HIST 4499/Senior Seminar/ Terrorism: History, Categories, and Personalities

Fall 2014
Thursday-2-4: 45pm

Dr. Katya Vladimirov
Office hours: by appointment, SO 4104
Contact me by e-mail: kvladimi@kennesaw.edu
using your student email ONLY

Description and objectives

This seminar seeks to understand the uses of terrorist tactics and strategies as historical phenomena from medieval times to 1990s. What unites the examples we will study is not so much their causes or goals but their practices and the reactions to them. We will study primary documents and analyze the use of terrorists’ tactics during revolutions and wartime, state terrorism of South Africa, Sri Lanka, radicalism in Europe, UK and Northern Ireland, among many others. We will discuss and identify war, civil disturbances, and state, group, and individual terrorism in historical context.

The course will start with ancient history and practices of tyranny and tyrannicide, and then will examine the definition that appeared during the French Revolution of 1789. In the early revolutionary years, it was largely by violence that governments in Paris tried to impose their radical new order on a reluctant citizenry. As a result, the first meaning of the word 'terrorism', as recorded by the Académie Française in 1798, was a “system or rule of terror.” During the 19th century terrorism underwent a fateful transformation, coming to be associated with non-governmental groups. One such group was the Russian revolutionaries of 'Narodnaya Volya' (the People's Will) in 1878-81 who believed that the Tsarist system against which they were fighting was
fundamentally rotten. They propagated what has remained the common terrorist belief that violent acts would spark revolution. Terrorism continued for many decades to be associated primarily with the assassination of political leaders and heads of state, for instance, the killing of the Austrian Archduke Franz Ferdinand by a 19-year-old Bosnian Serb student, Gavril Princip, in Sarajevo on 28 June 1914. In the half-century after World War Two, terrorism broadened well beyond the assassination of political leaders and heads of state, but also included killings of policemen and local officials, hostage-takings, hijackings of aircraft, and bombings of buildings. In many actions, civilians became targets. In some cases governments became involved in supporting terrorism, almost invariably at arm's length so as to be deniable. The causes espoused by terrorists encompassed not just revolutionary socialism and nationalism, but also religious doctrines. Law, even the modest body of rules setting some limits in armed conflict between states, could be ignored in a higher cause.

Can the huge variety of forms of action be categorized under the single label of 'terrorist'? The term is contentious. Yet there are some common factors that can be detected behind the many changing faces of terrorism. First, it claims to be based on upsurge of public feeling. (Some governments secretly instigate or support it.) Second, terrorism is based on a belief that a few acts of violence, often against symbolic targets representing the power of the adversary, will transform the political landscape in a beneficial way. Third, terrorism has become increasingly involved in attacking innocent civilians - often with the purpose of demonstrating that the state is incapable of protecting its own people.

Is it possible to define terrorism? In the 1960s the UN General Assembly embarked on an attempt to do this. Initially little progress was made, partly because many states were reluctant to go far along the road of outlawing terrorism unless at the same
time the 'causes of terrorism' were addressed. Other states saw this approach as implying that terrorism was a response to real grievances, and thereby insinuating that it was justified. Thus the main emphasis at the UN was on limited practical measures. In a series of 12 international conventions drawn up between 1963 and 1999, particular terrorist actions, such as aircraft hijacking and diplomatic hostage-taking, were prohibited. As the 1990s progressed, and concern about terrorism increased, the UN General Assembly embarked on discussions about defining and outlawing terrorism generally. Its Legal Committee issued a rough draft of a convention, which: Reiterates that criminal acts intended or calculated to provoke a state of terror in the general public, a group of persons or particular persons for political purposes are in any circumstances unjustifiable, whatever the considerations of a political, philosophical, ideological, racial, ethnic, religious or other nature that may be used to justify them.

There are still disagreements between states about this draft convention. Even if it is eventually agreed, there is a difference between agreement on the general principle of outlawing terrorism and its application to particular facts. The labeling of individuals and movements as 'terrorist' will remain complicated and highly political. Two key questions arise: (1) Is it reliance on terror that truly distinguishes a movement from its political opponents? (2) Even if parts of a movement have employed terrorist methods, is 'terrorist' an accurate description of the movement as a whole, made up of many different wings, and employing many different modes of action?

**Learning outcomes:**
Students completing this course successfully will have the Ability to conduct historical Research

- Student will demonstrate familiarity with a variety of available historical sources
• Student will identify and distinguish primary sources from secondary sources
• Student will demonstrate understanding and appreciation of disciplinary conventions with regard to ethical research and use of sources (e.g., citation of sources, recognition of intellectual property of others, respect for interviewees in oral history projects)
• Student will organize sources into bibliography

Ability to read and think critically
• Student will evaluate historical sources
• Student will conceptualize and formulate historical problem/question (S)
• Student will link particular historical problem/question to a broader historical context
• Student will interpret various historical sources (e.g., draw inferences from census materials, newspaper accounts, diaries, etc.) (S)
• Student will use primary and secondary sources appropriately (S, A)

Ability to communicate effectively
• Student will write using recognized conventions of the discipline
• Student will present material clearly, grammatically and cogently both in writing and orally

Required readings:

Terrorism: A History [Paperback]  Randall Law (Author)
Voices of Terror: Manifestos, Writings and Manuals of Al Qaeda, Hamas, and other Terrorists from around the World and Throughout the Ages [Paperback]  Walter Laqueur (Editor)
The Terrorism Reader (Routledge Readers in History) [Paperback]
David J. Whittaker (Editor)

Sites
https://firstlook.org/theintercept/article/2014/08/05/watch-commander/
https://www.youtube.com/watch?v=ojU31yHDqiM&list=UUGmYq_xc9is5hjlfR3pRTYA
http://scgnews.com/flight-mh17-what-youre-not-being-told
http://www2.gwu.edu/~nsarchiv/news/20010430/northwoods.pdf

Kennesaw State University Academic Calendar
http://registrar.kennesaw.edu/calendars/fall_2014.php

ADA Compliance:
The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

Should you require assistance or have further questions about the ADA, please contact: Ms. Nastassia Sanabria, ADA Compliance Officer for Students 470-578-6443.

Electronic Devices Policy and Requirements
• you need online access to D2L • you will need a computer with a sound card, and you will need dependable Internet access.
• you will need Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, and Flash. You can download a free clone version of MS Office at http://www.openoffice.org • if
you have Windows XP, make sure Windows Media Player is NOT set as the default wmv and mp4 player. There is a conflict with Vista, and the file won't run. RealPlayer (http://www.realplayer.com) and iTunes will work fine. You can learn to change your default settings from this quick video.

• you will also need Adobe's Flash Player and Adobe reader, both available free from http://www.adobe.com/

If you foresee possible scheduling conflicts for a certain week, it is advisable that you work ahead on the next week's course material.

Technical support
TS is your responsibility. If a document or lecture does not open for you, let your professor know. Your professor may be able to answer common or more universal problems. If the problem is on your end (your computer, your software, your modem), it is your responsibility to find someone on your end to help you with the problem. Contact service@kennesaw.edu.

Communications
Your professor will respond to email (send ONLY to kvladimi@kennesaw.edu) within 48 hours during the week and on weekends.

Academic Honesty:
The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it.

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is
considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: https://web.kennesaw.edu/scai/content/scai-misconduct-procedures

Students who plagiarize will receive a failing grade for the course.

Plagiarism
The following discussion of plagiarism was produced by Writing Tutorial Services, Indiana University, Bloomington, IN and can be found at http://www.indiana.edu/~wts/wts/plagiarism.html. **What is Plagiarism and Why is it Important?** In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. **How Can Students Avoid Plagiarism?** To avoid plagiarism, you must give credit whenever you use • another person's idea, opinion, or theory; • any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge; • quotations of another person's actual spoken or
written words; or paraphrase of another person's spoken or written words, and conditions of fair use, available at http://owl.english.purdue.edu/lab/fairuse.html.

Grades

Your thesis - 70% of your grade. FINAL DRAFT IS DUE DECEMBER 4. A senior thesis is 20 pages long (min), double-spaced, and typed with 1 inch margins, with footnotes or endnotes. You are required to use at least 4 primary sources and 5 secondary sources (depending on your topic). All topics have to be original and approved by your professor. Your topic, preliminary research results and full bibliography is due on October 9. It has to be 3 pages, has to be a hard copy, typed, signed

3 Weekly assignments - 30% of the grade. Each week you will be given a list of questions, each to be answered in the form of an essay (see the essay rubric below).

Students are expected to complete all work as scheduled. NO LATE ASSIGNMENTS WILL BE ACCEPTED. Make back up copies of all electronic files. Print out all drafts and notes and keep them in a safe place. Email yourself copies of your drafts and notes. Buy additional ink and paper and remember that you have access to on campus computers.

Grading scale:
A=100-89, B=88-79; C=78-69; D=68-60; F=below 60

I—Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of
the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office before grades are due.

**Essay Rubric:**

A = Excellent (80-72 points). Your essay will:
- Have a strong thesis (main point) that is clearly supported by an organized essay
- Provide excellent examples to support your thesis.
- Show thorough comprehension of the ideas presented in class and in the readings.
- Demonstrate innovative ideas and approaches.
- Have strong analyses of material and arguments found in lecture, reading, and research.
- Contextualize ideas and arguments to the overall historical period.
- Have proper citations if needed.
- Be written clearly, with few errors in grammar, spelling, punctuation or usage.

B = Very Good (71-64 points). Your essay will:
- Have a good thesis that is supported by a mostly well organized essay.
- Provide appropriate examples to support your thesis.
- Demonstrate comprehension of the ideas presented in class and in the readings.
- Analyze material and arguments found in lecture and readings.
- Connect ideas and arguments to the overall historical period.
- Have proper citations if needed.
- Be written clearly, with minor errors in grammar, spelling, punctuation or usage.

C = Good/Average (63-56 points). Your essay will:
- Have a thesis, perhaps flawed, or one that is incompletely supported by the essay.
- Somewhat organized, but some supporting facts appear disjointed ("fact salad")
• Provide examples to support your thesis.
• Demonstrate basic comprehension of the ideas presented in class and in the reading.
• Reveal some incompleteness in the material found in class lectures and readings.
• Incompletely analyze material and arguments found in class lectures and readings.
• Incompletely connect ideas and arguments to the overall historical period.
• Improper use of citations.
• Be written clearly, with some errors in grammar, spelling, punctuation or usage.

D = Below Average (55-48 points). Your essay will have one or more major problems:
• A weak thesis; or one that is incompletely supported by the essay.
• Incomplete or weak organization, largely disjointed ("fact salad")
• Weak examples or neglect to include examples.
• Show minimal comprehension of the ideas presented in class and in the readings.
• Partially analyze material and arguments found in lecture, reading, and research.
• Missing necessary citations.
• Show lack of coherence, or many errors in grammar, spelling, punctuation or usage.

F = Failing (47-0 points). Your essay will receive an F if it meets ANY of the criteria below:
• Does not meet the minimum requirements for a D.
• Shows clear evidence of plagiarism.
• Does not fulfill the requirements of the assignment, including failing to answer ALL parts of the question.
• Contains unacceptable amount of compositional errors.
• Written in stream of consciousness or incoherent argumentation (babbling).
Attendance and Makeups:
Attendance is mandatory. Attendance is required for academic success in this course. There is no need to provide an excuse for a missed class. Your active participation is important. I will not reward you for attendance. I will, however, penalize you if you miss classes. Each class meeting is the equivalent of one week in class. If you are absent for two class meetings you will receive a failing grade for the class.

All weekly assignments are due no later than Wednesday at 6pm via D2L. NO LATE ASSIGNMENTS WILL BE ACCEPTED. Should you have a medical or other documented emergency please contact the professor before class. You may drop the lowest weekly grade.
All drafts, notes, bibliography, research topics have to be typed and presented as hard copy ONLY.

Behavior guidelines. Respect your professor, your classmates and yourself.

1. No laptops. No beepers or cell or I-phones in class. Failure to comply with this request will result in your dismissal from the classroom. If your telephone rings—leave the classroom for the day.
2. No food. You can eat during your breaks.
3. No make-up application.
4. No knitting or crocheting
5. No grooming.
6. No sleeping.
7. No leaving in the middle of the class. If you need to leave earlier, you have to notify your instructor in advance.
8. No talking with your classmates.
9. No smart remarks
10. No silly remarks
11. Raise your hand if you want to comment or reply.
12. No hats, caps, or card playing
Class schedule (tentative)


   The terrorism reader Part one

2. September 4. Tyranny and tyrannicide
   Textbook-Chapters I
   Voices of terror. Section one

3. September 11. Terrorism history, p.1
   Textbook chapters 2, 3
   Voices of terror Section two

SEPTEMBER 12 TO OCTOBER 8
INDIVIDUAL RESEARCH
YOUR TOPIC AND COMPETE BIBLIOGRAPHY WITH ANNOTATIONS ARE DUE OCTOBER 9

4. October 9. Terrorism history, p. 2
   Textbook, chapters 4,5
   Voices of terror Section 3

5. October 16. Terrorism history, p. 3
   Textbook, chapters 7,8
   Voices of terror Section 4

6. October 23. Case studies: State terrorism
   The case of United States
   http://monthlyreview.org/2001/11/01/the-united-states-is-a-leading-terrorist-state/
   https://www.jacobinmag.com/2014/08/anatomy-of-a-war/
   The case of South Africa chapter 19, The terrorism reader

7. October 30. Case studies
   Northern Ireland. The terrorism reader Chapter 13
Sri Lanka. The terrorism reader Chapter 11

**October 23-November 12-individual research and writing**

**COMPLETE YOUR FIRST DRAFT**

> **DUE NOVEMBER 13.**


**November 21-November 29-Break**

**December 4 - Last week of classes-presentations**