ext.llnl.gov/pdf/341566.pdf](https://e-reports-ext.llnl.gov/pdf/341566.pdf)
- VNSA Group Factors Internal (See Blackboard > Weekly Modules > Week 2 > Readings)
- Hoffman, *Inside Terrorism*, 41-80. (Required text)
- Rosebraugh, *Burning Rage of a Dying Planet*, 72-131 (Required text)
  ⇒ Available at: [https://e-reports-ext.llnl.gov/pdf/341566.pdf](https://e-reports-ext.llnl.gov/pdf/341566.pdf)

**Recommended Reading:**
- *Skim* the following reading; pay special attention to “Ideology” and “Organizational Structure” – both being internal VNSA Group Factors).
  ⇒ “Selected VNSA Incidents: Factors and Modalities” (See Blackboard > Weekly Modules > Week 2 > Readings)

**Videos:**
- The PLO (26 minutes)

**Assignment:**
**PROMPT I:**
Based on the readings / video so far, and using the “VNSA Group Factors” reading and lecture (see above) as a guide, complete the following:
Pick any two groups explored so far. Delineate and illustrate the following VNSA Group Factors for each:
- **Ideology.** Include the following sub-factors: “World View” and “Grand Strategy” and, if discernable, “Group Norms.”
- **Organizational Structure**. When possible, include the following sub-factors: 1) *how the groups’ structure might look in paper*; 2) *Group Size* (overall or at various points in the VNSA’s organizational lifecycle); 3) *Degree of Centralization*; 4) other salient Organizational Structure sub-factors (word count allowing).

**Directions and More:**
- **Grade**: Your response represents five (5) percent of your final grade. Grading metrics for Prompts responses are available [here](#).
- **Length**: ~500 words (no more than 550 and no less than 450).
- **Due**: No later than 09/10 by 7 p.m. EST
- **Submission**: Post to: Blackboard > Discussion Board > Prompt 1
WEEK 3: September 18, 2017

**Topics:**

HISTORY OF TERRORISM CONTINUED; FLE CONTINUED, GROUP FACTORS CONTINUED

**Overview:**

We continue our ongoing exploration of the history of VNSA (Hoffman), and key modern FLE VNSA (i.e., ELF and the Animal Liberation Front – ALF). Additionally we continue to work with Group Factors. I recommend you handle this week in the following order:

1. **Listen** to the lecture located on Blackboard > Weekly Modules > Week 3 > Prompt II: “Prompt II & General Update.”
2. **Take an initial look** at the written instructions for Prompt II: Blackboard > Weekly Modules > Week 3 > Prompt II.
3. **Read** Rosebraugh.
4. **Read** the article by Flukiger on ALF.
5. **Watch** the video: “If a Tree Falls: The Story of the Earth Liberation Front.”
6. (Optional) I highly recommend watching the video: “Your Mommy Kills Animals.”
7. **Read** Hoffman.
8. **Familiarize** yourself with the instructions and lecture for Prompt II (mentioned above).
9. **Construct** your response to Prompt II.

**Reminders:**

- Your response to Prompt II is due no later than 09/21 by 11 p.m. EST

**Lecture:**

- 3.1: “Prompt II and General Update”
  ⇒ Available on: Blackboard > Weekly Modules > Week 3 > Prompt II

**Videos:**

**REQUIRED**

  ⇒ Available at: [https://www.youtube.com/watch?v=Yvh1SnnPQ_M](https://www.youtube.com/watch?v=Yvh1SnnPQ_M)
**HIGHLY RECOMMENDED**

- [ALF] “Your Mommy Kills Animals,” Produced by Curt Johnson, 2007 (1:05)
  
  ⇒ Available at: [https://www.youtube.com/watch?v=9w-KCCFsmdE](https://www.youtube.com/watch?v=9w-KCCFsmdE)

**Required Readings:**

**REQUIRED**

- Rosebraugh, *Burning Rage of a Dying Planet*, 132-272 (Required text)
  
  ⇒ Available at: [http://muse.jhu.edu.mutext.gmu.edu/journals/journal_for_the_study_of_radicalism/v002/2.2.flukiger.pdf](http://muse.jhu.edu.mutext.gmu.edu/journals/journal_for_the_study_of_radicalism/v002/2.2.flukiger.pdf)

  
  ⇒ Available at: [https://e-reports-ext.llnl.gov/pdf/341566.pdf](https://e-reports-ext.llnl.gov/pdf/341566.pdf)

**Assignment:**

**PROMPT II:**

See complete directions and accompanying lecture: Blackboard > Weekly Modules > Week 3 > Prompt II

- **Grade:** Your response represents ten (10) percent of your final grade.
- **Length:** ~ 800 words (no more than 900, no less than 700)
- **Due:** No later than 09/17 by 7 p.m. EST
- **Submission:** Post to: Blackboard > Discussion Board > Prompt II
WEEK 4: September 25, 2017

**Topic:**
FAR-RIGHT EXTREMISM (FRE)

**Overview:**
Having explored ethno-nationalist/separatist groups and far-left extremism, we now turn to far-right extremism (FRE). Specifically, we explore the origins of American neo-Nazism, its progenitors in the British Nazi underground, its most important literary manifestation (i.e., *The Turner Diaries*), and, arguably, its greatest perceived martyr: Robert J. Mathews. Please note that you have no graded assignment for the week (however, this week’s materials are addressed in next week’s Prompt III).

I recommend that you engage this week’s materials in the following order:
1. Watch lecture 4.1: “Week 4 - Overview of Readings and Other Materials.” Located on Blackboard > Weekly Module > Week 4
3. Read, Blair, "U.S. Right-Wing Extremism"
4. Read: Blair, “Looking Clearly at Right-Wing Terrorism”
5. Read: Goodrick-Clarke, *Black Sun*
6. Read: Gardell, *Gods of the Blood*
7. Read: Griffin, *The Fame of a Dead Man’s Deeds*
8. Read: Macdonald, *The Turner Diaries*
9. Listen to: Robert Mathews, “A Call to Arms”
10. Watch Video: “Bruder Schweigen / The Order”

**Reminders:**
- Your response to Prompt III is due next week (no later than 11 p.m. EST, 10/05)

**Assignment:**
NA

**Lecture**
- 4.1: “Overview of Readings and Other Materials.”

3 A seminal FRE text the noted psychiatrist Robert Jay Lifton aptly summarizes as, “Guru in literary form.”
4.2: “Overview of U.S. Far-Right Extremism.” Blackboard > Weekly Modules > Week 4

**Readings:**

**REQUIRED**

  ⇒ Available on Blackboard > Weekly Modules > Week 4 > Readings
  ⇒ Available at: [http://thebulletin.org/looking-clearly-right-wing-terrorism](http://thebulletin.org/looking-clearly-right-wing-terrorism)
  ⇒ Available on Blackboard > Weekly Modules > Week 4
- Andrew Macdonald⁴, *The Turner Diaries*, Forward – 79. (Required text)

**Readings:**

**RECOMMENDED**

  - Available on Blackboard. Forthcoming

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⁴ Andrew Macdonald was a pseudonym used by Dr. William J. Pierce (1933-2002), a former physics professor (University of Oregon, Corvallis) and founder of the seminal – but now largely defunct – neo-Nazi organization, the National Alliance.
  - Available on Blackboard. Forthcoming

  - Available on Blackboard. Forthcoming

  - Available on Blackboard. Forthcoming

Chapter 11: “Enclave Nationalism and The Order,” pp. 96-106.
  - Available on Blackboard. Forthcoming

  - Available on Blackboard > Weekly Modules > Week 4


  - Available on Blackboard > Weekly Modules > Week 4 > Readings

  - Available at: [http://www.splcenter.org/sites/default/files/downloads/publication/terror_from_the_right_0.pdf](http://www.splcenter.org/sites/default/files/downloads/publication/terror_from_the_right_0.pdf)

- Stern, *Terror in the Name of God*, 9-31, 147-171. (Required text)

**Audio**

  - Available at: [https://www.youtube.com/watch?v=5vlNVCmU8ol](https://www.youtube.com/watch?v=5vlNVCmU8ol)

**Videos**

**REQUIRED**

  - Available at: [https://www.youtube.com/watch?v=mROoMMqkliY](https://www.youtube.com/watch?v=mROoMMqkliY)

**RECOMMENDED**

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Available at:
http://search.alexanderstreet.com.mutex.gmu.edu/view/work/1791595
WEEK 5: October 2, 2017

**TOPIC:**
**FRE CONTINUED**

**Overview:**
This week we continue our exploration of FRE, including the racist ideology of Christian Identity, the seminal writings and neo-Nazi activism of Savitri Devi, and the origins and manifestations of FRE conspiracy beliefs and the so-called “New World Order.” I recommend you engage this week’s materials in the following order:
3. Read: Macdonald, *The Turner Diaries*
4. Watch: “America’s Worst Terrorist: Timothy McVeigh”
5. Return to Gardell, *Gods of the Blood*, read remaining pages (see below)
6. Return to Goodrick-Clarke, *Black Sun*, read remaining pages (see below)

**Reminders:**
- Your response to Prompt III is due this week: no later than 10/05 by 11 PM EST.

**Assignment:**
**PROMPT III:**
Complete instructions available at:
Blackboard > Weekly Modules > Week 5 > Prompt II
- **Grade:** Your response represents fifteen (15) percent of your final grade. Grading metrics for your response to Prompts are available here.
- **Due:** No later than 09/30 by 9 PM.
- **Submission:** Post to: Blackboard > Discussion Board > Prompt III

**Video**
Readings:

Required
  ⇒ Available at: http://thebulletin.org/pathological-legacy-oklahoma-city-bombing8200
- Macdonald, The Turner Diaries, 80-211. (Required text)
  ⇒ Available on Blackboard > Weekly Modules > Week 5 > Readings

Highly Recommended
- A 2005 internal report I wrote shortly after attending a Christian Identity Gathering.

Recommended
- Theodore Kaczynski’s April 2000 letter about Timothy McViegh (the two met each other when McViegh spent time at Supermax prior his execution).
  ⇒ Available on Blackboard> Weekly Modules > Week 5 > Readings
- Jeffrey, M. Bale, “Apocalyptic Millenarian Groups,” in Charles P. Blair and Jeffrey M. Bale, Radiological and Nuclear Adversary Project, Task 1: Radiological and Nuclear Adversary Behavior Profiles (College Park, MD: National Consortium for the Study of Terrorism and Responses to Terrorism, 2010), pp. 4-44.
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Available on Blackboard > Weekly Modules > Week 5 > Readings

  
  Available on Blackboard > Weekly Modules > Week 5

  
  Available on Blackboard > Weekly Modules > Week 4
WEEK 6: October 9, 2017

**TOPIC:**
ANTI-TECHNOLOGY & NEO-ANARCHIST EXTREMISM

**PART I: IDEOLOGY**

**Overview:**
This week we begin our examination of arguably the most radical of VNSA ideologies: the destruction of civilization itself, one that entails no post-apocalypse “rebuilding;” rather the re-ordering of humans into small clans and tribes: devoid of any element of civilization – akin to “primitive man.” While some religious millenarian groups / cults have sought apocalyptic ends, adherents to anti-technology and neo-anarchist (e.g., Anarcho-Primitivist) extremist ideologies are almost entirely secular. Moreover, many such extremists do not espouse an apocalyptic millenarian ideology embracing any kind of post-apocalypse “Garden of Eden,” whether terrestrial or heavenly. This week we develop a theoretic understanding of ATNAE by examining the writings of its ideological progenitors and primary modern ideologues: Lewis Mumford, Theodore Kaczynski, John Zerzan, and others. Next week we return to anti-technology and neo-anarchy extremism: its emerging ideology, group structures, operational objectives, and possible targeting and other attack modalities. I suggest you engage this week’s materials in the following order:

1. **Watch:** Lecture 6.1: “Overview of Neo-Anarchism and Anti-Technology Extremism.”
2. **Read:** “Enemy of the State: An Interview with John Zerzan.”
3. **Read:** Theodore Kaczynski and David Skrbina, *Technological Slavery.*
5. **Watch:** “The Net: The Unabomber, LSD and the Internet.”

**Reminders:**
- **Midterm** is due in two weeks – no later than 11 p.m. (EST) 10/26.

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5 Most notably Aum Shinrikyo – discussed in this course’s section on religious cults.
6 When embracing anything akin to a “theology,” Theodore Kaczynski speaks for many anarcho-primitivists when he writes, “The positivist ideal [proposed] is Nature. That is WILD nature: Those aspects of the functioning of the Earth and its living things that are independent of human management and free of human interference and control. And with wild nature we include human nature, by which we mean those aspects of the functioning of the human individual that are not subject to regulation by organized society but are products of chance, or free will, or God (depending on your religious or philosophical opinions).” Emphasis in the original, ISAIF - 183.
Lecture:

- 6.1: “Overview of Neo-Anarchism and Anti-Technology Extremism.” Blackboard > Weekly Modules > Week 6

Assignment:

NA

Readings:

Required

  ⇒ Blackboard > Weekly Modules > Week 6
  ⇒ Chapter 3: "Return of the Sun God,” pp. 28-104
  ⇒ Three separate PDFs: Blackboard > Weekly Modules > Week 6

Recommended

  ⇒ Available on Blackboard > Weekly Modules > Week 6 > Readings
  ⇒ Available on Blackboard > Weekly Modules > Week 6 > Readings
- Cellarius, “Darwin Among the Machines,” To the editors of *The Press*, Christ Church, New Zealand, 13 June, 1863.
  ⇒ Available at: [http://nzetc.victoria.ac.nz/tm/scholarly/tei-ButFir-t1-g1-t1-g1-t4-body.html](http://nzetc.victoria.ac.nz/tm/scholarly/tei-ButFir-t1-g1-t1-g1-t4-body.html)
• **Highly recommended**: Bill Joy, “Why the Future Doesn’t Need Us,” *Wired*, April 2000. (Joy is Founder of Sun Microsystems.)


**Video**

  ⇒ Available at: [https://www.youtube.com/watch?v=xLqrVCI3i6E](https://www.youtube.com/watch?v=xLqrVCI3i6E)

**Recommended Video**

  ⇒ Available at: [http://search.alexanderstreet.com.mutex.gmu.edu/emb...05vroc9n74r34d9n](http://search.alexanderstreet.com.mutex.gmu.edu/embed/token/05vroc9n74r34d9n)
WEEK 7: October 16, 2017

TOPIC:
ANTI-TECHNOLOGY & NEO-ANARCHIST EXTREMISM II:
EMERGING IDEOLOGIES, ORGANIZATIONAL STRUCTURES, AND TARGETING

Overview:
Having explored ideologies and relevant scholarly works of great salience to Anarcho-Primitivist and Anti-Technology extremists, we now turn to the movement’s (*writ large*) evolving ideology, structure and emerging attack modality trajectories. I recommend you engage the materials in the following order:
1. **Read:** Kaczynski (“Hit Where it Hurts”)
2. **Watch:** Aric McBay “Earth at Risk.”
3. **Read:** McBay, Keith, and Jensen
4. **Read:** Kaczynski and Skrbina (*Technology Slavery*)
5. **Read:** Nussbaum

**NOTE:** In order to facilitate your crafting of the Midterm, next week’s course materials (e.g., readings) are relatively light.

Reminder:
- **Midterm** is due no later than 11 p.m. (EST) next week (10/26).

Video:
- Aric McBay, “Earth at Risk: Building a Resistance Movement to Save the Planet,” (2012), 58:00. **Note:** you will assess this video’s content as part of Prompt IV.
  - Available on: Blackboard > Weekly Modules > Week 7

Readings:

**REQUIRED**
  - Available at: Blackboard > Weekly Modules > Week 7
  - Chapter 12: “Introduction to Strategy,” 345-390
  - Chapter 13: “Tactics and Targets,” 391-424
Chapter 14: "Decisive Ecological Warfare, 425-474
⇒ All three available as separate PDFs on Blackboard > Weekly Modules > Week 7 > Readings


⇒ Available at: https://globalecco.org/the-ideologies-of-anti-technology-violence

**Optional (But Essential)**

⇒ Available on Blackboard > Weekly Modules > Week 7 > Readings
WEEK 8: October 23, 2017

TOPIC: ATTACK MODALITIES IN ACTION: PART 1

Overview:
Building on our knowledge of VNSA, primary group factors, and several ideologies, we now focus on “attack modalities” – the methods and techniques VNSA employ to attack targets. Like group factors, this course’s 16 attack modalities represent primary factors used in establishing a functional – relatively holistic - attack framework suitable for red teaming. I recommend engaging the week’s materials as follows:

1. Read: “Attack Modalities.”
2. Per explicit guidance found in the above reading, consult: Ackerman, Blair, and Bale, Incident Codebook.
3. Read Blair and Straskulic, “Target Sochi.”
4. Skim “Selected VNSA Incidents:” ETA, M19, and two Chechen incidents.

NOTE: In order to facilitate your crafting of the Midterm, this week’s course readings are relatively light.

Reminders:
- Midterm is due this week; no later than 11 p.m. (EST) 10/26 (post as an attached Word doc to Blackboard Discussion Board).

Readings Required
- “Attack Modalities,” (drawn from applicable sections of, “Assessing Terrorist Motivation to Attack Critical Infrastructure”).
  ⇒ See Blackboard > Weekly Modules > Week 8 > Readings
- Gary A. Ackerman, Charles P. Blair, and Jeffrey M. Bale, Incident Codebook, Draft 1.0, Center for Terrorism and Intelligence Studies (San Jose, CA: The Akribis Group, 2007).
  ⇒ Note: This document provides discrete variables and sub variables useful for contextualizing and classifying several attack modalities. I
recommend you use it when addressing future course assignments (i.e., Prompt IV, Prompt V, and the final).

- “Target Type,” pp. 30-33.

⇒ Available on Blackboard > Weekly Modules > Week 8 > Readings

  ⇒ Available at: [http://thebulletin.org/target-sochi-threat-caucasus-emirate](http://thebulletin.org/target-sochi-threat-caucasus-emirate)

- Blair, et al. skim “Selected VNSA Incidents:”
  - ETA “Assassination of Prime Minister” (1973), 26-35.

⇒ See Blackboard > Weekly Modules > Week 8 > Readings

### Assignments:

- **Midterm** is due in this week; no later than 11 p.m. (EST) 10/26 (post as an attached Word doc to Blackboard Discussion Board).
WEEK 9: October 30, 2017

**TOPIC:**
ATTACK MODALITIES IN ACTION: PART 2

**Overview:**

We continue our examination of attack modalities via specific factors (e.g., targeting) amid a variety of specific VNSA incidents. I recommend you engage the week’s materials as follows:

1. Briefly peruse: START – GTD Globe
2. Read: Teun van Dongen, “The Lengths Terrorists go to.”
3. Read: Santiford, “Terrorist attack and Target Diversity.”
4. Read: LaFree, “Spatial and Temporal Patterns of Terrorist Attacks by ETA”
5. Watch: your first video choice (out of five options)
6. Read; Blair, Anatomizing Nuclear and Radiological Non-State Adversaries
9. Watch your second video choice

**Reminders:**

- Prompt IV is due next week, no later than 11 p.m. 11/09.

**Readings:**

**REQUIRED**

- Peruse: START – GTD Globe
  - Available at: [http://www.start.umd.edu/gtd/globe/index.html](http://www.start.umd.edu/gtd/globe/index.html)
  - Give it a minute to open up - a large globe will appear.

  - Available on Blackboard > Weekly Modules > Week 9 > Readings

  
  ⇒ Available on Blackboard > Weekly Modules > Week 9 > Readings

  
  ⇒ Available on Blackboard > Weekly Modules > Week 9 > Readings

  
  ⇒ Available on Blackboard > Weekly Modules > Week 9 > Readings

  
  ⇒ Available on Blackboard > Weekly Modules > Week 9 > Readings

**RECOMMENDED**

  
  ⇒ Available on Blackboard > Weekly Modules > Week 9 > Readings

  
  ⇒ Available on Blackboard > Weekly Modules > Week 9 > Readings

  
  ⇒ Available on Blackboard > Weekly Modules > Week 9 > Readings

  
  ⇒ Available on Blackboard > Weekly Modules > Week 9 > Readings

• Charles P. Blair, Kelsey Gregg, and Jonathan Garbose, “Norway’s Anders Brevik:
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<th>W13</th>
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<td>Intro, Ethno, FLE</td>
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**Appointments:**

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<th>Midterm</th>
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**Appendices:**

- Appendix I: Course Overview
- Appendix II: Materials, Assignments, and Grading
- Appendix III: Important Numbers
- Appendix IV: University Policies

**Videos:**

View at least two of the following five videos:


- **2011:** “Norway’s Massacre,” *This World*, BBC, 2012. (59:00)
  - Available at: [https://www.youtube.com/watch?v=GvZ8ZlWsj_4](https://www.youtube.com/watch?v=GvZ8ZlWsj_4)


**Assignments:**

NA


WEEK 10: November 6, 2017

**TOPIC:**
VIOLENT ISLAMISTS

**Reminders:**
Prompt IV is due this week, no later than 11 p.m., 11/09.

**Lecture(s):**
- 10.1: *Dr. Sayed Hassan Q & A, Part I: Blackboard > Weekly Modules > Week 10*

**Required Readings:**
- Lawrence Wright, *The Looming Tower*, 3-175. (Assigned Text)
  ⇒ Available on Blackboard > Weekly Modules > Week 10 > Readings
  ⇒ Available on Blackboard > Weekly Modules > Week 10 > Readings
  ⇒ Available at: [http://currenthistory.com/Gerges_Current_History.pdf](http://currenthistory.com/Gerges_Current_History.pdf)
  ⇒ Available at: [http://thebulletin.org/isis-unsurprising-surprise-sweeping-iraq7251](http://thebulletin.org/isis-unsurprising-surprise-sweeping-iraq7251)

**Recommended:**
  ⇒ Available on Blackboard > Weekly Modules > Week 10 > Readings
  Available at:
Assignments:

Prompt IV
For instructions, see: Blackboard > Weekly Modules > Week 10 > Prompt IV

- **Grade:** Your response represents ten (10) percent of your final grade. Grading metrics for your response to Prompts are available [here](http://www.understandingwar.org/sites/default/files/ISIS%20Defense%20in%20Iraq%20and%20Syria%20-%20Standard.pdf).
- **Due:** No later than 11/05 by 7 PM.
- **Submission:** Post to: Blackboard > Discussion Board > Prompt IV
WEEK 11: November 13, 2017

**Topic:**
VIOLENT ISLAMIST CONTINUED, SOLDIERS OF ZION

**Reminders:**
- Your response to Prompt V is due in two weeks: no later than 11/23 by 11 p.m.
- Final is due no later than 11 p.m. 12/11.

**Lecture(s):**
- 11.1: *Dr. Sayed Hassan Q & A, Part II: Blackboard > Weekly Modules > Week 11*

**Readings:**
  ⇒ Available as two (2) separate PDFs on Blackboard > Weekly Modules > Week 11 > Readings
- Lawrence Wright, *The Looming Tower*, 176 -373. (Assigned Text)
  ⇒ Available on Blackboard > Weekly Modules > Week 11 > Readings

**Recommended Readings:**
**Videos:**

**REQUIRED**

- A Prayer for Beslan (48:00)
- Early Israeli Terrorism (24:00)

**RECOMMENDED**

- Beslan Massacre (26:00)
- Beslan: Siege of School No.1 (57:00)

**Assignments:**

NA
WEEK 12: November 20, 2017

TOPIC:
RELIGIOUS EXTREMIST CULTS

Reminders:
- Your response to Prompt V is due this week: no later than 11 p.m., 11/23.
- Final is due in ~3 weeks: no later than 11 p.m., 12/11.

Readings:
  ⇒ See: Blackboard > Weekly Modules > Week 12 > Readings
  ⇒ Blackboard > Weekly Modules > Week 12 > Readings

Recommended:
Available on Blackboard > Weekly Modules > Week 12 > Readings

**Required Video:**
- “Aum Shinrikyo Cult Leader Shoko Asahara Documentary,” (27:00)
  ⇒ Available on Blackboard (Week 12) and at: https://www.youtube.com/watch?v=vQ7uz8EYMYo

**Recommended Video:**
- “Cult Witness: A Study of Cultic Experience,” (70 minutes)

**Assignments:**

  **Prompt V**

  **Instructions:** Weekly Modules > Week 12 > Prompt V
  - **Grade:** Your response represents ten (10) percent of your final grade. Grading metrics for your response to Prompts are available here
  - **Due:** No later than 11/19 by 7 PM.
  - **Submission:** Post to: Blackboard > Discussion Board > Prompt V
WEEK 13: November 27, 2017

**TOPIC:**
THE FIFTH WAVE OF TERRORISM?

**Reminders:**
- Final is due no later than 12/11 by 11 p.m. Post as an attached Microsoft Word document to Blackboard > Discussion Board > Final

**Readings:**
  ⇒ Available at: Weekly Modules > Week 13 > Readings
  ⇒ Available at: [http://alumni.media.mit.edu/~brooks/storybiz/kurtz.pdf](http://alumni.media.mit.edu/~brooks/storybiz/kurtz.pdf)
- Hoffman, 257-297 (Required Text)

**Assignments:**
- NA
WEEK 14: December 4, 2017

TOPIC:
CONCLUSION

Reminders:
- The final is due no later than 12/11 by 11 p.m.

Assignment:
- Your final paper is due this week.
  - Grade: Your response represents thirty (30) percent of your final grade.
  - Due: No later than 11 PM 12/11.
  - Submission: Blackboard (in Word format)

Readings:
NA
APPENDIX I:

Relying heavily on the words of terrorists themselves, this course involves the study of violent non-state actors (VNSA), largely from the “inside out.” The course investigates salient VNSA group types including ethno-nationalist, far-left, far-right, conspiracy orientated, religious cults, anti-technology extremists, so-called “neo-anarchists,” as well as so-called “lone-wolves,” and other emerging / possible threats. Many specific VNSA groups fall into two or more of these categories. Included as well are case studies of specific terrorist groups, cells, and individuals. Special topics include ideology, other VNSA group factors, attack modalities, and creation of semi-fictional VNSA groups and their attacks.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: August 28</td>
<td>Course Overview; Definitions, Classifications, History of Terrorism, Far-Left Extremism (FLE)</td>
<td>NA (Extra Credit is available, see below)</td>
</tr>
<tr>
<td>Week 2: September 11</td>
<td>Ethno-Nationalist / Separatist, FLE continued, Group Factors</td>
<td>Prompt I (due 09/14*)</td>
</tr>
<tr>
<td>Week 3: September 18</td>
<td>FLE continued, Group Factors continued</td>
<td>Prompt II (due 09/21*)</td>
</tr>
<tr>
<td>Week 4: September 25</td>
<td>Far-Right Extremism (FRE)</td>
<td>NA</td>
</tr>
<tr>
<td>Week 5: October 2</td>
<td>FRE Continued, Group Factors continued</td>
<td>Prompt III (due 10/05*)</td>
</tr>
<tr>
<td>Week 6: October 9</td>
<td>Anti-Technology and Neo-Anarchist Extremism (ATNAE): Ideological Evolution</td>
<td>NA</td>
</tr>
<tr>
<td>Week 7: October 16</td>
<td>ATNAE Continued: Current and Emerging Ideologies, Group Structures, Targeting and other Attack Modalities</td>
<td>NA</td>
</tr>
<tr>
<td>Week 8: October 23</td>
<td>Attack Modalities in Action</td>
<td>Midterm (due10/26)</td>
</tr>
<tr>
<td>Week 9: October 30</td>
<td>Attack Modalities in Action</td>
<td>NA</td>
</tr>
<tr>
<td>Week 10: November 6</td>
<td>Violent Islamists</td>
<td>Prompt IV (due 11/9*)</td>
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<tr>
<td>Week 11: November 13</td>
<td>Violent Islamists and Soldiers of Zion</td>
<td>NA</td>
</tr>
<tr>
<td>Week 12: November 20</td>
<td>Religious Cults</td>
<td>Prompt V (due 11/23*)</td>
</tr>
<tr>
<td>Week 13: November 27</td>
<td>The Fifth Wave of Terrorism?</td>
<td>NA</td>
</tr>
<tr>
<td>Week 14: December 4</td>
<td>Conclusion</td>
<td>Final (due 12/11*)</td>
</tr>
</tbody>
</table>

*Due no later than 11 p.m. EST. Post to > Blackboard > Discussion Forum.
**APPENDIX II: MATERIALS, ASSIGNMENTS, AND METRICS**

**Required Texts:**

  Michael Barkun  
  ISBN-10: 0520276825  
  Publisher: University of California Press (2013)

* Anti-Tech Revolution: Why and How*  
  Theodore Kaczynski  
  ISBN-10: 1944228004  
  Publisher: Fitch & Madison Publishers (2016)

* Burning Rage of a Dying Planet: Speaking for the Earth Liberation Front*  
  Author: Craig Rosebraugh  
  ISBN-10: 1590560647  
  Publisher: Lantern Books (September 2004)

* Gods of the Blood: The Pagan Revival and White Separatism*  
  Author(s): Mattias Gardell  
  ISBN-10: 0822330717  

* Inside Terrorism* (Revised & enlarged edition - 2006)  
  Author: Bruce Hoffman  
  ISBN-10: 0231126999  
  Publisher: Columbia University Press (2006)

* The ISIS Apocalypse: The History, Strategy, and Doomsday Vision of the Islamic State*  
  Author: William McCants  
  ISBN-10: 1250112648  
  Publisher: Picador (2016)
The Looming Tower: Al-Qaeda and the Road to 9/11
Author(s): Lawrence Wright
ISBN-10: 1400030846
Publisher: Knopf (2006)

The Turner Diaries
Note: Any edition is fine (first published in book format in 1978)
Author(s): Andrew MacDonald
ISBN-10: 1569800863
Publisher: Barricade Books (1996)

Twilight of the Machines
Author: John Zerzan
ISBN-10: 1932595317
Published: Feral House (2008)

LATE ASSIGNMENTS: INSTRUCTOR’S POLICY

You are welcome to turn assignments in late. The penalty is a 10 percent daily subtraction from the maximum score possible. If the assignment is turned in the day it is due, but after the assigned time, it is automatically considered one day late (i.e., 10 percent is subtracted). After 24 hours, it is considered two days late (i.e., 20 percent is subtracted), etc.
GRADING METRICS

*Basis for Final Grade*

1. Replies to Prompts X 5: 50 points
2. Midterm: 20 points
3. Final: 30 points

<table>
<thead>
<tr>
<th>LETTER GRADES &amp; POINTS</th>
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<tbody>
<tr>
<td>100 - 94 points = A</td>
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<tr>
<td>93 - 90 points = A-</td>
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<tr>
<td>89 - 87 points = B+</td>
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<tr>
<td>86 - 84 points = B</td>
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<tr>
<td>83 - 80 points = B-</td>
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<tr>
<td>79 - 77 points = C+</td>
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<tr>
<td>76 - 74 points = C</td>
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<tr>
<td>73 - 70 points = C-</td>
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</table>

ASSIGNMENTS/ASSESSMENTS:

1. **Replies to Prompts**

   • **Overview**
   Collectively, replies to Prompts equal a maximum of 50 points.
   Replies to Prompts are straight-forward. For five of the fourteen weeks, I supply a question(s) with regard to readings, lectures, videos, etc. Student replies are posted to Blackboard (Blackboard > Discussion Board > Prompts).

   Replies are due on the following dates (all by 11 p.m.)
   - *Prompt I*: Week 2 – 5 points
   - *Prompt II*: Week 3 – 10 points
   - *Prompt III*: Week 5 – 15 points
   - *Prompt IV*: Week 10 – 10 points
   - *Prompt V*: Week 12 – 10 points

Appendix I: Course Overview
Appendix II: Materials, Assignments, and Grading
Appendix III: Important Numbers
Appendix IV: University Policies
### Scoring & Criteria

In sum, responses to Prompts equal up to 50 points. Each Prompt has a maximum of 5, 10, or 15 points.

**5, 10, or 15 points**: Excellent reply; sharp insight (reflecting all relevant readings and other material for that week); articulate; superior writing ability; post is an example for others to follow.

**4, 8-9, or 13-15 points**: Good reply (reflects almost all relevant readings and other material for that week); thoughts are clearly written; solid execution.

**3, 7, 11-12 points**: Satisfactory reply (reflects some of the relevant readings and other material for that week); post communicates at generally acceptable level; displays passable understanding of that week’s concepts; average work.

**2, 5-6, 8-10 points**: Quality of reply is below average and largely unacceptable.

**0-1, 0-4, 1-7 points**: Quality of reply is entirely unacceptable.

#### 2. Midterm

- **Full instructions available at**: Blackboard > “Midterm” > main page – just below “Discussion Board”
  - Due no later than **11 p.m. (EST) 10/26**.

### Scoring & Criteria

Worth a maximum of 20 points, scoring metrics are as follows:

**19-20 Points**:
  - Outstanding VNSA Profile: highly original, clearly informed by *all* course material to date; superior writing ability; Profile would be an example for others to follow.

**18 Points**:
  - Excellent VNSA Profile: original, clearly informed by *almost all* course material to date; very good writing ability.

**17 Points**:
Good VNSA Profile: somewhat original, clearly informed by a good deal of all course materials; good writing skills.

15-16 Points:
⇒ Decent VNSA Profile: generally lacking originality; clearly lacking an informed utilization of most course materials; not terribly well written.

14 Points:
⇒ A pained VNSA Profile; clearly lacking originality; obviously lacking an informed utilization of course materials; not terribly well written.

0-12 Points:
⇒ Bordering on a war crime.

3. **Final**
   - **Details**
     ⇒ Your final is due no later than 11 p.m. 12/11.
     ⇒ Length: no more than ~ six pages (single spaced, including your medium sized VNSA symbol / flag). The final equals a maximum of 30 points.
       - **Topic:**
         - When available:
           - See > Blackboard > “Final” > main page
   - **Scoring & Criteria**

Worth a maximum of 30 points, scoring metrics are as follows:

30 Points:
⇒ Outstanding VNSA Profile and Attack Modalities: highly original, clearly informed by all course material to date; superior writing ability; Profile would be an example for others to follow.

28-29 Points:
⇒ Excellent VNSA Profile and Attack Modalities: original, clearly informed by almost all course material to date; very good writing ability.

25-27 Points:
### Appendix I: Course Overview

- **Intro, Ethno, FLE**: Good VNSA Profile: somewhat original, clearly informed by a good deal of all course materials; good writing skills.

- **FLE, FLE**: Decent VNSA Profile and Attack Modalities: generally lacking originality; clearly lacking an informed utilization of most course materials; not terribly well written.

- **Anarch / Tech, Anarch / Tech**: A pained VNSA Profile and Attack Modalities: clearly lacking originality; obviously lacking an informed utilization of course materials; not terribly well written.

- **Attacks: In Action, Attacks: In Action**: In many courts, quite possibly a crime against humanity.

### Appendix II: Materials, Assignments, and Grading

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<thead>
<tr>
<th>Prompt I</th>
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<th>Midterm</th>
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<th>Prompt V</th>
<th>Final</th>
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</thead>
</table>

- 22-24 Points:
  - A good VNSA Profile: somewhat original, clearly informed by a good deal of all course materials; good writing skills.

- 21 Points:
  - Decent VNSA Profile and Attack Modalities: generally lacking originality; clearly lacking an informed utilization of most course materials; not terribly well written.

- 0 -20 Points:
  - In many courts, quite possibly a crime against humanity.
APPENDIX III: LINKS, NAMES, NUMBERS, OFFICE HOURS, ETC.

- **Instructor:** CP Blair  
  Email: cblair5@gmu.edu  
  Cell: 202 510 2802  
  Office Hours: By appointment  

- **Blackboard:** [https://mymasonportal.gmu.edu](https://mymasonportal.gmu.edu)

- **Academic Calendar:** [https://registrar.gmu.edu/calendars/fall-2017/](https://registrar.gmu.edu/calendars/fall-2017/)

- **Weather Emergency Phone Line:** 703-993-1000 (“The announcement will be made on the university switchboard and the University’s web site.”) Emergency Notices Web Page: [http://esgwebproxy.johnshopkins.edu/notice/](http://esgwebproxy.johnshopkins.edu/notice/)

- **Mason Alert Emergency Notification System:** [http://ready.gmu.edu/masonalert/](http://ready.gmu.edu/masonalert/)
APPENDIX IV: UNIVERSITY POLICIES

**Academic Integrity**
Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. This tenet must be a primary pillar of our university culture. [See http://oai.gmu.edu/].

**Honor Code**
Students must adhere to the guidelines of the George Mason University Honor Code [See http://www.gmu.edu/academics/catalog/9798/honorcond.html].

**MasonLive/Email**
Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. [See https://masonlivelogin.gmu.edu/login].

**Students with Disabilities**
Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu].

**University Libraries**
University Libraries provides resources for distance students. [See http://library.gmu.edu/distance].

**Writing Center**
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, and handbooks) intended to support students as they work to construct and share knowledge through writing. [See http://writingcenter.gmu.edu].

**Counseling and Psychological Services**
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu or call (703) 993-2380].
**Student Privacy**

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See http://registrar.gmu.edu/privacy].

**Email**

Mason uses only Mason email accounts to communicate with enrolled students. Students must activate their Mason email account, use it to communicate with their department and other administrative units, and check it regularly for important university information including messages related to this class.

**University Catalog**

University Catalog http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.

**Other Considerations**

If there are any issues (e.g., religious holidays), please inform me the first week of class.
“No man should leave our universities without knowing how little he knows”

J. Robert Oppenheimer