

## Tyrants & Terrorists

<https://www.facebook.com/groups/1024388597611873/>

Dr Jon Earle  
HIS 389 (Spring 2016)  
Time: M/W/F 1130am–1230pm  
Place: CRNS 315

Office: CRNS 436  
Phone: 859.238.5941  
Email: [jonathon.earle@centre.edu](mailto:jonathon.earle@centre.edu)  
Office Hours: T/R Noon–130pm; by appointment

**Being fully cognizant of the contents of the syllabus is the responsibility of the student. While the central structure of the course is set, the professor reserves the right to change any aspect of the syllabus for the purpose of facilitating transformative learning.**



The al-Qaeda-orchestrated attacks on the World Trade Center (9/11) brought about significant changes in the trajectories of international politics, resulting in state securitization policies and dissenting movements around the world. But terrorism has a much longer, contested history. In this course, we push the genealogies of modern “terrorism” beyond the twenty-first century. We highlight the perspectives of both local communities impacted by violence and those who engineer terroristic violence, whose projects are often designed to challenge ostensibly authoritative or “tyrannical” states. In doing so, this course challenges conventional strategies for understanding terrorism, which have focused almost entirely on institutional and macro-level processes. In the first part of this course, we will assess the long history of terrorism. This will allow us to recast “terrorism” as an invented and politically-productive discourse. In the next section we focus on a number of the leading topics in the field of terrorism studies before, last, examining larger questions about theory and policy.

### Learning objectives

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- to create a vibrant, critically-engaged academic community
- to strengthen existing communication skills: writing, oral presentation and argumentation
- to recognize important shifts in the conceptual and social histories of “terrorism”
- to be able to problematize and deconstruct the analytic category of “terror”/“terrorism”
- to identify principal themes and debates in the field of terrorism studies
- to become familiar with relevant policy debates
- to learn how to use multi-disciplinary approaches to study terrorism, especially anthropology, history, political science and religious studies

## Required readings

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1. Chaliand & Blin (eds), *The History of Terrorism: From Antiquity to Al Qaeda* (2007): 978-0520247093
2. M. Rudd, *Underground: My Life with SDS and the Weathermen* (2009): 978-0061472763
3. Talal Asad, *On Suicide Bombing* (2007): 978-0231141529
4. R. Bosco, *Securing the Sacred: Religion, National Security, and the Western State* (2014): 978-0472119226
  - a. [https://www.press.umich.edu/6740312/securing\\_the\\_sacred](https://www.press.umich.edu/6740312/securing_the_sacred) (PLEASE PURCHASE YOUR COPY HERE; NOT BE AVAILABLE IN BOOKSTORE)
    - b. **Discount Code: UMSECSTU** (drops the price from \$40 to \$24)
5. S. Gottlieb, *Debating Terrorism and Counterterrorism: Conflicting Perspectives on Causes, Contexts, and Responses*, 2<sup>nd</sup> edn (2013): 978-1452226729
6. CP: Course Packet (Uploaded on Moodle)

## Reference material for consultation, debates and projects (on closed reserve)

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1. Atkins: *9/11 encyclopaedia* (2008): 2 volumes
2. *Encyclopaedia of world terrorism* (1997): 3 volumes
3. *Encyclopaedia of world terrorism* (2003): 2 volumes
4. Jackson & Sinclair, *Contemporary debates on terrorism* (2012)
5. Laqueur: *Voices of terror* (2004)
6. Maxwell: *Terrorism: a documentary history* (2003)
7. Robertson: *Terrorism and global security* (2007)
8. Rubin: *Chronologies of modern terrorism* (2008)
9. Schmid: *The Routledge Handbook of Terrorism Research* (2011)

## Students with Disabilities

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Students with physical impairment and/or learning disability will sometimes need accommodations to help them have an equal opportunity to learn. These can include seating preference, permission to tape lectures, and extra time on tests and other assignments—at Centre, time-and-a-half is customary. Accommodations should be the result of a discussion between the student and the College's coordinator for disabilities, Dr Mary Gulley ([mary.gulley@centre.edu](mailto:mary.gulley@centre.edu)), who will then prepare a signed Accommodation Notice for the student to show the professor. The instructor must then sign the Notice before accommodation takes effect. It is the student's responsibility to discuss any accommodations with Dr Gulley and to complete the process through her office.

## Academic Integrity

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It is imperative that you review the Academic Honesty section of your Student Handbook, where academic expectations are clearly illuminated. You will also find important discussion on plagiarism and the adverse impact of academic dishonesty. Without say, academic dishonesty is unacceptable in any form and will most certainly result in course failure. While Wikipedia is a useful resource to informally gather quickly needed information, it is not an academic source and may not be employed to develop citation.

## Classroom Etiquette

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The use of cell phones and all forms of texting are strictly prohibited. Usage will adversely impact your grade. Unless you are ill, it is unacceptable to leave the classroom once we've begun. Provided you can consume without interruption, food and drink are perfectly acceptable. **Laptops and mobile devices may not be used, except with permission.**

## Communication

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E-mail is the most efficient way to reach me. However, please feel free to use my office line (found above). If I am unavailable, please leave a message. I typically respond to e-mail and voicemail within twenty-four hours. During

posted office hours, you're more than welcome to stop by unannounced. If you need to meet beyond these hours, please send an e-mail to make an appointment.

## The Writing Center

If you need help learning to write, or simply want to build upon existing skills, the College houses an active Writing Center, which is equipped to help you learn to write powerfully. For more information, please contact Dr John Kinkade ([john.kinkade@centre.edu](mailto:john.kinkade@centre.edu)), and visit the Center's website: <https://sites.google.com/a/centre.edu/writing-center/>. Services are free of charge, and well worth your time.

## Course Evaluation

A: 100–94%    A-: 93–90%    B+: 89–86%    B: 85–82%    B-: 81–79%  
C+: 78–76%    C: 75–72%    C-: 71–69%    D: 68–66%    U: 65% or below

## Citizenship & academic engagement

15%

It is important to not simply 'show-up' to class—you will need to be an active, informed participant. Indeed, in this course, **informed discussion is preferred over lecture**. Academic inquiry and learning is fully actualised through creative thinking and rigorous discussion. If you simply attend classes without consistent, apparent engagement with the reading material and classroom discussion, you will earn no higher than a C in this evaluative measure.

You are allowed up to three unexcused absences throughout the semester. You can only earn full percentage if you are without unexcused absence. Unless I hear from you **before class**, an absence will be considered unexcused. Legitimate civil and religious functions constitute excused absence (e.g., weddings, family reunion, a sibling's childbearing, baptism, akika, bar/bat mitzvah, samskara, etc.).

**Citizenship and engagement may be evaluated by reading quizzes and the submission of discussion questions for guest speakers.**

## Mid-term (25 questions)    18 March

15%

The function of the mid-term is straightforward: to offer twenty-five multiple-choice questions that assess one's engagement with the readings and content of the lectures.

## Final (25 questions)    16 May

15%

Similarly, the final will evaluate the extent to which one has followed classroom debates and analysed the reading material throughout the course.

## Debates

15%

In this course, we will use classroom debates to explore emerging themes in the field of terrorism studies. At the end of each debate, the classroom will use clickers to identify the more persuasive case of the two. The group that demonstrates the most persuasive argument will be awarded ten full points on the final evaluation of the debate.

## Semester-long project

20% (RICE) + 20% (final submission)

This course requires a two-part project that includes a RICE presentation and a final component. These two are to be developed in concert. Think of RICE as PHASE I, and the final portion as PHASE II. Project proposals are due on **19 February**. If you need ideas for a project and/or a case study, please consult any number of the books that I have placed on closed reserve. **All projects must be cleared by 11 April; RICE is 14 April.**

Your project may focus on any topic in the field of terrorism studies. Subjects might include: the use of terror in the Hebrew Bible or the Qur'an; gender and terrorism; neurology and terroristic violence; music and terror; or terror in

a particular historical or political context, including modern Syria, IRA propaganda during the Troubles, Cold War Columbia, revolutionary France, sixteenth-century England, or fifteenth-century Congo.

**PHASE I.** RICE provides the opportunity to select one of the following outputs:

- (1) give a 12-minute presentation on their work in a paper session with 3 or 4 other student presenters
- (2) design a poster describing their work for display in the poster session
- (3) display their creative work in a gallery, an exhibition, or give a performance in a studio setting

**PHASE II.** Your final project will be **either** an eight-page research paper (**no more than ten**), excluding footnotes and bibliography, **or** a comparable project.

If your comparable project includes an additional, rigorous component, **you may apply for exemption from the mid-term.** This is to provide the space to produce a creative project. If you are going to apply for exemption, your 3-phase project must also be outlined and submitted by **19 February.**

**DUE DATE: 12 May (noon)**

**Comparable project ideas (in all cases, RICE presentations are required)**  
*(comparable projects replace the final paper)*

**Two-phase: both mid-term and final exams are required**

- (Co)author a policy brief, potentially to be submitted (circulated) in the field of foreign policy:
  - <http://i.unu.edu/media/cpr.unu.edu/attachment/1006/Peacebuilding-and-Institution-building.pdf>
  - [http://cic.nyu.edu/sites/default/files/why\\_europe\\_must.updated.pdf](http://cic.nyu.edu/sites/default/files/why_europe_must.updated.pdf)
  - [http://www.brookings.edu/~media/research/files/papers/2008/5/05-terrorism-mgi/05\\_terrorism\\_mgi.pdf](http://www.brookings.edu/~media/research/files/papers/2008/5/05-terrorism-mgi/05_terrorism_mgi.pdf)
  - <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/7347.pdf>
- The production of artistic interpretation and accompanying analysis (final artwork is to be maintained by JLE)
- A project that explores the intersection between your major and the topic of terrorism
- ETC.

**Three-phase: exemption from the mid-term exam (percentages reworked accordingly)**

- Organise a collaborative, campus-wide event on a topic related to terrorism (for example, a 3-part film screening and discussion series on terrorism). Includes a five-page analysis paper.
- An intensive ethnographic project with diasporic communities in Louisville or Lexington (interlocutors impacted by terror and/or state securitisation policies) (3 site visits). Includes a five-page analysis paper.
- A literature review project on terrorism in Africa with Dr Earle (research assistant opportunities) (TWO OPENINGS; COMPETITIVE). Will include a writing component.
- Develop a website on terrorism in Africa (specific perimeters defined by JLE) (CAN BE DEVELOPED AS A COLLABORATIVE PROJECT)
- An ethnographic project on the psychologies of terror on Centre's campus or in Danville (10, 30-minute interviews (5 hours). Includes a five-page analysis paper.
- ETC.

**CP: COURSE PACKET (MOODLE)**

	Monday	Wednesday	Friday
		3 February	5 February
<b>LECTURE &amp; DISCUSSION</b>		<b>Syllabus</b>	<b>Defining Terms</b>
<b>READING</b>			Chaliand/Blin: pp. 1–51

**I. HISTORICAL LANDSCAPES**

	Monday	Wednesday	Friday
	8 February	10 February	12 February
<b>LECTURE &amp; DISCUSSION</b>	<b>Terror &amp; tyrannicide in the ancient world</b>	<b>Terror in the early modern period</b>	<b>Primary sources: terror in agrarian empires</b>
<b>READING</b>	Chaliand/Blin: pp. 55–78	Chaliand/Blin: pp. 79–92	CP: Laqueur: Intro, Aristotle, Lucian, John of Salisbury (FORTHCOMING)

	Monday	Wednesday	Friday
	15 February	17 February	19 February
<b>LECTURE &amp; DISCUSSION</b>	<b>Revolutionary terror</b>	<b>State terror</b>	<b>Primary sources: terror and the invention of modern states</b>
<b>READING</b>	Chaliand/Blin: pp. 95–131	Chaliand/Blin: Chs 7 & 9	CP: State terror
<b>ASSIGNMENT</b>			Project proposals due

	Monday	Wednesday	Friday
	22 February	24 February	26 February
<b>LECTURE &amp; DISCUSSION</b>	<b>Terrorism &amp; colonial conquest</b>	<b>Race &amp; American terror</b>	<b>International terror and the end of empire: from Spear of the Nation to Weathermen</b>
<b>READING</b>	Chaliand/Blin: Chs 8, 10, 11	<i>Klansville</i> : <a href="https://www.youtube.com/watch?v=kk26B4jE90Q">https://www.youtube.com/watch?v=kk26B4jE90Q</a>	Mark Rudd, <i>Underground</i> (Part I)

	Monday	Wednesday	Friday
	29 February	2 March	4 March
<b>LECTURE &amp; DISCUSSION</b>	<b>Book discussion: prep for Mark Rudd</b>	<b>Guest speaker: Mark Rudd</b>	<b>Interview debriefing</b>
<b>READING</b>	Mark Rudd, <i>Underground</i> (Part II to III)		

	Monday	Wednesday	Friday
	7 March	9 March	11 March
<b>LECTURE &amp; DISCUSSION</b>	<b>Terror &amp; Irish patriotism</b>	<b>Guest speaker: John Harney</b>	<b>The invention of modern jihad: Sayyid Qutb</b>
<b>READING</b>	<ul style="list-style-type: none"> <li><i>BBC Bloody Friday</i> (60 minutes): <a href="https://www.youtube.com/watch?v=3s1iH3z8EhY">https://www.youtube.com/watch?v=3s1iH3z8EhY</a></li> <li><i>When terror gets old</i> (14:25 minutes): <a href="https://vimeo.com/133378896">https://vimeo.com/133378896</a></li> </ul>		<ul style="list-style-type: none"> <li>Chaliand/Blin: Chs 11 &amp; 12</li> <li><i>Sayyid Qutb's America</i> (22 minutes): <a href="http://www.npr.org/templates/story/story.php?storyId=1253796">http://www.npr.org/templates/story/story.php?storyId=1253796</a></li> </ul>

	Monday	Wednesday	Friday
	14 March	16 March	18 March
<b>LECTURE &amp; DISCUSSION</b>	<b>From Al Qaeda to ISIL</b>	<b>Primary sources: contemporary Islamism</b>	<b>MID-TERM</b>
<b>READING</b>	<i>The Islamic State</i> (VICE) (42 minutes): <a href="https://news.vice.com/video/the-islamic-state-full-length">https://news.vice.com/video/the-islamic-state-full-length</a>  <i>Skyping with the Enemy</i> : <a href="http://www.theguardian.com/world/2015/may/26/french-journalist-poses-muslim-convert-isis-anna-erelle">http://www.theguardian.com/world/2015/may/26/french-journalist-poses-muslim-convert-isis-anna-erelle</a>	CP: Qutb ( <i>The America I have Seen</i> )  CP: Osama bin Laden ( <i>Terror for terror</i> )	

	Monday	Wednesday	Friday
	21 March	23 March	25 March
<b>SPRING BREAK</b>			

## II. TOPICAL CASE STUDIES: GENDER; MEMORY & MARTYRDOM; POWER & POPULAR REPRESENTATION; RELIGION & POLICY

	Monday	Wednesday	Friday
	28 March	30 March	1 April
<b>LECTURE &amp; DISCUSSION</b>	<b>Gender &amp; terror</b>	<b>Suicide bombing</b>	<b>Required</b> Peter N. Stearns Convocation (Thursday, 31 March)
<b>READING</b>	Talal Asad, <i>On Suicide Bombing</i> , pp. 1–64	Talal Asad, <i>On Suicide Bombing</i> , pp. 65–96  <i>Paradise Now</i> (90 minutes): <a href="https://video.centre.edu/Watch/Qi9t3W8T">https://video.centre.edu/Watch/Qi9t3W8T</a>	

	Monday	Wednesday	Friday
	4 April	6 April	8 April
<b>LECTURE &amp; DISCUSSION</b>	<b>Terrorism: popular representations</b>	<b>Screening: American Sniper (Vahlkamp)</b>	<b>Screening: American Sniper (Vahlkamp)</b>
<b>READING</b>	CP: Prince, <i>Theatre of Mass Destruction</i> , pp. 17–70	None: work on RICE	None: work on RICE

	Monday	Wednesday	14 APRIL (Thursday)	Friday
	11 April	13 April		15 April
<b>LECTURE &amp; DISCUSSION</b>	<b>Discussion: American Sniper &amp; RICE</b>	<b>Ideology &amp; International policy</b>	<b>RICE Presentations</b>	<b>Guest speaker: Rob Bosco</b>
<b>READING</b>	None: work on RICE	Bosco, <i>Securing the Sacred</i> , pp. 1–89		Bosco, <i>Securing the Sacred</i> , pp. 90–126
	All RICE projects cleared			

### III. DEBATING TERROR: COMPETING THEORIES & INTERPRETATIONS

	Monday	Wednesday	Friday
	18 April	20 April	22 April
<b>LECTURE &amp; DISCUSSION</b>	<b>Is terrorism still a useful analytical term or should it be abandoned?</b>	<b>Is the 'new terrorism' really new? (Sage)</b>	<b>Does poverty serve as a root cause of terrorism?</b>
<b>READING</b>	CP: Wilkinson vs. Bryan	Gottlieb, <i>Debating</i> , CH 1	Gottlieb, <i>Debating</i> , CH 2
<b>ASSIGNMENT</b>	Earle versus Class	Group 1 versus Group 2	Group 3 versus Group 4

	Monday	Wednesday	Friday
	25 April	27 April	29 April
<b>LECTURE &amp; DISCUSSION</b>	<b>Can terrorism ever be justified?</b>	<b>Does Islam play a unique role in modern religious terrorism?</b>	<b>Guest speaker: TBA</b>
<b>READING</b>	Gottlieb, <i>Debating</i> , CH 3	Gottlieb, <i>Debating</i> , CH 4	
<b>ASSIGNMENT</b>	Badie versus Bosco	Group 5 versus Group 6	

	Monday	Wednesday	Friday
	2 May	4 May	6 May
<b>LECTURE &amp; DISCUSSION</b>	<b>Debriefing</b>	<b>Can spreading democracy prevent terrorism?</b>	<b>Counterterrorism and the constitution: Does providing security require a trade-off with civil liberties?</b>
<b>READING</b>		Gottlieb, <i>Debating</i> , CH 8	Gottlieb, <i>Debating</i> , CH 11
<b>ASSIGNMENT</b>		Group 7 versus Group 8	Group 9 versus Group 10

	Monday	<b>FINAL PROJECTS DUE</b> (THURSDAY, May 12th NOON)	<b>FINAL EXAM</b> (MONDAY, May 16 <sup>th</sup> 830am–1130am)
	9 May (LAST DAY)		
<b>LECTURE &amp; DISCUSSION</b>	<b>Conclusions: Whither terrorism?</b>		