

Special topic: POLS 5140-02 – Spring 2017

TERRORISM: A CRITICAL ANALYSIS

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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:

<i>Letter grade</i>	<i>Percentage</i>	<i>Letter grade</i>	<i>Percentage</i>	<i>Letter grade</i>	<i>Percentage</i>
A	93+	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	Below 60
B	83-86	C-	70-72		

Grade scale (2) - graduate students:

<i>Letter grade</i>	<i>Percentage</i>	<i>Letter grade</i>	<i>Percentage</i>
A	93+	B-	80-82
A-	90-92	C+	77-79
B+	87-89	C	70-76
B	83-86	F	Below 70

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>

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

Finlay, C.J. (2009) How to Do Things with the Word ‘Terrorist’, *Review of International Studies*, 35(4), 751-774.

No presentation

Recommended readings

Hoffman, B. (2006) *Inside Terrorism* (New York: Columbia University Press), chapter one “Defining Terrorism”, 1-41.

Garrison, A.H. (2004) Defining Terrorism: Philosophy of the Bomb, Propaganda by Deed and Change through Fear and Violence, *Criminal Justice Studies*, 17(3), 259-279.

Levitt, G. (1986) Is ‘Terrorism’ Worth Defining? *Ohio Northern University Law Review*, 13, 97-116.

Herschinger, E. (2013) A Battlefield of Meanings: The Struggle for Identity in the UN Debates on a Definition of International Terrorism, *Terrorism and Political Violence*, 25(2), 183-201.

Coady, C.A.J. (1985) The Morality of Terrorism, *Philosophy*, 60(231), 47-69.

3 – Perspectives from the ethics of war

Essential reading

McPherson, L.K. (2007). Is Terrorism Distinctively Wrong? *Ethics*, 117(3), 524-546.

Presentation readings

Steinhoff, U. (2007) *On the Ethics of War and Terrorism* (Oxford: Oxford University Press), 122-137.

Walzer, M. (2005) *Arguing About War* (New Haven and London: Yale University Press), chapter four “Terrorism: A Critique of Excuses”, 51-66.

Other recommended readings

Nathanson, S. (2010) *Terrorism and the Ethics of War* (Cambridge: Cambridge University Press), chapter three “What Makes Terrorism Wrong?”, 30-39.

Sheffler, S. (2006) Is Terrorism Morally Distinctive? *The Journal of Political Philosophy*, 14(1), 1-17.

Posner, E. (2005). Terrorism and the Laws of War, *Chicago Journal of International Law*, 5(2), 423-434.

Held, V. (2004). Terrorism and War. *The Journal of Ethics*, 8(1), 59-75.

4 – The (ir)rationality of terrorism

Essential reading

McCormick, G.H. (2003). Terrorist Decision Making. *Annual Review of Political Science*, 6, 473-507.

Presentation readings

- Weatherston, D. – Moran, J. (2003) Terrorism and Mental Illness: Is there a Relationship? *International Journal of Offender Therapy and Comparative Criminology*, 47(6), 698-713.
- Blumenfeld, T. (2012) Are Jihadists Crazy? *Middle East Quarterly*, Spring 2012, 3-13.

Other recommended readings

- Kruglanski, A.W. – Fishman, S. (2006). The Psychology of Terrorism: “Syndrome” Versus “Tool” Perspectives, *Terrorism and Political Violence*, 18(2), 193-215.
- Crenshaw, M. (2000) The Psychology of Terrorism: An Agenda for the 21st Century. *Political Psychology*, 21(2), 405-420.
- Ruby, C.L. (2002). Are Terrorists Mentally Deranged? *Analyses of Social Issues and Public Policy*, 2(1), 15-26
- Lanning, K. (2002) Reflections on September 11: Lessons From Four Psychological Perspectives, *Analyses of Social Issues and Public Policy*, 2(1), 27-34.
- Neumann, P.R. – Smith, M.L.R. (2005) Strategic Terrorism: The Framework and Its Fallacies, *Journal of Strategic Studies*, 28(4), 571-595.
- Devji, F. (2005) *Landscapes of the Jihad: Militancy, Morality, Modernity* (London: Hurst & Company), chapter one “Effects without Causes”, pp. 1-32.
- Kidd, A.H. – Walter, B.F. (2006) The Strategies of Terrorism, *International Security*, 31(1), 49-79.

5 – Terrorism as performance

Essential reading

- Juergensmeyer, M. (2003). *Terror in the Mind of God* (Berkeley: University of California Press), chapter seven “Theater of Terror”, pp. 121-147.

Presentation readings

- Freedman, L.Z. (1982). Why Does Terrorism Terrorize?, in David Rapoport and Yonah Alexander (eds.), *The Rationalization of Terrorism* (Frederick, MD: Aletheia Books), 17-28.
- Molin Friis, S. (2015). ‘Beyond Anything We Have Ever Seen’: Beheading Videos and the Visibility of Violence in the War against ISIS, *International Affairs* 91(4): 725-746.

Other recommended readings

- Puar, J.K. – Rai, A.S. (2002). Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots, *Social Text* 20(3): 117-148.
- Ignatieff, M. (2004). The Terrorist as Auteur, *The New York Times*, 14 November 2004.
- Devetak, R. (2005). The Gothic Scene of International Relations: Ghosts, Monsters, Terror and the Sublime After September 11, *Review of International Studies* 31(4): 621-643.
- Nellis, A.M. – Savage, J. (2012). Does Watching the News Affect Fear of Terrorism? The Importance of Media Exposure on Terrorism Fear, *Crime & Delinquency* 58(5): 748-768.
- Harmanşah, Ö. (2015). ISIS, Heritage, and the Spectacles of Destruction in the Global Media, *Near Eastern Archaeology* 78(3): 170-177.

6 – State terrorism

Essential reading

- Primoratz, I. (2002) *State Terrorism and Counterterrorism*, Working Paper No. 2002/3, Centre for Applied Philosophy and Public Ethics, University of Melbourne.

Presentation readings

- Claridge, D. (1996) State Terrorism? Applying a Definitional Model, *Terrorism and Political Violence*, 8(3), 47-63.

Blakeley, R. (2010) State Terrorism in the Social Sciences: Theories, Methods and Concepts. In R. Jackson, E. Murphy and S. Poynting (eds.), *Contemporary State Terrorism: Theory and Practice* (New York: Routledge), 12-27.

Other recommended readings

Blakeley, R. (2007) Bringing the State Back Into Terrorism Studies. *European Political Science*, 6, 228-235.

Jackson, R. (2010) Conclusion: Contemporary State Terrorism – Towards a New Research Agenda. In R. Jackson, E. Murphy and S. Poynting (eds.), *Contemporary State Terrorism: Theory and Practice* (New York: Routledge), 228-239.

Singh, R. (1992) Terrorism, State Terrorism and Democratic Rights, *Economic and Political Weekly*, 27(6), 279-289.

7 – Separatist terrorism

Essential reading

Byman, D. (1998) The Logic of Ethnic Terrorism. *Studies in Conflict and Terrorism*, 21(2), 149-169.

Presentation readings

Pokalova, E. (2010) Framing Separatism as Terrorism: Lessons from Kosovo. *Studies in Conflict and Terrorism*, 33(5), 429-447.

Ganor, B. (2002). Defining Terrorism: Is One Man's Terrorist another Man's Freedom Fighter? *Police Practice and Research: An International Journal*, 3(4), 287-304.

Other recommended readings

Findley, M.G. – Young, J.K. (2012). Terrorism and Civil War: A Spatial and Temporal Approach to a Conceptual Problem. *Perspectives on Politics*, 10(2), 285-305.

Kalyvas, S.N. (2004). The Paradox of Terrorism in Civil War. *The Journal of Ethics*, 8(1), 97-138.

Merari, A. (1993). Terrorism as a Strategy of Insurgency. *Terrorism and Political Violence*, 5(4), 213-251.

8 – International terrorism

Essential reading

Mendelsohn, B. (2005) Sovereignty under Attack: The International Society Meets the Al Qaeda Network, *Review of International Studies*, 31(1), 45-68.

Presentation readings

Gelvin, J.L. (2007) *Al-Qaeda and Anarchism: A Historian's Reply to Terrorism*, lecture delivered at conference/workshop on Jihadi Islam held at UCLA Faculty Centre, 13 November 2007.

Jensen, R.B. (2008) Nineteenth Century Anarchist Terrorism: How Comparable to the Terrorism of al-Qaeda? *Terrorism and Political Violence*, 20(4), 589-596.

Other recommended readings

Rapoport, D.C. (2004) The Four Waves of Modern Terrorism. In A.K. Cronin and J.M. Ludes (eds.), *Attacking Terrorism: Elements of a Grand Strategy* (Washington D.C.: Georgetown University Press), 46-73.

Bergensen, A.J. – Lizardo, O. (2004) International Terrorism and the World-System. *Sociological Theory*, 22(1), 38-52.

- Cronin, A.K. (2002-3) Behind the Curve: Globalization and International Terrorism, *International Security*, 27(3), 30-58.
- Enders, W. – Sandler, T. (2000) Is Transnational Terrorism Becoming More Threatening? A Time-Series Investigation, *Journal of Conflict Resolution*, 44(3), 307-332.

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

No readings

10 – Suicide terrorism

Essential reading

- Crenshaw, M. (2007). Explaining Suicide Terrorism: A Review Essay. *Security Studies*, 16(1), 133-162.

Presentation readings

- Hoffman, B. (2006) *Inside Terrorism* (New York: Columbia University Press), chapter five “Suicide Terrorism”, paragraph “Use of Religion and Theological Justification”, 158-163.
- Pape, R.A. (2005) *Dying to Win: The Strategic Logic of Suicide Terrorism* (New York: Random House), chapter ten “The Demographic Profile of Suicide Terrorists”, 199-216.

Other recommended readings

- Speckhard, A. – Ahkmedova, K. (2006). The Making of a Martyr: Chechen Suicide Terrorism. *Studies in Conflict and Terrorism*, 29(5), 429-492.
- Moghadam, A. (2003) Palestinian Suicide Terrorism in the Second Intifada: Motivations and Organizational Aspects, *Studies in Conflict and Terrorism*, 26(2), 65-92.
- Atran, S. (2003) Genesis of Suicide Terrorism, *Science*, 299, 1534-1539.
- Choi, S-W. – Piazza, J.A. (2014) Internally Displaced Populations and Suicide Terrorism, *Journal of Conflict Resolution*, Online First, 1-33.
- Merari, A. (2005) Suicide Terrorism. In R.I. Yufit and D. Lester (eds.), *Assessment, Treatment, and Prevention of Suicidal Behavior* (Hoboken: John Wiley & Sons), 431-453.
- See also Pape (2003) and Wade and Reiter (2007) in module 12.

11 – The effectiveness of terrorism

Essential reading

- Cronin, A.K. (2009) *How Terrorism Ends* (Princeton: Princeton University Press), chapter three “Success: Achieving the Objective”, 73-93.

Presentation readings

- Sandler, T. – Enders, W. (2008) Economic Consequences of Terrorism in Developed and Developing Countries: An Overview. In E. Keefer and N. Loayza (eds.) *Terrorism, Economic Development, and Political Openness* (Cambridge: Cambridge University Press), 17-47.
- Frey, B.S. – Luechinger, S. – Stutzer, A. (2004) *Calculating Tragedy: Assessing the Costs of Terrorism*, CESifo working paper no. 1341, Ifo Institute – Leibniz Institute for Economic Research at the University of Munich.

Other recommended readings

- Abrahms, M. (2011) Does Terrorism Really Work? Evolution in the Conventional Wisdom since 9/11, *Defence and Peace Economics*, 22(6), 583-594.
- Jenkins, B.M. (1974) *Terrorism Works – Sometimes*, RAND paper series, P-5217.

Thomas, J. (2014) Rewarding Bad Behavior: How Governments Respond to Terrorism in Civil War, *American Journal of Political Science*, 58(4): 804-818.

12 – Democracy and terrorism

Essential reading

Wade, S.J. – Reiter, D. (2007) Does Democracy Matter? Regime Type and Suicide Terrorism. *Journal of Conflict Resolution*, 51(2), 329-348.

Presentation readings

Savun, B. – Phillips, B.J. (2009). Democracy, Foreign Policy, and Terrorism, *Journal of Conflict Resolution*, 53(6), 878-904.

Pape, R.A. (2003). The Strategic Logic of Suicide Terrorism. *American Political Science Review*, 97(3), 343-361.

Other recommended readings

Gause, G.F. (2005). Can Democracy Stop Terrorism? *Foreign Affairs*, 84(5), 62-76.

Li, Q. (2005) Does Democracy Promote or Reduce Transnational Terrorist Incidents? *Journal of Conflict Resolution*, 49(2), 278-297.

Windsor, J.L. (2003) Promoting Democratization Can Combat Terrorism. *The Washington Quarterly*, 26(3), 43-58.

Dunne, T. (2009). Liberalism, International Terrorism, and Democratic Wars, *International Relations*, 23(1), 107-114.

13 – Counterterrorism campaigns

Essential reading

Kurtulus, E.N. (2012) The New Counterterrorism: Contemporary Counterterrorism Trends in the United States and Israel. *Studies in Conflict and Terrorism*, 35(1), 37-58.

Presentation readings

Crenshaw, M. (2001) Counterterrorism Policy and the Political Process. *Studies in Conflict and Terrorism*, 24(5), 329-337.

Mabee, B. (2007) Re-imagining the Borders of US Security after 9/11: Securitization, Risk, and the Creation of the Department of Homeland Security, *Globalizations*, 4(3), 385-397.

Other recommended readings

Abrahms, M. (2008). What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy. *International Security*, 32(4), 78-105.

Bueno de Mesquita, E. (2005). Conciliation, Counterterrorism, and Patterns of Terrorist Violence. *International Organization*, 59(1), 145-176.

Wolfendale, Jessica (2006). Terrorism, Security, and the Threat of Counterterrorism, *Studies in Conflict and Terrorism*, 29(7), 753-770.

14 – Detention and torture

Essential reading

Liese, A. (2009) Exceptional Necessity: How Liberal Democracies Contest the Prohibition of Torture and Ill-Treatment when Countering Terrorism. *Journal of International Law and International Relations*, 5(1), 17-47.

Presentation readings

Jackson, R. (2007). Language, Policy and the Construction of a Torture Culture in the War on Terrorism. *Review of International Studies*, 33(3), 535-571.

Luban, D. (2005). Liberalism, Torture, and the Ticking Bomb. *Virginia Law Review*, 91, 1425-1461.

Other recommended readings

Bellamy, A.J. (2006). No Pain, No Gain? Torture and Ethics in the War on Terror, *International Affairs*, 82(1), 121-148.

Hannah, M. (2006). Torture and the Ticking Bomb: The War on Terrorism as a Geographical Imagination of Power/Knowledge, *Annals of the Association of American Geographers*, 96(3), 622-640.

Lang, A.F. (2010). The Politics of Punishing Terrorists, *Ethics and International Affairs*, 24(1), 3-12.

Grand, S. (2008). Sacrificial Bodies: Terrorism, Counter-Terrorism, Torture, *Psychoanalytical Dialogues* 18(5): 671-689.

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.