"To study anything properly, one must put aside ethical judgments."

Jacques Ellul

Welcome to BIOD 722: “Examining Terrorist Groups”—more precisely, “examining violent non-state actors (VNSA).”

- Each page of this syllabus possesses the hyperlinked table above as a header. The table’s first row indicates the course’s 14 weekly classes; the second row offers inter-document hyperlinks for direct access to each week; row three indicates class dates; row four summarizes weekly content; and row five offers inter-document hyperlinks to Top of this syllabus and to this document’s non-weekly elements:
  - Table—Semester Overview
  - Course summary, requirements, and protocol
  - Instructor contact info and other important numbers / links
  - Course policies
  - University policies

---

1 BIOD 722 | fall 2018 | Syllabus | Draft Version | Last update: 07/22/2018 | © Charles P. Blair
Table — Semester Overview (Mason’s fall 2018 Calendar)

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>TOPICS</th>
<th>GRADED ASSIGNMENTS</th>
</tr>
</thead>
</table>
| **Week 1**: August 30 | • Course Overview  
  • “Terrorist/ism”— Contextualization, Definitions, and Classifications | NA |
| **Week 2**: September 6 | • Classical Anarchist VNSA  
  • Ethnonationalist/Separatist VNSA 1  
  • VNSA Group Factors 1 | NA |
| **Week 3**: September 13 | • Ethnonationalist/Separatist VNSA 2  
  • Far-Left Extremist VNSA 1 | NA |
| **Week 4**: September 20 | • Far-Left Extremist VNSA 2  
  • VNSA Group Factors 2 | Quiz 1 (In-Class) |
| **Week 5**: September 27 | • Far-Right Extremist VNSA 1 | NA |
| **Week 6**: October 4 | • Far-Right Extremist VNSA 2 | NA |
| **Week 7**: October 11 | • Far-Right Extremist VNSA 3 | Midterm (due 10/14*) |
| **Week 8**: October 18 | • Women and Violent Non-State Extremism | NA |
| **Week 9**: October 25 | • Neo-Anarchism and Anti-Technology Extremism | Quiz 2 (In-Class) |
| **Week 10**: November 1 | • VNSA and Technology: Emulation and Innovation—case studies: Hizbollah and the Gaza or the Provisional Irish Republican Army (PIRA)  
  • Attack Modalities | NA |
| **Week 11**: November 8 | • Religious VNSA: suicide bombers; violent Islamists; al-Qa’ida and the Islamic State (ISIS) | NA |
| **Week 12**: November 15 | • Red Team Presentations | Presentations I (In-class) |
| **Thanksgiving Break** | | |
| **Week 13**: November 29 | • Red Team Presentations | Presentations II (In-class) |
| **Week 14**: December 6 | • Conclusion: The Fifth Wave of Terrorism? | Quiz 3 (In-Class) |
| **Final Exam Week** | • Complete and Submit your Final | Final (due 12/13*) |

* No later than 11 p.m. EST
GMU Catalogue Listing:
https://catalog.gmu.edu/courses/biod/

Course Description:
Often in the words of extremists themselves, this course involves the study of violent non-state actors (VNSA). The curriculum investigates VNSA group types including classical anarchist, ethno-nationalist/分离ist, far-left, far-right, conspiracy orientated, religious, neo-anarchists and anti-technology extremists, and so-called, “lone-wolves.” Many specific VNSA fall into two or more of these categories. Included as well are case studies of specific terrorist groups, cells, and individuals. Special topics include ideologies, organizational learning, VNSA behaviors with disruptive technology, and, a relatively large focus of this course, student creation of a fictional VNSA group and fictional manifestation of one of their attacks.

Course Goals & Learning Objectives
By the end of this course, you will be able to:
1. Describe and interpret a variety of salient Violent Non-State Actors (VNSA) Group Factors and related sub-factors.
2. Distinguish a variety of VNSA ideologies—including world view, grand strategy and group norms.
3. Using a distinct methodology, compose primary VNSA Group Factors and sub-factors for cross-VNSA differentiation.
4. Synthesize primary VNSA Group Factors and sub-factors; apply outcomes to create a variety of fictitious VNSA Group Profiles representing an assortment of ideologies.
5. Craft reasonably sound attack modalities for such groups; that is, identify, assess, operationalize, and synthesize the methods and techniques a variety VNSA employ to attack targets.

Course Materials
TEXTBOOKS
The following four texts are required for this course (access university bookstore listing for this course—here):
ADDITIONAL MATERIALS

Additional required, and optional/recommended, materials are available through four platforms:

1. **URLs** in our course Syllabus;
2. “**Weekly Materials**” — via Blackboard
3. “**e-Reserves**” — via Blackboard; and
4. “**Instructor Resources**” — via Blackboard

All course materials and their locations are listed below in Weeks 1-14.

Assignments and Grading Policy

**ASSIGNMENTS**

- **Participation:** as 10 points of your final grade, graded classroom student participation occurs in two ways: 1) you design and lead “framing questions” once this semester and 2) you participate in classroom discussion (e.g., vocalizing your thoughts, questions, and insights—most keenly during weekly “framing questions” sections of a given class). Each participation element is weighed equally; that is, each is worth five (5) points of your final grade. For complete details, see: Blackboard > Assignments > Participation

- **Quizzes:** unfortunately, in a class this size—with the university unable to split the course into two sections nor, alternatively, provide a teaching assistant—it is not possible to utilize essay type assignments on a regular basis. That is, I simply don’t have the time to qualitatively and thoughtfully assess and provide cogent, salient feedback for 90 plus essays in a given semester. Thus, I am forced to rely on quizzes—three in total—to partially measure your short-to semi-long-term absorption of key data and course concepts. All three quizzes—each worth 10 points—are in-class. For complete details, see: Blackboard > Assignments > Quizzes

- **Midterm:** utilizing the course’s delineation and exploration of VNSA Group Factors, the Midterm—worth up to 20 points—consists of a fictitious VNSA that you create—a profile. For complete details, see: Blackboard > Assignments > Midterm

- **Presentation:** Along with student input, I select ~ six of this course’s Midterm submissions—the fictitious VNSA profile you’ll be basing your Presentation on. After student ranking of preferences, VNSA “Groups” are finalized, students break up into groups with their ~ five other VNSA group comrades. Utilizing this course’s section and typology of Attack Modalities, each group of students gives a live, “first-persons,” presentation of their particular VNSA engaging in the planning and execution of an attack. Presentations occur in the final weeks of the semester. The exercise is worth a maximum of 15 individual points. For complete details, see: Blackboard > Assignments > Presentation

- **Final:** worth a maximum of 20 points, the Final consists of two essays, cumulatively totaling no more than 3,000 words. The ever-arching theme: the future—the “Fifth Wave of Terror.” For complete details, see: Blackboard > Assignments > Final
# Assignments

(For full instructions, see: Blackboard > Assignments)

<table>
<thead>
<tr>
<th>Due Dates*</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong>&lt;br&gt;Split between 1) one-time only creation and execution of a given Week’s “framing questions” and 2) ongoing participate in classroom discussions. Each is worth five (5) points of your final grade—cumulatively totaling 10 points</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Quizzes x 3</strong>&lt;br&gt;Over the course of this semester, I pose three (3) in-class quizzes. Each one is worth 10 points. Quizzes usually consist of short-answer, multiple-choice, and fill-in-the-blank responses. Materials for each quiz are drawn from “terms lists” that accompany most weeks. Quizzes are cumulative.</td>
<td>Sept 20&lt;br&gt;Oct 25&lt;br&gt;Dec 6</td>
</tr>
<tr>
<td><strong>Midterm</strong>&lt;br&gt;Utilizing salient VNSA Group Factors, students create a fictional VNSA profile.</td>
<td>Oct 14</td>
</tr>
<tr>
<td><strong>Presentation</strong>&lt;br&gt;Along with (likely ~ five) other class colleagues, students co-prepare and co-present (in-class for ~30 minutes) an attack based on one of the fictional VNSA profile I select from the Midterm.</td>
<td>Nov 15&lt;br&gt;or&lt;br&gt;Nov 29</td>
</tr>
<tr>
<td><strong>Final</strong>&lt;br&gt;The Final consists of two “take home” essays.</td>
<td>Dec 13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Due Dates and Time Zones: Unless otherwise noted, all due date times for submitted assignments are no later than 11 p.m. Eastern Standard Time (EST).

# Grading Policy

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94% and 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% and less than 94%</td>
</tr>
<tr>
<td>B+</td>
<td>88% and less than 90%</td>
</tr>
<tr>
<td>B</td>
<td>84% and less than 88%</td>
</tr>
<tr>
<td>B-</td>
<td>80% and less than 84%</td>
</tr>
<tr>
<td>C</td>
<td>70% and less than 80%</td>
</tr>
<tr>
<td>F</td>
<td>0% and less than 70%</td>
</tr>
</tbody>
</table>

This instructor reserves the right to use the SafeAssign tool for written assignments (in addition to plagiarism checking services such as Turnitin, or SafeAssign, or both). It is your responsibility to be in full harmony with GMU’s Honor System and Code: [https://oai.gmu.edu/mason-honor-code/full-honor-code-document/](https://oai.gmu.edu/mason-honor-code/full-honor-code-document/)
Assignment Feedback

I endeavor to return assignments to you within a week following the given assignment / quiz (largely dependent on the length and challenge of the assignment). If you’re particularly concerned about a given assignment / quiz and would like immediate feedback, please contact me and I’ll do what I can to turn it around quickly or otherwise address your concerns.

Late Policy

Quizzes:
All quizzes are in-class. If you miss a quiz it’s up to you to contact me for possible alternative arrangements. If I okay a “make-up quiz,” it will take place the following Thursday, sometime between 6:20 and 7:10 p.m. (time limit will mirror that of the original quiz). Location: somewhere in Founders Hall area.

Presentation:
To receive allotted points towards your final grade (15 are possible), obviously you must be present for your group’s Presentation. Obviously, no “make up Presentation.”

Midterm:
You are welcome to turn the Midterm in late. The penalty is a 10 percent daily subtraction from the maximum score possible. If the Midterm 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.

Final:
Due to time pressures I am under in terms of submitting final grades, the Final must be submitted on or before the due date and time. The alternative means moving the due date for the Final up in time. I am assuming most students prefer more time. Obviously, no time extensions are possible.

Time Management Expectations

- Complete all the required materials before the week in question. That is, you should come to class having already engaged all of the required materials for that week.
- I appreciate that many students work demanding jobs and that it may be challenging to complete all of the reading for each week. Regardless, maximizing your learning and grade potential involves consistently maintaining—in addition to attending each of our 14 class sessions—a weekly workload for the course of 8 to 9 hours, with about 75 percent of your time devoted to reading and about 25 percent of your time devoted to quiz preparation and writing. That means you should plan to be reading somewhere between 5 and 6.5 hours each week.
- Please seek my help before becoming frustrated and spending a significant amount of time to resolve an issue. While I cannot make this course simpler, I can often make things clearer to you.
Instructor Contact Info, Office Hours, and other Important Numbers / URLs

Course Instructor
Charles P. Blair (bio)
Email: cblair5@gmu.edu
Phone: 202.510.2802
Office Hours: Every Thursday, I am available from 6-7 p.m. in Founders Hall. Consider contacting me before hand to schedule an appointment and exact meeting spot.

Important Numbers and URLs
- Class location: Arlington Campus, Founders Hall, Room 478
- Class times: Thursdays: 7:20-10:00 p.m.
  - August 30 - December 6
  - No class November 22
- Sign up for the “Mason Alert Emergency Notification System:” https://ready.gmu.edu/masonalert/
- Weather Alerts (“Mason Ready”): https://ready.gmu.edu/category/advisories/

Course Policies

Course Protocols and Getting Help

Amendments to the Course
Changes to the course will be posted in the Announcements section of this course (see Blackboard) and will be mentioned during class.

 Cancelling Class on a Given Week
- **Weather derived class cancellation:** Sign up for the “Mason Alert Emergency Notification System:” https://ready.gmu.edu/masonalert/
- **An unexpected issue with your professor:** In the event I am unable to hold class, assuming I’m not dead, I’ll notify the class via Blackboard Announcement as early as possible and will follow up by calling you all personally. Regarding the latter: make sure that the number you have listed with GMU (I only have access to what you list as your “Primary”) is up to date. While I don’t anticipate cancelling class, it is not unheard of. The thing that disturbs me the most is the idea that someone would make all the effort to get to class, only to find it cancelled. I naturally cringe at the idea. Best solutions: 1) before you head out for class each week, check Blackboard for any last-minute
Students are 100 percent responsible for personally addressing what they might have missed vis-à-vis a class absence. While not required, I do appreciate it when students inform me beforehand (e.g., via email) that they will be missing class. Ditto with being significantly late: notification is certainly not required, but it is appreciated.

**Course Communication**

When you have a question about an assignment or a question about the course: post your question in the course’s “Syllabus & Assignment Question” forum or feel free to contact me directly (via email or phone).

**Email Etiquette**

- Per University policy: when communicating with me electronically, **only use your GMU account**. In other words, **do not contact me via email using any email platform except Mason’s**.

- Please read this brief article: Molly Worthen, “**U Can’t Talk to Ur Professor Like This**”, *New York Times*, May 13, 2017. As someone born in the mid-1960s, my perceptions of what is “polite” might be different from those born in later generations. Regardless, at one point or another in your career, you might have a colleague or boss that is my age. Simply communicate with me as you would a professional colleague or “boss.” That means:
  - Some kind of greeting (e.g., “Hi Professor Blair,”)
  - Some kind of closing followed by your name (e.g., “Thank you for explaining what to look for in a shampoo with a good pH balance, Student X”).
  - Acknowledging receipt of an important email from me. If a colleague you rarely see in person sent you a relatively important document, would you email them back to confirm receipt and, maybe, even thank them? Hopefully, your answers are: yes, and yes. Treat me the same way. If, for example, I send you an email with my assessment of your Midterm, email me back a (hopefully) friendly note acknowledging receipt. I realize that some professors may not like getting their perception of too many emails from students. I don’t often have those perceptions, so email away, especially when it comes to my getting verification from you that you’ve received my feedback or whatever.
  - You don’t need to be overly formal with me (really!)—just be mindful that I may have different “group norms”\(^3\) in terms of what is polite and impolite. I can

---

adjust as needed my habits but here I ask that you consider any necessary
reciprocal adjust on your end as needed.

Questions about Course Activity, the Syllabus, and Assignments

For questions regarding course activities, the syllabus and assignments that could be of
general interest to other students, please post those in the Discussion forum (Blackboard >
Discussion Forum > Syllabus and Assignment Questions). If you have a question regarding
course activities and assignments of a personal nature, please send an email message to me
and observe the following guidelines:

▪ If it’s an initial email from you or a response from a new email from me: please use a
proper salutation and valediction (see Worthen article above).
▪ Keep messages cogent and reasonably concise.
▪ Sign your full name (the sender’s email is not always obvious and, given the size of
this class, I may have students with identical / similar first names).

Feel free to contact me with comments, questions, and concerns. My email responses will be
sent to you via your GMU email account, so you should be in the habit of checking that
account every day, or you should ensure that your GMU email account forwards messages to
another account of your choice.

Excluding weekend, email messages are typically responded to within 24 hours. If you have a
more time-pressing need to communicate, please don’t hesitate to call me. Ditto if you
haven’t heard back from me after 24 hours (excluding weekends): please follow up!

Phone & Text Communication

The phone remains an excellent way to talk about detailed or straight-forward issues! I’m a
big fan of the phone; writing out answers takes several times longer on my part and one is
still not often guaranteed that both parties are in harmony about what exactly the question
is and if the “answer” provided is, in fact, a useful response. My phone usually remains on
silent, so calling doesn’t disturb me. Just leave a message with a few good times to call you

Please do not text me.

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:
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.

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.

https://oai.gmu.edu/mason-honor-code/
**TOP Table — Semester Overview Table**

<table>
<thead>
<tr>
<th>W 1</th>
<th>W 2</th>
<th>W 3</th>
<th>W 4</th>
<th>W 5</th>
<th>W 6</th>
<th>W 7</th>
<th>W 8</th>
<th>W 9</th>
<th>W 10</th>
<th>W 11</th>
<th>W 12</th>
<th>W 13</th>
<th>W 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
</tr>
</tbody>
</table>

| 8/30 | 09/06 | 09/13 | 09/20 | 09/27 | 10/04 | 10/11 | 10/18 | 10/25 | 11/01 | 11/08 | 11/15 | 11/29 | 12/06 |

- Intro
- Anarchism
- Ethnonat 1
- Ethnonat 2
- FLE 1
- FLE 2
- FLE 3
- Women & Terrorism
- VNSA & Tech
- Violent Extremism
- Red Team 1
- Red Team 2
- 5th Wave?

---

**University Catalog**

*University Catalog [http://catalog.gmu.edu](http://catalog.gmu.edu)*, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs.

**Other Considerations**

If you have any other considerations I should be aware of (e.g., religious holidays), please inform me no later than 11 p.m. (EST) Sunday, September 2.

Other policies are available at [http://universitypolicy.gmu.edu/](http://universitypolicy.gmu.edu/). **All members of the university community are responsible for knowing and following established policies.**
WEEK 1: August 30, 2018

TOPICS:
1) Course Overview
2) “Terrorism:” Historical Contextualization, Definitions, And Classifications

“There are no psychological characteristics or psychopathology that separates terrorists from the general population.”

Jerold M. Post

OVERVIEW

Week 1’s class session focuses on general introductions, a detailed overview of the course, and discussions including definitions of “terrorism.” Required materials for this week—to be completed prior to our first class—offer:

1) Historical contextualization of the phenomena of terrorism—David Rapoport’s (heuristic) “Four Waves of Terrorism”;
2) Exploration of definitional challenges for “terrorist” and “terrorism;”
3) Categorizing non-state terrorist groups; and
4) Initial readings in our first-person account of the Earth Liberation Front (ELF)—Craig Rosebraugh’s, *Burning Rage of a Dying Planet*. This last resource falls under the rubric of far-left extremism; a topic we officially begin considering in Week 3.

Optional materials—recommended but not required—explore: 1) the politicization of U.S. designation of Foreign Terrorist Organizations (FTOs) (an interview with James Clapper), 2) other “terrorism” definitional issues, and, 3) via a brief video, the phenomena of terrorism from 1900-2000.

OBJECTIVES:

Successful completion of Week 1 enables you to:

• Assimilate and demonstrate the content and navigation of the course syllabus.
• Cogently navigate Blackboard vis-à-vis our course site.
• Define and summarize weekly topics and requirements, including writing, reading and viewing assignments; graded elements; and grading criteria and metrics.

An Important Note Regarding Terminology

Before going any further, we’ll benefit from extricating ourselves from the limitations and detours precipitated by counter-productive use of the term “terrorist.” Simply consider “terrorist” a sub-set of violent non-state actor. Thus, this course utilizes the latter term: Violent Non-State Actor(s) *(VNSA)*

---

- Illustrate the conceptual framework underlying David Rapaport’s “The Four Waves of Modern Terrorism.”
- Identify and articulate salient definitional challenges inherent in the terms “terrorist” and “terrorism.”

**Reminders**

As is the case with every class session on this course: arrive to class having *already* completed the required materials for that week. That is, you should arrive to class 1 having *already* completed all the required materials for Week 1; arrive to class 2 having *already* completed all the required materials for Week 2, etc.

**Assignments**

- Complete Week 1’s required materials *prior* to our first class.
  
  ⇒ First Class: Tuesday, August 28 at 7:20 p.m.
  
  ⇒ Location: Arlington Campus > Founders Hall > Room 478

- Engage Week 1’s materials (see below for full details) in this order:
  1. Read: Rapaport
  2. Optional— watch video: “100 Years of Terrorism”
  3. Read: Hoffman
  4. Optional— Read: Legrand
  5. Read: Ackerman et al.

**Note**

- **Arrive to class prepared**
  As is the case with every class session on this course: arrive to class having *already* completed the required materials for that week. That is, you should arrive to class 1 having *already* completed all the required materials for Week 1; arrive to class 2 having *already* completed all the required materials for Week 2, etc.

- **PDFs & Pagination**
  When accessing pages from *PDF* documents: note that I list reading page numbers as they appear in a given document’s *pagination*. For example, if one were to *print out* the entire document, assigned pages are those that *accompany* each page in that document (e.g., clearly marked page numbers found on page tops or lower right-hand corners).

- **Time and expectation management: Quantifying required readings**
  For each week I offer “total pages of required readings,” quantifying all the week’s required readings. While end notes are critical, and I strongly encourage you to read them, they are not typically included in the page count. See also above: *Time Management Expectations.*
**Readings**

Week 1’s total pages of required readings: 117

**REQUIRED**

Conceptualizing Eras of Terrorism
  
  ⇒ Available at: [http://international.ucla.edu/media/files/Rapoport-Four-Waves-of-Modern-Terrorism.pdf](http://international.ucla.edu/media/files/Rapoport-Four-Waves-of-Modern-Terrorism.pdf)

⇒ **Note:** If you’re a “visual kind of person,” check out this visual / interactive overview of Rapoport’s “Four Waves” before or after the above, actual Rapoport piece [https://prezi.com/j5cptaaxcsf/the-four-waves-of-terrorism-by-david-c-raapoport-2004/](https://prezi.com/j5cptaaxcsf/the-four-waves-of-terrorism-by-david-c-raapoport-2004/)

Defining “Terrorism”
  
  ⇒ Required text.

Defining “Terrorism;” The Main Categories of Non-State Terrorist Groups; and Terrorist Categories and Corresponding Sub-Categories
  
  ⇒ Available at: [https://e-reports-ext.llnl.gov/pdf/341566.pdf](https://e-reports-ext.llnl.gov/pdf/341566.pdf)

The Earth Liberation Front (ELF)
  
  ⇒ Required text

**OPTIONAL / RECOMMENDED**

Defining “Terrorism” & U.S. Designation of Foreign Terrorist Organizations
  
  ⇒ Available on: Blackboard > Weekly Materials
## Video

**Optional / Recommended**

Main Stream portrayals of terrorism: 1900-2000

- “100 Years of Terrorism,” History Channel (2000) (46 minutes).
  - Produced two years prior to the terrorist attacks of September 11, 2001, approach this 45-minute video as potentially facilitating insight(s) into how “terrorism” was presented to the general U.S. public prior to the “War on Terror.”
WEEK 2: September 6, 2018

**TOPICS:**
1. Classical Anarchism  
2. Ethnonationalist / Separatist VNSA (Part 1 of 2)  
3. VNSA Group Factors (Part 1 of 2)

**OVERVIEW**
With an eye towards precipitating insights into extant and emerging manifestations of terrorism, this week’s class explores the “First Wave” of modern terrorism—"classical" anarchism. Similarly, we begin our two-part survey of ethnonationalist / separatist VNSA. Finally, this week highlights our initial exploration (part 1 of 2) of VNSA Group Factors—a central element of this course.

Readings begin with VNSA Group Factors, followed by studies of late-nineteenth and early-twentieth century anarchist-linked terrorist attacks. Two of the course’s text again come into play this week: the Hoffman text explores ethnonationalism/separatism and we continue with Rosebraugh’s *Burning Rage of a Dying Planet*—a course resource which falls under the rubric of far-left extremism, a topic we officially begin considering next week.

Optional, not required, materials: 1) explore LGBT anarchist fighters in Syria; 2) delve deeper into the roots and manifestations of nationalism; 3). via video, provide a brief synopsis the Palestine Liberation Organization (PLO) (26 minutes).

**OBJECTIVES:**
By the end of this module you will be able to:

- Distinguish and demonstrate salient attributes of late nineteenth- and early twentieth-century VNSA adhering to ideologies of anarchism.
- Recognize, describe, and evaluate distinguishing features of four types of nationalism, including ethnonationalist / separatist VNSA.
- Memorize, classify, and illustrate functions and general characterizes of this course’s paramount typology: “VNSA Group Factors” (Part 1 of 2).

**REMINDERS**
- **Framing Questions**—Assigned students are required to follow guidelines and schedule set forth in the two PDF documents addressing Framing Questions. See: Blackboard > Assignments > Participation
- As is the case with every class session this course, arrive to class having already completed the required materials for this week.
ASSIGNMENTS

- Engage Week 2’s materials in this order:
  1. Read: Blair
  2. Read: Kassel
  3. Read: Baron
  4. Optional—Read: McKernan
  5. Read: Gardell
  6. Optional—Read: Tamir
  7. Optional—Read: Anderson
  8. Read: Hoffman
  9. Optional—Watch Video: The Palestinian Organization (26 minutes)
  10. Read: Rosebraugh

READINGS

Total pages of required readings for Week 2: ~109

REQUIRED

VNSA Group Factors
  1. Available on Blackboard > Instructor Resources

The Anarchist Wave of Terrorism: Late Nineteenth and Early Twenties Centuries
  ⇒ Available on Blackboard > Weekly Materials

The Wall Street Bombing of 1920

Four Types of Nationalism
  ⇒ Required text

Ethnonationalism / Separatism
  ⇒ Required text.
The Earth Liberation Front (ELF)

  
  ⇒ Required text

**OPTIONAL / RECOMMENDED**

**LGBT Anarchists**

  

**Nationalism**

- HIGHLY RECOMMENDED
  
  
  • Available on: Blackboard > Weekly Materials

- SEMINAL TEXT ON NATIONALISM
  
  
  • Available as eBook via GMU at: [https://quod-lib-umich-edu.mutex.gmu.edu/cgi/t/text/text-idx?c=acls;idno=heb01609.0001.001](https://quod-lib-umich-edu.mutex.gmu.edu/cgi/t/text/text-idx?c=acls;idno=heb01609.0001.001)

**VIDEO**

**OPTIONAL / RECOMMENDED**

WEEK 3: September 13, 2018

**Topics:**
1) Ethnonationalist / Separatist VNSA (Part 2 of 2)
2) Far-Left Extremism (Part 1 of 2)

**Overview:**
This week we complete our examination of Ethnonationalist / Separatist VNSA (Part 2 of 2) and subsequently begin our formal examination of Far-Left Extremism (FLE) (Part 1 of 2). The former involves investigating Kurdish paramilitary groups active in Syria and the Kurdish quasi-state of Rojava. In term of the latter (part 1 of Far-Left Extremism), we examine two seminal domestic VNSA: the Black Liberation Army (BLA) and the Symbionese Liberation Army (SLA). Additionally, we continue with the FLE group, ELF, via Rosebraugh’s *Burning Rage of a Dying Plant*.

Optional materials include salient writing of Abdullah Öcalan, a key Kurdish nationalist leader and one of the founding members of the Kurdistan Worker’s Party (PKK)—since 1997, listed as a Foreign Terrorist Organization (FTO) by the U.S. State Department. Additional optional/recommended materials offer more data and perspectives on this week’s FLE case studies: Kurdish non-state fighters (e.g., the PKK), and seminal U.S. FLE VNSA, the BLA, and the SLA.

**Objectives:**
By the end of this module you will be able to:
- Recognize, illustrate, and cogently discuss salient features of separatist Kurds, the BLA, SLA, and, via the Rosebraugh reading, ELF.

**Reminders**
- **Framing Questions**—Assigned students are required to follow guidelines and scheduling set forth in the two PDF documents addressing Framing Questions. See: Blackboard > Assignments > Participation
- **Quiz 1**: our first in class quiz in next week
  ⇒ For instructions, see: Blackboard > Assignments > Quizzes
- **Arrive to class having already completed the required materials for Week 3.**

**Assignment**
- Engage Week 3’s materials in the following order:
  1. Read Post (Nationalism and Group Identity)
  2. Read: Eppel (Kurds)
  3. Read: Markus (Kurds)
  4. **Optional**—Read: Öcalan, “Prison writings: the PKK and the Kurdish Question in the 21st Century” (Kurds)
5. **Optional**—Read: Öcalan, “The Political Thought of Abdullah Öcalan: Kurdistan, Women’s Revolution and Democratic Confederalism” (Kurds)

6. Read: Federici (Kurds)
7. Read: West (Kurds)
8. Read: “The Kurds’ precarious balancing act in Syria”
9. Read: “Twilight of the Kurds”

10. **Optional**—watch videos: “The Battle for Rojava”—Dispatches 1-3 (Kurds) (25 minutes)

11. **Optional**—Read: De Jong (Kurds)
12. **Optional**—Read Al-Tamimi (Kurds)
13. **Optional**—Read: Burrough (e.g., Black Panthers and the BLA), pp. 9-52 and 173-219

14. Read: Rosenau (BLA)
15. Read: Malkki (SLA)
16. Read: Symbionese Federation and Symbionese Liberation Army—1-page manifesto

17. **Optional**—Read: Burrough, pp. 333-360 (SLA)
18. Read: Rosebraugh (ELF)

**READINGS**

Week 3’s total pages of required readings: 129

**REQUIRED**

Nationalism and Group Identity


  ⇒ Available on: Blackboard > Weekly Materials

The Kurds


  ⇒ Chapter 7: "The Kurds and the New Middle East after the Ottomans"

  ⇒ Available on: Blackboard > e-Reserves


• Metin Gurcan, “The Kurdistan Freedom Falcons: A Profile of the Arm’s-Length Proxy of the Kurdistan Workers’ Party,” *CTC Sentinel* 9, no. 3 (July 2016).

  ⇒ Available on: Blackboard > Weekly Materials

• Kate West, “The Female fighters of the PKK,” *Middle East Eye*, July 31, 2015.
  ⇒ Available at: [http://www.middleeasteye.net/in-depth/features/female-guerrilla-fighters-pkk-2044198184](http://www.middleeasteye.net/in-depth/features/female-guerrilla-fighters-pkk-2044198184) [3 pages]

  ⇒ Available on: Blackboard > Weekly Materials

**The Black Liberation Army (BLA)**

• William Rosenau, “‘Our Backs Are Against the Wall’: The Black Liberation Army and Domestic Terrorism in 1970s America,” *Studies in Conflict & Terrorism* 36, no. 2 (February 2013): 176-192.
  ⇒ Available on: Blackboard > Weekly Materials

**The Symbionese Liberation Army (SLA)**

  ⇒ Available on: Blackboard > Weekly Materials

• Symbionese Federation and Symbionese Liberation Army, “Declaration of Revolutionary War & the Symbionese Program,” August 21, 1973 (SLA manifesto flyer). (1 page)
  ⇒ Available at: [https://www.freedomarchives.org/Documents/Finder/DOC514_scans/514.SLA.DeclareWar.8.21.73.flyer.pdf](https://www.freedomarchives.org/Documents/Finder/DOC514_scans/514.SLA.DeclareWar.8.21.73.flyer.pdf)

**The Earth Liberation Front (ELF)**

  ⇒ Required text

**OPTIONAL / RECOMMENDED**

**Rojava / Kurds**

  ⇒ Available at: [https://www.crisisgroup.org/middle-east-north-](https://www.crisisgroup.org/middle-east-north-)
Overview: Domestic Left-Wing Political Violence in the U.S. in the late 1960s and early 1970s

- HIGHLY RECOMMENDED
  ⇒ Chapter 1: “The Revolution Ain’t Tomorrow It’s now. You Dig?”
  ⇒ Available on Blackboard > Weekly Materials

The Black Panthers

- HIGHLY RECOMMENDED
  ⇒ Chapter 2: “Negroes with Guns”
  ⇒ Available on Blackboard > Weekly Materials

The Black Liberation Army (BLA)

- HIGHLY RECOMMENDED
  ⇒ Chapter’s 8 and 9 (“An Army of Niggas” and “The Rise of the BLA” respectively)
  ⇒ Available as two separate PDFs at: Blackboard > e-Reserves

  ⇒ Available at: Blackboard > Weekly Materials

  ⇒ Available at: Blackboard > Weekly Materials

  ⇒ Available on: Blackboard > Weekly Materials

  ⇒ Available at: http://www.aymennjawad.org/2018/04/the-internal-system-of-the-communes-in-rojava
The Symbionese Liberation Army (SLA)

  - Chapter 15, “The Belfast of North America”
  - Available at: Blackboard > e-Reserves

**VIDEO**

**OPTIONAL / RECOMMENDED**

Kurds & Rojava

- “The Battle for Rojava: Dispatch 1,” Vice News. (7 minutes)
  - Available at: [https://www.go90.com/videos/3JvUUNRiBg](https://www.go90.com/videos/3JvUUNRiBg)
- “The Battle for Rojava: Dispatch 2,” Vice News. (10 minutes)
  - Available at: [https://www.go90.com/videos/4Ctvtha1Rmx](https://www.go90.com/videos/4Ctvtha1Rmx)
- “The Battle for Rojava: Dispatch 3,” Vice News. (8 minutes)
  - Available at: [https://www.go90.com/videos/6sQUucfFRpbg](https://www.go90.com/videos/6sQUucfFRpbg)
WEEK 4: September 20, 2018

**Topics:**
1. Far-Left Extremists (Part 2 of 2)
2. VNSA Group Factors (Part 2 of 2)

**Overview**
We begin class with Quiz 1, subsequently completing our formal—in-class—examination of VNSA Group Factors. Week 4’s main focus: part two (conclusion) of Far-Left Extremism—focusing on radical environmental and animal liberation non-state actors.

Optional / recommended materials include an excellent study on radical animal liberation groups (e.g., ALF) and a highly recommended, pro-ALF film, “You Mommy Kills Animals” (65 minutes).

**Objectives:**
Successful completion of Week 1 enables you to:
- Memorize, classify, and illustrate functions and general characterizes of this course’s paramount typology: “VNSA Group Factors”—including “Operational Objectives” and “Cross Factor Considerations.”
- Recognize, illustrate, and cogently discuss salient features of two radical environmental and animal liberation movements: the Earth Liberation Front (ELF) and the Animal Liberation Front (ALF).

**Reminders**
- **Quiz 1:** This week—in class.
- **Framing Questions**—Students are required to follow guidelines and scheduling set forth in the two PDF documents addressing Framing Questions.
  See: Blackboard > Assignments > Participation

**Assignments**
- Prepare for Quiz 1
  ⇒ See: Blackboard > Assignments > Quizzes
- Engage Week 1’s materials (see below for full details) in this order:
  1. Read: Blair, “VNSA Group Factors”
  2. Read: Ackerman, et al.
  3. Read: Liddick
  4. Read: “ALF Primer”
  5. Optional—Read: Flukiger
  6. Optional—Watch: Your Mommy Kills Animals
  7. Read: Rosebraugh
### READINGS

Week 4’s total pages of required readings: ~ 142

#### REQUIRED

**VNSA Group Factors**
- Blair, “VNSA Group Factors:” 9-11
  - Students are required to access and read all materials referenced on
  pages 10-11 (under the heading, “Cross-Factor Considerations”). Thus,
  reading total ~ 19 pages.
  - Available on: Blackboard > Instructor Resources
- “Operational Objectives,” in Gary Ackerman et al., “Assessing Terrorist
  Motivations for Attacking Critical Infrastructure,” (Lawrence Livermore
  - Available at: [https://e-reports-ext.llnl.gov/pdf/341566.pdf](https://e-reports-ext.llnl.gov/pdf/341566.pdf)

**Radical Environmental and Animal Liberation Movements**
- Donald D. Liddick, *Eco-Terrorism: Radical Environmental and Animal
  - Available on: Blackboard > Weekly Materials
- ALF Primer 3rd ed. (15 pages)
  - Available on: Blackboard > Weekly Materials
- Craig Rosebraugh, *Burning Rage of a Dying Planet: Speaking for the Earth
  - Required text

#### OPTIONAL / RECOMMENDED

**Radical Animal Liberation Movements**
- Jean-Mark Flukiger, “The Radical Animal Liberation Movement: Some
  - Available at: [http://muse.jhu.edu.mutex.gmu.edu/journals/journal_for_the_study_of_radicalism/v002/2.2.flukiger.pdf](http://muse.jhu.edu.mutex.gmu.edu/journals/journal_for_the_study_of_radicalism/v002/2.2.flukiger.pdf)

#### VIDEO

**OPTIONAL AND HIGHLY RECOMMENDED**

**Animal Liberation Front**
- “Your Mommy Kills Animals,” Produced by Curt Johnson (2007). (65 minutes)
  - Available at: [https://www.youtube.com/watch?v=9w-KCCFsmdE](https://www.youtube.com/watch?v=9w-KCCFsmdE)
WEEK 5: September 27, 2018

TOPIC:
Far-Right Extremism: Part 1 of 3

Nationalism thinks in terms of historical destinies, while racism dreams of eternal contaminations, transmitted from the origins of time through an endless sequence of loathsome copulations.

Benedict Anderson

OVERVIEW

Having explored turn of the century violent anarchists, ethno-nationalist/separatist VNSA, and far-left extremists, we now turn to far-right extremism (FRE). This week we primarily focus on post-World War II history of British and American FRE. After two preparatory readings on its author and the book’s continuing salience to the contemporary FRE milieu, students begin reading the late William Pierce’s The Turner Diaries—a novel, aptly termed, “guru in literary form” by the noted psychiatrist Robert Jay Lifton.

Optional materials include an excellent 2000 Rolling Stone article on William Pierce (“The Guru of White Hate”) and, from 2000, a video, “Nazi America: A Secret History”—dated but still keenly salient given recent events vis-à-vis U.S. white separatism/supremacism.

OBJECTIVES:

Successful completion of Week 5 enables you to:

- Identify, compare, and contrast historically salient—“neo-Nazi”—theories, individuals, and events in post-World War II America and Great Britain.
- Recognize and explain the origins, opening plot, and contemporary salience of The Turner Diaries.

REMINdERS

- Framing Questions—Students are required to follow guidelines and scheduling set forth in the two PDF documents addressing Framing Questions.
  ⇒ See: Blackboard > Assignments > Participation
- Midterm—Your Midterm is due no later than 11 p.m. EST, Sunday, October 14.


6 The author of The Turner Diaries appears as, “Robert Macdonald.” However, Andrew Macdonald was a pseudonym used by the late Dr. William J. Pierce (1933-2002), a former physic professor (University of Oregon, Corvallis) and founder of the seminal—but now largely defunct—neo-Nazi organization, the National Alliance.
Assignments

- Engage Week 1’s materials (see below for full details) in this order:
  1. Read: Blair (Defining “Far-Right-Wing”)
  2. Read: Goodrick-Clarke (post-W.W.II U.S. and British FRE)
  4. Optional — Watch: “Nazi America: A Secret History” (1 hour 32 minutes)
  5. Optional — Read: Blythe (William Pierce — “The Guru of White Hate”)
  6. Read: Berger (continuing importance of The Turner Diaries)
  7. Read: Griffin (authors relationship with William pierce; comments on The Turner Diaries and an interview with its author).
  8. Read: Macdonald / Pierce (The Turner Diaries)

Readings

Week 1’s total pages of required readings: 182

Required

Defining “Far Right-Wing” in the context of extremism; brief history of “racism”
  ⇒ Available on: Blackboard > Weekly Materials

Early U.S. and British FRE
  ⇒ Also Available on: Blackboard > Weekly Materials

The Transforming Landscape of U.S. Racism—through the 1992 Ruby Ridge incident
  ⇒ Required text

Seminal Text to U.S. FRE: The Turner Diaries

7 Unless otherwise indicated (e.g., a URL is supplied of the material is from “required text”), all readings available via Blackboard > Weekly Materials > [Week in question]


⇒ Available on: Blackboard > Weekly Materials


⇒ Required text

**OPTIONAL / RECOMMENDED**

*William Pierce*


**VIDEO**

**OPTIONAL / RECOMMENDED**

*American Nazism: A history*


WEEK 6: October 4, 2018

**TOPIC:**
Far-Right Extremism: Part 2 of 3

“We must secure the existence of our people and a future for white children.”

David Lane *

“Bob meant business.”

Robert Griffin *

**OVERVIEW**

Week 6 continues our examination of Far-Right Extremism (FRE)—part 2 of 3. Specifically, we investigate two seminal—vastly different—FRE ideologies: Christian Identity (“Identity”) and World Church of the Creator (“Creativity”). The former, although still worthy of serious attention, has declined over the past two decades in terms of known adherents; the latter is still influential and congruous with contemporary Paganistic VNSA.

Additionally, Week 6 includes two case studies: the Covenant, the Sword and the Arm of the Lord (CSA), arguably the best armed and most vehemently anti-government domestic VNSA in American history, and the Order—an archetypical domestic far-right terrorist group fleetingly, but spectacularly, active in the mid-1980s. In class, we watch a documentary on the Order and its leader, the U.S. FRE’s most sanctified “martyr”—Robert Mathews. Note: this week students also have a required audio piece (bookended with commentaries by William Pierce—author of *The Turner Diaries* and founder of the National Alliance (NA)—and the seminal 1983 Arlington speech to the NA by Order founder, Robert Mathews, “A Call to Arms.” (23 minutes total required audio).

Optional materials include:

1) A deeper look at World Church of the Creator: criminologist George Michael’s “RAHOWA! [Racial Holy War] and, suitably, founder of WCOC, Ben Klassen’s original classic, “RAHOWA.”

2) More on the Order; specifically, one-time member David Lane’s influential prison writings and his massively influential “14 words”—George Michael’s, “David Lane and the Fourteen Words.”

3) Two pieces examine “leaderless resistance”—a concept that is now commonplace but at one time the notion of building a U.S. domestic resistance movement

---

*The so-called “14 words.” See, for example, [https://www.adl.org/education/references/hate-symbols/14-words?referrer=https%3A/t.co/RQTFn9C7](https://www.adl.org/education/references/hate-symbols/14-words?referrer=https%3A/t.co/RQTFn9C7)

significantly based on autonomous cells was novel. Aryan Nations comrade and Ku Klux Klan Grand Dragon Louis Beam wrote the seminal text—“Leaderless Resistance” (studied and emulated by, among other, ELF and ALF). Additionally, I’ve added a related, optional course, reading by the noted terrorism scholar Jeffrey Kaplan—“Leaderless Resistance”

4) Speaking of Aryan Nations, check out the optional yet highly recommended (especially in terms of salient VNSA Group Factors) piece: noted sociologist Robert Balch’s, “The Rise and Fall of Aryan Nations: A Resource Mobilization Perspective.”

5) Finally, I’ve added a highly recommended reading on The Turner Diaries author William Pierce and his National Alliance—FRE scholar Martin Durham’s, “From Imperium to Internet: the National Alliance and the American Extreme Right.”

OBJECTIVES:

Successful completion of Week 6 enables you to:

- Recognize, describe, compare, contrast, and assess “Creativity” and “Identity,” it’s founders, practitioners, and contributions to far-right extremism.
- Define, compare, contrast, and analyze key players, doctrines, actions, and legacies of two U.S. domestic VNSA: 1) the Covenant, the Sword, and the Arm of the Lord (CSA) and 2) the Order.
- Optional / Recommended: identify and summarize origins, perceived meanings, and uses of “Leaderless Resistance” within the FRE and beyond.
- Optional / Recommended: demonstrate and analyze how resource mobilization (a key VNSA Group Factor) found manifestation with Aryan Nations (e.g., its impact on AN’s Organizational Lifecycle Status).
- Optional / Recommended: recognize, illustrate, and appraise the development of the National Alliance, especially with regard to widespread use of the Internet.

REMINDERS

- Framing Questions—Students are required to follow guidelines and scheduling set forth in the two PDF documents addressing Framing Questions.
  ⇒ See: Blackboard > Assignments > Participation
- Midterm—Your Midterm is due a week from this Sunday: no later than 11 p.m. EST, October 14.
  ⇒ For instructions, see: Blackboard > Assignments > Midterm

ASSIGNMENTS

- Engage Week 6’s materials in this order (see below for full details):
  1. Read: Goodrick-Clarke (Identity and Creativity)
  2. Optional—Read: Michael (“RAHOWA!”[Creativity])
  3. Read: Barrouquere (“Judge: Creativity isn’t a Religion”)
4. Read: Blair (“Pastor Pete’s Sermon” — Identity)
5. Read: Stern (“The Covenant, the Sword, and the Arm of the Lord” — Identity VNSA)
6. Optional — Read: Balch (Aryan Nations and [Identity] Church of Jesus Christ Christian)
7. Read: Griffin (Bob Mathews and the Order including an interview with William Pierce)
9. Read: Gardell (David Lane and the Order).
10. Optional — Read: Michael (“David Lane and the 14 Words”)
11. Optional — Read: Beam (Leaderless resistance)
12. Optional — Read: Kaplan (Leaderless resistance)
13. Read: Macdonald/Pierce (The Turner Diaries)
14. Optional — Read: Durham (William Pierce, the National Alliance, and the Internet)

**Readings**

Week 1’s total pages of required readings: 152

**Required**

Christian Identity and World Church of the Creator (“Creativity”)

  

- Also Available on: Blackboard > Weekly Materials

- Brett Barrouquere, “Judge: Matt Hale’s Creativity isn’t a religion under the Constitution,” Hatewatch, Southern Poverty Law Center, April 3, 2018. (~1 page)
  
  ⇒ Available at: [https://www.splcenter.org/hatewatch/2018/04/03/judge-matt-hale%E2%80%99s-creativity-isn%E2%80%99t-religion-under-constitution](https://www.splcenter.org/hatewatch/2018/04/03/judge-matt-hale%E2%80%99s-creativity-isn%E2%80%99t-religion-under-constitution)

- Charles P. Blair, "Pastor Pete Peters’ Sermon" (2005). (3.5 pages)
  
  ⇒ Available on: Blackboard > Weekly Materials

---

10 This is a 2005 internal report I wrote shortly after attending a Christian Identity gathering in north-eastern Washington State.
Case Study: The Covenant, the Sword, and the Arm of the Lord (CSA)

  ⇒ Available on: Blackboard > Weekly Materials

The Order

  ⇒ Available on: Blackboard > Weekly Materials
  ⇒ Required text

Seminal Text to U.S. FRE: The Turner Diaries

  ⇒ Required text

**OPTIONAL / RECOMMENDED**

Leaderless Resistance

  ⇒ Available at: http://www-personal.umich.edu/~satran/Ford%206/Wk%202-1%20Terrorism%20Networks%20leaderless-resistance.pdf
  ⇒ Available on: Blackboard > Weekly Materials

World Church of the Creator

  ⇒ Available on: Blackboard > Weekly Materials

The Order

⇒ For an optional / recommended brief backgrounder on the late Pete Peters, see: https://www.splcenter.org/hatewatch/2011/07/15/influential-christian-identity-pastor-dies
• George Michael, “David Lane and the Fourteen Words,” *Totalitarian Movements and Political Religions* 10 (March 2009), no. 1: 43–61
  ⇒ Available on: Blackboard > Weekly Materials

**Aryan Nations**

  ⇒ Available on: Blackboard > Weekly Materials

**The National Alliance (William Pierce)**

• Martin Durham, “From Imperium to Internet: the National Alliance and the American Extreme Right,” *Patterns of Prejudice* 36, no. 3 (July 2002): 50 – 61.
  ⇒ Available on: Blackboard > Weekly Materials

**VIDEO**

*In Class*

The Order

• “The Order,” ABC News (1995) (47 minutes)

• Note: We will watch this video in class.

**AUDIO**

*Required*

Robert Mathews / The Order

• “A Call to Arms,” Robert Mathews, with an introduction and afterword by William Pierce
  ⇒ Available at: [https://www.youtube.com/watch?v=bYjb7iNfxqY&t=601s](https://www.youtube.com/watch?v=bYjb7iNfxqY&t=601s)
WEEK 7: October 11, 2018

TOPIC:
Far-Right Extremism: Part 3 of 3

OVERVIEW
In this concluding class investigating far-right extremism, we address four seminal—interconnected—domestic events of the 1990s: 1) Ruby Ridge, Idaho; 2) the Branch Davidians and Mt. Carmel, Waco, Texas; 3) the Oklahoma City Bombing; and 4) the “rise of the militias.” The “rise of the militias” covers two time periods, or “waves”—1993-2000 and 2009 through present. Accordingly, this week students also complete The Turner Diaries.

Additionally, we examine the July 22, 2011, Norway attacks by far-right—“lone wolf”—extremist, Anders Breivik. Years in the planning, Breivik successfully detonated a large car-bomb within Norway’s government center in Oslo (killing eight and injuring over 200). Less than two hours later, Breivik—seeking to target the children of government officials he perceived as enabling “Muslim” immigration into Norway—took a ferry to the Norwegian island Utøya. Housing a summer camp for the children of Norway’s ruling Labor Party, Breivik methodically hunted and killed 68 people while injuring at least 110—all mostly children under the age of 18. Breivik’s actions, precipitating the largest violent death toll in Norway since World War II, were well planned and precisely orchestrated. All of his known operational objectives were at least partially met.

Optional / recommended materials include:

- Video on the April 1995 bombing of the Murrah Federal Building in Oklahoma City, Oklahoma, and it’s primary known perpetrator—Timothy McVeigh.
- An interview with William Pierce, author of The Turner Diaries, a novel that directly inspired McVeigh’s bombing of the Murrah Federal Building.
- Two excellent articles on Anders Breivik and his July 2011 attacks in Norway, including a seminal article by Swedish scholar Mattias Gardell (author of Gods of the Blood) and a separate study assessing the dynamics of Breivik’s targeting process.
- Access to Breivik’s treatise (released hours before his attacks)—“2083: A European Declaration of Independence.”
- A brief article examining the rise of British neo-Nazi’s (think of it as a bookend for our investigation of the origins of British neo-Nazism that began in Week 5).

Finally, don’t forget that your Midterm is due this Sunday (no later than 11 p.m. EST, October 14). For instructions and submission details, see: Blackboard > Assignments > Midterm

OBJECTIVES:
Successful completion of Week 7 enables you to:

Examining Terrorist Groups | DRAFT Syllabus | BIOD -722 | GMU | Fall 2018 | LU: 07/14 | ©CP Blair
Identify, cogently illustrate, and keenly assess the salience of, and actors involved in: Ruby Ridge, Idaho; the Estes Park gathering; Mt. Carmel, Waco, Texas; the Oklahoma City Bombing; the Fort Smith sedition trial; the rise and decline of the “first wave” of militias; and the rise of the militias “second wave” (including the 2016 “Crusaders” plot).

Identify and summarize Anders Breivik, his ideology, and the event in and near Oslo, Norway—July 22, 2011.

**REMINDERS**

- **Midterm**—Your Midterm is due this Sunday: no later than 11 p.m. EST, October 14.
  ⇒ For instructions and submission details, see: Blackboard > Assignments > Midterm

- **Framing Questions**—Students are required to follow guidelines and scheduling set forth in the two PDF documents addressing Framing Questions. See: Blackboard > Assignments > Participation

**ASSIGMENTS**

- **Finalize and submit your Midterm**—Your Midterm is due this Sunday: no later than 11 p.m. EST, October 14.
  ⇒ For instructions, see: Blackboard > Assignments > Midterm

- **Engage Week 7’s materials in the following order:**
  1. Read: Gardell, *God of the Blood* (Ruby Ridge; Estes Park Gathering; Waco; Richard Snell; Oklahoma City; and the Fort Smith sedition trial)
  2. Read: Blair, “U.S. Right-Wing Extremism” (Ruby Ridge; Estes Park; Mount Carmel and the Rise of the Militias [Waves 1 and 2])
  3. Read: Griffin—(comments on Timothy McVeigh and an interview with William Pierce about McVeigh and the 1995 Oklahoma City bombing)
  4. Read: Blair, “Pathological Legacy of the Oklahoma City Bombing”
  5. **Optional (Very Highly Recommended)**—watch either “Terror from Within” (45m) or “Oklahoma City” (1h 40m), or both
  6. **Optional (Very Highly Recommended) — read:** Gardell, GOTB, 324-343.
  7. Read: Blair, “Looking Clearly at Right-Wing Terrorism”
  8. Read: Gonoways (“The Crusaders”—2016 Kansas City Plot)
  9. Read: “The Year in Hate [2017]”
  10. Watch—video: “Norway’s Massacre” (59m)
  11. **Optional—read:** Gardell, “Crusader Dreams”
  12. **Optional—read:** Hemmingby and Tora Bjørgo
  13. **Optional—skim:** Ander’s Breivik, “2083”
  14. **Optional—read:** Gallagher, “British Neo-Nazi Are on the Rise”
  15. Read: Macdonald/Pierce
READINGS

Week 1’s total pages of required readings: 110

REQUIRED


  ⇒ Required text

  ⇒ Available on: Blackboard > Instructor Resources

  ⇒ Available at: [http://thebulletin.org/pathological-legacy-oklahoma-city-bombing8200](http://thebulletin.org/pathological-legacy-oklahoma-city-bombing8200)

  ⇒ Available at: [https://thebulletin.org/looking-clearly-right-wing-terrorism7232](https://thebulletin.org/looking-clearly-right-wing-terrorism7232)


- “The Year in Hate (covering 2017),” Southern Poverty Law Center, February 21, 2018. (3 pages)

Seminal Text to U.S. FRE: *The Turner Diaries*

  ⇒ Required Text

OPTIONAL / RECOMMENDED

Highly Recommended—9/11, the FRE and beyond: “Globalization, Aryan Paganism, and Romantic Men with Guns”
### British Neo-Nazis circa 2018
  
  ⇒ Available [here](#).

### Anders Breivik and the 2011 Norway Attacks
  
  ⇒ Available on: Blackboard > Weekly Materials
  
  ⇒ Available on: Blackboard > Weekly Materials

### Breivik and Terrorist Targeting Processes
  
  ⇒ Available on Blackboard > Weekly Materials

### Video
#### In-Class
Anders Breivik and the 2011 Norway Attacks
- “Norway’s Massacre,” BBC—This World, 201 (59 m)

#### Recommended / Optional
Oklahoma City Bombing
  
  ⇒ Available at: [https://www.youtube.com/watch?v=tT5PS_cljgo](https://www.youtube.com/watch?v=tT5PS_cljgo)

- Barak Goodman, “Oklahoma City,” 2017 (1h 40m)
  
  ⇒ Available via NetFlix and PBS
WEEK 8: October 18, 2018

TOPIC:
Women and Violent Non-State Extremism

OVERVIEW

Data over the past several decades indicate a sharp rise in the role of women in violent incidents perpetrated by non-state actors. The noted academic, communication expert, and terrorism researcher, Mia Bloom points out (in a required piece for this week) that one outcome, of “[u]sing female recruits,” is that it, “provides the terrorist organizations with a comparative advantage, particularly the element of surprise.”11 Another manifestation, Boom notes, is that, “the requirement to shoot people that soldiers … ordinarily trained to protect can [result in] deep psychological impact disproportionate to killing adult men protect [and] can have deep psychological impact disproportionate to killing adult men.”12 This week students investigate female VNSA, in part, through the lens of seminal groups and movements. These include, 1) Chechen female fighters; 2) women of the now-disbanded Tamil separatist, Liberation Tigers of Tamil Eelam (LTTE) (including female suicide fighters); and 3) Kurdish female VNSA.

Readings for each case study have two broad components. Since you are already familiar with the Kurdish struggle, we delve straight in the specifics of female Kurdish leaders and fighters. In contrast, both case studies of Chechen female fighters and women of the LTTE are preceded by “backgrounder” materials, offering the student context and salient data for the groups.

Optional/recommended materials delve deeper into “gender politics and women in armed conflict in Syria;” the women and the LTTE; and female Internet “Recruitment to Participation in ISIS Activities.” Also, I highly recommend a piece from the Combating Terrorism Center on a 2016 Islamic State-linked female attack cell in Paris: “The 2016 French Female Attack Cell: A Case Study.”

Note: required materials for this week include two videos (8 and 28 minutes respectively).

OBJECTIVES:

Successful completion of Week 8 enables you to:

- Identify, illustrate, and assess the growing role of female VNSA using several salient groups as examples.
- Trace, compare, contrast, and summarize the dynamics of female involvement with VNSA, perceived advantages and disadvantages to such phenomena, and cultural avenues and barriers to women role in the support, planning, and, actualizing of terrorism incidents.

12 Ibid,
REMEMBRERS

- Framing Questions—Students are required to follow guidelines and scheduling set forth in the two PDF documents addressing Framing Questions. See: Blackboard > Assignments > Participation
- Quiz 2—our second in-class quiz is next week. For instructions, see: Blackboard > Assignments > Quizzes

ASSIGMENTS

- Engage Week 8’s materials (see below for full details) in this order:
  1. Read: Bloom (Overview: women and terrorism)
  2. Read: Mirolev (Chechnya: Background)
  3. Read: Murphy (Chechen female fighters)
  4. Read: “Liberation Tigers of Tamil Elam [LTTE],” Mapping Militant Organizations (Background: LTTE)
  5. Read: O’Connor (Women and the LTTE)
  6. Optional—Read: Herath (Women and LTTE)
  7. Read: Lemmon (Kurdish female leaders and fighters)
  8. Watch: “How Kurdish women soldiers are confronting ISIS on the front lines” (8 minutes)
  9. Watch: “Fear Us Women” (Kurdish and pro-Kurdish female fighters) (28 minutes)
  10. Optional—Read: Lemmon (Foreign female fighters and the Kurds)
  11. Optional—Watch: “Women Warriors in Kurdistan” (52 minutes)
  12. Optional—Watch: “The Women of Rojava” (8 minutes)
  13. Optional—Read: Simcox (ISIS-linked Paris female attack cell)
  14. Optional—Read: Windsor (Female Internet Recruitment—ISIS)
  15. Optional—Read: Solomon (Gender and identity in civil-war Syria)
**Readings**

Week 8’s total pages of required readings:

**Required**

**Introduction / Overview**
  ⇒ Available on: Blackboard > Weekly Materials

**Backgrounder: Chechnya**
- Mansur Mirovalev, “Chechnya, Russia and 20 years of conflict,” Aljazeera, December 11, 2014. (2 pages)
  ⇒ Available at: https://www.aljazeera.com/indepth/features/2014/12/chechnya-russia-20-years-conflict-2014121161310580523.html

**Chechen Women**
  ⇒ Chapter 5, “The Sisterhood”
  ⇒ Available on: Blackboard > e-Reserves

**Backgrounder: Liberation Tigers of Tamil Eelam (LTTE)**
- “Liberation Tigers of Tamil Elam,” Mapping Militant Organizations, last updated, July 8, 2015. (5 pages)
  ⇒ Available at: http://web.stanford.edu/group/mappingmilitants/cgi-bin/groups/view/225

**Women and the LTTE**
  ⇒ Available on: Blackboard > Weekly Materials

**Kurdish Women**
  ⇒ Available at: https://www.defenseone.com/ideas/2018/02/inside-worlds-most-radical-experiment-womens-rights/145760/
2016 Paris Female Attack Cell

- HIGHLY RECOMMENDED
  ⇒ Available at: [https://ctc.usma.edu/2016-french-female-attack-cell-case-study](https://ctc.usma.edu/2016-french-female-attack-cell-case-study)

Kurdish Women


Gender and Armed Conflict in Syria


- HIGHLY RECOMMENDED
  ⇒ Available on: Blackboard > Weekly Resources

Liberation Tigers of Tamil Eelam (LTTE)

  ⇒ Chapter 6: “Ah-lu-mai Equality and Empowerment of The New Woman, Puthumai Pen
  ⇒ Available at: [http://etheses.lse.ac.uk/2314/1/U615261.pdf](http://etheses.lse.ac.uk/2314/1/U615261.pdf)

Female Internet Recruitment—ISIS

- Leah Windsor, “The Language of Radicalization,” *Terrorism and Political*

---

13 From the article, “The images of women fighting Islamist male aggressors aroused outrage, admiration, and pity among observers. But had all Kurdish fighters been male or had women fought for ISIS, viewers might have reacted differently. To examine some of the most widely disseminated gendered pictures and videos of the Syria uprising in the media, this article draws on Mohja Kahf’s three categories, which typify how Muslim women, Arab women, or both are perceived by the Anglophone reading and viewing public: the first is victims; the second, escapees; and the third, pawns of patriarchy and male power. While this typology helps in examining gendered images of the Syrian uprising, it also obscures the socioeconomic realities on the ground.” Edith Szanto, “Depicting Victims, Heroines, and Pawns in the Syrian Uprising,” *Journal of Middle East Women’s Studies* 12, No 3, (November 2016): 306.
VIDEOS

REQUIRED

Kurdish Female Fighters

- “How Kurdish women soldiers are confronting ISIS on the front lines,” PBS News Hour, May 3, 2015. (8 minutes)
  ⇒ Available at: https://www.pbs.org/newshour/show/kurdish-women-soldiers-confronting-fears-isis

- “Fear us Women,” go90, (28 minutes)
  ⇒ Available at: https://fearuswomen.com/

OPTIONAL / RECOMMENDED

Kurdish Female Fighters

- “Women Warriors in Kurdistan,” Nissy Koye and Hanna Bohman, Simon Frasier University, 2015. (52 minutes)
  ⇒ Available at: https://www.youtube.com/watch?v=xSXAtb9C4Sg

- “The Women of Rojava,” Carnegie Middle East Center, May 23, 2017. (8 minutes)
  ⇒ Available at: https://www.youtube.com/watch?v=3ENSPmmEELU
  ⇒ Also available at: https://carnegie-mec.org/diwan/70040
WEEK 9: October 25, 2018

TOPICS:
Neo-Anarchism and Anti-Technology Extremism

“You ask how I would justify action that are against the law. Law is a code of behavior designed to preserve the structure of a given society. If one believes that a society should not be preserved, then one has no reason to obey its laws—provided that one is willing to accept the personal risk involved in breaking the law.”

Theodore Kaczynski

OVERVIEW
Our class session being with Quiz 2. Subsequently, we examine arguably the most radical of VNSA ideologies: the destruction of civilization itself. Our first reading—“Enemy of the State: an Interview with John Zerzan”—explores “anarcho-primitivism” and contemporary anti-technology beliefs. Students then watch a video on the “Unabomber”—Theodore Kaczynski (47 minutes). Sadly, Kaczynski’s “manifesto” was only fleetingly “required reading” for those studying extremism. However, in this course students read Kaczynski’s manifesto (formally titled, “Industrial Society and its Future”—ISAIF) in its entirety. Students then watch another video (“The Singularity is Near”—39 minutes). Finally, students read a three-page article addressing examples of contemporary anti-technology VNSA.

OBJECTIVES:
Successful completion of Week 9 enables you to:
• Recognize, summarize, and analyze contemporary manifestations of anarchism and their nexus with anti-technology extremism.
• Summarize Theodore Kaczynski’s general background, domestic bombing campaign, ability to elude law enforcement for almost two decades, and the circumstances around his eventual capture.
• Explain and critique Kaczynski’s primary arguments as found in his “manifesto”—“Industrial Society and Its Future” (ISAIF).
• Discuss and assess instances of contemporary “anti-technology” VNSA and their attacks.

REMINDERS

14 To paraphrase Jacques Ellul: Are the facts analyzed in ISAIF false? Is Kaczynski’s analysis inaccurate? Are his conclusions unwarranted? Are there substantial gaps and omissions?
Quiz 2 is this week

Framing Questions—Students are required to follow guidelines and scheduling set forth in the two PDF documents addressing Framing Questions. See: Blackboard > Assignments > Participation

ASSIGNMENTS

• Prepare for Quiz 2
  ⇒ See: Blackboard > Assignments > Quizzes

• Engage Week 9’s materials (see below for full details) in this order:
  1. Read: Zerzan (contemporary “anarchism”—what I call, “Neo-Anarchism”)
  2. Optional—Read: Cellarius (Anti-technology writing circa 1863)
  3. Watch: “The Hunt for the Unabomber” (47 minutes)
  4. Read: “FC,” “Industrial Society and its Future” (The “Unabomber’s Manifesto”)
  5. Optional—Read: Confino (examines Doug Tompkins, founder of The North Face, his “battles with Steve Jobs, and why we need to dismantle our techno-industrial society”)
  6. Optional—Watch: “The Net: The Unabomber, LSD and the Internet” (1hr 55m)
  7. Watch: Magnússon, “Singularity is Near,” (39 minutes)
  8. Optional—Watch: Interview with Ray Kurzweil (10 minutes)
  10. Optional—Read: Joy (Among other things, Bill Joy is co-founder of Sun Microsystems. This seminal 2000 article explores Joy’s profound unease with technology and the future of humans)

READINGS

Week 9’s total pages of required readings: 110

REQUIRED

Conceptualizing “Neo-Anarchism” and Related Perceptions of Technology
  ⇒ Available on: Blackboard > Weekly Materials

The “Unabomber’s” “Manifesto”
  ⇒ Available on: Blackboard > Weekly Materials
Examples of Contemporary Anti-Technology VNSA

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

OPTIONAL / RECOMMENDED

“Anti-Technology” sentiments circa 1863

- Cellarius, “Darwin Among the Machines,” To the editors of The Press, Christ Church, New Zealand, June 13, 1863.
  ⇒ Available at: http://nzetc.victoria.ac.nz/tm/scholarly/tei-ButFir-t1-g1-t1-g1-t4-body.html

SEMINAL: Sun Mirosystem’s co-Founder addresses the perceived existential threat of technology

  ⇒ Available at: http://archive.wired.com/wired/archive/8.04/joy.html

Founder of The North Face and his perceptions that technology has stopped evolution

  ⇒ Available at: https://www.theguardian.com/sustainable-business/technology-stopped-evolution-destroying-world

VIDEOS

REQUIRED

  ⇒ Available at: https://www.youtube.com/watch?v=141zsgkvv4Y

- Sveinn Elmar Magnússon, “Singularity is Near,” (2016). (39 minutes)
  ⇒ Available at: https://www.youtube.com/watch?v=7P7ee5TF7LA

OPTIONAL / RECOMMENDED

  ⇒ Available at:
  http://search.alexanderstreet.com.mutex.gmu.edu/embed/token/05vroc9n74r34d9n

- Very highly recommended
“The Net: The Unabomber, LSD and the Internet,” Lutz Dammbecks (2003). (English and German with subtitles) (1 hour and 55m)
⇒ Available at: https://www.youtube.com/watch?v=wr5M6oEx2j4

- Interview with Ray Kurzweil, Center for Strategic and International Studies (CSIS), likely ~ 2008 (10 minutes)
  ⇒ Available at: https://www.youtube.com/watch?v=HzWLqxQptnY&app=desktop

- David Wood, London Futurists: The Lead up to the Singularity (~ 2014). (12 minutes)
  ⇒ Available at: https://www.youtube.com/watch?v=GplcPeh6JM0
WEEK 10: November 1, 2018

TOPICS:

1) Attack Modalities
2) VNSA and Technology

OVERVIEW

Students begin by identifying, defining, and applying this course’s typology of Attack Modalities—“the actual methods and techniques that terrorists choose to use when planning for and conducting an attack on particular targets.”¹⁶ Next, students explore what factors determine whether or not VNSA will seek new technology and which considerations largely determine whether or not such efforts will be successful. Case studies include VNSA of the West Bank / Gaza and the Provisional Irish Republican Army (PIRA).

Note: Students have options in terms of the required readings’ case studies. Make sure to read “Assignments” and “Readings” carefully.

OBJECTIVES:

Successful completion of Week 10 enables you to:

• Memorize, summarize and apply the 16 primary Attack Modalities used in this course.
• Recognize, summarize, and demonstrate salient factors operative in determining a given VNSA’s relationship with new technology and the likelihood of its successful adoption.
• Trace, summarize, compare, contrast, and analyze the relationships between technology and certain VNSA, including those of the West Bank / Gaza, the Provisional Irish Republican Army (PIRA), and the Revolutionary Armed Forces of Colombia (FARC).

REMINDERS

Framing Questions—Students are required to follow guidelines and scheduling set forth in the two PDF documents addressing Framing Questions.

• See: Blackboard > Assignments > Participation

ASSIGNMENTS

• Again, note that you have a choice between Case Studies. From below (#5 and #6), select either:
  ⇒ Case Study 1: Organizational Learning—The West Bank /Gaza; or

Engage Week 10’s materials (see below for full details) in this order:

1. Read: Blair, “Attack Modalities”
2. Read: Jackson, “Technology Acquisition by Terrorist Groups: Threat Assessment Informed by Lessons from Private Sector Technology Adoption.”
5. **If you selected Case Study 1: Organizational Learning—The West Bank/Gaza**, read:
   - Read: Jackson, et al., “Aptitude For Destruction,” Volume 2: 37-55, and
   - Read: Cragin, Chalk, Daly, and Jackson, “Sharing the Dragon's Teeth:” 47-69
6. **If you selected Case Study 2: Organizational Learning—Provisional Irish Republican Army (PIRA)**
   - Read: Jackson, et al., “Aptitude For Destruction,” Volume 2: 93-140
   - Read: Cragin, Chalk, Daly, and Jackson, “Sharing the Dragon's Teeth:” 71-91.

READINGS

Week 10’s total pages of required readings: 163 or 190

**REQUIRED**

**Attack Modalities**
- CP Blair, “Attack Modalities.” (total pages = 31)
  ⇒ Available at: Blackboard > Instructor Resources

**VNSA: Behaviors with Technology**
  ⇒ Available at: https://www.rand.org/content/dam/rand/pubs/reprints/2007/RAND_RP1248.pdf

**Organizational Learning and the Exchange of Technologies**

Examining Terrorist Groups | DRAFT Syllabus | BIOD -722 | GMU | Fall 2018 | LU: 07/14 | ©CP Blair
  ⇒ Available at: https://www.rand.org/content/dam/rand/pubs/monographs/2005/RAND_MG331.pdf

  • Available at: https://www.rand.org/content/dam/rand/pubs/monographs/2007/RAND_MG485.pdf

Case Study 1: Organizational Learning—The West Bank /Gaza

  ⇒ Note: This is Volume 2 (two) of the study “Aptitude for Destruction” - you accessed Volume 1 above
  ⇒ Available at: https://www.rand.org/content/dam/rand/pubs/monographs/2005/RAND_MG332.pdf

  ⇒ Available at: https://www.rand.org/content/dam/rand/pubs/monographs/2007/RAND_MG485.pdf

Case Study 2: Organizational Learning—Provisional Irish Republican Army (PIRA)

  ⇒ Available at: https://www.rand.org/content/dam/rand/pubs/monographs/2005/RAND_MG332.pdf

  ⇒ Available at: https://www.rand.org/content/dam/rand/pubs/monographs/2007/RAND_MG485.pdf
<table>
<thead>
<tr>
<th></th>
<th>W 1</th>
<th>W 2</th>
<th>W 3</th>
<th>W 4</th>
<th>W 5</th>
<th>W 6</th>
<th>W 7</th>
<th>W 8</th>
<th>W 9</th>
<th>W 10</th>
<th>W 11</th>
<th>W 12</th>
<th>W 13</th>
<th>W 14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
<td>ACCESS HERE</td>
</tr>
<tr>
<td>Intro</td>
<td>Anarchism</td>
<td>Ethnonat 1</td>
<td>Ethnonat 2</td>
<td>FLE 1</td>
<td>FLE 2</td>
<td>FRE 1</td>
<td>FRE 2</td>
<td>FRE 3</td>
<td>Women &amp; Tension</td>
<td>INATE</td>
<td>VNSA &amp; Tech</td>
<td>Violent Islamists</td>
<td>Red Team 1</td>
<td>Red Team 2</td>
</tr>
</tbody>
</table>

**OPTIONAL / RECOMMENDED**

NA

**VIDEO**

NA
WEEK 11: November 8, 2018

**TOPICS:**

1) **Religious VNSA: Violent Islamists**

---

**OVERVIEW**

As of July 15, Week 11 has not been finalized (e.g., I am still working on a guest lecturer to cover). You will be notified when Week 11 is finalized—no later than October 11.

**OBJECTIVES:**

TBD

**REMINDERS**

- **Framing Questions**—Students are required to follow guidelines and scheduling set forth in the two PDF documents addressing Framing Questions. See: Blackboard > Assignments > Participation
- **Group Presentations**: Group 1 student presentations next week; Group 2 student presentations in two weeks.
  
  ⇒ For details, see: Blackboard > Assignments > Presentations

**ASSIGNMENTS**

- Engage Week X’s materials (see below for full details) in the following order:
  
  1. TBD

**READINGS**

Week 11's total pages of required readings: TBD

**REQUIRED**

**JIHAD IN ISLAM**

  
  ⇒ Available on Blackboard > Weekly Materials

  
  ⇒ Available at: [http://currenthistory.com/Gerges_Current_History.pdf](http://currenthistory.com/Gerges_Current_History.pdf)

**ADDITIONAL READINGS TBD**
### Optional / Recommended Readings

- TBD

### Video

#### Optional / Recommended

TBD
WEEK 12: November 15, 2018

**TOPICS:**
Student Group Presentations: 1

**OVERVIEW**
This week’s class consists of student group presentations—part one of two.

**OBJECTIVES:**
Successful completion of Week 12 enables you to:

- Identify, compare, and contrast how student colleagues address the challenges of successful, fictional VNSA assembly.

**REMINDERS**

- **Student Group Presentations 2**—in two weeks.
  
  ⇒ For details, see: Blackboard > Assignments > Presentations

- **Thanksgiving Break**—no class next week. We next meet up on November 29.

**ASSIGMENTS**

- **Student Group Presentations 2** are in two weeks—November 29.

- **Get a jump on the Final**—due December 13.
  
  ⇒ No class next week
  
  ⇒ No required readings this week (Week 12) or for Week 13.
  
  ⇒ Instructions for Final available at: Blackboard > Assignments > Final

**READINGS**

**REQUIRED**

NA

**OPTIONAL / RECOMMENDED**

NA

**VIDEO**

NA
WEEK 13: November 29, 2018

**TOPICS:**
Group Presentations 2

**OVERVIEW**
This week we complete student group presentations.

**OBJECTIVES:**
Successful completion of Week 13 enables you to:
- Identify, compare, and contrast how student colleagues address the challenges of successful, fictional VNSA assembly.

**REMINDERS**
- **Quiz 3**—In-class, next week—December 6th
- **Final**—Submit no later than 11 p.m., Thursday, December 13, 2018.
  ⇒ For instructions, see: Blackboard > Assignments > Final

**ASSIGNMENTS**
Prepare for Quiz 3.

**READINGS**

**REQUIRED**
NA

**OPTIONAL / RECOMMENDED**
NA

**VIDEO**
NA
WEEK 14: December 6, 2018

**TOPIC:**

The 5th Wave of Terrorism?

“The optimist thinks this is the best of all possible worlds. The pessimist fears it is true.”

J. Robert Oppenheimer

**OVERVIEW**

Recall David Rapoport’s “Waves of Terrorism” theory. For the sake of argument, let’s assume that Rapoport’s theory is generally sound. The current—Fourth—Wave, Rapoport writes, “could disappear by 2025, at which time a new wave might emerge.” This week we address the “Fifth Wave.” Our focus primarily revolves around the following questions:

- How might one go about predicting or forecasting future developments?
- What might the Fifth Wave consist of?
- Are we already seeing signs of the Fifth Wave?

Note: This week’s topic—the Fifth Wave of Terrorism—is directly related to the Final. Consequently, before beginning this week, I recommend you (re)acquaint yourself with the Final. See: Blackboard > Assignments > Final.

**OBJECTIVES:**

Successful completion of Week 14 enables you to:

- Recognize and apply methodology(ies) addressing future events.
- Summarize and evaluate the first four Waves of terrorism (per Rapaport’s typology) in a manner that cogently informs an investigation into the Fifth Wave.
- Breakdown and estimate the chief characteristics of potential Fifth Wave candidate VNSA types.

**REMINDERS**

- **Framing Questions**—Students are required to follow guidelines and scheduling set forth in the two PDF documents addressing Framing Questions.
  ⇒ See: Blackboard > Assignments > Participation
- **Quiz 3**—Prepare for Quiz 3—in class, this week.

---

• **Final**—Submit no later than 11 p.m., Thursday, December 13, 2018.
  
  ⇒ For instructions, see: Blackboard > Assignments > Final

**Assignments**

- Prepare for Quiz 3.
- Submit your Final no later than 11 p.m., December 13.
  
  ⇒ For instructions, see: Blackboard > Assignments > Final
- Engage Week 14’s materials (see below for full details) in this order:

  **Note:** I am currently writing an article on the “Fifth Wave of Terrorism.” Consequently, as of 07/15/2018, ALL READINGS ARE TENTATIVE; some changes may occur. I’ll finalize Week 14’s readings no later than 11/15/2018.

  1. Read: Taleb
  2. Read: Sanford
  3. Read: Kurtz and Snowden
  4. Read: Barkun
  5. Read: Kaplan—“Rapoport’s Four Waves Theory (Revisited and Ever-So-Slightly Revised)”
  6. Read Lyon and Huang
  7. Read: Kaplan—“Terrorism’s Fifth Wave: A Theory, a Conundrum and a Dilemma”

**Readings**

*Note:* I am currently writing an article on the “Fifth Wave of Terrorism.” Consequently, as of 07/15/2018, ALL READINGS ARE TENTATIVE; some changes may occur. I’ll finalize Week 14’s readings no later than 11/15/2018.

Week 14’s total pages of required readings (as of 07/15/2018): 167

** REQUIRED 

**ANTICIPATING FUTURE EVENTS AND BLACK SWANS**

  
  ⇒ Available at: Blackboard > Instructor Resources
  

---

19 Unless otherwise indicated (e.g., a URL is supplied of the material is from “required text”), all readings available via Blackboard > Weekly Materials > [Week in question]

- Available at: [http://alumni.media.mit.edu/~brooks/storybiz/kurtz.pdf](http://alumni.media.mit.edu/~brooks/storybiz/kurtz.pdf)

**THE FIRST FOUR WAVES (Walls’ Georgetown Thesis)**

  - Available at: Blackboard > Weekly Materials

  - Chapter 2: “Rapoport’s Four Waves Theory (Revisited and Ever-So-Slightly Revised)”: 33-45
  - Available at: Blackboard > Weekly Materials

**THE FIFTH WAVE**

- Rod Lyon and Stephanie Huang, “Fifth wave terrorism: have predictions jumped the gun?” *The Strategist*, July 27, 2015. (2 pages)
  - Available at: [https://www.aspistrategist.org.au/fifth-wave-terrorism-have-predictions-jumped-the-gun/](https://www.aspistrategist.org.au/fifth-wave-terrorism-have-predictions-jumped-the-gun/)

  - Available at: Blackboard > Weekly Materials

  - Available at: Blackboard > Weekly Materials

  - Available at: Blackboard > Weekly Materials

**OPTIONAL / RECOMMENDED READINGS**

NA

**VIDEO**

NA
"No man should leave our universities without knowing how little he knows"

J. Robert Oppenheimer
1904-1967