In an international climate in which the word “terrorist” is used increasingly often, this seminar will enable you to master a variety of conceptual, analytical and empirical tools for approaching key contemporary debates on terrorism.

This course is loosely inspired by the so-called field of “critical terrorism studies” whose purpose is to confront mainstream or “orthodox” approaches to terrorism, especially as they emerged in the aftermath of 9/11. These approaches are challenged both at an epistemological level, by highlighting the contested and highly subjective nature of the notion of “terrorism”, and thematically, by focusing on areas of research that have progressively been marginalized in terrorism studies, such as the concept of “state terrorism”. The course also rests on the assumption that terrorism must be understood and analyzed from an interdisciplinary perspective, and as such it integrates insights from political science, psychology, law, ethics, history, economics and other disciplines.

Throughout the course we will discuss definitions adopted by major organizations and apply them to various forms of terrorism. We will also critically review a range of arguments on the causes and motivations of terrorists and on the effectiveness of specific counter-terrorist strategies, and provide you with the knowledge and skills needed for critically appraising contemporary events.

**LEARNING OUTCOMES**

Upon successful completion of the course, you will:

1) know and be able to assess critically a number of definitions of “terrorism” from both academic and non-academic sources;
2) know the main ethical debates on the moral justifications for terrorism, and be able to assess the validity of their arguments;
3) be familiar with arguments attributing the origin of terrorism to either irrational behavior or rational calculations, and be able to assess them critically;
4) know the main debates on four types of terrorism;
5) be able to apply different analytical perspectives for assessing the consequences of terrorist acts and the ethical and legal debates on counterterrorist measures;
6) be able to articulate clearly and rigorously complex arguments on these themes, both orally and in writing.
ASSESSMENT

Important note: Students are expected to check at least weekly the Blackboard site of the course, where any important announcement – especially on assessment and class scheduling - will be posted.

Components:
Presentation 15%
Reaction paper 20%
Mid-term exam 10%
Research paper 35% (30% paper + 5% outline)
Final exam 20%

Class presentation: each student will be required to deliver one 15’ presentation on one of the course modules. Students might be asked to work in pairs depending on student numbers. A list of presentation tasks will be made available at the beginning of week 2; presentations will be assigned on a first-come, first-served basis. Presenters must answer the presentation question or task for that module. They should be familiar at least with the essential reading and the presentation readings for that module. Students are normally expected to work independently but can request the assistance of the teaching assistant and/or of the instructor. Answering questions different than those specified in this syllabus is NOT allowed, since the questions and tasks set in this syllabus have been carefully designed on the basis of specific academic and didactic rationales; however, most questions allow the presenter to work on case studies of his/her own choice. Presentations will be assessed on the basis of the quality of their argument, their structure, and their delivery.

Reaction paper: you will be asked to submit by Saturday 10 March a reaction paper, whose theme is related the Section I (modules 2-5) of the programme. The exact format of this paper will be presented and discussed in class by week 3.

Mid-term exam: one short exam will take place at the beginning of module 10 – provisionally Thursday 20 April. You will be given three questions that cover Section II (modules 6-9) of the programme, and you will be asked to write a short essay in response to one question of your choice. In answering the question, you will be expected to show knowledge of the essential readings and of the lecture material.

Final exam: a final exam will take place in the exam session at the end of the term. It will cover the entire course. The exact format of the exam will be confirmed by the instructor in due course.

Research paper: you will be required to submit a research paper on Saturday 6 May on a topic of your choice (which, however, must be related to ONE of the themes discussed in the course). The paper must be between 2,500 and 3,000-words long. You may write your final paper on the same topic as your class presentation, but you must use a different research question.

You are invited to discuss your theme and ideas with the teaching assistant and/or the instructor in advance. You will also be required to deliver a very short presentation on your theme and research question in class in week 9 (provisionally Thursday 30 March). Also, you MUST submit by Wednesday 5 April an outline of your paper which should briefly introduce: a) the theme/topic of the paper; b) its main research question; c) its methodology (which approaches will be used? Why? Which case studies have you selected? Why?); d) a provisional bibliography. The outline must be between 500- and 1000-words long. These
outlines will count towards the final mark (5%), and the instructor will provide some brief feedback. The references must include the essential reading of the module that corresponds to your chosen topic and at least 9 other academic references (journal articles, chapters in edited books, academic books, etc.); these can include “presentation readings” or “recommended readings” listed below. The penalty for the late submission of the paper is 5 per cent per day, including weekends. Late outlines will not be accepted (i.e. students will lose the all the marks assigned for the outline) unless the student provides a valid and written justification for the delay.

The first page of each paper must include the student’s name and ID number, and the essay body must be 12-point font, double-spaced and include page numbers. The essay must also include a bibliography and acknowledge sources appropriately. Any academic referencing style is acceptable provided that it is used consistently throughout the paper. Useful information on some widely used referencing styles can be found at:
http://libweb.anglia.ac.uk/referencing/harvard.htm
http://www.chicagomanualofstyle.org

Grade scale (1) - undergraduate students:

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<tbody>
<tr>
<td>A</td>
<td>93+</td>
<td>B-</td>
<td>80-82</td>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>C+</td>
<td>77-79</td>
<td>D</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>C</td>
<td>73-76</td>
<td>F</td>
<td>Below 60</td>
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<tr>
<td>B</td>
<td>83-86</td>
<td>C-</td>
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Grade scale (2) - graduate students:

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<tr>
<td>B</td>
<td>83-86</td>
<td>F</td>
<td>Below 70</td>
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ATTENDANCE POLICY AND BEHAVIOR IN CLASS

No attendance mark is assigned in this course. However, the following policies will be STRICTLY adhered to:
- Students are expected to attend the seminars (including rescheduled ones and/or those taking place in days other than Sundays) AND take part regularly in class discussions, showing knowledge of – and engagement with – the essential readings. Students who are physically present in class but are unable or unwilling to contribute to the class discussions, or are busy in other activities (for instance by making repeated use of their mobile devices during the session), will be considered as absent.
- Students who, without a valid justification, arrive to class more than 10’ late, leave more than 10’ early or leave the teaching room repeatedly during the session will be considered as absent.
- Students unable to attend class for justifiable reasons should contact the instructor ideally before class, and in any case no later than seven days after the missed class. Only serious and documented family or health emergencies and documented participation in formal AUC activities will be accepted as valid justifications. The procedure for correct documentation of such absences is outlined in the university-wide attendance policy.
- Unexcused absence in at least **THREE** sessions, and absence with or without valid justification in at least **FIVE** sessions, will result in an automatic “F” grade.
- Based on the current university-wide attendance policy, if the five-session limit is reached because of absences caused by serious family and health emergencies or participation in formal AUC activities, the student may petition to drop their course after the formal deadline to drop courses and before the deadline for withdrawal from the university, or may petition to continue the course.
- If an attendance sheet is circulated in class, each student is expected to sign only for him/herself. Falsifying signatures is considered by AUC as a breach of academic integrity and the students involved in this practice will be immediately referred to the AUC Academic Integrity Committee.

**BLENDED LEARNING**

You must register as soon as possible on the **Blackboard portal** of the course, in which you will find:
- A pdf copy of this syllabus
- Access to the essential and recommended course readings
- Printouts of lecture slides that will be uploaded after the relevant lecture

Blackboard will also be used to deliver any urgent or non-urgent notice to the class. Even if these notices are normally also forwarded to your email address, it is possible that you do not receive some of these (for instance if they go to your “spam” folder) so **you must check the Blackboard portal at least weekly to keep yourself updated**.

Finally, even if all the sessions of this course are currently scheduled to take place on campus, if for any reason they cannot be held on campus they will be held online on **“Blackboard Collaborate”**. Depending on the circumstances, this change may take place at very short notice.

**ACADEMIC INTEGRITY**

Teaching is based on a relation of mutual trust between the teacher and the students. As a teacher I take my academic responsibilities very seriously and I expect all my students to do the same. I expect all students to be familiar with the AUC code of practice on academic integrity which is available at:

[http://in.aucegypt.edu/auc-academics/academic-integrity/academic-integrity-students](http://in.aucegypt.edu/auc-academics/academic-integrity/academic-integrity-students)

Please pay particular attention to the regulations on plagiarism, collaborative work and falsification of signatures.

The assignments will be checked through **Turnitin**; course code and password will be made available to attending students in due course. Students will be allowed to self-check for plagiarism early drafts of their work and only the final submission will be checked by the instructor.

All breaches of the code of practice will be acted upon promptly and firmly, resulting at least in zero marks for the relevant piece of assessment and possibly in further action being taken by the instructor, depending on the severity of the offense. This includes the referral to the AUC. If in doubt as to what constitutes plagiarism, do not hesitate to contact the instructor.

**ACADEMIC FREEDOM AND INTELLECTUAL INTERACTION**

In this course you will deal with a number of topics that are often controversial. You are free to offer the class any disagreement you may have with the readings or lecture. You will NOT be penalised for disagreeing with other students, the readings or the instructor, but your
perspective must be based on documentable evidence from the course or other readings. Freedom of speech and ideas is a basic principle of academic life (and of universal human rights) and every student will have a chance to express her/his opinion as long as it is voiced in a respectful manner. However, varied points of view must be expressed in a manner that is sensitive to differences in abilities, ethnicity, religion, gender and lifestyle, and should not be expressed so as to be perceived as a personal attack. In short, respect for others’ differences is one of the most important prerequisites for us working together in this course.

STUDENTS WITH DISABILITIES

If you believe you have a disability that impacts on your study, or have a documented disability that requires modified instructional procedures, please contact the instructor as soon as possible. The instructor is happy to hear from you even if you do not have a formal proof of your disability; however, you may be asked to provide a note from the AUC Disability Services (http://in.aucegypt.edu/student-life/get-help/disability-services) when your condition requires substantial adjustments (e.g. to the structure of the exams etc.).

COURSE SCHEDULE

1 – Introduction

(I) Understanding terrorism

2 – Defining terrorism
3 – Perspectives from the ethics of war
4 – The (ir)rationality of terrorism
5 – Terrorism as performance

(II) Types of terrorism

6 – State terrorism
7 – Separatist terrorism
8 – International terrorism
9 – Student presentations of research questions and themes for the research paper
10 – Suicide terrorism

(III) Responses to terrorism

11 – The effectiveness of terrorism
12 – Democracy and terrorism
13 – Counterterrorism campaigns
14 – Detention and torture

COURSE READINGS

For each module you find:
- one essential reading that EVERYBODY MUST read before the relevant seminar. Students who, during a seminar, do not show familiarity with the essential reading will be considered as absent.
- two presentation readings that the presenters for that module are expected to read and use for their presentation. Other students may use these readings as recommended readings when working on their research papers.
- two or more recommended readings. These are not compulsory readings but are recommended especially if the topic is chosen for the research paper.

1 – Introduction
No readings

2 – Defining terrorism

Essential reading

No presentation

Recommended readings

3 – Perspectives from the ethics of war

Essential reading

Presentation readings

Other recommended readings

4 – The (ir)rationality of terrorism

Essential reading
Presentation readings
   *International Journal of Offender Therapy and Comparative Criminology*, 47(6), 698-713.

Other recommended readings

5 – Terrorism as performance

Essential reading

Presentation readings

Other recommended readings

6 – State terrorism

Essential reading

Presentation readings

Other recommended readings

7 – Separatist terrorism

Essential reading

Presentation readings

Other recommended readings

8 – International terrorism

Essential reading

Presentation readings

Other recommended readings

9 – Student presentations of research questions and themes for the research paper

No readings

10 – Suicide terrorism

Essential reading

Presentation readings

Other recommended readings
See also Pape (2003) and Wade and Reiter (2007) in module 12.

11 – The effectiveness of terrorism

Essential reading

Presentation readings

Other recommended readings

### 12 – Democracy and terrorism

**Essential reading**

**Presentation readings**

**Other recommended readings**

### 13 – Counterterrorism campaigns

**Essential reading**

**Presentation readings**

**Other recommended readings**

### 14 – Detention and torture

**Essential reading**
Presentation readings

Other recommended readings

OTHER RESOURCES

The two main scholarly journals that focus specifically on terrorism studies are *Studies in Conflict and Terrorism* and *Terrorism and Political Violence*. Other journals that publish cutting-edge studies in this and other closely-related fields include *Journal of Conflict Resolution, International Security, Third World Quarterly, Review of International Studies, Ethics and International Affairs*, and *Strategic Studies*.

Students are encouraged to become familiar with these journals especially to understand the characteristics of a “good” academic paper in this discipline, but should by all means extend their bibliographic search to other academic journals listed in the AUC e-journal search engine on the basis of their own personal interests. Feel free to contact the course instructor if you require personalized guidance.