



COURSE SYLLABUS

CJ505: Terrorism

Spring 2013 Sub-Term (Five Weeks from February 25 to March 29)

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Textbook:

Poland, J. (2011). *Understanding terrorism: groups, strategies, and responses*. 3rd ed. Upper Saddle River: Pearson-Prentice Hall. ISBN: 9780132457767.

You can contact the Texas Book Store located in 115 Sam Rayburn Student Center on our campus in Commerce. Visit the book store, or call at 903-886-5215, to buy it; or buy book through on-line.

Other materials/readings as assigned and posted online.

Course Description/Explanation:

This course will provide a theoretical and empirical understanding and explanation of terrorism. It will identify various analytical approaches to the study of terrorism: identifying terrorist groups, reviewing terrorist tactics, and examining police and governmental responses to reduce or control the incidence of terrorism.

Student Learning Outcomes/Core Competencies:

1. Think critically about important issues in terrorism
2. Realistically assess threats of terrorism
3. Understand terrorist acts and their impact
4. Explore problem-solving solutions and preventions in issues of terrorism
5. Examine police and governmental responses to terrorism
6. Enhance communication skills and reading/research acumen

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work toward achieving these outcomes through discussions/comments, readings, and a final presentation. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Please note that a core competency of this course is critical thinking. Critical thinking requires students to think through situations, facts, and issues in an open-minded and objective way in an effort to analyze and evaluate information in an informed manner. Qualities of a critical thinker (and of arguments that embody critical thinking) include:

- **Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration**—in other words, just because the book tells you it is true, doesn't mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone—should be used to determine truth.
- **Critical thinkers are not only independent thinkers; they are also fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration**—your way of thinking may not necessarily be the only way or the right way of thinking. Consider other perspectives
- **Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)**—in other words, gather information from credible sources and evaluate these sources/factual information in the context of what you have been asked to discuss/evaluate.

As defined by the National Council for Excellence in Critical Thinking, critical thinking is:

“The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.”

(Scriven, M. & Paul, R. Presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987.)

When preparing discussions/comments/assignments/papers/presentations, use the following to help you critically think through task. You will be graded (in part) on how well you are able to perform this skill.

- ❖ *Determine the problem/issue you are trying to solve. Make sure you remain open-minded and objective and be aware of your own biases on the subject and put them aside;*
- ❖ *Develop a hypothesis and/or possible solution to the problem/issue. Brainstorm other possible solutions. Think about the pros and cons of the problem/issue;*
- ❖ *Gather information on the problem/issue that may support or contradict your position;*
- ❖ *Analyze your facts. Don't assume anything. Evaluate the facts objectively;*
- ❖ *Determine a reasonable conclusion based on all of the facts; and*
- ❖ *Make sure your facts (and the reporting of the facts) are accurate. You may assume a causal relationship but there might be other possible conclusions to be drawn based on other factors. Be sure to evaluate what those might be.*

WEEKLY DISCUSSIONS

1. Discussion Posts: (5 discussion posts @ 100 points each = 500 course points)

The **Discussions** are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post (See information later in the syllabus for more information on citing utilizing APA citation format. Also see the 'How to Cite' FactSheet).

These posts should be **the equivalent of 1 page in length or a minimum of 250 words and should include one outside source (i.e., a source outside the regular readings assigned for the week/course)**. The specific discussion assignment is located in each unit Week by clicking on the Discussion link. Posts are due by 11:59PM CST on **Saturday** in each week of the course.

Assessment Method: Discussion posts will be graded using the Discussion Post Grading Rubric.

2. Comment Posts: (5 comments per week @ 10 points each = 250 course points)

Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are **required** to make a minimum of **five (5)** comments each week.

Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking.

All comment posts are due by 11:59PM CST on **Saturday** for each week in the course.

Assessment Method: Comments will be graded using the Discussion Post Grading Rubric.

FIVE ASSIGNMENTS:

I. 10 slide PowerPoint Presentation (1 presentation @ 100 points = 100 course points)

Use the provided map that illustrates various terrorist attacks against the United States over the last 30 years. Review the details on each attack, which shows the location of the event and its death toll. Then, use library and internet resources to find information about the terrorists responsible for the attacks on September 11th.

[Link to Map](#)

- 1. *Research to discover how some of the attacks are linked, e.g. how some attacks listed on the map were likely committed by the same organization.***
- 2. *From your research, determine the goals and objectives of the organization(s), as they relate to their activities.***
- 3. *From your research, identify why the area / location was targeted and the event took place.***

Compile your findings in a P10 slide PowerPoint Presentation, discussing the events and the terrorists involved. The presentation should include a references used slide at the end. This assignment is due by 11:59 PM CST on Friday (March 1) of Week #1 of the course. Submit this presentation in the appropriate assignment 'dropbox'.

Assistance with power point presentations can be located at the following web address: <http://owl.english.purdue.edu/owl/resource/686/1>

Assessment Method: *Grading will be based on completeness of presentation according to the assignment instructions.*

II. Position Paper (100 course points)

Assignment Instructions: Students are required to prepare a position paper on any topic or issue relevant to such topics as (1) the meaning and forms of violence, terrorism, and ‘terrorcide,’ (2) the impact of terrorism on society, particularly on law-enforcement systems, (3) the use/abuse of the institution of religion in terrorist activities, and (4) the prevention of terrorism. I will e-mail you later some of my own notes on these subjects.

The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rationale for that position. The position paper is based on facts that provide a solid foundation for your argument. In the position paper you should:

- Use evidence to support your position, such as statistical evidence or dates and events.
- Validate your position with authoritative references or primary source quotations.
- Examine the strengths and weaknesses of your position.
- Evaluate possible solutions and suggest courses of action.

Choose an issue based on critical thinking and reasoning and facts. You may choose an issue on which you have already formed an opinion. However, in writing about this issue you must examine your opinion of the issue critically. Prior to writing your position paper, define and limit your issue carefully.

Consider feasibility, cost-effectiveness and political/social climate when evaluating possible solutions and courses of action. Students must utilize a minimum of **four outside** sources to inform their paper. These sources **must** be peer-reviewed publications **or** governmental reports. This paper should be a **minimum** of 4 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. Refer to the position paper guidelines in the assignment module. This assignment is due by 11:59 PM CST on **Saturday, March 9,** of **Week #2** of the course.

Assessment Method: Students will be assessed using the Position Paper Grading Rubric.

III. Short Essay (100 course points)

Assignment Instructions: From a hostage negotiator’s standpoint, consider the Good Guys hostage situation. What steps might have been taken that “could” have led to a more positive outcome for the hostages. In your analysis, consider:

- Cultural differences
- A rescue plan
- Building rapport with hostage takers
- Timing and use of force

The essay should be 2 pages in length (does not include references), maximum 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on Saturday, March 16, of Week #3 of the course.

Assessment Method: Students will be assessed using the Essay Assignment Grading Rubric.

IV. Literature Review (100 course points)

Assignment Instructions: Locate a peer-reviewed article of your choice relating to any of the terrorism topics discussed in this course. Read, review, and summarize this article. How does this article complement or contradict what you have read in the text and other assigned course materials? This paper should be **at least** 2 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on Saturday, March 23, of **Week #4** of the course.

Assessment Method: Student will be assessed using the Literature Review Grading Rubric.

V. Closed Book Final Examination (100 course points)

I will provide you in timed closed book final exam two essay questions to answer selected from the following list (thoroughly prepare all these questions):

- 1. Consider your knowledge of terrorism and explain what distinguishes terrorism from other forms of violence.**
- 2. Identify, define, and give examples of three distinct ways for preventing terrorism into the future.**
- 3. List and explain, at least, five factors that have contributed to the escalation of terrorist bombings.**
- 3. Provide several examples of why you think suicide bombing is a “tactical” choice of terrorist groups? Explain your answers.**
- 5. Why was the Munich Olympic Games a turning point for how democratic governments respond to international terrorism? Be specific.**

This exam will be taken on-line on Friday, March 29, by 11:59 PM CST of **Week #5** of the course. **NOTE THAT YOU WILL NEED TO TAKE EXAM ONLY ON THAT FRIDAY, NO EXCEPTION.**

Assessment Method: Students will be assessed using the exam grading rubric

Course Pre/Post-test (not included in the overall course grade)

Pre and post-tests allow the professor to assess your baseline (foundation) knowledge of a particular subject at the time that you enter a course and the degree of increase in knowledge at the end of the course. This pre/post-test is comprised of no more than 10 questions that will assess your knowledge. You will be asked to complete the pre-test by **Friday, March 1**, of Week #1 and your post-test by **Saturday, March 30**, of Week #5. **These tests will not be included in your overall course grade** (they are used for assessment purposes only).

GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Introduction	1	0	Not included
Course Pre-test	1	0	Not included
Discussion Posts	5	100	500
Comment Posts	25	10	250
ASSIGNMENT # I	1	100	100
ASSIGNMENT # II	1	100	100
ASSIGNMENT # III	1	100	100
ASSIGNMENT # IV	1	100	100
ASSIGNMENT# V	1	100	100
Course Post-test	1	0	Not included
		Total Point:	1250

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course. Total points possible for the term = 1250.

1125—1250 = A
1000-1124 = B
875-999 = C
750-874 = D
749 and below = F

Grades will be available in the grade book so that students can track their progress in the course on an ongoing basis.

TECHNOLOGY REQUIREMENTS

1. You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
 - Any current Flash-compliant browser (eg. Internet Explorer 7 or Firefox 3.0)
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required – courses are heavily video intensive
 - Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
 - A sound card and speakers or headphones

Current anti-virus software must be installed and kept up to date.

Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

2. You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
Adobe Reader
Adobe Flash Player
3. At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS/NAVIGATION AND SUPPORT

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To log in to the course, go to:

<https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu. Once you log in to eCollege, click on My Courses and select CJ 505 – Terrorism.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, log in to ECollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

All aspects of this course, including presentations, assignments, readings, and exams will be completed / turned in through eCollege. Your grades will also be available in eCollege.

After logging in to the course, students will notice that the weekly/unit content area is located on the left navigation bar. These weekly/unit content areas are identified as Week 1, Week 2, etc. (this corresponds to the course schedule located in the syllabus.)

Student should access course materials by clicking on the proper weekly/unit content area. Students should read the weekly overview that contains information about what is to be covered in class, along with a series of weekly tasks (these tasks correspond to the links available in each weekly unit and to what appears in the syllabus).

Students should then click on the weekly content items links and take the time to read/view any material/presentations/assignments that are posted. The lecture/presentation is an attempt to integrate information from the course readings and includes information from the text/readings as well as other information that are consider important to your understanding of the subject.

eCollege Student Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

For assistance with the library: To access the Library databases and Library tutorials you must open a separate browser session. Minimize your eCollege session and open another browser window going to the Library's web site directly: <http://www.tamuc.edu/library> not from within eCollege.

Policy for Reporting Problems with eCollege: Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed.

- Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
- Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
- Once a helpdesk ticket number is in your possession, students should Email me to advise

me of the problem and to provide me with the helpdesk ticket number

- At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: those personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. Students are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. **ONLY** eCollege-based problems are legitimate.

Internet Access:

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

COMMUNICATION

Interaction with Instructor Statement:

My primary form of communication with the class will be through Email. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University Email regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day. If any of you must have to talk to me on the phone, please e-mail me your phone # so I can call you.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to

the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

Cheating is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion is defined as:

- Collaborating with another, without authorization, when preparing an assignment
- If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link for more detailed information.

<http://web.tamuc.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx>

Attendance Policy:

While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

APA Citation Format Policy:

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below and in the Getting Started section of your course.

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/resrch/citmanage/apa

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

Late Work:

In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies ONLY to your assignments and not to final exam and discussion or comment submissions.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late. Twenty (20) points will be deducted from all late assignments.

Drop Course Policy:

Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

University Specific Procedures

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<http://www.albion.com/netiquette/corerules.html>.

COURSE OUTLINE / CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University Email and in Announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you are sure to complete readings as assigned and turn your assignments in on time.

WEEK #1***TEXT:***

Chapter 1 – Concepts of Terror and Terrorism (**you may also read my Enclosure #3 in the appendix at the end of this syllabus**)

Chapter 2 – Historical Antecedents of Terrorism and Violence

ARTICLES:

Ganor, Boaz. (June, 2011). ICT Special Report: The Death of Osama bin Laden. Retrieved from
<http://www.ict.org.il/LinkClick.aspx?fileticket=1qj2yu1dYl8%3d&tabid=428>

Ariely, Gil. (June, 2003). Knowledge: The thermonuclear weapon for terrorists in the information age. Retrieved from
<http://www.ict.org.il/Articles/tabid/66/Articlsid/97/currentpage/25/Default.aspx>

Info on additional sources will be e-mailed to you.

Work on ASSIGNMENT #1 as stated earlier in the syllabus.

DISCUSSION/COMMENT:

**Why do hate groups and homegrown terrorists groups pose threats for the United States?
Consider the implications of the killing of Osama bin Laden and other recent incidents**

relevant to terrorism showing how terrorist organizations, large and small, have changed to meet new threats using knowledge, a more interconnected world, and operational capabilities.

WEEK #2

TEXT:

Chapter 3 – Violence and Terrorism: The Role of the Mass Media
Chapter 4 – The Palestine Question and Al Qaeda

ARTICLE:

European commission under the sixth framework programme. (2008). *Terrorism and the media* [Data file]. Retrieved from

<http://www.transnationalterrorism.eu/tekst/publications/WP4%20Del%206>

Info on additional sources will be e-mailed to you.

ASSIGNMENT:

Position paper on Assignment II as outlined earlier in this course syllabus.

DISCUSSION/COMMENT:

Consider how the media portrays acts of terror in news reports. How do the mutually beneficial relationships between the media and these acts reflect current trends in society? In what ways and to what extent can we restrict or deal with news coverage depicting the sensationalization of various groups and events? How may media help instead in preventing terrorism?

WEEK #3

TEXT:

Chapter 5 – Designated Foreign Terrorist Organizations: The “A List”
Chapter 6 – The Dynamics of Hostage Taking and Negotiation

ARTICLES:

European commission under the sixth framework programme. (2008). *Terrorism and the media* [Data file]. Retrieved from

<http://www.transnationalterrorism.eu/tekst/publications/WP4%20Del%206>

Info on additional sources will be e-mailed to you.

ASSIGNMENT:

Short Essay (topic chosen by professor), as outlined earlier in this course syllabus.

DISCUSSION/COMMENT:

What are linkages between terrorist acts and hostage situations? How may we play a role in the process of terrorist hostage taking while protecting the hostages?

WEEK #4

Chapter 7 – Contemporary Terrorism and Bombing

Chapter 8 – Suicide Bombers: A Global Problem

ASSIGNMENT:

Literature Review as outlined earlier in this course syllabus.

DISCUSSION/COMMENT:

It's no secret that many terrorist groups use religion and elements of politics as a conduit to distribute propaganda and incite fear and uneasiness among the world's populations. Some of the best examples of this were given in the text, citing terrorist bombers, suicide bombers (also referred to as homicide bombers), and the Japanese Kamikaze pilots of WW2. Should governments in different countries counter such abuses of social institutions such as religion and media to stop their activities in that regard? How can that be done?

WEEK #5

TEXT:

Chapter 9 – Counterterrorist Measures: The Response

Chapter 10 – Future of Terrorism (

ARTICLE:

European commission under the sixth framework programme. (2008). *Terrorism and the media* [Data file]. Retrieved from

<http://www.transnationalterrorism.eu/tekst/publications/WP4%20Del%206>

ASSIGNMENT:

Final exam assignment as mentioned earlier in the syllabus. You were provided a list of Essay Questions earlier in this syllabus to prepare for this exam.

DISCUSSION/COMMENT:

With the media playing such a wide, varied, and (one would hope) unintentional role in keeping terrorism in the forefront of daily life, both for those affected and for the terrorists, fighting for their cause; consider your position on media censorship from the Week 4 discussion. Where do we go from here? Conventional tactics, such as hostage taking, bombings, and grenades are giving way to more sophisticated techniques, such as weapons of mass destruction, i.e., Nuclear, Chemical, or Biological weapons, dirty bombs, or perhaps someone cultivating a disease such as rabies and spreading it through our rural areas, farms, and communities in the heartland of America. Are we going to be able to stop the violence or should we expect to even be able to slow its progression in order to better control it?

What are the ways can we stop/prevent terrorism to protect our future generations on this planet? Can we or can't we prevent terrorism? How do you personally feel about it?

SINGH'S APPENDIX TO SYLLABUS

MY OWN COPY-RIGHTED NOTES ADAPTED FROM SELECTED CHAPTERS IN MY RECENTLY PUBLISHED BOOK ON TERRORISM ARE PROVIDED IN THE FOLLOWING PAGES ONLY FOR YOUR OWN USE.

I HAD PROBLEM COPYING SOME OF MY CHAPTERS BECAUSE OF FORMATTING ISSUES. MY NOTES ARE OPTIONAL READINGS. HOWEVER, IF ANY OF YOU WANT TO BUY MY BOOK, ITS INFO IS:

R. N. Singh, *Terrorism: Its Global Overview, Explanation, and Prevention*. New Delhi: Atlantic Publications, 2012. ISBN#: 978-81-269-1693-1. You can contact the Texas Book Store located in 115 Sam Rayburn Student Center on our campus in Commerce. Visit the book store, or call at 903-886-5215, to buy it.

I have put a copy of this book for students on closed reserve in library on Commerce campus.

Enclosure #1

Terrorism: The Dirty Violence

Some studies have noted that terrorism is on the rise in numbers as well as in significance of impact despite serious efforts made by various countries for controlling or even combating it.¹ In addition, it appears that the problem of terrorism has added newer and more dangerous forms of violence against people, including methods or tactics such as so-called 'suicide terrorism' and the carefully planned use of religion for recruiting and training terrorists.² The potential for as well as incidents of terrorism in today's world have not only increased but have also become relatively more aggressive, truly global conducted by transnational and non-state actors. These individuals are well-financed, difficult to penetrate, and have increased access to creative technology and all sorts of weapons of destruction.³ The present chapter is devoted to identifying meanings, styles and forms of terrorism as a movement involving serious violence in contemporary societies.

CHARACTERISTICS OF TERRORISM

Literature on terrorism has been abundant, and still increasing in a diverse coverage, examining critically various forms of this phenomenon. Undoubtedly, it is not easy to define terrorism because of its multiple meanings in research studies as well as in applied fields, including governmental leaderships and security/intelligence agencies and the military in various countries. There is not a set definition of terrorism that has gained universal acceptance. Terrorism does not seem to be a systematically developed ideology. It may be an approach or method used by some people for achieving some goal that is probably perceived by them to be beneficial regardless of its destructive outcome for society. A research paper in a recent reader on terrorism just concluded that only few terms or concepts in political discourse have proved as hard to define as terrorism.⁴ Definitions differ in terms of those legally developed by various governments across the globe, intelligence and security agencies, and so-considered experts and scientists. Meanings of the term range from individual terrorists to guerilla warfare. However, while this may not be a problem for rhetorical purposes,⁵ it is important that we have a definition to identify at least some characteristics of the phenomenon to be able to assess its magnitude, correlates, and consequences.

New focus in recent studies has identified multiple motives, threats, goals, and means or strategies in defining terrorism.⁶ Other studies have been going over multiple challenges in conceptualizing this form of violence. These include people defining the concept differently in multiple contexts.⁷ For example, one study restricts the meaning of terrorism to violence at non-combatants mainly for political purposes to instill fear among them and extort, intimidate, or coerce them to change.⁸ However, a consensus has been developing in recent literature on the subject on defining terrorism as the use or threatened use of violence mainly for political goals.⁹ My definition is oriented to that direction using the components of violence spelled out in Chapter 2.

Characteristics of terrorism, stated in Table 3.1, are based on both its extensity (in terms of how widespread it is) and its intensity (in terms of its impact which is spelled out in Chapter 5). I will first discuss characteristics and then summarize notes on typologies. I identified a number of behavioral characteristics and attitudes of violence and violent people in Chapter 2. Most of those listed there seem to apply to people engaging in terrorism.

Table 3.1: Characteristics and Types of Terrorism

Characteristics of Terrorism	Types of Terrorism
1. A Serious and Distinct Form of Violence	<ul style="list-style-type: none"> • Regionally Centered • International/Global
2. Cause Driven Form of Violence	<ul style="list-style-type: none"> • Focused on Separatist Groups
3. Whether Terrorist Missions Adequately Planned	<ul style="list-style-type: none"> • Religious Terrorism • Retributional Terrorists
4. Whether Terrorist Missions Use/Abuse Established Institutions	<ul style="list-style-type: none"> • Ethno-Nationalist Terrorism • Anarchist Terrorism • Right-Wing Terrorism
5. Emphasis on Covert Operations	<ul style="list-style-type: none"> • Left-Wing Terrorism
6. Terrorism: A Dirty Violence	<ul style="list-style-type: none"> • State-sponsored Terrorism and Insurgency
7. Goals and Methods Used for Recruitment and Training of Terrorists	<ul style="list-style-type: none"> • Demonstrative Terrorism • Narco Terrorism • Cyber Terrorism
8. Degree of Disregard to Civilian Injuries	<ul style="list-style-type: none"> • Mass Destruction Terrorism

I am enumerating now selected additional characteristics of terrorist movements as serious forms of violence. These characteristics were identified through a review of relevant literature and then

were selected and ranked in degree of importance by experts in my research project based on the Delphi procedures as described earlier in Chapter 1.

Terrorism: A Serious and Distinct Form of Violence

Terrorism may be considered as an important and, if not unique all the way, a distinct form of serious violence against humanity. It is so because of its impact, some of that is illustrated to some degree in Chapter 7. It is likely not be an ordinary or day-to-day incident of violence such as experienced by children in schools, or by spouses in family, or by minorities in ethnic relations. Domestic violence or murders are not terrorism because the goal is to kill or murder specific persons, rather than targeting a random and significant civilian population. As an example, a man who did not want his wife to leave him may kill his wife. It is very unlikely that he will begin bombing civilians until his wife agrees to stay with him. These types of violence also do not qualify to be terrorism because they are not aimed at coercing the government into acquiescing to demands.

Terrorists are seen as psychopathic individuals having religious or political cause.¹⁰ It is an extreme, cruel, merciless, obsessed, and sneaky form of violence, legitimize irrational goals.

Terrorism is loaded with hostility, sense of dominance, and irrationality illustrated in Chapter 2. Terrorism is a sort of hate crime, full of anger and revenge. It perhaps goes beyond a murder or rape committed at a local level because its impact has often national and even global in many instances. In fact, there is no substantial theoretical literature in social science that can cover the uniqueness of the terrorist phenomena.¹¹

Cause Driven Form of Violence

Terrorism is generally driven by outrageous goals that may seldom be realistic or achievable. The goals may be set with an outlook of “ends are justified without consideration for available means” as if the outlook for an end is *absolute* in meaning. Once the goal is set by a terrorist or an organization, it is unquestionable and is justified in its own right; no discussions for its viability may be considered. Revolutionary violence, anarchists, freedom fighters, and separatists have known for disregarding principles and ground rules of warfare.¹² Terrorists, on the other hand, usually want submission and control ascribing the importance of symbolism for their actions. The so-called ‘new terrorism’ is well financed, internationally located, difficult to penetrate to stop its spread, continuously recruiting for ambitious goals, and safety from it cannot be taken for granted.

Whether Terrorist Missions Adequately Planned

Means for achieving a terrorist goal may be often set arbitrarily without careful planning. The planning may often be based on achieving a goal in the short run rather than assessing outcomes for the long haul. As such, terrorists execute planned campaigns that aim to destroy as much property and life as possible, thereby forcing the government to capitulate. Without these parameters, a violent act is not terrorism. Terrorist missions may occasionally be committed and

mission focused on achieving a specific goal but they may not always be a part of larger conspiracy and may often be localized making impact in bits and pieces in relatively small scales. However, their obscure operations are unpredictable and there are always going to be fears that they use weapons of massive impacts at the global level. Since their leadership is often fluid and changing, their overall impact on our secure world remains indefinite.

Whether Terrorist Missions Use/Abuse Established Institutions

Institutional support for terrorist missions is generally used for the purpose of legitimating their activities. Terrorists are often known for abusing political, governmental, economic, and social institutions established through traditions and some even rational grounds. I will address, for example, the use of religion in some terrorist actions in Chapter 6. Several terrorist movements and projects also have political goals or connections. For example, quite a few of the terrorist incidents have been linked to the so-called 'separatist' movements claiming independent statehood or a political identity. Some terrorist acts may be linked to 'leftist' or 'rightist' ideologies often based on their opportunistic outlook fitting particular missions involved.

Emphasis on Covert Operations

Many terrorist individuals or groups tend to make-believe in being covert, underground, or secretive operation. However, some adopt a name, a theme, or identity linked to a slogan such as being 'freedom fighters' pursuing a just cause or some humanistic goal. Generally, they stay obscure and ambiguous by hiding actual goals, may have double standards, and mysterious so that they can change strategies suiting each mission and its outcome. Many of them thrive on misinformation and deceit.¹³

Terrorism: A Dirty Violence

Terrorism is generally based on unjust and arbitrarily rationalized goals. It is termed as a 'dirty' form of warfare because its operation is not really institutionalized as such. Using other institutions such as religion does not qualify this form of violence to be termed as an institution as such. This form of violence is arbitrary, has no rational basis, and any clearly defined normative structure. Comparing it to other forms of violence such as the institution of war would not be legitimate. For example, it is said that during a major war,¹⁴ the opposing armies would lay down their arms at dusk, help the injured of both parties, have supper together before moving to their respective tents, and enter the battle ground again at dawn to fight. Actions of violence in regular warfare are expected to be systematically institutionalized, often through internationally established principles. Terrorists, on the other hand, basically desire publicity on infliction of injury and damage, often assassinate people ruthlessly, make political and innocent captives as hostages, and use extreme measures to achieve whatever goals.

For a 'just cause' of war, the following criteria are to be met:¹⁵

- There must be significant hostility from the enemy or the country is under attack; non-violence solutions must be hopeless;

- The war is legally declared by the enemy;
- Going to war must be the last resort; and
- There must be a reasonable hope to win.

Just means in warfare are:

- Do not overkill;
- Intend no harm to innocent people; and
- Take the hit but complete the mission.

Finally, terrorists are not known to be inventive and mostly used older types of weaponry in their arsenals, relying on bombs and bullets. Yet they seem to have demonstrated a great deal of ingenuity in terms of tactics in the selection of means or methods and in timing of violence to cause maximum damage.

Goals and Methods Used for Recruitment and Training of Terrorists

Among national and transnational terrorist groups, the most crucial areas of cooperation is in the recruitment and training sectors. As a result of the commonalities in sociological backgrounds and political outlook, as well as training experience in joint operations, links between individual terrorists and terrorist groups have increased significantly.¹⁶ Secretive, manipulative, and deceitful recruitment has been quite common among some terrorist groups.¹⁷ They often tend to recruit potential terrorists, usually through known persons and change recruitment strategies by diversifying genders, age groups, and other qualifications. It seems that their bottom-line criterion for the suitability of a terrorist candidate is whatever fits in their needs or those who would endorse their activities.

Training given for terrorist missions is primarily based in or near conflict zones, though some other locations have been used to pre-screen the potential recruits. Ad hoc training over longer periods of time may consist of organized physical exercise designed to establish an *esprit de corps* and basic exposure to operating within a disciplined group environment under a leadership figure—all against the backdrop of extreme ideological learning.

Degree of Disregard to Civilian Injuries

Terrorism is an organized and systematic campaign aimed at inflicting the greatest amount of damage on a civilian population or infrastructure in order to coerce a government to agree to the terrorists' demands. Some even require that the terrorist targets be non-combatants. However, targets may shift to assassinating specific political figure or group. Ultimately, terrorism constitutes a form of psychological warfare directed against a broad civilian audiences.¹⁸ In a well-written essay, it is demonstrated that the term terrorism has been used historically for targeting civilians as a method of affecting political behaviors in nations even though targeting civilians for achieving political goals has failed in the past and it will fail again.¹⁹ In

conventional warfare between two countries, military forces generally avoid killing civilian population, and objectives are chosen or victory is decided based on skills, tactics, and weaponry. War between uniformed combatants is generally not considered terrorism. War between nation-states generally aims at destroying the war-making abilities of enemy nations, as well as destroying the armies. As such, though populated areas are targeted, they are usually targeted for their factories and production abilities rather than to kill civilians.²⁰ The military ethics dictate that civilian population should not, intentionally or unintentionally, be terrorized by military attacks. On the other hand, terrorists often do not distinguish between military and civilian targets and cause injury to civilians, rarely showing regrets for that. To a terrorist, a civilian victim may just be an instrument for the message of attention getter through media and nothing more.²¹

TYPES OF TERRORISM

Several examples of types of terrorism are listed in Table 3.1. I am providing brief comments on these stated below.

Regionally Centered Terrorism. Several terrorist activities have stayed focused only in selected regions of the world. That type of containment is advantageous in dealing with events as well as groups involved with them more effectively than if they were diffused all over the planet.

International/Global Terrorism. As I have pointed out elsewhere, violent religious dissidents have arisen in reaction to modernization and globalization. In addition, some of the terrorist groups have stationed their activities in different parts of the globe hoping to stay active even if they become dislocated or lose their leadership in certain other areas.

Focused on Separatist Groups. Separatism tendencies have political as well as economic dimensions. They have always existed in most areas of the world. Many of them are communalistic and religious groups looking for an identity and a search for independence from a country or a region.²²

Religious Terrorism. As we will discuss in Chapter 6, this type of terrorism has been gaining strength during the past few decades.

Retributional Terrorists. Retribution as a trend in terrorist activities has been gaining ground during the past several years. It has overlapped with separatism and religious based violence.²³

Ethno-Nationalist Terrorism. This has been based on racism, ethnicity, language, and related criteria.

Left- and Right-Wing Ideologies. Ranging from ultra-liberal to ultra-conservative ideologies, groups following extremist attitudes in religious, political, and other preferences seek means of violence to prevail.²⁴

Anarchist Terrorism. This type of violence has existed for creating chaos and normlessness during the history of mankind.

State-sponsored Terrorism. Various countries have supported terrorism as a measure to counter or control terrorist movements and insurgency. Some of these have been covert. Other cases involve a direct involvement of governments leading terrorist activities.

Demonstrative Terrorism. This type of terrorism has been a sort of political theatre to get publicity.

Narco Terrorism. Many terrorist groups have used narcotics and illegal drugs as a source of supporting violence.

Cyber Terrorism. This form of terrorism is emerging and is likely to become quite effective as it can affect massive numbers of people through the use of technology.

Mass Destruction Terrorism. This appears to be a quantum leap in reference to increasing fear of extensive destruction in the world through powerful means. As a threat, it has potentials of creating impact on large population.

Enclosure # 2

PATHOLOGY OF SUICIDE TERRORISM (Terrorcide)

INTRODUCTION

I chose the word 'terrorcide' in place of 'suicide terrorism' based on a tradition in literature such as the use of a phrase 'autocide' (generally meaning as the use of an automobile to kill oneself). By terrorcide, I imply the use of terrorizing people as one of the assumed reasons for committing suicide. My rationale to use one word rather than two is brevity.

The phenomenon of terrorism has, particularly during the past few decades, added a unique and probably one of the most dangerous styles of violence against the humanity in the form of terrorcide. Individuals engaged in this form of killing are 'true believers'¹ whose only reality is a blind faith in their 'just cause', often legitimized in an apparent sense of desperation without the use of scientific logic for vested interests of their own collective body or group beyond which nothing seem to matter. They generally tend to lose sight of own personal meaning of life and become seriously committed to conversion of the world into their fantasies by turning into the so-called human bombs. Studies have reported an increasing trend in suicide missions for achieving terrorist goals.²

Incidents of suicide missions are on the rise in various parts of the world despite of desperate efforts to detect them even in very contained locations.³ It seems that we currently lack theoretical and methodological capability in almost all disciplines to be able to adequately understand or comprehend all dimensions of this complex process of violence in human society. I do, however, find in the literature numerous anecdotal and historical narratives of incidents and political movements involving suicide terrorists. I particularly find all sorts of interpretations and

some time even emotionally charged articles on the subject on the web and in other popular media, often focusing on particular political and 'religious' groups propagating justifications suicide terrorists have. Many of these analyses perhaps distort facts and usually provide limited knowledge of multiple causes and correlates of suicide terrorism and its impacts on lives of people across the globe. Available data on suicide terrorists are often sketchy, sensationalized, or classified under the jurisdiction of various countries. We need systematic research in natural and social sciences for effectively investigating forms and correlates of suicide terrorism in order to deal with this serious problem. I find the sociological perspective as a meaningful approach to study and interpret issues related to the problem. It is a broader perspective that incorporates analyses at various levels (individual, social, cultural, ecological, and so forth).

TYOLOGY OF TERRORCIDE

Suicide is a pathological process. Being killed is the extreme form of submission just as killing is the extreme form of aggression.⁴ It is a murder by self and is a multidimensional malaise. There are multiple contexts and cultural variations of this phenomenon. Factors leading to the problem include biological, psychological, life events, chronic illness, family history, and social isolation. Suicide is a social process involving the individual's adjustment to death and dying and is related to violence.⁵

Terrorcide has become a leading form of terrorism in the world. It consists of an operational method of terrorism in which the very act of attack is dependent upon the death of the perpetrator. It seems that the attacker is aware that if he/she does not commit self murder, the planned attack will not be implemented. The attack is usually carried out by activating explosives worn or carried on person by the terrorist or planted in a vehicle driven to the planned destination. It is a human missile. The years since 2004 have witnessed a substantial growth in a number of suicide attacks, nearly 500 per cent more than all the years from 1980 to 2003 combined. What started out as a tiny number of terrorcide attacks around the world was climbing at an alarming rate, from an average of three suicide attacks per year in the 1980s to 10 per year in the 1990s to 50 per year from 2000 to 2003 and to 300 per year from 2004 to 2009.⁶

It appears that the problem of terrorism has added newer and more dangerous forms of violence against people through the tactics called terrorcide. It may be carefully planned use of religion for recruiting and training terrorists.⁷ Terrorcide is "like lung cancer".⁸ It merits special attention because it is a type of terrorism that is responsible for more deaths than any other form of phenomenon. From 1980 to 2002, over 70 per cent of all deaths due to terrorism were the result of terrorcide even though this tactic amounted to only 3 per cent of terrorist attacks. Terrorcidors are superpredators. They murder vast numbers of innocent people in each attack. The literature on terrorcide has been flooded with interpretations, strategies for what we need to be doing to counter the movement, stopping the trend, or whatever. It is a complex phenomenon. While scholars as well as practitioners are using adjectives, labels, and ideas on profiling who are these terrorcidors and what can be done for preventing/reversing the trend, suicide incidents are increasingly been reported in the news every other day.⁹

Using the Delphi procedures which were described in Chapter 1, I constructed a typology of terrorcide. I believe that after testing the typology through additional empirical testing it may become a contribution to the existing literature. I am proposing only two types of terrorcide, namely (i) collectivistic terrorcide and (ii) pathological terrorcide. Each of them has two sub-types. They are discussed below.

I. Collectivistic Terrorcide

It was Durkheim who considered the problem of suicide connected to the collectivity in terms of the degree of social solidarity.¹⁰ I contend that suicide as a self-murder though is related to influences from social collectivity as well as a possibility it is being rationalized the person by blaming society. I will clarify this point in my following discussion.

Pseudo Collectivistic Terrorcide

I have a problem with Durkheim's typology of altruistic suicide, particularly when I try to relate it with terrorcide. Regardless of the intent, the concept of altruism implies elements of sacrifice and selflessness. However, committing suicide for intentionally hurting or killing innocent children, men and women and then saying he sacrificed for community or his group or religion may not be justified to be 'altruistic' as such. The way terrorcidiers are trained to kill is nowhere close to any form of altruism. A terrorcider is actually a selfish and cruel person regardless of rationalizations. I call it as 'pseudo' altruism instead.

Fanatical Collectivistic Terrorcide

Other form of collectivity orientation applies to fanatic terrorists who have a false consciousness of asceticism and martyrdom in the form of neurotic invalidism characterized by a compulsion to get into pitiable situations and derive comfort from the sympathy aroused by this spotlight. In martyrdom, the individual thinks himself or portrays himself as a hero because of an understanding of scarifying life to the collectivity. Such fanatics actually are 'rational idealists' and fantasize for rewards for sacrificing own life through terrorcide.¹¹ This appears to be a false and dangerous sense of heroism and assumed altruism. For example, questions have been raised in the literature whether the kamikaze pilots who died crashing into American ships 'bravely' chose or were forced to do so. Are terrorcidiers made or are born that way? Are they 'volunteers' or programmed like robots? Altruistic suicide results from insufficient individuation and is characterized by energy or activity rather than a motivation for terrorcide as they advocate existence beyond mortal life.¹²

II. Pathological Terrorcide

Psychologically Pathological Terrorcide

Instinct for life is the most important instinct surpassing all other instincts and drives. When a person loses that instinct, he/she is likely to be in some state of psychological abnormality. Suicide is likely to be an escape from an intolerable situation but is self-destruction, is a flight from reality and is seductive because of its simplicity. Killing the innocent is not altruism as

people who engage in such behavior may not have self respect but may get ‘thrills’ from social recognition. They feel power as have no value of own life.¹³ Rationality related to violence through suicide is questioned as mental disease.¹⁴ Clinical research has shown that there is a close association between mental disorder and suicidal behaviors. It is more cowardice than heroism.¹⁵ It may be related to suicide risk factors such as depression, delusional depression, schizophrenia, dumbfounded death instinct panic disorder, alcohol abuse, impulsivity, history of family violence, suspiciousness, rebelliousness, loneliness, cocaine abuse, bipolar disorder, and borderline personality disorder.¹⁶

Socially Pathological Terrorcide

Sociologists consider terrorist suicide bombing is, so to say, the violence of the meek wanting attention.¹⁷ Some even use the “Zealots, the thugs” labels as motivations terrorcidiers have relate to deviant behavior.¹⁸ It seems that terrorcidiers are social misfits, desperate for taking revenge. The notion of anomic suicide¹⁹ implying normlessness orientation on part of those committing suicide seems to apply to terrorcidiers.

EFFECTIVENESS OF TERRORCIDE

Mission Focused

Terrorcide is an effectively planned form of deadly violence requiring a strong commitment to the mission. It is carefully organized activity effectively controlled by the leadership involved. It is not a casual or individualized effort. Its results, consisting of successfully launched attacks, may be hard to understand without realizing that self-sacrifice in the interest of a broader social cause. It is an attack to terrorize and purposefully create fear and panic in the unprepared maximum numbers among the enemy. Its outlook is more people get killed, the better; more damage to property and enemy, the better; and more the media attention and publicity causing a blow to public morale, the better. Democratic countries are generally the major targets of terrorcide attacks as they seem to be uniquely vulnerable to comply with the attackers’ wishes.

Hard to Detect

Terrorcide is a surprise attack, secretly planned and enforced. The profiles of those committing suicide attacks keep changing in a cleverly innovative way. For example, it used to have relatively young males as attackers. For the past several years, the organizers have been recruiting young and older females and people wearing religious and police uniforms to gain success in suicide missions.²⁰ It is meant to be a relatively easy and quickly enforced process in order to make sure that security forces are unprepared and unsuspecting. Since the perpetrator is killed during the course of the attack, so there is no fear of him be caught alive and be interrogated by the security forces endangering future attacks. In addition, these attacks do not require an escape plan as the attacker is planned to be killed. It is therefore extremely difficult to respond to it as it is very unpredictable as to when, where, how it takes place.

Hard to Prevent

Terrorcide attacks are aimed at coercing opponents carrying out their missions in crowded and changing locations in innovative ways. The suicide attack focuses on time and place of target assuring a degree of success. The world is no longer threatened by the great wars. But acts of terrorism by small bands of individuals lurk as an imminent danger, often more ominous and potentially catastrophic than the military forces of earlier times.²¹ Becoming a terrorcider is a different process than it used to be in other forms of terrorism. They use newer methods and technology in various attacks, making it difficult to predict their operations.

Cost Effective

Terrorcide operations are relatively cheap. The only cost is life of bomber who wants to die, volunteering in the name of faith. The cost of recruitment and training of attackers is minimal.²² On the other hand, the impact of the terrorcide missions is grave. So the cost benefit ratio is in favor of the terrorists. In fact, these missions make greater impact than other types of bombing through conventional methods. It is almost impossible to deter a suicide bombing that produces a significant psychological effect on enemy and general public.²³

Deadliest

Usually, a terrorcider is a relatively simple but a 'smart bomb'. The terrorciders can position themselves in the ideal spot and blow themselves up with precision timing to cause maximum damage. Studies have found that sui bombings have an average of seven to eight times the number of victims as other operational techniques such as shootings or the use of bombs detonated by a timer or by remote control. The planning of suicide attacks is also simple and easy. In addition, they are acts of desperation using and metaphysical goals. They do not show off but are very deadly and chaotic.²⁴

Global Impact

Terrorcide is no longer considered a localized or restricted activity. Its scope now is worldwide. An important study assessing the record of suicide missions has concluded that their effectiveness is increasing in multiple parts of the globe and the preventing strategies for their containment are not working out as well.²⁵

However, I have an encouraging note despite of statistics on suicide missions. It seems from various sources of information on terrorism, especially from certain parts of the world, that terrorist missions have not made as widespread impact as some studies assessed earlier. During the past several years, except in a rare event,²⁶ a large number of suicide attacks resulted in fewer deaths and property damage as compared to what may have been expected by organizations planning them. It is estimated that the terrorcide movements has failed to make significant impact in much of the world population because many be people and organizations have not largely been impressed by its logic and strategies. Recent damage done to one major group²⁷ has caused a set back to terrorcide movement and it is likely that its future may be contained to a limited impact.

Enclosure # 3

Preventive Strategies for Terrorism

MEANING OF PREVENTION

Prevention involves predicting, planning, averting, obstructing, and even forestalling destructive forces fixing to disrupt our lives in significant ways. It is based on principles of righteousness, wisdom, and courage for confronting undesirable forces of terrorism from becoming part of established reality on earth. The saying that maintains “prevention is better than the cure” does have an inspirational meaning implying a significant step of identifying and planning stern measures to combat terrorist forces before they overpower us.

The process of prevention involves (i) anticipating a problem to occur, and (ii) developing ideas, strategies and actions for stopping or hindering the problem before it occurs. Preventive actions may help a person or society to get prepared to deal or cope with a problem effectively. It may also reduce the impact of the problem even if it could not be fully stopped.

Preventive thoughts generally create not only courageous but also constructive and healthy outlooks in dealing with challenges of life. Prevention requires planned interventions with the help of ideas and strategies based on systematic research on already existing ideas in the literature along with new ideas based on empirical research, particularly focused on the specific problem we may be trying to prevent. We will need to identify information about where, how and when a problem of violence may occur, what possible risks are, who will be at risk. Then, we disseminate the information to people at risk as well as security agents when possible without delay. Steps must be taken to overcome contagion effects when needed. We also may need to be prepared to arrange help to dealing with possible harm to potential victim, along with helping those who may need assistance for coping with impacts of whatever intensity or extensity. The adaptation to problems and their impacts helps everyone involved reduce stress by being calm and composed through tolerance and courage to face the realities without having panic attacks, nervous breakdown, or whatever additional undesirable consequences after the events have occurred.

PRIORITIZING PREVENTION OF TERRORISM

Value of Prevention

Based on my discussions in Chapter 2 as well as in other chapters, it is obvious that violence has become a glaring reality of contemporary human society. Does that mean we give up on the prospects of peace and a secure life on this planet? Is doom and gloom perspective acceptable to human beings many of whom claim to be the ‘most intelligent’ of all known species? Is it acceptable to explore some alternatives to a life stricken by anger, hostility, hatred, and despair? A belief in the finality and irreversibility of evil implies a refusal to accept responsibility to act and look for good in human nature to eliminate evil. By focusing occasionally on a sense of doom and gloom,¹ we tend to deteriorate our courage and creativity to resolve the problem through a calm and constructive pragmatism of ‘hope’ and ‘civility.’²

By the 19th century, scholars started recognizing the value of each individual and of life. That perspective led to saving people’s lives by advocating steps for preventing destructive behaviors based on psychological and social disturbances. Preventing problems through proactive planning is a rational

activity and has become a priority in the area of violence across the globe. The so-called 'science of prevention' provides us tools for becoming prepared in meeting challenges of problems likely to occur in the future. It will contribute to the literature used by those trying to reduce the economic and social costs associated with threats and occurrences of violence. We will identify the worldwide implications of our study for making an impact on the societal ability to learn from terrorist incidents along with continuing a struggle for future prevention.

Terrorist occurrences have been on the rise during the past thirty or so years more than ever before in almost every corner of our planet. The potential for as well as incidents of terrorism in today's world have not only increased but have also become relatively more global, often conducted by transnational and non-state actors. These individuals are well-financed, difficult to penetrate, and have increased access to creative technology and all sorts of weapons of destruction.³ Prevention may help reduce the surprise element in serious forms of violence enabling us to cope and endure consequences at a tolerable level. We particularly need preventing strategies that may have long range impacts rather than band-aid approaches providing short term solutions. However, it is disappointing that the United Nations in its 2005 Summit on Peace Building "neglected to establish the responsibility to prevent terrorism."⁴ It is important that we go beyond politics of decision making in world bodies and explicitly advocate and establish public's concern with the ability to predict and prevent violent deaths in the future through timely actions. We need to reaffirm professional interests of sociologists, criminologists, psychologists, and investigators from other fields to prevent deadly violence.⁵ Empirical studies are needed that could have implications for legislators, law enforcement agencies, and pro-active leaders by identifying ways of early identification and prevention of possible terroristic threats in the future. Studies need to reflect on how and why terrorist individuals and groups become 'marginalized' and 'isolated' through their unreasonable use of violence.⁶

Barriers to Prevention

Preventing problems before they occur often is not as easy as it sounds. There are many difficulties and obstacles before plans for prevention may be made and implemented. Some of the examples of barriers facing preventive measures are stated below.

First, preventing problems such as terrorism is a serious and complex process. We have to consider identifying the major factors related to or affecting the occurrence of terrorist incidents. That will require timely and systematic research as well as aggressively involved intelligence or investigating agencies to gather information on when, how, and where terrorist incidents are likely to happen. If that research is thorough, we may then have to decide how we can intercept and stop the incidents from happening. Realizing that an interception may or may not be the 'right' one, careful planning and its implementation will have to be required. In addition, all agencies collecting and organizing intelligence information on possible terrorist incidents have to share various pieces of information and coordinate their efforts in order to be effective in implementing preventive measure. However, many agents as well as agencies are often territorial and autonomous about their operations, particularly based in cross-national settings, and may not always coordinate preventive efforts with each other.

Second, terrorism is too complex and fluid phenomenon to prevent. News media make the situation even more complex as multiple stories and interpretations of terrorist events circulate, often causing confusion and ambivalence about what really happened. People with vested interests in the event contribute to either secrecy or circulating misinformation in the media.

Third, there often are people who deny access to information on a terrorist event. Some also refuse to acknowledge the realities of terrorist organizations and plans for political reasons. Some just do not want to be involved.

We therefore, have a number of reasons blocking open communication in hostile situations. Some of the reasons may include ignorance, fears of reprisals, guilt, irrationality, and name-calling. For example, naming and labeling separatist and religious groups may become counter-productive in opening international dialogues for prevention.⁷ Selfless leadership is often lacking because of complexity of international economic political situations causing delays in developing open and truthful communication on terrorist issues. Terrorist issues are not only complex but they involve sensitive matters related to territoriality or sovereignty, religious and political autonomy, and economic or business interests that may create obstacles for discussing terrorist problems, particularly at the international level.

Fourth, many political leaders prefer to work on short-range remedial solutions and shy away from idealistically conceptualized curative ideologies such as secularism and non-violence. I will be providing additional comments on those later in this chapter and the next one.

Levels of Prevention

Primary Prevention. It is a serious form of prevention and is oriented toward a comprehensive understanding of the terrorism problems in order to develop long-term and curative (not band-aid) programs for prevention. This approach likes to go to the depth of the problem rather than seeking peripheral information on it. It would investigate and address the major sources of the issues involved and seek long-lasting means or resources for attacking the roots of the problem. It would increase awareness of the problem through media, and identify risks and benefits of prevention. It would also be transparent in providing continual evaluation of any program implementation for prevention for accountability purpose.

Secondary/Tertiary Prevention. It is sort of ‘something is better than nothing’ strategy. It is needed particularly in the short run to investigate a terrorist problem, intervene as much as possible for corrective actions, treat injuries, repair damage caused by violent episode, provide compensation/protection to victims, seek changes in policies for security, consider changing legal ways, increase opportunities for survivors in the future, and reorganize/regroup for future attacks.

STRATEGIES FOR PREVENTING TERRORISM

Literature relevant to violence and terrorism has diverse and valuable information on ‘combating, controlling, containing’ and preventing terrorism. I have chosen only three categories for summarizing selected examples of prevention. These are listed in Table 7.1 and briefly discussed below.

Managing Global Inequalities

There have been some approaches dealing with the understanding as well as dealing with international issues by treating the world as artificially divided into areas or regions based on economic and racial criteria. For example, one particular has been widely used for the past many years treating certain countries ‘core’ and ‘developed’ while others as ‘peripheral’ and ‘developing’ and so forth in a way labeling then arbitrarily despite of proclaimed criteria used.⁸ That type the other hand, are increasingly emphasizing of a divisive approach does not appear to be an

Table 7.1: Examples of Strategies for Preventing the Spread of Terrorism into the Future of Humanity

Areas of Preventive Strategies	Intervention
<p>Managing Global Inequalities</p>	<ul style="list-style-type: none"> • Identify ways of developing prospects of achieving a ‘one-world’ by overcoming hierarchies of multiple ‘worlds’ based on economic and political inequities. • Globalize and promote equality of opportunities and deliberate rankings of people and groups based on ethnicities, religions, and genders to overcome violence, discrimination, and bigotry in all areas such as education, employment, health care, and community living.
<p>Improving Education and Information</p>	<ul style="list-style-type: none"> • Overcome ignorance among common people around the world about violent groups who seek divisiveness for seeking selfish and vested interests and power agendas. • Increasing communicative interconnectivity among people in all corners of the world through new technology. • Identify and internationally declare violence as a serious public health issue in all countries. • Develop educational media programs in multiple languages seeking accurate knowledge and public awareness to prevent interpersonal violence through conflict management. • Seek avenues for ‘responsible journalism’ in mass media to reduce publicity given to terrorist events, and prevent propaganda launched by

	<p>terrorist groups.</p> <ul style="list-style-type: none"> • Openly publicize negative impacts of all terrorism. • Encourage balancing protection of economic prosperity and ecosystem to sustain a desirable quality of life through controlling overpopulation as well as overconsumption.
<p>Expanding International Avenues for Enhanced Security</p>	<ul style="list-style-type: none"> • Enhance the scope of international collaborative alliances for protecting all areas of the world from terrorist movements. • Stop the spread of weaponry and terror alliances by initiating new moves through international organizations. • Promote the scope of peace through democracy, secularism, and nonviolent strategies.

effective way to deal with global relationships at least in today’s world. Newer studies, in ways to recognize unique contributions of all religions of the world regardless of any hierarchies. In fact, we need to create solidarity and oneness in the world to promote ways of dealing and preventing deadly sources of violence.⁹ We need to intervene together at the global level to meet with the challenges of serious forms of violence rather than thinking about who is first or second class citizen on this planet. We really have to put together all of our resources to jointly make a differences in ways innocent human beings are being killed for vested interests.¹⁰ We should instead spend our resources in conducting empirical research and developing policies to meet the challenges of preventing horrifying prospects of a collapse of our planet. Ideas are increasingly developing in the literature on how we can and should develop equalities than divisive ways for minimizing inequalities around us in every possible way.

Improving Education and Information

We live in an age of great potentials for education, technology, and information so widely and effectively available. It seems we have the intelligence and resources to inform people and educate them about what is going on in terrorist attacks meaninglessly killing innocent working human beings. There are no excuses for ignorance and misinformation as we have the capability to get it in every possible way. I have listed some strategies in Table 7.1 for addressing the improvements in increasing educational opportunities and openly confront public issues concerning deadly examples of violence. Mass media and interconnectivity among people will be bound to help overcome ignorance and fear that have lately been in abundance. For example, why cannot we hold media for sensationalizing terrorist acts? After all, we

keep them in business. An expert on media makes three points: (i) the media are very much a tool of terrorism, (ii) the media are also a sort of fuel for terrorism, and (iii) media can be a weapon against terrorism.¹¹ Why do not we openly confront leaders of terrorism through our own constructive type of publicity on how greedy and prejudiced individuals are infecting us with bugs of violence?¹² Responsible journalism is needed in this regard so that every form of notoriety is denied to them. It may be accomplished through the self-regulation by the media.

Expanding International Avenues for Enhanced Security

Increased research will be needed at the international level to provide defense against the use of weapons of mass destruction and other forms of aggression against civilian population. Security in today's global society may not become effective if it is provided only to selected few nations or just to some privileged people. It will need to be enforced internationally for all for reducing the risk of terrorism.¹³ Strategies will be needed for planning resources and measures to build potentials for security to avoid international threats and proliferation of and preoccupation with terrorist incidents. We will need to create comprehensively based actions (such as closing down financial resources for supporting terrorist groups) rather than piecemeal and underfunded projects to overcome rhetoric of being attacked. We may also prohibit any acts of violence of an international character that would also contain punitive sanctions aimed at countries providing refuge for terrorist offenders.¹⁴ We really need more and more allies for peace to rebuild and heal.¹⁵ International collaborations and efforts will be needed for developing networks for dialog to strengthen peace operations. Scholars are already talking about peace research as a science and peace by peaceful means to overcome structural violence.¹⁶

SECULARISM AS STRATEGIC PREVENTION

A recent study provides a fresh and illuminating perspective on the surge in religion's political influence across the globe.¹⁷ And despite recent claims that religion is exclusively irrational and violent, its political influence is in fact diverse, sometimes promoting civil war and terrorism but at other times fostering democracy, reconciliation, and peace. In our diverse and sort of 'mixed' world today, the forces of secularism are at work in our age of reason and science despite trends in fanaticism and inclinations of selected politicians attempting to use religion for political gains in several parts of the world. I contend that despite mixed messages on the subject, forces for secularism with its various components may play a sobering influence in keeping a handle on the forces of religious intolerance and extremism.

Terrorists and terrorist organizations, including governments in a few countries, have taken an increased interest during the past few decades in articulating religious reasoning to rationalize or justify violent means for achieving their political and economic goals.¹⁸ However, no formal religion in the world actually may have condoned violence against innocent people. I stated earlier in Chapter 6 that the institution of religion has been misused by some people for political or whatever reasons. It seems that it is time we reverse the cycle and advocate its "right or proper" use in human relationships, i.e. for initiatives against violence. Contemporary societies need to develop and adopt an optimistic tone that seeks to find the future-oriented ways of preventing religion-based terrorism or any other related form of violence against the humanity and enhance the opportunities for the promotion of secularism and a global peace.

I take the position that secularism, as functioning process and practice in any society, needs to be acceptable to people just as much or even more than it is to their government. It is an ideology and a source of liberating human beings from dogma, superstitions, cultism, and any form of fanaticism. It

emphasizes that people's attitudes toward other religions in their society need to become positive toward the freedom and equality in matters of conscience and freedom in exercising religion with a 'secular mind.'¹⁹ Secularism demands religious groups give flexibility to people in civil matters. Thus, religion may need to maintain some degree of neutrality in dealing with individuals' private lives.

CHARACTERISTICS OF SECULARISM

I discussed in Chapter 1 the Delphi methodology that has been used in my research for developing typologies and characteristics of various notions presented in this book. I have in the exploratory study reported here at least made a beginning toward identifying selected ideal characteristics of secularism, first through a relatively extensive review of literature relevant to the topic and then by consulting some 'experts' in trying to sort as well as rank those characteristics in as much meaningful way as could be possible in a limited effort addressing a complex topic inherently plagued by confusions, philosophical controversies, and a lack of research that could solidify logical and empirical dilemmas.

The characteristics appear to be realistic, internally consistent, theoretically meaningful, and conceptually relevant to secularism. However, they should be repeatedly tested, through a systematic methodology, in empirical contexts for reliability and validity before becoming established in the literature. My identification of multiple characteristics organized under topics of multiple categories should be useful for continuous efforts needed in broadening the operational definition as well as the base of the concept of secularism. Indeed, matters of rationality and religion will require people to continue to engage in dialogs and open communication in order to deal with such sensitive issues as what we are dealing with in this chapter.

Separation of Religion and State

- Assure all people an equal liberty of conscience (or conviction/faith) in society. Constitutional principles and civil laws relevant to a secularist perspective in the state should be explicitly stated and implemented.
- No oppression of any religion should be permitted. State shall promote or recognize formally any dominant religion. Political candidates should refrain from publically advocating any particular religion in democratic elections.
- Implement a completely free exercise of religion, along with a prohibition of economic and political controls, regulation, or interference from government in affairs of all religions.
- Assure an unconditional judicial monitoring and protection to all ethnic and religious minorities from domination by majorities.
- Fully implement through all branches of the government (executive, legislative and judiciary), the accommodation principle, the non-establishment principle, and separation of each religion in the country and state.
- Guarantee the state's neutrality by avoiding the establishment of any particular religion and in basing civil and criminal jurisprudence on logical and democratic processes than on any scripture of faith.

- Provide people an unconditional and full confidence in the impartial and independent judiciary as well as a fair and effective law enforcement system without the use of any religious favoritism;
- Assure avoidance to people of any dependence on any religious control from any possible national or international sources, or from some specific person(s) of charisma or other form of authority.
- Encourage and implement a policy of non-alliance and neutrality in every religion in the country to pursue any political activities or parties by cultivating a desire among its believers for promoting and focusing only on pursuing spiritual activities.

Modernism and Religion

- Low degree of cultist and orthodox orientations in religions.
- Advocacy of moderate, tolerant, non-militant, open-minded, and humanist (rather than inflexible, rigid, fanatic, fundamentalist, authoritarian, heroworship-oriented, enthusiast, domineering; aggressive, expansionist, separatist, intrusive, or radical) outlook in every religion.
- There should be no public bashing of any religion.
- Separation of religion from educational programs (specifically, promote no schooling of children solely brainwashing them for any religious training) which must be based on academic freedom and scientific enquiry.
- Separation of religion from magical, fatalist, or superstitious approaches; every religion recognizing individualism, equality, and freedom for all people.
- Preventing all religious organizations from engaging in a business model or from soliciting monetary charges for ‘divine favors or interventions’ to help people overcoming life problems.
- Promote freedom to people to practice whatever level of religiosity they choose in terms of participation in religious rituals and organizations.
- Increased emphasis on spirituality as the primary goal of religion; and religious organizations recognizing needs and realities of change and rationality-oriented progress in society.
- Increased recognition for non-violence and humanitarian goals and outlooks in religion and spirituality.
- Secularism reinforces critical and diverse thinking; a process that promotes unity in diversity.

Pluralism in Religious Outlook and Practice

- Allow no law enforcement labeling or profiling based on religion.
- Make every possible effort for resolving conflicts among various religious groups through negotiations, collaboration, and civility.

- Promote religious diversity and a spirit of pluralism without recognizing any form of segregation and ranking of various religions.
- Inculcate a sense of and public's positive attitude toward co-existing, tolerating, and accepting people of different faith voluntarily without prejudice.
- Provide legal protection to people of all religions from any acts involving persecution, reprisals, threats, aggressiveness, intrusiveness, retaliation, harassment, or hate crimes.
- Provide reasonable accommodation to people of minority religions.
- Encourage mass media agencies to treat people of all religions with professionalism and objective reporting by not promoting or spreading fears or phobias about any religion.
- Promote non-obsessive/non-manipulative outlooks in every religious movement enhancing the scope of peace, non-violence and goodwill.

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