
SOC 402 — Sociology of Terrorism
Winter 2017
Department of Sociology
University of Alberta

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Office Hours: Monday @ 12 - 1 pm or by appointment

Lecture Time: Monday @ 9 – 11:50 am

Lecture Room: T 6– 4

Preamble: The rise of transnational non-state actors and use of extremely violent techniques for political purposes continue to capture the global imaginary. These developments go beyond the strictures of conventional criminology’s domain of inquiry. Terrorism and its attendant war(s) particularly since September 11, 2001 have become regular features of social life. The ascendance of Boko Haram and ISIS has further increased the need for a robust understanding of the roots and variegated trajectories of terrorism. This course is designed to help students understand issues relating to the social fabrication and consequences of terrorism. It focuses on key state and non-state actors around the world based on an eclectic theoretical foundation. It is a sociological study of terrorism and an engagement with the issues inherent in terrorist threats — real or imagined — posed by non-state, transnational actors, nationalist groups and nation-states.

Course Objectives: This course engages with conventional binary notions of terrorism and interrogates widespread presuppositions, perceptions and popular images of terrorists and the threats they pose. Students are expected to be equipped with the requisite tools to understand terrorism through sophisticated theoretical engagement and case studies. Students are also expected to be able to problematize the response of self-avowed democratic countries like Canada, the US and UK to the threat of terrorism.

Evaluation Format

There are **five** criteria for evaluating student performance in this course. Each criterion as shown below carries a significant proportion of the final grade. The grade structure is firm and final. Students will **not** be given supplementary assignments to improve their grades.

Grade Evaluation

<u>EXAMS</u>	<u>WEIGHTING</u>	<u>DATE</u>
Participation	20%	Every class
Article critique/discussion lead	15%	TBA
Book review	20%	Feb. 6, 2017.
Class presentation	10%	March 23 & April 10, 2017
Term paper	35%	April 3, 2017.

Details:

Participation (20% of final grade): This is a rigorous fourth-year seminar. Each student is expected to be an active participant in every class. You are expected to read assigned materials, make informed comments, and raise critical questions. The readings may take up to 5-8 hours (or more) per week and are definitely challenging. **This course is not for everyone. Please, consider your other commitments before continuing with or enrolling in this class.** *Attendance is mandatory.* Engagement in each class will be noted. No other kind of work shall be a substitute for attendance and/or participation.

Article critique/discussion lead (15%): Each student will be assigned one week in which s/he will lead class discussion alongside another student (i.e on average, two students per week). Each discussion leader will also hand in a summary/critique of the article s/he was assigned.

Please, take careful note of the following **important information** regarding discussion leadership and article summary/review/critique.

1. a. **Each** student assigned to lead discussions in a particular week will submit a summary/critique of the articles s/he was assigned. b. Critique/summary essay **cannot** be group work. c. While having discussions with your co-presenter(s) is fine, these are only informal conversations and do not presuppose any form of group work.
2. The critique/summary of the article a student is assigned should be 5 pages in length (double-spaced; Time New Roman Font size 12). Cover page is not included in the page limit.
3. Every student who is scheduled for a particular week is a “discussion leader” (i.e. relative to other students in class) and will be assessed as an individual presenter.
4. Each presenter has 10 minutes. Highlight the key points in the article (since the whole class would have [presumably] read them). Focus more on your understanding of the key issues raised by the author(s) and your appraisal. *I will deduct a maximum of two marks for excessively long presentations.*
5. Your summary/critique of articles is due at the start of class on the day you are scheduled to lead discussions.

Book review (20%): A list of books is provided on page 8 of this course outline. Select one of the books for review. Your review should include a summary of the salient issues in the book and your critical appraisal. [Word count: 6 – 7 pages double-spaced; Times New Roman font size 12]. Due: February 6, 2017.

- The book review is a formal essay with a clear introduction, main text and conclusion.
- Other sources are welcome and should be properly cited. A reference list can be included at the end of your essay.

- The review does not necessarily have to be argumentative. You are welcome to agree or disagree with the author(s) on issues raised in the book.
- Consider the following questions and weave them into thematic schemes: What is the book about? What are the core points? Are the points convincingly marshaled i.e. is there sufficient evidence to back up the book's claims? What other perspectives were missed? What is your assessment of the relevance of the book?
- Various writing styles are welcome but be mindful that you are writing to demonstrate knowledge of the book and earn marks for mastery of information, careful analysis and sound writing.

Class presentation (10%): This is based on your term paper. You will have 10 minutes to make a formal presentation of your term paper. More details will be provided in class.

Term paper (35%): The professor will meet with each student in February to discuss relevant topics. Students may focus on specific state or non-state actors (ISIS, Hamas, Israel, etc.) or examine specific legislations (e.g. Canada's IRPA, etc.). Topics will widely vary and necessitate creative and critical thinking by students.

Instructions:

Select a terrorism-related topic (specific groups, policy, legislation, incident, iconic personality, etc.). Write an essay of **12-15 pages** (double-spaced; Time New Roman font size 12). Your essay should have a concise introduction, research question(s), main text (arguments that are logically interwoven) and conclusion. A bibliographic list or works cited page is required as part of the page limit. Use a minimum of 12 refereed sources — articles and/or books — in your paper. Reports from groups such as Amnesty International and newspaper sources are useful but do not count as part of the required 12 refereed sources. You may use any referencing style of your choice.

This is an engaging exercise; early preparation is essential. The paper is due on Monday **April 3, 2017**. It is worth **35%** of the final grade.

Grades:

<u>Grade</u>	<u>Percentage</u>	<u>Grade Points</u>
A+	95-100	4.0
A	90-94	4.0
A-	85-89	3.7
B+	80-84	3.3
B	76-79	3.0
B-	72-75	2.7
C+	68-71	2.3
C	64-67	2.0
C-	60-63	1.7
D+	55-59	1.3
D	50-54	1.0
F	0 -49	0

Grades will not be curved. This means that your overall performance is not dependent on other students' performance.

<p>Lecture Schedule & Assigned Readings — Only asterisked (*) works are required reading</p>

Week 1: Introduction & Course overview

- What is terrorism?
- Why study terrorism?
- Seminar objectives
- Criminology and terrorism studies
- Your role as a participant
- Evaluation criteria

Readings: None

Week 2: “Enemy” or Criminal”? The Politics of Definition

- *Scheffler, Samuel. 2006. “Is terrorism morally distinctive?” *Journal of Political Philosophy*, 14, 1: 1-17.
- *Moten, Abdul Rashid. 2010. ‘Understanding terrorism: contested concept, conflicting perspectives and shattering consequences,’ *Intellectual Discourse*, 18, 1: 35-63.
- *Tripathy, Jyotirmaya. 2010. “What is a terrorist?” *International Journal of Cultural Studies*, 13: 3, 219-234.
- Etzioni, Amitai. 2011. “Terrorists: A distinct species”, *Terrorism and Political Violence*, 23: 1, 1 — 12.
- Anderson, Kenneth. 2011. “Comments on Professor Etzioni's ‘Terrorists: A Distinct Species’”, *Terrorism and Political Violence*, 23: 1, 16 — 18.
- Fine, Jonathan. 2010. ‘Political and Philological Origins of the Term ‘Terrorism’ from the Ancient Near East to Our Times’, *Middle Eastern Studies*, 46: 2, 271 — 288.
- Saul, Ben. 2005. ‘Definition of “Terrorism” in the UN Security Council: 1985–2004’, *Chinese Journal of International Law*, 4, 1: 141–166.

Week 3: Theorizing Terrorism: Is Terrorism a ‘New War’?

- * Münkler, Herfried. 2005. *The New Wars*. Cambridge: Polity. Chapters 1 and 5
- *Croft Stuart and Cerwyn Moore. 2010. ‘The evolution of threat narratives in the age of terror: understanding terrorist threats in Britain’, *International Affairs* 86, 4: 821–835.
- Crenshaw, Martha. 1987. ‘Theories of terrorism: Instrumental and organizational approaches,’ *Journal of Strategic Studies*, 10, 4: 13-31.

Week 4: Otherness and Terrorism

- *Dutta, Nandana. 2004. ‘The Face of the Other: Terror and the Return of Binarism,’ *interventions*, 6, 3: 431-540.

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- *Dhamoon, Rita and Yasmeen Abu-Laban. 2009. Dangerous (internal) foreigners and nation-building: The case of Canada, *International Political Science Review*, 30, 2: 163-183.
- *Merskin, Debra. 2004. "The Construction of Arabs as Enemies: Post September 11 Discourse of George W. Bush." *Mass Communication & Society* 7.2: 157–75.
- Oriola, Temitope. 2009. 'Counter-terrorism and alien justice: The case of security certificates in Canada', *Critical Studies on Terrorism*, 2: 2: 257 — 274.
- Michael, John. 2003. "Beyond Us and Them: Identity and Terror from an Arab-American's Perspective." *South Atlantic Quarterly* 102, 4: 701–28.
- Harris, D. B., 2008. Is Canada losing the battle between liberty and security? In: A. Moens and M. Collacott, eds. *Immigration policy and the terrorist threat in Canada and the United States*. Vancouver: Fraser Institute, 129–159.

Week 5: The Foreign fighter phenomenon

- *Malet, David. 2015. "Foreign fighter mobilization and persistence in a global context," *Terrorism and Political Violence*, 27, 3: 454 - 473.
- *Nilsson, Marco. 2015. "Foreign fighters and the radicalization of local *jihads*: Interview evidence from Swedish *jihads*," *Studies in Conflict & Terrorism*, 38, 5: 343- 358.
- *Holman, Timothy. "Belgian and French foreign fighters in Iraq 2003-2005: A comparative case study," *Studies in Conflict and Terrorism*, 38, 8: 603-621.
- Mullins, Sam. 2010. Rehabilitation of Islamist terrorists: Lessons from criminology, *Dynamics of Asymmetric Conflict*, 3:3, 162-193.

Week 6: Religion and Terrorism I: Fundamentalist Christianity

- *Ariarajah, Wesley. 2003. Religion and Violence: A Protestant Christian Perspective *Ecumenical Review*, 55, 2: 136-143.
- *Sharpe, Tanya Telfair. 2000. 'The Identity Christian Movement: Ideology of Domestic Terrorism', *Journal of Black Studies*, Vol. 30, 4: 604-623
- *Pratt, Douglas. 2010. 'Religion and Terrorism: Christian Fundamentalism and Extremism', *Terrorism and Political Violence*, 22: 3, 438 — 456.
- Cimino, Richard. 2005. "No God in common:" American evangelical discourse on Islam After 9/11, *Review of Religious Research*, 47, 2: 162-174.
- Sigmund, Paul E. 1991. Christianity and Violence: The Case of Liberation Theology *Terrorism & Political Violence*, 3, 4: 63-79.
- Juergensmeyer, Mark. 1991. 'Sacrifice and Cosmic War', *Terrorism & Political Violence*, 3, 3: 101-117.
- Lovat, Terence J. 2005. Educating about Islam and learning about self: an approach for our times, *Religious Education*, 100, 1: 38-51.
- Fox, Jonathan. 2007. The Increasing Role of Religion in State Failure: 1960 to 2004 *Terrorism and Political Violence*, 19, 3: 395–414.
- Marsden, George. 1991. *Understanding Fundamentalism and Evangelicalism*. Grand Rapids, MI: Eerdmans.

Week 7: Religion and Terrorism II: Political Islam

- *Motha, Stewart. 2009. Liberal Cults, Suicide Bombers, and other Theological Dilemmas, *Law, Culture and the Humanities*, 5: 228–246.

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- *Piazza, James A. 2009. Is Islamist Terrorism More Dangerous?: An Empirical Study of Group Ideology, Organization, and Goal Structure, *Terrorism & Political Violence*, 21, 1: 62-88.
- *Manzar Zaidi. 2009. A Taxonomy of Jihad, *Arab Studies Quarterly*, 31, 3: 21-34.
- Gunaratna, Rohan and Oreg, Aviv. 2010. "Al Qaeda's Organizational Structure and its Evolution", *Studies in Conflict & Terrorism*, 33: 12, 1043 — 1078.
- Saggar, Shamit. 2009. Boomerangs and Slingshots: Radical Islamism and Counter Terrorism Strategy, *Journal of Ethnic & Migration Studies*, 35, 3: 381-402.
- Rashid, A. 2002. Jihad. The rise of militant Islam in central Asia. New Haven: Yale University Press.
- Kepel, G. 2002. Jihad. The trail of political Islam. Cambridge, MA: Harvard University Press.

Week 8: The ascendance of ISIS and Boko Haram

- *Kaplan, Jeffry and Christopher Coplan. 2015. The Islamic State and the new tribalism," *Terrorism and Political Violence*," 27, 5: 926-969.
- *Bruneau, Thomas. 2015. Impediments to fighting the Islamic State: Private contractors and US strategy," *Journal of Strategic Studies*, DOI: 10.1080/01402390.2015.1065486
- *Akinola, Olabanji. Boko Haram insurgency in Nigeria: Between Islamic fundamentalism, politics and poverty, *African Security*, 8, 1: 1-29.
- Marsili, Marco. 2015. The Islamic State: A clash within the Muslim civilization for the new Caliphate, *Studies in Conflict & Terrorism*, DOI: 10.1080/1057610X.2015.1100010
- Osumah, Oarhe. 2013. Boko Haram insurgency in Northern Nigeria and the vicious cycle of internal insecurity, *Small Wars & Insurgencies*, 24:3, 536-560.

Week 9: Gendering terrorism

- *Oliver, Kelly. 2008. Women: The Secret Weapon of Modern Warfare? *Hypatia*, 23, 2: 1-16.
- *Speckhard, Anne. 2008. The Emergence of Female Suicide Terrorists, *Studies in Conflict & Terrorism*, 31:11, 995-1023.
- *Bhatia, Vandana and W. Andy Knight. 2011. Female Suicide Terrorism in South Asia: Comparing the Tamil Separatists and Kashmir Insurgents, *South Asian Survey*, 18, 1: 7-26.
- McKay, Susan. 2005. "Girls as "Weapons of Terror" in Northern Uganda and Sierra Leonean Rebel Fighting Forces." *Studies in Conflict & Terrorism* 28, 5: 385-397.
- Sixta, Christine. 2008. The Illusive Third Wave: Are Female Terrorists the New "New Women" in Developing Societies? *Journal of Women, Politics & Policy*, 29, 2: 261-288.
- Jacques, Karen. & Paul J. Taylor. 2009. Female Terrorism: A Review, *Terrorism and Political Violence*, 21:3, 499-515.
- Gardner, Elizabeth. 2007. Is there method to the madness? *Journalism Studies*, 8:6, 909-929.

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- Dearing, Matthew P. 2010. "Like Red Tulips at Springtime: Understanding the Absence of Female Martyrs in Afghanistan", *Studies in Conflict & Terrorism*, 33: 12, 1079 — 1103.
- Abu-Lughod, Lila. 2002. Do Muslim women really need saving? *American Anthropologist* 104, 3: 783–90.
- Victor, Barbara. 2003. *Army of roses: Inside the world of Palestinian women suicide bombers*. St. Martin's Press. New York.
- Oliver, Kelly. 2007. *Women as weapons of war: Iraq, sex, and the media*. New York: Columbia University Press.
- Ahmed, Leila. 1992. *Women and gender in Islam*. New Haven, Conn.: Yale University Press.

Week 10: The 'Society of the Spectacle': Media coverage of terrorism

- *Schirato, Tony and Jennifer Webb. 2004. The Media as Spectacle: September 11 as Soap Opera, *Journal for Cultural Research*, 8, 4: 411-422.
- *Nacos, Brigitte Yaeli Bloch-Elkon, and Robert Y. Shapiro. 2008. Prevention of Terrorism in Post-9/11 America: News Coverage, Public Perceptions, and the Politics of Homeland Security, *Terrorism and Political Violence*, 20:1–25.
- *Kellner, Douglas. 2004. 9/11, Spectacles of terror, and media manipulation A critique of Jihadist and Bush media politics, *Critical Discourse Studies*, 1, 1: 41–64.
- Crelinsten, Ronald D. 1989. Terrorism and the media: Problems, solutions, and counterproblems, *Political Communication*, 6:4, 311-339.
- McChesney, Robert W. 2002. "September 11 and the Structural Limitations of US Journalism." *Journalism After September 11*. Ed. Barbie Zelizer and Stuart Allen. London: Routledge, 91–100.
- Gans-Boriskin, Rachel and Russ Tisinger. 2005. The Bushlet Administration: Terrorism and War on The West Wing, *Journal of American Culture*, 28, 1: 100-113.
- Kirshenblatt-Gimblett, Barbara. 2003. "Kodak Moments, Flashbulb Memories: Reflections on 9/11." *Drama Review* 47, 1: 11–47.
- Karim, Karim H. 2002. "Making Sense of the 'Islamic Peril.'" *Journalism After September 11*. Ed. Barbie Zelizer and Stuart Allen. London: Routledge, 101–16.
- Volkmer, Ingrid. 2002. "Journalism and Political Crises in the Global Network Society." *Journalism After September 11*. Ed. Barbie Zelizer and Stuart Allen. London: Routledge, 235–46.
- Kellner, D. 2003. *Media spectacle*. London and New York: Routledge.
- Torres Soriano, Manuel R. 2011. 'The Road to Media Jihad: The Propaganda Actions of Al Qaeda in the Islamic Maghreb', *Terrorism and Political Violence*, 23: 1, 72-88.
- Knowles, Chase Laurelle. 2008. Towards a new Web genre: Islamist Neorealism, *Journal of War and Culture Studies*, 1, 3: 357-380.

Week 11: State versus non-state actors

Presentations begin

- *Williams, Brian Glyn. 2010. 'The CIA's Covert Predator Drone War in Pakistan 2004–2010: The History of an Assassination Campaign', *Studies in Conflict & Terrorism*, 33:10, 871-892.

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- *Grinberg, Lev Luis. 2013. 'Resistance, politics and violence: The catch of the Palestinian struggle', *Current Sociology*, 61, 2: 206-225.
- *Craig, Tony. 2010. 'Sabotage! The Origins, Development and Impact of the IRA's Infrastructural Bombing Campaigns 1939-1997', *Intelligence and National Security*, 25: 3, 309-326.
- Irwin M. Cohen and Raymond R. Corrado. 2005. State Torture in the Contemporary World, *International Journal of Comparative Sociology*, 46: 103-131.

Week 12: Towards a peaceful dénouement

Presentations continue

- *Johan Galtung. 1969. "Violence, Peace and Peace Research", *Journal of Peace Research*, 6, 3: 167-191.
- *Johan Galtung. 1990. "Cultural Violence" *Journal of Peace Research*, 27, 3: 291-305.

Week 13: Final part of presentations

Concluding thoughts: Relationship between critical terrorism studies and criminology.

Final Research Paper due

Readings: None

RE: BOOK REVIEW:

Select and review **one** of the following books: Due date: February 6, 2017.

Abufarha, Nasser. 2009. *The making of a human bomb: An ethnography of Palestinian resistance*. Duke University Press.

Benjamin, Medea. 2013. *Drone warfare: Killing by remote control*. London: Verso.

Hanse, Stig Jerle. 2013. *Al Shabaab in Somalia: The history and ideology of a Militant Islamist Group, 2005-2012*. New York: Oxford University Press.

Hassan, Riaz. 2011. *Life as a weapon: The global rise of suicide bombings*. Milton Park, Abingdon: Routledge.

Huntington, Samuel P. *The clash of civilizations and the remaking of world order*. New York: Simon and Schuster, 1996.

Oliver, Kelly. 2007. *Women as weapons of war: Iraq, sex, and the media*. New York: Columbia University Press.

STUDENT RESPONSIBILITIES:

Students are expected to be aware of their academic responsibilities. This section contains important information but does **NOT** exhaust all of your responsibilities.

1. **REGISTRATION STATUS:** Students are responsible for ensuring the accuracy of their registration in courses. This can be checked online at any time.
2. **WITHDRAWING FROM THE COURSE:** Students who stop attending class must officially withdraw from the course. This must be done by the official withdrawal deadline for the course, which is available online. Failure to withdraw properly will result in a grade being assigned based on completed course work.

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3. **MISSED ASSIGNMENT DEADLINE:** In general, some type of official documentation is required in order to obtain an excused absence or deadline extension. For **medical illnesses**, you can present any of the following:
 - “University of Alberta Medical Statement” signed by a doctor (*accepted if provided in lieu of other documents*)
 - "Medical Declaration Form for Students" (*for Faculty of Arts students*)
 - "Statutory Declaration" (*for students in Faculties other than Arts, to be obtained from home Faculty or the Office of the Registrar*). For other acceptable absences, such as domestic afflictions or religious convictions, the student should submit appropriate documentation to the situation. Examples include:
 - For a death in the family – a copy of the death certificate
 - For a religious conflict – a letter from the church or pastor
 - For a car accident – a copy of the accident report
 - For other serious afflictions – consult with Instructor or Department about appropriate documents
 4. **EXTRA CREDITS:** There is **no** provision for extra credits in this course. Requests for extra credits will not be entertained.
 5. **SUBMISSION OF ASSIGNMENT:** Failure to submit an assignment at the due time shall result in an *immediate* deduction of 5 points **and** 2.5 points every day after the deadline. Assignments sent by email or shoved under my office door have an uncanny ability of missing in transit. Kindly hand in a **hard/paper copy** of your assignment at the *start* of class on the due date. Deadline extensions are given only under the most serious circumstances with official documentation.
 6. **CELL PHONES AND INTERNET:** Cell phones and other electronic devices are to be turned off during lectures (except under exceptional circumstances in which approval has been granted by the instructor). It is **not** appropriate to use any devices to browse the Internet when class is in progress.
 7. **STUDENTS WITH DISABILITIES:** Students who require accommodation in this course due to a disability are advised to discuss their needs with disability services and the instructor.
 8. **INSTRUCTIONAL VIDEOS AND PRESENTATIONS:** Students are expected to treat all videos screened in class and guest presentations as part of the course material.
 9. **IMPORTANT DATES:**
 - Family Day Holiday: February 20, 2017 (no classes)
 - Winter term Reading Week: February 21 - 24, 2017 (no classes)
 - Lectures for this course end: April 10, 2017
 10. **COURSE OUTLINE POLICY:** “Policy about course outlines can be found in §23.4(2) of the University Calendar.”

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11. **ACADEMIC INTEGRITY:** “The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”
 12. “Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.”

Disclaimer: The information in this course outline is subject to change; any changes will be announced in class.