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

Jacques Ellul

OVERVIEW & SYLLABUS NAVIGATION

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 page 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 the Top of this document and to its non-weekly elements:
  - Table—Semester Overview
  - Course summary, requirements (e.g., required books), and protocol
  - Instructor contact info and other important numbers / links
  - Course policies
  - University policies

1 DRAFT Syllabus — BIOD 722, Graduate Biodefense Program, George Mason University, fall 2020 | Last edited: 05/13/2020 | CP Blair — cblair5@gmu.edu or 202.510.2802
**Table—Semester Overview**  (Mason’s fall 2020 academic calendar—[here](#).)

<table>
<thead>
<tr>
<th>WEEK (Monday – Sunday)</th>
<th>TOPICS</th>
<th>GRADED ASSIGNMENTS (Excluding Weekly Discussion Board)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W 1</strong></td>
<td><strong>VNSA = Violent Non-State Actor</strong></td>
<td>Extra-Credit (Due TBD*)</td>
</tr>
</tbody>
</table>
| Week 1: Aug 24 – 30 | • Course Overview and Logistics  
• Definitions, and Classifications  
• David Rapoport’s, *The Four Waves of Modern Terrorism* | |
| **W 2**                | • Classical Anarchist VNSA  
• Nationalist/Separatist VNSA 1  
• VNSA Group Factors 1 | TDB* |
| Week 2: Aug 31 – Sept 6 | | |
| **W 3**                | • VNSA Group Factors 2  
• Coronavirus Pandemic and VNSA | TDB* |
| Week 3: Sept 7 – 13** | | |
| **W 4**                | • Nationalist/Separatist VNSA 2  
• Far-Left Extremist VNSA 1 | TDB* |
| Week 4: Sept 14 - 20 | | |
| **W 5**                | • Far-Left Extremist VNSA 2 | TDB* |
| Week 5: Sept 21 - 27 | | |
| **W 6**                | • Far-Right Extremist VNSA 1 | TDB* |
| Week 6: Sept 28 – Oct 4 | | |
| **W 7**                | • Far-Right Extremist VNSA 2 | TDB* |
| Week 7: Oct 5 - 11 | | |
| **W 8**                | • Far-Right Extremist VNSA 3 | Midterm (Due 10/18*) |
| Week 8: Oct 12 - 18 | | |
| **W 9**                | • Women and Violent Non-State Extremists | TDB* |
| Week 9: Oct 19 - 25 | | |
| **W 10**               | • Neo-Anarchist and Anti-Technology Extremist VNSA | TDB* |
| Week 10: Oct 26 - Nov 1 | | |
| **W 11**               | • VNSA and Technology: Emulation and Innovation—case studies | TDB* |
| Week 11: Nov 2 - 8 | | |
| **W 12**               | • Religious VNSA: Violent Islamists | TDB* |
| Week 12: Nov 9- 15 | | |
| **W 13**               | • TBD | TDB* |
| Week 13: Nov 16 - 22 | | |
| **Thanksgiving Break** | | |
| **W 14**               | | |
| Week 14: Nov 30 – (Sat) Dec 5 *** | • The Fifth Wave of Terrorism | TDB* |
| | | |
| Final Exam Week | • Complete and Submit your Final | Final (Due TBD) |

* No later than 11 p.m. ET  
** The University is technically closed Monday, September 7.
Recommended Prerequisites: BIOD 604 and 605. See: 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/separatist, far-left, far-right, conspiracy orientated, religious, neo-anarchists and anti-technology extremists, as well as 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 ideology, organizational learning, leadership dynamics, perceptual filters, attack modalities, and student creation of a fictional VNSA group and imaginal 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. “e-Reserves”—via Blackboard;
2. “Instructor Resources”—via Blackboard;
3. URLs in our course Syllabus; and
4. “Weekly Materials”—via Blackboard

All course materials and their locations are listed below in Weeks 1-14 (pages 10-52).

### Assignments and Grading Policy

**ASSIGNMENTS** For all assignments, see: Blackboard > Assignment Guidelines

- **Participation:**
- **TBD:**
- **Midterm:**
- **Final:**
- **Extra-Credit:** Submit a brief biography—worth two points on your final score.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due*</th>
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<tr>
<td><strong>Participation</strong>—two parts</td>
<td>TBD</td>
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<td>Equally split between A) one-time only creation and execution of a given Week’s “framing questions” and B) ongoing participate in Blackboard’s Discussion Board. Each is worth five (5) points of your final grade—cumulatively totaling 10 points. For details see: Blackboard &gt; Assignment Guidelines</td>
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<td><strong>Final</strong></td>
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| Total                       | 100 points |

**Extra-Credit:** For details see: Blackboard > Assignment Guidelines

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<th>Due*</th>
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<tr>
<td>Sept 1</td>
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*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 (ET).
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 grade and return assignments within two weeks. If you’re particularly concerned about a given assignment 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**

_TBD:_

You are welcome to turn xxx. TBD

**MIDTERM:**

You are welcome to turn the Midterm in late. The penalty is a 15 percent daily subtraction from the maximum score possible. That is, 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., 15 percent is subtracted). After 24 hours, it is considered two days late (i.e., 30 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. Thus, no time extensions are possible.

**Time Management Expectations**

- I appreciate that many students work demanding jobs and that it may be challenging to complete all of the required readings for a given week. Regardless, maximizing your learning and grade potential involves consistently maintaining—in addition to watching lectures and videos—a weekly, “outside of class” (i.e., in addition to lectures and occasional required videos), workload for the course of eight (8) to nine (9) hours, with about 70 percent of your time devoted to reading and about 30 percent of your time devoted to assignment preparation and writing.
- 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._

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B 84% and less than 88%
B- 80% and less than 84%
C 70% and less than 80%
F 0% and less than 70%
Instructor Contact Info, Office Hours, and other Numbers / URLs

Course Instructor

Charles P. Blair (bio)
Email: cblair5@gmu.edu
Phone: 202.510.2802
Office Hours: By appointment

Course Policies

Course Protocols and Getting Help

Amendments to the Course

Course content and syllabus is subject to change. Changes will be posted in the Announcements section of this course (see Blackboard).

Course Communication

When you have a question about an assignment or a question about the course: post your question via Blackboard’s Discussion Board—the “Syllabus & Assignment Question” forum. Alternative, 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 from my generation. Simply communicate with me as you would a professional colleague. 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 for a good pH balance, Student X”).
  - 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.

Generally, I can adjust my habits as needed, but here I ask that you consider any 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 via Blackboard’s Discussion Board (Blackboard > Discussion Board > Syllabus and Assignment Questions). You can post anonymously. 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 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 (202.510.2802).

- **Phone 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 back. 202.510.2802.

- **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/](http://oai.gmu.edu/)

  **Honor Code**

  Students must adhere to the guidelines of the George Mason University Honor Code. See:
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.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1412. You may seek assistance from Mason’s Title IX Coordinator, Jennifer Hammat, by calling 703-993-8730 or email cde@gmu.edu. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686 or Counseling and Psychology Services (CAPS) at 703-993-2380. The 24-hour Sexual and Intimate Partner Violence Crisis Line for Mason is 703-380-1434.

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

https://oai.gmu.edu/mason-honor-code/
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](http://registrar.gmu.edu/privacy)

**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 to 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 24 – 30, 2020

**TOPICS:**

1) Course Logistics and General 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 module focuses** on: 1) general introductions, 2) a detailed overview of the course, and 3) the course’s initial exploration of “terrorism.” Required materials for this week provide:

1) Historical contextualization of the phenomena of terrorism—David Rapoport’s “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—one of the course’s four required texts—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) (a candid interview with former Director of National Intelligence, James Clapper), 2) other “terrorism” definitional issues, and, 3) via a brief video, a pre-911 “mainstream” portrayal of the phenomena of terrorism from 1900-2000.

Be sure to take note of “Assignments” below — you have four (4). In brief:

1. A two-point extra credit exercise -- posting a bio (due Sunday, September 1 by 11 p.m. ET).

2. Sign up to take responsibility vis-à-vis leading elements of our weekly discussion board on Blackboard for one of the semester’s Weeks (3-11 or 14). It’s first come first serve, so consider prioritizing this exercise.

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3. Engage and complete Week 1’s required readings and consider optional recommended materials.

4. Participate in Week 1’s Forum via Blackboard’s Discussion Board.

For all four assignments, see immediately below: “Assignments.”

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

REMINDER
Be sure to read “Assignments” — this week and every week. See immediately below.

ASSIGNMENTS — Four (4) in Total
A. Blackboard’s Weekly Discussion Forum: Leader Sign Up
   ▪ Consider prioritizing this assignment; open for signup now. It’s first come, first serve.
   ▪ Deadline: Sunday, September 1, no later than 11 p.m. (ET).
     ➢ Note: if you do not signup by the due date, I’ll assume you have no preference and, consequently, I’ll assign you the date/Week.
   ▪ Full Instructions: Blackboard > Assignment Guidelines > Participation
   ▪ See also: Lecture 12

B. Extra-Credit (two points): Post your bio to Blackboard
   ▪ Deadline: Sunday, September 1, no later than 11 p.m. (ET).
   ▪ Full Instructions: Blackboard > Assignment Guidelines > Extra-Credit
   ▪ See also: Lecture 1.2

C. Engage Week 1’s academic materials (see below for full details of each resource, under “Lectures,” “Readings,” and “Video”)

D. Participate in Week 1’s Discussion Forum on Blackboard
   ▪ Deadline for all discussion activity: Sunday, September 1, no later than 11 p.m. (ET).
   ▪ Full Instructions: Blackboard > Assignment Guidelines > Participation Instructions
   ▪ See also: Lecture 1.2
PROCEDURE FOR WEEK’S ACADEMIC MATERIALS

Arrange this week’s materials in the following order (details immediately following):

1. Watch: Lecture 1.1
2. Watch: Lecture 1.2
3. Read: Rapoport
4. Optional/Recommended — watch video: “100 Years of Terrorism”
5. Read: Hoffman
6. Optional/Recommended — Read: Legrand
7. Read: Ackerman et al.
8. Read: Rosebraugh

LECTURES

- Lecture 1.1: Welcome and Course Navigation
  ➢ Available at: Blackboard > Weekly Modules > Week 1
- Lecture 1.2: Syllabus & Course Requirements
  ➢ Available at: Blackboard > Weekly Modules > Week 1

REQUIRED READINGS—Four (4) in total. Week 1—total pages of required readings: 117

Conceptualizing Eras of Terrorism
  ➢ Available at: 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 optional 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-rapoport-2004/

Defining “Terrorism”
  ➢ Required text.

Defining “Terrorism;” The Main Categories of Non-State Terrorist Groups; and Terrorist Categories and Corresponding Sub-Categories

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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 the page top or lower right-hand corner).
  ⇒ Available at: https://e-reports-ext.llnl.gov/pdf/341566.pdf

The Earth Liberation Front (ELF)
  ⇒ Required text

**OPTIONAL / RECOMMENDED READING**

Former Director of National Intelligence, James Clapper, and Defining “Terrorism” & U.S. Designation of Foreign Terrorist Organizations
  ⇒ Available on: Blackboard > Weekly Modules > Week 1

**VIDEO**

**OPTIONAL / RECOMMENDED**

Pre-911 mainstream portrayals of terrorism: 1900-2000
• “100 Years of Terrorism,” History Channel (2000) (46 minutes).
  ⇒ Produced two years prior to the terrorist attacks of September11, 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.”
  ⇒ Available at: http://search.alexanderstreet.com.mutex.gmu.edu/view/work/1796413
WEEK 2: August 31 – September 6, 2020

Topics:
1) Classical Anarchism
2) Nationalist/Separatist VNSA (Part 1 of 2)
3) VNSA Group Factors (Part 1 of 2)

“The outstanding common characteristic of terrorists is their normalcy.”
Martha Crenshaw⁶

Overview
With an eye towards precipitating insights into past, extant, and emerging manifestations of terrorism, this week’s class explores what David Rapoport termed the “First Wave” of modern anarchism— (“classical”) anarchism. Similarly, we begin our two-part survey of nationalist/separatist VNSA (akin to Rapoport’s Second Wave: anticolonialism). 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 texts again come into play this week: the Hoffman text, Inside Terrorism, 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 (FLE), 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) provide a brief synopsis of the Palestine Liberation Organization (PLO) (video: 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 or linked to ideologies of anarchism.
- Recognize, describe, and evaluate distinguishing features of three 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

⁷ We return to Anarchism in Week 9—specifically, salient contemporary anarchist ideologies.
### Procedure for Week’s Academic Materials

Engage Week 2’s materials in this order:
1. Read: Blair, VNSA Group Factors
2. Watch: Lecture 2.1
3. Read: Kassel
4. Read: Baron
5. Optional — Read: McKernan
6. Read: Gardell
7. Optional — Read: Tamir
8. Optional — Read: Anderson
9. Read: Hoffman
10. Optional — Watch Video: The Palestinian Organization (26 minutes)
11. Read: Rosebraugh

### Reading

Total pages of required readings for Week 2: ~109

**Required**

**VNSA Group Factors**
  - Do not distribute this document.
  - Available on Blackboard > Instructor Resources

**The Anarchist Wave of Terrorism: Late Nineteenth and Early Twentieth Centuries**
  - Available on Blackboard > Modules > Week 2

**The Wall Street Bombing of 1920**

**Three (3) General Types of Nationalism**
- Mattias Gardell, *God’s of the Blood: The Pagan Revival and White Separatism*
Ethnonationalism / Separatism
  ⇒ Required text.

The Earth Liberation Front (ELF)
  ⇒ Required text

OPTIONAL / RECOMMENDED

LGBT Anarchists
  ⇒ Available at: https://www.aljazeera.com/indepth/opinion/2017/08/decolonising-syria-called-queer-liberation-170803110403979.html

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

VIDEO

OPTIONAL / RECOMMENDED

⇒ Required text
WEEK 3: September 7 - 13, 2020

**Topics:**
1) Group-Factors (Part 2 of 2)
2) Coronavirus and VNSA
3) Far-Left Extremism (Part 1 of 2)

“There is now a broad consensus among terrorism scholars that it is not individual psychopathology but rather group and organizational psychology, with a particular emphasis on collective identity, that offers most explanatory power in understanding terrorist psychology.”

Jerrold M. Post

**Overview**
This week we complete our examination of Nationalist / Separatist VNSA (Part 2 of 2) and subsequently begin our formal examination of Far-Left Extremism (FLE) (Part 1 of 2 – see next week). We examine the precursor to today’s anti-fascist movement (Antifa): the seminal domestic FLE VNSA, the Black Liberation Army (BLA). Additionally, we continue with the FLE group, the Earth Liberation Front, via Rosebraugh’s *Burning Rage of a Dying Plant* (required text).

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, including the BLA.

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

**Reminders**
- **Prompt 1** is due this week: no later than 11 p.m., Sunday, September 15.  
  ⇒ For instructions see Blackboard > Assignment Guidelines > Prompt 1 Instructions
- **Framing Questions**—Assigned Students are required to follow guidelines and scheduling set forth for Framing Questions.
  See: Blackboard > Assignments > Participation

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ASSIGNMENT

- Engage Week 3’s materials in the following order:
  1. Read Post (Nationalism and Group Identity)
  2. ANTIFA
  3. Optional—Read: Burrough (e.g., Black Panthers and the BLA), pp. 9-52 and 173-219
  4. Read: Rosenau (BLA)
  5. Read: Malkki (SLA)
  6. Optional—Read: Burrough, pp. 333-360 (SLA)
  7. Read: Rosebraugh (ELF)
  8. Complete Prompt 1
  9. Contribute to the Discussion Board

READINGS

Week 3’s total pages of required readings: 129

REQUIRED

Nationalism and Group Identity

  ⇒ Available on: Blackboard > Weekly Materials

To Be Determined

The Black Liberation Army (BLA)

  ⇒ Available on: Blackboard > Weekly Materials

The Symbionese Liberation Army (SLA)

  ⇒ Available on: Blackboard > Weekly Materials

The Earth Liberation Front (ELF)

⇒ Required text

**OPTIONAL / RECOMMENDED**

**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

**The Symbionese Liberation Army (SLA)**


  ⇒ Chapter 15, “The Belfast of North America”

  ⇒ Available at: Blackboard > e-Reserves

**VIDEO**

NA
### WEEK 4: September 14 - 20, 2020

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

**OVERVIEW**
Week 4’s main focus: part two (conclusion) of Far-Left Extremism—focusing on radical environmental and animal rights adherents.

Optional / recommended materials include a *highly recommended*, pro-ALF film, “Your 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**
- TBD

**ASSIGNMENTS**
- 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—Watch: Your Mommy Kills Animals
  6. Read: Rosebraugh
  7. Engage in this week’s Discussion Board

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

**REQUIRED**

**VNSA Group Factors**
- Blair, “VNSA Group Factors:” 8-11
⇒ 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

⇒ Available at: https://e-reports-ext.llnl.gov/pdf/341566.pdf

Radical Environmental and Animal Liberation Movements
⇒ Available on: Blackboard > Weekly Materials
- ALF Primer 3rd ed. (15 pages)
⇒ Available on: Blackboard > Weekly Materials
⇒ Required text

Optional / Recommended

NA

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
WEEK 5: September 21 - 27, 2020

**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**
- TBD
- **Midterm**—Your Midterm is due no later than 11 p.m. EST, Sunday, October 20.
  ➞ For instructions, see: Blackboard > Assignments > Midterm

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10 The author of *The Turner Diaries* appears as, “Andrew 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)
  3. Read: Miller (Links post-W.W.II U.S. Neo-Nazi’s to Charlottesville, VA, events of August 2017 –the so-called “Unite the Right Rally” and outcomes, including the death of Heather Hayer)
  5. Optional—Watch: “Nazi America: A Secret History” (1 hour 32 minutes)
  6. Optional—Read: Blythe (William Pierce—“The Guru of White Hate”)

NOTE: The following three readings all relate to The Turner Diaries. It is difficult to overemphasize the value of reading the Berger (#7) and Griffin (#8) pieces before getting into the actual text of The Turner Diaries (#9)

7. Read: Berger (continuing importance of The Turner Diaries)
8. Read: Griffin (authors relationship with William pierce; comments on The Turner Diaries and an interview with its author)
9. Read: Macdonald / Pierce (The Turner Diaries)
10. Complete Prompt 2
11. Contribute to our Discussion Board

READINGS

Week 5’s total pages of required readings: ~180 (over one-third are from The Turner Diaries)

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
  ➞ Available on: Blackboard > Weekly Materials
  ⇒ Available 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
  ⇒ Available at: https://www.theatlantic.com/politics/archive/2016/09/how-the-turner-diaries-changed-white-nationalism/500039/
  ⇒ Available on: Blackboard > Weekly Materials
  ⇒ Required text

OPTIONAL / RECOMMENDED

Racist Science Fiction—going beyond The Turner Diaries
  ⇒ Available at: https://www.nytimes.com/2018/07/30/opinion/inside-the-world-of-racist-science-fiction.html

William Pierce (author of The Turner Diaries)

VIDEO

OPTIONAL / RECOMMENDED

American Nazism: A history
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Available at:  
http://search.alexanderstreet.com.mutex.gmu.edu/view/work/1791595
WEEK 6: September 28 – October 4, 2020

**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.”

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11 The so-called “14 words.” See, for example, [https://www.adl.org/education/references/hate-symbols/14-words?referrer=https%3A/t.co/RQTFnl9CZ7](https://www.adl.org/education/references/hate-symbols/14-words?referrer=https%3A/t.co/RQTFnl9CZ7)

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 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 of course, reading by the noted terrorism scholar Jeffrey Kaplan—“Leaderless Resistance”

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.”

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**
- TBD

**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)

8. **Listen to:** Audio— “A Call the Arms” (Robert Mathews’ speech to National Alliance: Arlington, Virginia, 1983)

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)

15. Engage in the Discussion Board

**Readings**

Week 1’s total pages of required readings: 154

**Required**

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

  
  ⇒ Available at:
  

  ⇒ 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
  

Case Study: The Covenant, the Sword, and the Arm of the Lord (CSA)

  
  ⇒ Available on: Blackboard > Weekly Materials
The Order

- **Ackerman, “Bang for the Buck,” – Order and CSA.**
    ⇒ 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%2006/Wk%202-1%20Terrorism%20Networks%20Leaderless%20Resistance.pdf](http://www-personal.umich.edu/~satran/Ford%2006/Wk%202-1%20Terrorism%20Networks%20Leaderless%20Resistance.pdf)
    ⇒ Available on: Blackboard > Weekly Materials

**World Church of the Creator**

  ⇒ Available on: Blackboard > Weekly Materials

**The Order**

- George Michael, “David Lane and the Fourteen Words,” *Totalitarian Movements and Political Religions* 10 (March 2009), no. 1: 43–61
Aryan Nations
  ⇒ Available on: Blackboard > Weekly Materials

The National Alliance (William Pierce)
  ⇒ Available on: Blackboard > Weekly Materials

**VIDEO**

*In Class*

The Order
  ⇒ Available at: https://www.youtube.com/watch?v=fXLslCcQUg4&t=1s&bpctr=1555118546

**AUDIO**

*Required*

Robert Mathews / The Order
- “A Call to Arms,” Robert Mathews, with an introduction and afterword by William Pierce
  ⇒ Available at: https://archive.org/details/BobMatthewsSpeech-1983-CommentaryByDr.WilliamLutherPiercePodcast1
WEEK 7: October 5 - 11, 2020

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

**OVERVIEW**
In this concluding class investigating far-right extremism, we address three seminal—interconnected—domestic events of the 1990s: 1) the Branch Davidians and Mt. Carmel, Waco, Texas; 2) the Oklahoma City Bombing; and 3) the “Rise of the Militias.” The latter extends over two time periods, or “waves:” 1993-2000 and 2009 through present. 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 (likely including an in-class video documentary on Breivik’s planning and execution of the attacks). 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).
OBJECTIVES:

Successful completion of Week 7 enables you to:

- Identify, cogently illustrate, and keenly assess the salience of, and actors involved in: the so-called “Estes Park Gathering;” Mt. Carmel, Waco, Texas; the Oklahoma City Bombing; 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

- TBD

ASSIGNMENTS

- Engage Week 7’s materials in the following order:
  1. Read: Gardell, *God of the Blood* (Federal law enforcement and the Branch Davidians: Mt. Carmel, Waco, Texas)
  2. Read: Blair, “U.S. Right-Wing Extremism” (Ruby Ridge; Estes Park Gathering; Mount Caramel (Waco, Texas), 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)
      a. Optional—read: Gardell, “Crusader Dreams”
  11. Optional—read: Hemmingby and Tora Bjørgo
  14. Read: Macdonald/Pierce
  15. Work on your Midterm
  16. Contribute to Blackboard’s Discussion Board

READINGS

Week 1’s total pages of required readings: 110 (72 percent reflect the *Turner Diaries*)

  ⇒ Required text
  ⇒ Available on: Blackboard > Weekly Materials
  ⇒ 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 Crusaders:” 2016 Kansas City Plot:
  Ted Gonoways, “The Only Good Muslim is a Dead Muslim,” The New Republic, May 15, 2017. (~ 12 pages)
- “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”**

  ⇒ Required text
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**

Anders Breivik and the 2011 Norway Attacks

- “Norway’s Massacre,” BBC— This World, 2012 (59 m)

**RECOMMENDED / OPTIONAL**

Oklahoma City Bombing

  
  ⇒ Available (as of July 24, however this might change, in which case, ‘Google’ the title and find an alternative URL):
  
  [https://www.youtube.com/watch?v=6ZRJaVli4gE&t=34s](https://www.youtube.com/watch?v=6ZRJaVli4gE&t=34s)

- Barak Goodman, “Oklahoma City,” 2017 (1h 40m)
  
  ⇒ Available via NetFlix and PBS
WEEK 8: October 12 - 18, 2020

**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 our (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.”\(^\text{13}\) Another manifestation, Bloom 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.”\(^\text{14}\) This week students investigate female VNSA, in part, through the lens of seminal groups and movements. These include, 1) women of ISIS\(^\text{15}\); 2) women of the now-disbanded Tamil separatist, Liberation Tigers of Tamil Eelam (LTTE, also known as the Tamil Tigers) (including female suicide fighters); and 3) Kurdish female VNSA.

Since you are already familiar with the Kurdish struggle, we delve straight in the specifics of female Kurdish leaders and fighters. In contrast, the exploration of women of the LTTE is preceded by “backgrounder” materials, offering the student context and salient data for the groups.

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

**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


\(^{14}\) Ibid,

\(^{15}\) “Hisbah played a significant role in sustaining ISIS activities. The women in Hisbah were around 1,000 -2,000 and their motivations were different.”
avenues and barriers to women’s role in the support, planning, and, actualizing of terrorism incidents.

**Reminders**
- TBD

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

**Readings**

Week 8’s total pages of required readings: ~ 97

**Required**

Introduction / Overview
  ⇒ Available on: Blackboard > Weekly Materials

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

**Women of ISIS**

  ⇒ Available on: Blackboard > Weekly Materials

**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](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/](https://www.defenseone.com/ideas/2018/02/inside-worlds-most-radical-experiment-womens-rights/145760/)

**OPTIONAL / RECOMMENDED**

**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](https://www.aljazeera.com/indepth/features/2014/12/chechnya-russia-20-years-conflict-2014121161310580523.html)

**2016 Paris Female Attack Cell**

• **HIGHLY RECOMMENDED**
Kurdish Women

  ⇒ Available at: https://www.nytimes.com/2018/03/21/opinion/anna-campbell-kurds-syria.html

Gender and Armed Conflict in Syria

  ⇒ Available at: https://www.joshualandis.com/blog/juliette-el-mir-saadeh-gender-politics-and-women-in-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

Female Internet Recruitment—ISIS

  ⇒ Available on: Blackboard > Weekly Materials

VIDEOS

10 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.
**REQUICKED**

Kurdish Female Fighters

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

**OPTIONAL / RECOMMENDED**

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](https://www.pbs.org/newshour/show/kurdish-women-soldiers-confronting-fears-isis)

- “Women Warriors in Kurdistan,” Nissy Koye and Hanna Bohman, Simon Fraser University, 2015. (52 minutes)
  ⇒ Available at: [https://www.youtube.com/watch?v=xSXAtb9C4Sg](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](https://www.youtube.com/watch?v=3ENSPmmEELU)
  ⇒ Also available at: [https://carnegie-mec.org/diwan/70040](https://carnegie-mec.org/diwan/70040)
WEEK 9: October 19 - 25, 2020

**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 begins 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/is only fleetingly “required reading” for students of 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.

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17 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?

assignments

- 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)
  12. Contribute to Blackboard’s Discussion Board

Readings

Week 9’s total pages of required readings: 105

Required

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

The “Unabomber’s” “Manifesto”

  ⇒ Available on: Blackboard > Weekly Materials

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](http://nzetc.victoria.ac.nz/tm/scholarly/tei-ButFir-t1-g1-t1-g1-t4-body.html)

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


- Founder of The North Face and his perceptions that technology has stopped evolution
  ⇒ Available at: Blackboard > Weekly Materials

### VIDEOS

#### REQUIRED

  ⇒ Available at: [https://www.youtube.com/watch?v=141zsgkvv4Y](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](https://www.youtube.com/watch?v=7P7ee5TF7LA)

#### OPTIONAL / RECOMMENDED

  ⇒ Available at: [https://documentaryaddict.com/films/theodore-j-kaczynski-the-unabomber](https://documentaryaddict.com/films/theodore-j-kaczynski-the-unabomber)

- 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](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](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: October 26 - November 1, 2020

**Topics:**
1) Attack Modalities
2) VNSA, Technology, and Organizational Learning

**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.”¹⁹ 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 Fuerzas Armadas Revolucionarias de Colombia (FARC: Revolutionary Armed Forces of Colombia)

**Reminders**

- TBD

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

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• Engage Week 10’s materials (see below for full details) in this order:
  ➢ Read: Blair, “Attack Modalities”
  ➢ Read: Jackson, “Technology Acquisition by Terrorist Groups: Threat Assessment Informed by Lessons from Private Sector Technology Adoption.”
  ➢ Read: Cragin, Chalk, Daly, and Jackson, “Sharing the Dragon's Teeth:” xiii-xvii, xxi-xxii, and 1-21.
  ➢ 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
  ➢ 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

⇒ 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
### OPTIONAL / RECOMMENDED

NA

### VIDEO

NA
WEEK 11: November 2 - 8, 2019

TOPICS:
Religious VNSA: Violent Islamists

OVERVIEW
• TBD

REMINDERS
• TBD

ASSIGNMENTS
• TBD
• Engage in this week’s Discussion Board

READINGS
• TBD

REQUIRED

OPTIONAL / RECOMMENDED READINGS
• TBD

VIDEO
• TBD
WEEK 12: November 11 - 17, 2019

**Topics:**
Group Presentations 1

**Overview**
This week we begin 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 and the planning and execution of terrorist attacks.

**Reminders**
- **Presentations**—Due this week – no later than 11 p.m. November 17
  ⇒ For instructions see: Blackboard > Assignment Guidelines > Presentations
- **Final**—Submit no later than 11 p.m., Thursday, December 7, 2019
  ⇒ For instructions see: Blackboard > Assignments > Final

**Assignments**
- **Prompt 4:** Due next Sunday, November 24, no later than 11 p.m.,
  ⇒ For instructions see: Blackboard > Assignment Guidelines > Prompts > Prompt 4
  Specific Instructions
- Begin watching your colleagues presentations (this week and next)

**Readings**
**REQUIRED**
NA

**Video**
NA
### WEEK 13: November 16 - 22, 2020

**TOPICS:**

TBD

**OVERVIEW**

TBD

**OBJECTIVES:**

Successful completion of Week 13 enables you to:

- TBD

**REMINDERS**

- TBD

**ASSIGNMENTS**

- TBD

**READINGS**

**REQUIRED**

TBD

**OPTIONAL / RECOMMENDED**

TBD

**VIDEO**

TBD
WEEK 14: December 6, 2019

**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**

This week’s required materials begin with Hoffman’s concluding chapter of *Inside Terrorism*: the implications of trends in terrorism vis-à-vis “the mercurial rise of ISIS and stubborn persistence of al-Qaeda.”

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

- What might the Fifth Wave consist of?
- Are we already seeing signs of the Fifth Wave?

Optional materials revolve around methods and approaches for predicting/forecasting and anticipating future events—including so-called “Black Swans.”

**Objectives:**

Successful completion of Week 14 enables you to:

- 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.
- *Via optional readings:* Recognize and apply methodology(ies) addressing future events.

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**Reminders**

- TBD

**Assignments**

⇒ TBD

Engage Week 10’s materials (see below for full details) in this order:
- Read: Hoffman (the future of ISIS and al-Qa’ida)
- Read: Lyon and Huang
- Read: Kaplan
- Read: Gallagher
- Read: Honig and Yahel
- Read: Pagan Payano
- **Optional**“Read:** Proshyn (Criticism of the Four Waves theory)
- **Optional**“Read:** Taleb (Anticipating Future Events And Black Swans)
- **Optional**“Read:** Sanford (Anticipating Future Events And Black Swans)
- (Highly recommended) **Optional**“Read:** Kurtz and Snowden
- Engage in this week’s discussion Board
- Submit your final

**Readings**

Week 14’s total pages of required readings: 103

**Required**

*THE FUTURE OF ISIS AND AL QA‘IDA*

  ⇒ Required text.

*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

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23 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: [https://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1584&context=jss](https://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1584&context=jss)

- Or Honig and Ido Yahel, “A Fifth Wave of Terrorism? The Emergence of Terrorist Semi-States,” *Terrorism and Political Violence* (June 2017), 1-19.
  - Available at: Blackboard > Weekly Materials

  - Available at: [https://www.linkedin.com/pulse/fifth-wave-terrorism-youth-unemployed-ill-prepared-michael/](https://www.linkedin.com/pulse/fifth-wave-terrorism-youth-unemployed-ill-prepared-michael/)

**OPTIONAL / RECOMMENDED READINGS**

**THE FIFTH WAVE**

  - Available on Blackboard > Weekly Materials

**ANTICIPATING FUTURE EVENTS AND BLACK SWANS**

  - Available at: Blackboard > Weekly Materials


  - Available at: [http://alumni.media.mit.edu/~brooks/storybiz/kurtz.pdf](http://alumni.media.mit.edu/~brooks/storybiz/kurtz.pdf)
"No man should leave our universities without knowing how little he knows"

J. Robert Oppenheimer
1904-1967