

**JOINT MILITARY INTELLIGENCE COLLEGE
SYLLABUS**

Spring 2006
Thursdays, 1340-1640

REQ512: TERRORIST MOTIVATIONS AND IDEOLOGIES

Instructor: Daniel S. Gressang IV
Office: C3-125
Phones: CMCL (202) 231-4133 (STU-III); NSTS 981-3153
E-mail: Gressang@aol.com (UNCLASSIFIED ONLY)
Hours: By appointment

COURSE OVERVIEW:

The primary purpose of this course is to stimulate informed discussion, debate, and critical thinking on terrorism, its evolution, and its dynamics. The course will consider the range of phenomenon generally associated with “terrorism” in order to begin conceptualizing the topic. Once the nature and scope of the topic has been articulated, the course will allow for the survey selected aspects of terrorist activity in an effort to understand any existing threads of commonality. This understanding will then be channeled toward an understanding of the range of counter- and anti-terrorism efforts so that associated information and intelligence needs, as well as the likelihood of success, might be better understood. The course, taken as a whole, is intended to promote, foster, and encourage greater preparation and consideration geared toward preventing, preempting, and disrupting terrorism.

COURSE OBJECTIVES:

The principal objectives of this course are to encourage students to think seriously and creatively about: the nature and scope of political violence; the extent to which terrorism is a threat to U.S. national interests and security; avenues of potential vulnerabilities which intelligence might exploit to better predict and preempt organized terrorism; the pros and cons of a variety of potential government responses to terrorism (such as covert action, economic and diplomatic sanctions, applications of domestic and international law, and international cooperation); the role of the media; how both intelligence collection and indications and warning fit into the context of terrorism analysis; and, the various challenges and opportunities faced by managers and analysts in the counterterrorism community.

COURSE REQUIREMENTS:

Students will be assigned final course grades based on their performance in presenting and discussing assigned readings, their performance on two randomly administered quizzes, their performance on a written final exam, and their active participation in class discussions. The specific allocation of grade weights is:

<u>Requirement</u>	<u>Percentage of Course Grade</u>
Oral Presentations (2)	10% each = 20%
Presentation Papers (2)	10% each = 20%
Midterm Exam	20%
Class participation	10%
Final exam OR research paper	30%

ORAL PRESENTATIONS: All students are required to present, summarize, discuss, critique and lead class discussion on two sets of readings. Presentations should NOT simply summarize the contents and arguments presented in the readings. Presentations should instead offer a very brief summary of the authors' main point(s) and then offer a more in-depth analysis and discussion of the strengths, weaknesses, and possible applications of the assigned works. Presenters are also expected to raise salient discussion points and/or questions and to take the lead in discussing those points. Selection of presentation topics will be through sign-up on a first-come, first-served basis. Presentations should be at least 10 minutes in length, but no more than 15 minutes. Students exceeding 15 minutes will have their discussion terminated by the instructor. Each oral presentation is worth 10% of the student's final course grade.

PRESENTATION PAPERS: In conjunction with the two oral presentations, students will present a written summation of their discussion, bringing enough copies to class to provide a copy to each student and each instructor. These written summaries will be three (3) pages in length. The first page should present a summary of the arguments made in the assigned readings. The second page will be a critique of the assigned reading, highlights its strengths and weaknesses. The third page will be a discussion of the potential application for warning, analysis, or policy offered in the assigned reading. Specifics of style and format are left to the student's discretion, but must offer sufficient depth that the paper can stand on its own. The presentation papers will each account for 10% of the student's final course grade. Emailed or other softcopy submissions will not be accepted.

Note on Readings: Presentation readings are organized into sets of readings. Presenters are expected to read and present **all** selections in that set. All readings assigned for presentation will be read prior to the class meeting for which they are listed in the syllabus. While changes to the assigned reading sets are strongly discouraged, deletions and/or substitution of readings in the set, may be allowed at the instructor's discretion and only with the advanced approval of the instructor.

Late Papers: All assignments are due as noted. Late papers will be awarded a five (5) point grade reduction for each 24-hour period overdue.

MIDTERM EXAM: All students will take a mid-term exam, which will be handed out or emailed in week three (16 December). The mid-term will be a set of short essay questions focusing on the theory, evolution, dynamics, and definitions of terrorism. As a “take-home” exam, students will be expected to incorporate knowledge and understanding from the required readings, class presentations, and class discussions in their work. Mid-term exams will be turned in, in hardcopy, during the sixth class session (20 January). The College will retain all mid-term exams, and the exam grade will account for twenty percent (20%) of the student’s final course grade. Emailed or other softcopy submissions will not be accepted.

FINAL EXAM: Students will take a written final exam, unless they opt to write a research paper as outlined below. The final exam will be handed out by week six (20 January) and is due in hard copy during the tenth class session (17 February). The exam will be in short essay formats and will cover required readings, class discussions, and presentations. The final exam will be a “take-home” exam and will be retained by the College. Although labeled a “take home” exam, students are strongly encouraged to use available classified materials and, when doing so, are reminded that appropriate security precautions are expected. The final exam will account for thirty percent (30%) of the student’s final course grade. Emailed or other softcopy submissions will not be accepted.

RESEARCH PAPER: Each student may elect to write a research paper instead of taking the course final exam. Those who select the research paper will select one question from a list provided by the instructor. Over the course of the term, students are expected to engage in self-directed research on their selected question. Students will, on the basis of their research, write a paper, approximately 15 to 20 pages in length, examining all relevant aspects of their selected question and offering a reasoned solution to the problem or dilemma posed. All papers are to conform to the format and style specified in the *Style Guide* and the *Citation Guide*, unless specific directions to the contrary are provided by the instructor. Papers may be turned in at any time, but are due in hard copy no later than the end of class session number nine (9) on 10 February. The College will retain all papers, and the grade assigned will account for thirty percent (30%) of the student’s final course grade. Emailed or other softcopy submissions will not be accepted.

CLASS PARTICIPATION: In most weeks, readings are assigned for all students. While no student is specifically responsible for presenting and leading discussion on these works, the instructors will call upon students at random to summarize major points in one or more of those readings. Adequate before-class preparation on the part of each student is essential for success, since these impromptu summaries will form half of the student’s class participation grade. Participation in class discussion will form the other half of the student’s class participation grade, and when combined these two aspects will account for twenty percent (20%) of the student’s final course grade.

COURSE MATERIALS:

Readings should be completed prior to the class meeting for which they are assigned. Class discussions will use the readings to frame the question(s) under consideration and will form the basis upon which students will be expected to build in the classroom. Since the discussions will use the readings as a starting point, students are also strongly encouraged to search for and bring current news or academic articles which illustrate or expand on the themes under discussion. All students are required to read and should have issued:

Bjørno, Tore (ed.). *Terror from the Extreme Right*. London, UK: Frank Cass, 1995.
Burton, John. *Violence Explained*. Manchester, UK: Manchester University Press, 1997.
Mockaitis, Thomas R. and Paul B. Rich (eds.). *Grand Strategy in the War Against Terrorism*. London, UK: Frank Cass, 2003.

U.S. Department of State, *Patterns of Global Terrorism*, Washington, DC: GPO.
National Commission on Terrorist Attacks Upon the United States, *Final Report*. New York, NY: W.W. Norton & Co., 2004 (aka *The 9/11 Commission Report*).

There will be no presentation on *Patterns* or from *Violence Explained*, but students should note that the material is testable on the exams.

In addition to the issued materials, students are expected to visit the following web sites and either read or download the following unclassified documents:

Securing the Homeland, Strengthening the Nation, URL:
http://www.whitehouse.gov/homeland/homeland_security_book.html

National Strategy for Homeland Security,
<http://www.whitehouse.gov/homeland/book/index.html>

National Strategy for Combating Terrorism,
<http://www.whitehouse.gov/news/releases/2003/02/20030214-7.html>

National Security Strategy of the United States,
<http://www.whitehouse.gov/nsc/nss.html>

National Money Laundering Strategy,
http://www.whitehouse.gov/homeland/book/nat_strat_hls.pdf

National Strategy to Combat Weapons of Mass Destruction,
<http://www.whitehouse.gov/news/releases/2002/12/WMDStrategy.pdf>

National Strategy for the Physical Protection of Critical Infrastructures and Key Assets,

<http://www.whitehouse.gov/pcipb/text/physical.html>

National Strategy to Secure Cyberspace,
http://www.dhs.gov/interweb/assetlibrary/National_Cyberspace_Strategy.pdf

OVERVIEW OF CLASSES:

- | | | |
|-----|---------------|---|
| 1. | 9 March 2006 | Administrivia; Introduction; Definitions; Questions |
| 2. | 16 March 2006 | The Decision to Rebel |
| 3. | 23 March 2006 | What Makes 'Em Tick? Motivations, Goals, and Ideologies |
| 4. | 30 March 2006 | Organizational Dynamics and Evolution: Putting Ideals and Goals into Action |
| 5. | 6 April 2006 | Organizational Dynamics and Evolution, Continued |
| 6. | 13 April 2006 | Limits to Violence; Potential for Escalation |
| 7. | 20 April 2006 | Government Response Strategies and the Role of Intelligence |
| 8. | 27 April 2006 | Prediction, Analysis, Reporting: Are We on the Right Track? |
| 9. | 4 May 2006 | Issues and Organizations for Effective CT |
| 10. | 11 May 2006 | The Future of Terrorism; Final Exam Due |

DETAILED COURSE OUTLINE:

=====

- | | | |
|----|--------------|--|
| 1. | 9 March 2006 | INTRODUCTION, SYLLABUS, DEFINITIONS, QUESTIONS |
| | | A. Administrivia |
| | | B. Course Overview |
| | | C. Establishing the Scope of Inquiry |
| | | D. Definitions and Questions |

UNIT INSTRUCTIONAL OBJECTIVE: To understand the requirements and objectives of the course; to understand what forms of violence will be examined; to understand what is meant by "terrorism."

LEARNING OUTCOMES: Each student will be expected to:

- a. Know the objectives and requirements of the course
- b. Assess various forms of violence and reasonably characterize those commonly

- considered terrorism
c. Develop and successfully defend a workable definition of terrorism

READINGS DUE THIS CLASS: None

2. 16 March 2006

THE DECISION TO REBEL

- A. Terrorists and Their Audiences
- B. Rationality and Rational Action
- C. Rational Choice
- D. The Prisoner's Dilemma
- E. Prospect Theory

UNIT INSTRUCTIONAL OBJECTIVES: To begin to understand how the terrorist frames his demands and messages; to begin to understand the actual and intended audiences of the terrorist.

LEARNING OUTCOMES: Each student will be expected to:

- a. Discuss the communicative aspects of the terrorist's rhetorical and symbolic messages
- b. Describe the role of the media in terrorism analysis

READINGS DUE THIS CLASS:

All Students:

U.S. Department of State. *Patterns of Global Terrorism*. Washington, DC: GPO.
Silke, Andrew, "The Devil You Know: Continuing Problems with Research on Terrorism," *Terrorism and Political Violence* 13, no. 4, Winter 2001.

Recommended: Shannon, Vaughn P. "Norms Are What States Make of Them: The Political Psychology of Norm Violation," *International Studies Quarterly* 44, no. 2, June 2000.

SET A:

Sandler, Todd; John T. Tschirhart; and John Cauley, "A Theoretical Analysis of Transnational Terrorism," *American Political Science Review* 77, no. 1, March 1983.
Richardson, James T., "Minority Religions and the Context of Violence: A Conflict/Interactionist Perspective," *Terrorism and Political Violence* 13, no. 1, Spring 2001.

SET B:

Richmond, Oliver P., "Realizing Hegemony? Symbolic Terrorism and the Roots of

Conflict,” *Studies in Conflict and Terrorism* 26, no. 4, 2003.

SET C:

Hoffman, Bruce, *Inside Terrorism*, New York, NY: Columbia University Press, 1998, chapters 2 and 4.

SET D:

Mousseau, Michael, “Market Civilization and its Clash with Terror,” *International Security* 27, no. 3, Winter 2002/03.

Cronin, Audrey Kurth, “Behind the Curve: Globalization and International Terrorism,” *International Security* 27, no. 3, Winter 2002/03.

=====

3. 23 March 2006 WHAT MAKES ‘EM TICK? MOTIVATIONS, GOALS, AND IDEOLOGIES

- A. Video – the American Militia Movement
- B. Video – al-Qaida recruiting video highlights

UNIT INSTRUCTIONAL OBJECTIVE: To understand the operative philosophy of the terrorist, particularly with respect to their conceptions of social rules, norms, and expectations and the way in which those normal constraints may or may not be seen as applying to their activities.

LEARNING OUTCOMES: Each student will be expected to discuss various terrorist groups and movements in generic terms with respect to their beliefs, norms, expectations, and operative philosophies.

READINGS DUE THIS CLASS:

All Students:

- Kaplan, Jeffrey, “Right Wing Violence in North America,” in Bjørno.
- Kennedy, Robert, “Is One Person’s Terrorist Another’s Freedom Fighter? Western and Islamic Approaches to ‘Just War’ Compared,” *Terrorism and Political Violence* 11, no. 1, Spring 1999.
- Rapoport, David, “Fear and Trembling: Terrorism in Three Religious Traditions,” *American Political Science Review* 78, no. 3, September 1984.
- Sprinzak, Ehud, “Right-Wing Terrorism in a Comparative Perspective: The Case of Split Delegitimization,” in Bjørno.

SET E:

Peleg, Samuel, “They Shoot Prime Ministers, too, Don’t They? Religious Violence in Israel: Premises, Dynamics, and Prospects,” *Studies in Terrorism and Violence* 20, no. 3, July-

September 1997.

Taylor, Bron, "Religion, Violence, and Radical Environmentalism: From Earth First! To the Unabomber to the Earth Liberation Front," *Terrorism and Political Violence* 10, no. 4, Winter 1998.

SET F:

Griffin, Roger, "Shattering Crystals: The Role of 'Dream Time' in Extreme Right-Wing Political Violence," *Terrorism and Political Violence* 15, no. 1, Spring 2003.

SET G:

Burdman, Daphne, "Education, Indoctrination, and Incitement: Palestinian Children on Their Way to Martyrdom," *Terrorism and Political Violence* 15, no. 1, Spring 2003.

Post, Jerrold; Ehud Sprinzak; and Laurita M. Denney, "The Terrorists in Their Own Words: Interviews with 35 Incarcerated Middle Eastern Terrorists," *Terrorism and Political Violence* 15, no. 1, Spring 2003.

=====

4. 30 March 2006

**ORGANIZATIONAL DYNAMICS AND EVOLUTION:
PUTTING IDEOLOGY AND GOALS INTO ACTION, PT 1**

- A. Collective Action, Relative Deprivation, and the Rebel's Dilemma
- B. Decision Making

UNIT INSTRUCTIONAL OBJECTIVE: To begin to understand the activities and actions of terrorists and how each is shaped and defined by their operative ideologies and philosophies; to understand how goals and objectives inform terrorists' tactics; to understand how goals and objectives inform target selection.

LEARNING OUTCOME: Each student will be expected to:

- a. Assess terrorists' goals and objectives based on ideologies
- b. Discuss the linkages between goals and objectives and tactics
- c. Describe the linkages between goals and objectives and targets

READINGS DUE THIS WEEK:

All Students:

Drake, C.J.M., "The Role of Ideology in Terrorists' Target Selection," *Terrorism and Political Violence* 10, no. 2, Summer 1998. Drake's *Terrorists' Target Selection*, New York, NY: St. Martin's Press, 1998 is strongly recommended, but not required.

Crenshaw, Martha, "The Logic of Terrorism: Terrorist Behavior as a Product of Strategic Choice," In *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind*, Walter Reich (ed), pp. 161-191, Washington, DC: Woodrow Wilson International Center for Scholars, 1990.

Post, Jerrold, "Notes on a Psychodynamic Theory of Terrorist Behavior," *Terrorism: An International Journal* 7, 1984.

SET H:

Bell, J. Bowyer, *The Dynamics of Armed Struggle*, Portland, OR: Frank Cass, 1998. Chapters 2, 3, and 4.

Bell, J. Bowyer, "Aspects of the Dragonworld: Covert Communications and the Rebel Ecosystem," *International Journal of Intelligence and Counterintelligence* 3, no. 1, Spring 1989.

SET I:

Richards, Anthony, "Terrorist Groups and Political Fronts: The IRA, Sinn Fein, the Peace Process and Democracy," *Terrorism and Political Violence* 13, no. 4 Winter 2001.

Kushner, Harvey W., "Suicide Bombers: Business as Usual," *Studies in Conflict and Terrorism* 19, no. 4, October-December 1996.

Mariani, Mack, "The Michigan Militia: Political Engagement or Political Alienation," *Terrorism and Political Violence* 10, no. 4, Winter 1998.

SET J:

Hoffer, Eric, *The True Believer: Thoughts on the Nature of Mass Movements*, New York, NY: Harper and Row, 1951.

SET K:

Olson, Mancur, *The Logic of Collective Action: Public Goods and the Theory of Groups*, Cambridge, MA: Harvard University Press, 1971. Chapters 1, 2, and 4 only.

5. 6 April 2006

ORGANIZATIONAL DYNAMICS AND EVOLUTION, pt 2

UNIT INSTRUCTIONAL OBJECTIVE: To understand the philosophical and ideological foundations of terrorism; to understand how these ideas dictate and focus the activities of terrorists; and to understand how these ideas help shape the terrorists' worldview.

LEARNING OUTCOMES: Each student will be expected to:

- a. Assess the underlying philosophies and ideologies indicated by terrorist claims and actions
- b. Assess and explain the meaning of terrorists' own statements of purpose and rationale
- c. Successfully defend interpretations of terrorist statements

- d. Describe the linkages between ideologies and goals

READINGS DUE THIS WEEK:

All students:

Hoffman, Bruce, "Holy Terror: The Implications of Terrorism Motivated by a Religious Imperative," *Studies in Conflict and Terrorism* 18, no. 4, October-December 1995.

Marighela, Carlos, *Minimanual of the Urban Guerrilla*, Havana, Cuba: Tricontinental, 1969.

Nechaev, Sergei, "Catechism of the Revolutionist," in *The Terrorism Reader*, Walter Laqueur and Yonah Alexander (eds), pp. 68-72, New York, NY: NAL Penguin, 1978.

Gressang, Daniel S. "Terrorism and Sovereignty: Considering the Potential for Success," *Low Intensity Conflict and Law Enforcement* 9, no. 1, Spring 2000.

SET L:

Taylor, Max and John Horgan, "The Psychological and Behavioural Bases of Islamic Fundamentalism," *Terrorism and Political Violence* 13, no. 4, Winter 2001.

Watanabe, Manabu, "Religion and Violence in Japan Today: A Chronological and Doctrinal Analysis of Aum Shinrikyo," *Terrorism and Political Violence* 10, no. 4, Winter 1998.

SET M:

Fanon, Frantz, *The Wretched of the Earth*, New York, NY: Grove Press, 1965.

OR

Debray, Régis, *Revolution in the Revolution: Armed Struggle and Political Struggle in Latin America*, New York, NY: MR Press, 1967.

SET N:

MacDonald, Andrew [pseud., William Pierce], *The Turner Diaries*, New York, NY: Barricade Books, 1996.

=====

6. 13 April 2006 LIMITS TO VIOLENCE; POTENTIAL FOR ESCALATION

UNIT INSTRUCTIONAL OBJECTIVE: To understand and assess the likelihood of terrorist use of weapons of mass destruction.

LEARNING OUTCOMES: Each student will be expected to:

- a. Describe the major components of WMD potential consideration

- b. Discuss the likelihood of terrorist WMD use

READINGS DUE THIS WEEK:

All students:

Bunker, Robert, "Weapons of Mass Disruption and Terrorism," *Terrorism and Political Violence* 12, no. 1, Spring 2000.

Cameron, Gavin, "The Likelihood of Nuclear Terrorism," *The Journal of Conflict Studies* 18, no. 2, Fall 1998.

Foxell, Joseph W., Jr., "The Debate on the Potential for Mass Casualty Terrorism: The Challenge for U.S. Security," *Terrorism and Political Violence* 11, no. 1, Spring 1999.

Gressang, Daniel S., IV, "Audience and Message: Assessing Terrorist WMD Potential," *Terrorism and Political Violence* 13, no. 3, Summer 2001.

Hoffman, Bruce, "Terrorism and WMD: Some Preliminary Hypotheses," *The Nonproliferation Review* 4, 1997.

Jacobs, Stanley S., "The Nuclear Threat as a Terrorist Option," *Terrorism and Political Violence* 10, no. 4, Winter 1998.

7. 20 April 2006

GOVERNMENT RESPONSE STRATEGIES AND THE ROLE
OF INTELLIGENCE

UNIT INSTRUCTIONAL OBJECTIVE: To understand the contribution of intelligence to the execution of government counter-terror and anti-terror policies; to understand the unique contributions, if any, intelligence can make; to understand past and present government countermeasures; and to intelligently assess countermeasure effectiveness.

LEARNING OUTCOMES: Each student will be expected to:

- a. Describe the contributions of intelligence to current U.S. Government efforts to counter and respond to terrorism
- b. List specific examples of intelligence successes or failures in counterterrorism or antiterrorism efforts
- c. Assess the efficacy of the full range of AT and CT efforts

READINGS DUE THIS WEEK:

All students:

Chin, Warren, "Operation 'Enduring Freedom': A Victory for a Conventional Force Fighting an Unconventional War," in Mockaitis and Rich (eds.).

Eppright, Charles T., "'Counterterrorism' and Conventional Military Force: The Relationship Between Political Effect and Utility," *Studies in Conflict and Terrorism* 20, no. 4, October-December 1997.

Finlan, Alastair, "Warfare by Other Means: Special Forces, Terrorism, and Grand

Strategy,” in Mockaitis and Rich (eds.).

Jones, Clive, “ ‘One Size Fits All’: Israel, Intelligence, and the *al-Aqsa Intifada*,” *Studies in Conflict and Terrorism* 26, no. 4, 2003.

Mockaitis, Thomas R., “Winning Hearts and Minds in the ‘War on Terrorism,’” in Mockaitis and Rich (eds.).

Prunckun, Henry W., Jr. and Philip B. Mohr, “Military Deterrence of International Terrorism: An Evaluation of Operation El Dorado Canyon,” *Studies in Conflict and Terrorism* 20, no. 3, July-September 1997.

SET O:

Ginges, Jeremy, "Deterring the Terrorist: A Psychological Evaluation of Different Strategies for Deterring Terrorism," *Terrorism and Political Violence* 9, 1997.

United States, President, *Securing the Homeland, Strengthening the Nation*, http://www.whitehouse.gov/homeland/homeland_security_book.html.

SET P:

Kegley, Charles W., Jr. and Gregory A. Raymond, “Preventive War and Permissive Normative Order,” *International Studies Perspectives* 4, no. 4, November 2003.

Miyaoka, Taiji, "Terrorist Crisis Management in Japan: Historical Development and Changing Response (1970-1997)," *Terrorism and Political Violence* 10, no. 2, Summer 1998.

SET Q:

Levitsky, Melvyn, “Fighting Terrorism: A New Kind of Enemy and a New Kind of War,” *Defense Intelligence Journal* 11, no. 1, Winter 2002.

Sullivan, John P., “Networked Force Structure and C⁴I,” *Small Wars and Insurgencies* 13, no. 2, Summer 2002.

GAO, *Combating Terrorism: How Five Foreign Countries are Organized to Combat Terrorism*, GAO/NSIAD-00-85, Washington, DC: GAO, April 2000.

8. 27 April 2006 PREVENT, PREEMPT, DETER – ANALYSIS AND REPORTING,
THREAT AND VULNERABILITY ASSESSMENTS, PREDICTING
TERRORISM

UNIT INSTRUCTIONAL OBJECTIVE: To examine and understand some of the more troubling issues associated with the creation and implementation of effective counterterrorism strategies.

LEARNING OUTCOMES: Each student will be expected to discuss, in detail, at least one major issue associated with counterterrorism theory and practice; to assess the strengths and

weaknesses of various counter- and anti-terrorism efforts.

READINGS DUE THIS WEEK:

All Students:

United States, President, *National Strategy for Combating Terrorism*, <http://www.whitehouse.gov/news/releases/2003/02/20030214-7.html>.

SET R:

Anonymous, "Where is Defense HUMINT in America's New War?" *Defense Intelligence Journal* 11, no. 1, Winter 2002.

Marlo, Francis H., "WMD Terrorism and Intelligence Collection," *Terrorism and Political Violence* 11, no. 3, Autumn 1999.

Prince, James, "Is There a Role for Intelligence in Combating Terrorism?" *Conflict* 9, 1989.

SET S:

Medina, Carmen A. "What to do When Traditional Models Fail," *Studies in Intelligence* 46, no. 3, 2002.

Ward, Steven R. "Evolution Beats Revolution in Analysis," *Studies in Intelligence* 46, no. 3, 2002.

Kauppi, Mark V. "Counterterrorism Analysis 101," *Defense Intelligence Journal* 11, no. 1, Winter 2002.

Shelfer, Katherine M. and June M. Verner, "Improving Counter-terrorism Analysis," *Defense Intelligence Journal* 11, no. 1, Winter 2002.

SET T:

Carter, Josh, "Transcending the Nuclear Framework: Deterrence and Compellance as Counter-Terrorism Strategies," *Low Intensity Conflict and Law Enforcement* 10, no. 2, Summer 2001.

Stoffa, Adam Paul, "Special Forces, Counterterrorism, and the Laws of Armed Conflict," *Studies in Conflict and Terrorism* 18, no. 1, Spring 1998.

Zagare, Frank C. and D. Marc Kilgour, "Asymmetric Deterrence," *International Studies Quarterly* 37, no. 1, March 1993.

9. 4 May 2006

ISSUES AND ORGANIZATION FOR CT

UNIT INSTRUCTIONAL OBJECTIVES: To understand current issues in the development and implementation of counter-terrorism policy and practice.

LEARNING OUTCOMES: Each student will be expected to discuss coherently some of

the major CT issues faced by intelligence and law enforcement officials at the local, state, and national levels.

READINGS DUE THIS WEEK:

All Students:

Towle, Philip, "11 September 2001 and the Media," in Mockaitis and Rich (eds.).
United States, President, *National Strategy for Homeland Security*, <http://www.whitehouse.gov/homeland/book/index.html>.

SET U:

Banks, William C., "Troops Defending the Homeland: The Posse Comitatus Act and the Legal Environment for a Military Role in Domestic Counter-terrorism," *Terrorism and Political Violence* 14, no. 3, Autumn 2002.

United and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT ACT) Act of 2001, H.R. 3162. Summaries as approved by the instructor.

10. 11 May 2006

THE FUTURE OF TERRORISM

UNIT INSTRUCTIONAL OBJECTIVES: To understand the likely future directions of terrorism and the effect that evolutionary process will likely have on U.S. Government efforts to counter terrorism.

LEARNING OUTCOMES: Each student will be expected to:

- a. Present a vision of the likely future trends in terrorism and defend that vision
- b. Discuss intelligence efforts to implement U.S. Government counterterrorism strategies

READINGS DUE THIS WEEK:

All Students:

Head, Graham, " 'The Future is Bright...' – But for Whom?" *Terrorism and Political Violence* 11, no. 4, Winter 1999.

O'Brien, Kevin A., "Information Age Terrorism and Warfare," in Mockaitis and Rich (eds.).

Raufar, Xavier, "New World Disorder, New Terrorisms: New Threats for Europe and the Western World," *Terrorism and Political Violence* 11, no. 4, Winter 1999.

SET V:

Merari, Ariel, "Terrorism as a Strategy of Struggle: Past and Future," *Terrorism and Political Violence* 11, no. 4, Winter 1999.

Weinberg, Leonard and William Eubank, "Terrorism and the Shape of Things to Come," *Terrorism and Political Violence* 11, no. 4, Winter 1999.

SET W:

Crelinsten, Ronald D, "Terrorism and Counter-terrorism in a Multi-Centric World: Challenges and Opportunities," *Terrorism and Political Violence* 11, no. 4, Winter 1999.

Gressang, Daniel S., "Terrorism in the 21st Century: Reassessing the Emerging Threat," *Small Wars and Insurgencies* 11, no. 2, Autumn 2000. Also available in Manwaring, Max G. (ed), *Deterrence in the 21st Century*, pp. 72-97, Portland, OR: Frank Cass, 2001.
