

RI: Honors History of Terrorism (3 Credits)

WOH 4209

Fall 2019

Mondays and Wednesdays at 9:30 am

HC 116

Professor: Christopher Ely

Telephone: 6-8607

Office: SR 202

Office Hours: Tuesday and Thursday 1-4

Email: cely@fau.edu

Course Description

In this country we often talk about the war on terror, but how much do we know about the terror we are warring against? This class will examine terrorism as a historical topic, as a practice that has evolved over time. Using historical description and analysis of terrorist movements, the writings of people engaged in political violence, and recent films and documentaries, we will explore terror movements across the globe and over the past 200 (and more) years. Throughout the semester we will ask and discuss the following questions about terrorism. What is it? Who counts as a terrorist and who doesn't? Where did it come from? How has it changed over time? What are terrorists trying to accomplish? How often do they succeed? Will the use of terrorism ever come to an end?

Course Objectives

By completion of this course, students will have gained an in-depth understanding of the debates about the definition of terrorism and the historical events that have been described as terrorist events. They will also understand the origins and evolution of terrorism into modern times. Moreover, students will gain practice in skill in completing original, independent research.

Requirements and Grades

In this class you will be graded on participation in discussion, ten in-class pop quizzes, one response paper about the French terrorist Emile Henry, one research paper on a topic of your choosing, an in-class presentation of your research paper, and a written final exam.

Your final grade will be based on a **1000 earnable points**:

Class Participation.....	100 points
10 Reading Quizzes	200 points
Response Paper	150 points
Bibliography and Action Plan.....	50 points
Research Paper.....	300 points
Presentation.....	50 points
Final Exam.....	150 points

Grade Scale

90-100 (A)

80-90 (B)

70-80 (C)

60-70 (D)

60 or below (F)

Research Intensive Course

This is a research intensive class. As such it promotes the following 6 outcomes:

- 1) Students will acquire a solid core knowledge of the debates surrounding the definition of terrorism as well as of the historical rise and trajectory of political violence in the modern era.
- 2) Each student will formulate an independent and original research question involving the history of terrorism based on their knowledge and understanding of its historical development.
- 3) Each student will create a plan of action for completing his or her research.
- 4) Class discussion and other assignments will help students develop the critical thinking skills that will enable them to evaluate and interpret the sources they use for their research.
- 5) Ethical problems saturate the history of terrorism. Students will incorporate the ethical questions they raise into their research.
- 6) Students will learn the communication skills proper to the transmission of research findings in the discipline of history.

Research Assessment

This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/ouri>.

Research Paper Guidelines

- 1) The paper must present an original thesis about a topic in the history of terrorism.
- 2) After an introduction to your topic, the paper must defend your thesis by drawing on a body of primary sources, secondary sources, or (most likely) a combination of both.
- 3) As you write, make sure to argue your points effectively by keeping in mind potential counter-arguments. Raise the counterarguments and refute them.
- 4) It is far better for the topic to be small and manageable than large and imprecise.
- 5) The paper must be well-edited, preferably with the help of a classmate or a writing center peer. Ideally, it will have been revised several times before it is handed in.
- 6) To cite your sources, use Chicago Manual of Style (Turabian) footnote or endnote form.
- 7) NB—illustrations do not count for page numbers.
- 8) The minimum number of sources required is 10, but you may use more than that number if you need to.

Research Presentation Guidelines

- 1) Presentations should last around 8 minutes, and there should be a few extra minutes left for questions.
- 2) The fundamental aim of the presentation is to teach the class about your topic so that all of us, by learning about your subject, will expand our knowledge of the history of terrorism.
- 3) After the presentation people will ask questions, comment and critique in the constructive spirit of helping you improve your final effort.
- 4) You may use slides or power point if you like, but they are not required.

Prerequisites

In order to enroll in this course, students need to have taken at least one prior history course or gained the consent of the instructor.

Note on Honors Distinction

Not only is this a research intensive course, but it also differs substantially from a non-Honors course in its profoundly interdisciplinary nature. This class requires students to do original research on primary sources in the specialized field of the history of terrorism that combines insights and materials from the fields of history, political science, psychology and sociology. This course can be taught either as an honors undergraduate class or as a graduate class, the distinction between the two being minimal.

Policies

Showing up (*on time*) and taking an active role in discussion counts for 10 percent of your grade, or 100 points. In addition, each quiz counts for 20 points (for a total of 200 points). If you miss the class without a prior excuse, you will not receive credit for the quiz.

Laptops should not be used to take notes in class, except under certain circumstances after consultation with the instructor.

Students are encouraged to come to office hours on a regular basis. You should not have the *expectation* of doing well in this course if you are not a regular attendee at office hours.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Classroom Etiquette Policy

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Accessibility Services

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Academic Integrity Policy

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#). Please also see the Honors College's academic [Honor Code](#).

Incomplete Grades

Florida Atlantic University's policies regarding "incomplete" grades can be found in the [University Catalog](#).

Books and Materials Available for Purchase

Walter Laqueur, Voices of Terror

John Merriman, The Dynamite Club

Martin Miller, Foundations of Modern Terrorism

Matthew Carr, The Infernal Machine

Other texts will be available on Canvas or as handouts

Course Outline

Jan. 9 Introduction to the Course

Jan. 11 Defining Terrorism

Reading: Miller 1-9; Carr, 1-10

Jan. 16 Martin Luther King Jr. Holiday

Jan. 18 Historical Origins of Political Violence

Reading: Miller 10-31; Laqueur 15-17, 39-44

Jan. 23 Historical Origins of Terrorism: The French Revolution

Reading: Miller 32-57 and “Law of 22 Prairial” and Robespierre’s “Report on the Principles of Public Morality” (Canvas)

Jan.25 The Russians I

Reading: Miller 58-77; Ely “Organized Troglodytes” (169-202) (Canvas)

Jan. 30 The Russians II

Reading: Ely “The Armor of Our Invisibility,” and “Conclusion” (231-274) (Canvas); Laqueur, 76-82

Feb. 1 The Rise of Violence in Europe and the US

Reading: Miller, 98-120; Laqueur, 57-67 and 104-110

Feb. 6 The Dynamite Club

Reading: Merriman, 1-68

Feb. 8 The Dynamite Club

Reading: Merriman, 69-135

Feb. 13 The Dynamite Club

Reading: Merriman, 137-216

Feb. 15 Terror from Above in Europe and the US

Reading: Miller, 120-162; Documents on American lynching (Canvas)

First Paper Due Friday February 17 at 5 pm.

Feb. 20 Creating Nazi and Soviet Killers

Reading: Figes and Browning (Canvas)

Feb. 22 Terror as Political Tactic: The Americas

Reading: Miller, 208-228; Laqueur, 370-376 and 478-483

Feb. 27 Terror as Political Tactic: Europe

Reading: Miller, 228-239; Carr, 133-158

March 1 Terror as Political Tactic: The Islamic World

Reading: Miller, 197-203; Frantz Fanon, excerpts from "On Violence" (Canvas)

March 6 and March 8 Happy Spring Break!

March 13 The Battle of Algiers

Reading: Carr, 92-108; Begin Pontecorvo film

March 15 The Battle of Algiers

Finish Pontecorvo Film and Discuss

March 20 Outsiders, Cults and Violence

Reading: Carr, 268-281; excerpts from the Unibomber Manifesto

March 22 Islamic Terrorism

Reading: Carr, 237-264; Laqueur, 391-402

March 27 Al Qaeda and 9-11

Reading: Carr, 282-321

March 29 The Politics of Fear

Film: The Power of Nightmares

April 3 **The Politics of Fear**

Film: The Power of Nightmares

April 5 **New Style Islamic Terrorism: ISIS**

Reading: TBA

April 10 **Alternative Terrorism?**

Film: "The National Anthem" from the "Black Mirror" TV series

April 12 **Research Projects**

Presentations

April 17 **Research Projects**

Presentations

April 19 **Research Projects**

Presentations

April 24 **Terrorism Now/Class Recap/Final Review**

Reading: Miller 240-258

Final Exam Date: TBA

How to Create an Annotated Bibliography

An annotated bibliography is a list of books, articles or other sources intended to be used for a specific research project that list the separate entries in a standard bibliographic format and then describes and evaluates their usefulness, usually in a single paragraph.

Here is an example from an FBI bibliography on terrorism:

Hoffman, Bruce. Inside Terrorism. (New York: Columbia University Press, 1998), 13-44.

Hoffman provides an in-depth study of the definition of terrorism in the first chapter of his book. He begins by acknowledging that terrorism is not easily defined and then follows terrorism through its modern history as a method of showing how the meaning of the word has changed. He does not attempt to develop a succinct definition, but rather defined terrorism by its differences from criminal activity, guerilla warfare, personal assassinations, and other deviant activity. (This book is available in the Combating Terrorism Center Library.)

Here is another example taken from a history course.

Blanchard, Paula. *Sarah Orne Jewett: Her World and Her Work*. New York: Addison-Wesley Publishing Company, 1994.

Part of the Radcliffe Biography Series, which publishes the life stories of prominent American women, Blanchard's book is the definitive biography on Jewett. As her subtitle implies, she not only seeks to illuminate the events of Jewett's life, but also to contextualize her writings and provide a critical reading of her most famous works. Many of the chapters in Blanchard's biography are devoted specifically to major texts, such as *Deephaven*, *The Country of the Pointed Firs*, and *The Tory Lover*. Blanchard provides background on Jewett's writing process (such as where she wrote and the degree of revisions she made) as well as brief literary analyses. Most of Blanchard's chapters are centered on key relationships and themes in Jewett's own life. Blanchard argues that it is only by thoroughly situating Jewett in her historical moment that we can understand her literary work, thereby issuing a critique of scholars who claim we can study Jewett's canon in isolation.

Particularly useful for my project are the chapters that discuss Jewett's coterie of literary friends in New England and her close relationship with Annie Fields. In a chapter entitled "Neither Marrying Nor Giving in Marriage," Blanchard seeks to uncover Jewett's own motivations for remaining single, as well as place Jewett's single status within the scholarly conversation about nineteenth-century unmarried women. She aligns herself with both Carroll Smith-Rosenberg and Lillian Faderman in saying that Jewett's personal friendships and relationships with women (as well as male family members) were sufficiently fulfilling for her and therefore precluded a desire to marry. I will use Blanchard's text in my paper to support my argument that unmarried women were deeply enmeshed in their communities, rather than being social pariahs stigmatized as "old maids." I will also use some aspects of Blanchard's argument as a point of departure, however, as I disagree with her claim that women's close female friendships precluded marriage. Rather, I see Jewett's friendships as helping her craft a meaningful life as a single woman instead of inhibiting her desire or ability to marry.

.....

The four-sentence version on Hoffman's book will suffice as a model for your bibliographies in this class.

Do not copy (plagiarize) a pre-existing annotation. Never plagiarize sources.

Your bibliography must include a minimum of 10 sources, mainly books and articles. Do not include internet sources, but you may possibly list and annotate other types of sources like archival records or films, as long as you get prior permission from the instructor. Use Chicago Manual of Style formatting (http://www.chicagomanualofstyle.org/tools_citationguide.html), and keep each entry to a single paragraph, but make sure to show how the source ties into your research project.

