

PS 379 R: Terrorism, Fall 2008
Department of Political Science, Brigham Young University

1 Instructor Information

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2 Course Overview, Format, and Objectives

This course introduces the topic of terrorism and addresses the core ideas in studies of terrorism. We examine in detail the primary causes of terrorist acts committed both by opposition and government forces as well as counterterrorist measures taken by states and international organizations. We also focus on common misunderstandings of terrorism, such as the idea that terrorism is a group ideology or group characteristic rather than a political act. Further, we move beyond a narrow focus on Islamic terrorism, which dominates the public discourse, and consider many varieties of terrorism over time and throughout the world.

The course will enable students to develop an understanding of what terrorism is, what its causes are, and how it can be addressed. In addition to considering various theoretical approaches, we will discuss a number of instances of terrorist acts and campaigns. A research paper on a terrorist campaign of your choice will allow you to gain an even deeper perspective on terrorist behavior. These activities and assignments address the learning outcomes of the political science major by, among other things, encouraging you to (1) gain a knowledge of countries and wars, theoretically and factually, (2) write professional research papers, (3) communicate effectively in a high quality oral presentation, and (4) think critically, analytically, and synthetically. I encourage you to take time to look at the full set of political science learning outcomes, which can be accessed at: <https://learningoutcomes.byu.edu/>.

I hope that our sessions will be engaging, informative, and participatory. I eschew a strict lecture format. Instead, we will engage in a variety of activities including lectures, personal writing exercises, partner and group work, class discussions, video clips, demonstrations, problem-solving activities, and other critical thinking exercises. I value and will solicit your input on class activities both at the beginning of the semester as well as around midterm. I will make every reasonable effort to incorporate these ideas in the classroom.

3 Requirements

3.1 Required Readings

Two books are required for purchase, but other articles will be placed on e-reserve at the library and you will also be responsible for them. They are accessible here (password = fin379): <http://docutek.lib.byu.edu/eres/default.aspx>. If you are unable to access e-reserve, please visit with me as soon as possible.

Hoffman, Bruce. 2006. *Inside Terrorism*. 2nd ed. New York: Columbia University Press

Badey, Thomas. 2009. *Violence and Terrorism*. 08/09 ed. New York: McGraw-Hill.

3.2 Attendance and Participation

Attendance and participation are worth 10% of your grade. I expect all students to attend class regularly. On many days, we will spend a few minutes writing about various topics from the text or lecture. Frequently, you will hand in these writings for credit. These writing activities will enable us to think critically and they will also guide some of our discussion. I also encourage you to ask questions and make germane comments *at any time* during class. Furthermore, please finish the assigned readings *by the date* they appear in the syllabus. *If you can't find a reading, or if a link from the syllabus becomes broken, you are responsible to contact me in advance so that you can be prepared.* Read critically and be prepared to comment on the readings *each session* as I will be grading on this each time. If anyone is uncomfortable sharing ideas in class, that is fine, but instead you need to send me short emails summarizing the key argument(s) and offering critical comments/questions. Also, if your participation is/becomes infrequent or uninformed, I will invite you to submit similar emails prior to each class session. I will likely use other activities to be sure that everyone stays current on the readings.

3.3 Assignments

Students are required to give one presentation and complete two writing assignments. Details of all three assignments are listed in Appendix A. I strongly encourage you to submit a rough draft of your paper(s) at least one week prior to the due date(s). I am happy to provide initial feedback on the direction of the paper if you get it to me far enough in advance. If you turn in any rough draft less than a week in advance, I will most likely not look at it.

Presentation: With another student, you will give a ten-minute oral presentation on a terrorist group and turn in a detailed outline/paper (3–4 pages) about the group. You will be graded on the paper, the presentation, and on a peer evaluation. This assignment is worth 10% of your grade.

1st Writing Assignment: The first writing assignment requires you to examine some data on terrorism to understand trends over time as well as some important, but under appreciated, facts about terrorism. This paper will be approximately 5–6 pages in length. This assignment is worth 10% of your grade.

2nd Writing Assignment: For this assignment, you need to write a report as if you are an analyst giving risk assessments for corporations considering expanding into countries that have groups actively engaged in terror. You will need to choose a country to study, identify groups, and provide a variety of analyses. This assignment is worth 20% of your grade.

3.4 Exams

The midterm and final exams account for 50% of your final grade (20% for the midterm and 30% for the final). Both exams will consist of multiple choice, identifications, and essays. Closer to the exam dates, I will hand out more detailed information about preparing for, and taking, the exams.

3.5 Schedule of Important Dates

| Date | Assignment | Time | % of Grade |
|--------------|--------------------------|-------------|------------|
| Sep 10 | Email about syllabus | | Req. |
| Sep 17 | Choose Country (Asg 2) | | |
| Oct 6 | Assignment 1 | | 10% |
| Oct 22 | Midterm Exam | In Class | 20% |
| Dec 10 | Assignment 2 | | 20% |
| Tues, Dec 16 | Final Exam | 7–10 am | 30% |
| Varies | Presentations | In Class | 10% |
| | Attendance/Participation | Class/Email | 10% |

4 Course Policies

4.1 Make-up Exams and Assignments

No make-up exams or quizzes will be given unless either prior consent is obtained from the instructor or a valid excuse is obtained from the Dean of Students. I will consent to give makeup exams only in the case of a documented emergency or some other commensurate event.

Assignments are due *by the beginning of class* on the date indicated in the schedule. Papers arriving late will be subject to a 1/3 grade reduction (i.e., an *A* will be lowered to an *A-*, an *A-* to a *B+*, and so on). DO NOT turn in your papers (whether late or on time) by email OR by slipping them under my office door. If you turn in a paper late, you must take it to the Political Science Office (745 SWKT) and have one of the secretaries put a date/time stamp on it.

4.2 Assignment of Grades

Grades are assigned on the following scale: *A* = 94–100; *A-* = 90–93; *B+* = 87–89; *B* = 84–86; *B-* = 80–83;...*F* = 63 or lower. If you have a complaint about how your exam (or paper) was graded, I am happy to take a second look. You must type a formal appeal addressing the problem and explain clearly what you originally wrote, why you wrote it, and how you think your original response correctly answered the original question. Additionally, you must turn in the original exam (or paper) along with your typed appeal.

4.3 Online Resources

The syllabus, all grades, paper topics, lecture outlines, and more will be posted on blackboard, which is accessible through the BYU homepage. Although the lecture outlines will be posted here, do not assume that this exempts you from taking notes in class. The outlines will facilitate your note taking, but will not provide sufficient detail from which to study for exams.

4.4 Academic Integrity

Plagiarism: While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to

cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

4.5 Classroom Civility

Regrettably, a handful of students occasionally demonstrate insensitivity to other students and to instructors by disrupting classes unnecessarily. Arriving late for class, reading newspapers in class, packing up bags prior to the end of class, and cell phone use are all disruptive activities. Browsing the internet, checking email, and playing games on laptops are also inappropriate in class because you should be listening and participating. Certainly, taking notes on a laptop is appropriate, but do not waste your time or mine by getting distracted by other activities on the web. Moreover, I will not tolerate incivility of one opinion to another. It is exciting and healthy to exchange a diversity of opinions, but in no case should anyone demean another because of his or her viewpoint. If you have any questions about what classroom civility entails, please contact me.

4.6 Syllabus

Each of you needs to email me by Sept. 10 to let me know that you have read through the syllabus and that you understand all that is required of you. Also, readings and assignments for this course may be changed on an ad hoc basis. For the most part this will not happen, but if so, I will give as much notice as possible.

4.7 Other Policies

Discrimination: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk

to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Access: Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (2170 WSC, 422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

5 Tentative Course and Reading Schedule

5.1 Week 1 (Sep 3) — Syllabus

5.2 Week 2 (Sep 9 & 10) — Defining / Conceptualizing Terrorism

- Hoffman: 1-3; 20-41
- Schmid & Jongman 2008: 1-38
- Ross 2006: 1-27
- Nicholson (in Badey): 6-8
- Definition simulation
- Email me about the syllabus by the 10th

5.3 Week 3 (Sep 15 & 17) — History of Terrorism

- Hoffman: 3-20; 43-62
- Hoffman: 63-80
- Rapaport 2004: 46-73
- Morgan (in Badey): 9-16
- Email me about the country you will study for Assignment 2

5.4 Weeks 4 & 5 (Sep 22, 24, & 29) — Approaches to the Study of Terrorism

- Crenshaw 1998: 7-24
- Lake 2002: 15-29
- Post 1998: 25-40
- Victoroff 2005: 3-42
- Juergensmeyer 2001: Chps 1 & 11
- Presentation on the 22nd

5.5 Week 6 (Oct 1 & 6) — Causes of Terrorism

- Crenshaw 1981: 379–399
- Crenshaw 1987: 13–31
- Krueger & Maleckova 2003: 119–144
- Eubank and Weinberg 2001: 155–164
- Findley and Young working paper (blackboard)
- Data assignment due on October 6th
- Presentation on the 6th

5.6 Week 7 (Oct 8 & 13) — Rightist/Reactionary & Leftist/Revolutionary Terrorism

- Pedahzur, 2001: 339–359
- Crenshaw, 1972: 383–396
- McClintock, 1984: 48–84
- Price, 1977: 52–66
- Durham, 2003: 96–111
- Schonteich, 2004: 757–776
- Presentation on the 13th

5.7 Week 8 (Oct 15 & 20) — Nationalist & Religious Terrorism

- Hoffman, Chp 4: 81–130
- Byman, 1998: 149–169
- Rapaport, 1984: 658–677
- King 1998: 59–63
- Bergen and Pandey (in Badey): 134–137
- Juergensmeyer (in Badey): 138–141
- Presentation on the 20th

5.8 Midterm Exam — October 22**5.9 Week 9 (Oct 27 & 29) — State (-Sponsored) Terrorism**

- Claridge, 1996: 47–63
- Wilkinson, 1981: 467–472
- Alfoneh; El-Hokayem; Halvorssen; Kass; (all in Badey): 40–61
- Presentation on the 27th
- Writing workshop on the 29th

5.10 Week 10 (Nov 3, 5, 10, & 12) — Terrorism and Civil War

- Findley working paper (blackboard)
- Kalyvas, 2004: 97–138
- Sambanis, 2008: 1–49
- Merari, 1993: 213–251
- Presentation on the 3rd
- Writing workshop on the 5th

5.11 Week 12 (Nov 17 & 19) — Organization, Tactics, and Targets

- Hoffman, Chp 5: 131–171
- Hoffman, Chp 8: 229–256
- Sanderson, 2004: 49–61
- Kaplan (in Badey): 28–33
- Hostage crisis simulation
- Presentation on the 17th
- Writing workshop on the 19th

5.12 Week 13 (Nov 24) — Single-Issue and Female Terrorism

- Cunningham, 2003: 171–195
- Leader & Probst, 2003: 37–58
- Schwartz 1998: 483–496.
- Smallwood (in Badey): 100–103
- Bloom (in Badey): 144–149
- Presentation on the 24th

5.13 Week 14 (Dec 1 & 3) — Terrorism and the Media

- Hoffman, Chps 6 & 7: 173–228
- Wilkinson, 1997: 51–64
- Talbot (in Badey): 114–118
- Presentation on the 1st (if necessary)
- Writing workshop on the 3rd

5.14 Week 15 (Dec 8 & 10) — Counterterrorism & Future of Terrorism

- Hoffman, Chp 9: 257–295
- USIP report, 1999: 1–11
- Ross/Gurr, 1999: 405–426
- Betts, 1998: 1–8
- Hoffman (in Badey): 208–213
- Laqueur (in Badey): 214–221
- Counterterrorism simulation
- Presentation on the 8th (if necessary)
- Assignment 2 is due on December 10th

5.15 Final Exam — Tuesday, December 16, 7–10 am**References**

- [1] Badey, Thomas. 2009. *Violence and Terrorism*. 08/09 ed. New York: McGraw-Hill.
- [2] Betts, Richard. 1998. “The New Threat of Mass Destruction.” *Foreign Affairs* January/February 1998: 1–8.
- [3] Byman, Daniel. 1998. “The Logic of Ethnic Terrorism” *Studies in Conflict and Terrorism* 21(2): 149–169.
- [4] Claridge, David. 1996. “State Terrorism? Applying a Definitional Model” *Terrorism and Political Violence* 8(3): 47–63.
- [5] Crenshaw, Martha. 1972. “The Concept of Revolutionary Terrorism” *The Journal of Conflict Resolution* 26(3): 383–396.
- [6] Crenshaw, Martha. 1981. “The Causes of Terrorism.” *Comparative Politics* 13(4): 379–399.

- [7] Crenshaw, Martha. 1987. "Theories of Terrorism: Instrumental and Organizational Approaches." *Journal of Strategic Studies* December: 13–31.
- [8] Crenshaw, Martha. 1998. "The Logic of Terrorism: Terrorist Behavior as a Product of Strategic Choice." In Walter Reich (Ed) *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind*. Pp. 7–24.
- [9] Cunningham, Karla. 2003. "Cross-Regional Trends in Female Terrorism" *Studies in Conflict and Terrorism* 26: 171–195.
- [10] Durham, Martin. 2003. "The American Far Right and 9/11" *Terrorism and Political Violence* 15(2): 96–111.
- [11] Eubank, William, and Leonard Weinberg. 2001. "Terrorism and Democracy: Perpetrators and Victims." 13(1): 155–164.
- [12] Hoffman, Bruce. 2006. *Inside Terrorism*. 2nd ed. New York: Columbia University Press
- [13] Juergensmeyer, Mark. 2001. *Terror in the Mind of God*. Berkeley: University of California Press.
- [14] Kalyvas, Stathis. 2004. "The Paradox of Terrorism in Civil War." *The Journal of Ethics* 8(1): 97–138.
- [15] King, Charles. 1998. "Battling the Six Evil Geniuses of Essay Writing." *PS: Political Science and Politics* March. 59–63.
- [16] Krueger, Alan, and Jitka Maleckova. 2003. "Education, Poverty and Terrorism: Is There a Causal Connection?" *Journal of Economic Perspectives* 17(4): 119–144.
- [17] Lake, David. 2002. "Rational Extremism: Understanding Terrorism in the Twenty-First Century." *International Organization* 56(1): 15–29.
- [18] Leader, Stefan and Peter Probst. 2003. "The Earth Liberation Front and Environmental Terrorism" *Terrorism and Political Violence* 15(4): 37–58.
- [19] Merari, Ariel. 1993. "Terrorism as a Strategy of Insurgency." *Terrorism and Political Violence* 5(4): 213–251.
- [20] McClintock, Cynthia. 1984. "Why Peasants Rebel: The Case of Peru's Sendero Luminoso" *World Politics* 37: 48–84.
- [21] Pedahzur, Ami. 2001. "Struggling with the Challenges of Right-Wing Extremism and Terrorism within Democratic Boundaries: A Comparative Analysis." *Studies in Conflict & Terrorism* 24: 339–359.
- [22] Post, Jerrold. 1998. "Terrorist Psychology: Terrorist Behavior as a Product of Psychological Forces." In Walter Reich (Ed) *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind*. Pp. 25–40.
- [23] Price, Edward. 1977. "The Strategy and Tactics of Revolutionary Terrorism" *Comparative Studies in Society and History* 19: 52–66.

- [24] Rapoport, David. 1984. "Fear and Trembling: Terrorism in Three Religious Traditions." *American Political Science Review* 78: 658–677.
- [25] Rapoport, David. 2004. "The Four Waves of Modern Terrorism." In Audrey Kurth Cronin & James Ludes (Eds) *Attacking Terrorism: Elements of a Grand Strategy*. Pp. 46–73. Washington D.C.: Georgetown University Press.
- [26] Ross, Jeffrey. 2006. *Political Terrorism: An Interdisciplinary Approach*. New York: Peter Lang.
- [27] Ross, Jeffrey, and Ted Robert Gurr. 1989. "Why Terrorism Subsides: A Comparative Study of Canada and the United States." *Comparative Politics* 21(4): 405–426.
- [28] Sambanis, Nicholas. 2008. "Terrorism and Civil War." In Phillip Keefer and Norman Loayza (Eds.) *Terrorism and Development*. Cambridge: Cambridge University Press.
- [29] Sanderson, Thomas. 2004. "Transnational Terror and Organized Crime: Blurring the Lines." *SAIS Review* 24(1): 49–61.
- [30] Schmid, Alex, and Albert Jongman. 2008. *Political Terrorism: A New Guide to Actors, Authors, Concepts, Data Bases, Theories, & Literature*. 3rd paperback edition. New Brunswick: Transaction Publishers.
- [31] Schonteich, Martin. 2004. "The Emerging Threat? South Africa's Extreme Right" *Terrorism and Political Violence* 16(4): 757–776.
- [32] Schwartz, Daniel. 1998. "Environmental Terrorism: Analyzing the Concept." *Journal of Peace Research* 35(4): 483–496.
- [33] *United States Institute of Peace (USIP) Special Report*. "How Terrorism Ends." 1999.
- [34] Victoroff, Jeff. 2005. "The Mind of the Terrorist: A Review and Critique of Psychological Approaches." *Journal of Conflict Resolution* 49(1): 3–42
- [35] Wilkinson, Paul. 1981. "Can A State Be 'Terrorist'?" *International Affairs* 57(3): 467–472.
- [36] Wilkinson, Paul. 1997. "The Media and Terror: A Reassessment" *Terrorism and Political Violence* 9(2): 51–64.

A Tentative Paper Assignments

In what follows, I describe the assignments that you will need to complete for this course. Note that these may change somewhat, but I will give you advance notice. Before you work on each assignment, I will hand out any updates to clarify things that might be unclear in this version. The purpose of providing this now is so that you get a good sense of where we are going. I will also give other handouts throughout the semester on guidelines for writing and giving oral presentations. All papers need to be turned in by the beginning of class on the date they are due. I do not care what citation style you use, just be consistent and accurate. You need to upload each paper and assignment to blackboard rather than submitting a hard copy. Here are some instructions for uploading your paper to blackboard; please read and follow them as students always struggle to get things turned in with the "Turnitin" software:

1. Once you are logged into blackboard and have clicked on the link for this class, click on the Assignments button on the left of the screen.
2. Select the title of the paper you will be submitting.
3. Click on the submit icon (with the green plus sign).
4. Submit paper through uploading the file by clicking the browse button and selecting the file.
5. Make sure your name appears correctly and fill in the paper title.
6. Click the “submit” button at the bottom.
7. The next screen gives you a preview of your submitted paper. Make sure you have uploaded the correct file. As you may notice, this preview will take out any formatting you have done to the paper. Do not worry about it though because the paper that I will grade will have the original formatting.
8. **Make sure you click the “Submit Paper” button again!** Once you have successfully submitted the paper, you should see a message that says “You have successfully submitted this paper. Below is a copy of your Turnitin Digital Receipt.”

A.1 Presentation

This project requires you to research a specific terrorist organization and summarize your findings in an oral report. Students will work on this in groups. From the dates and list below, please let me know what your top three choices are for a terrorist group. Also, let me know what your top three choices are for a date to present.

1. Presentation Dates:
 - Sept 22
 - Oct 6, 13, 20, or 27
 - Nov 3, 17, 24
 - Dec 1 and 8 (only if necessary)
2. Groups that use terrorism that you can report on:
 - FLN (Algeria)
 - ETA (Basques)
 - Red Brigades
 - Provisional IRA
 - MK (South Africa)
 - LTTE (Sri Lanka)
 - PKK (Turkey)
 - Hezbollah (Lebanon)
 - Shining Path (Peru)

- FARC (Colombia)
 - Hamas (Israel)
3. Substance of the presentation:
- Organization’s historical origins
 - Ideology and objectives
 - Size, resources, area of operations
 - State sponsors
 - Notable operations
 - Preferred targets and methods
 - Current status
 - Assess whether each group is likely to achieve its objectives
4. Logistics
- 8–10 minute presentation followed by questions
 - You need to be very professional (for example, it’s ok to crack a joke, but not the whole time)
 - Practice before class
 - Distribute a handout
 - Use Powerpoint, but carefully
 - See Edwards reading on giving talks
 - The presentation is worth 10% of the grade

A.2 Assignment 1: Trends in Terrorism

For this assignment, you need to conduct some research on current trends in terrorism. To do this, you need to obtain two data sets, one from the library and the other from the Inter-University Consortium of Political and Social Research (ICPSR), and do some very basic data analysis on global terrorism.

On the library’s website, search for a database with the following search term: “ITERATE”. It will bring up one option to download. Look through the contents of the dataset and find the Excel file that has terrorist events from the 1960s to 2002 together. For the second data set, go to ICPSR’s website and search for the “Global Terrorism Database, V. 1 (GTD 1) 1970–1997. You might have to create a username and login, but it is a free service for BYU students. You can download the data in one of several formats, so just choose the one that you’re most comfortable with. Please talk with me if you have any problems obtaining the data. I don’t want you to get hung up on getting the data — the purpose of the assignment is to learn about terrorist events, not how to download data. Once you have both data sets, please familiarize yourself with what they contain.

For the assignment, you need to obtain the following information from the data:

1. How is terrorism defined and measured in these data sets?

2. How many terrorist events are there (total) in each data set?
3. What is the average number of terrorist events per country in the time period given?
4. What is the average number of deaths per terrorist event?
5. What is the most common terrorist target?

Once you obtain these specific pieces of information, then I would like you to learn three other trends about terrorism in the world. You can choose other trends yourself, so long as they are not isolated facts.

Please write a 5 to 6 page paper that reports the results of your data searches both in brief tables as well as in the text. You should talk about each result and discuss what you thought about the trend prior to seeing the data, what your impressions are now that you have examined the trends, and why you think the trend exists. Further, please compare the results from both data sets and discuss any similarities and differences. Finally, please identify three possible research questions that you could address with these datasets.

The assignment is worth 10% of the grade. and is due on October 6th.

A.3 Assignment 2: Analysis of Terrorist Risks

The second assignment requires you to analyze the risk of terrorism in a country of interest to you. Assume that you are an analyst for a consulting firm that gives risk assessment for corporations considering operating in countries with active terror groups. Your task in this paper is to provide an evaluation of whether you think a particular firm should operate in a location of your choice. You can choose any country which has faced a terror group since 1945. Your work on assignment 1 will help you isolate such a country. The paper should include a discussion of:

1. How did the group develop (a brief history of the organization)?
2. Why they are considered a terrorist group?
3. What are their political goals?
4. How their political goals may affect the corporation's activities?
5. Which theory or approach best explains the reasons members of the group participate?
6. How the group could either succeed or fail?
7. Whether the government is currently able to limit the efficacy of the organization?
8. What the government could do to make the climate safer for business operations?

We will discuss this writing assignment in various "Writing Workshops" throughout the semester. As they approach, I will give more notice and encourage you to complete sections of the paper. I also encourage you to visit one of the writing centers on campus. I'll hand out more information as the semester progresses. One extremely helpful resource for this assignment is the *Memorial Institute for the Prevention of Terroris (MIPT)* whose website is located here: <http://www.mipt.org/>. With enough notice, you can check out almost any book that has

been written on terrorism and they will mail it free of charge (with self-addressed postage-paid envelope). I strongly encourage you to check out this institute.

The paper must be between 12 and 14 pages (not including a title or works cited page) based on standard font sizes, standard margins, etc. This assignment is worth 20% of your final grade and is due on December 10th.