Instructor:

Dr. John McCoy
Email: jsmccoy@ualberta.ca
Office: HM Tory 11-6
Office Hours: By appointment

Course Description:

Political Science 459 / 560 is an international relations topics course focused on "global modern terrorism". The course will examine a number of themes related to globalized terrorism, which emerged in the late 19th century. It will critically examine the term terrorism, its etymology and definition. It will explore questions and ideas related to state vs. non-state terrorism, the moral and ethical (delegitimizing) connotations of labeling political violence as "terrorism," and the idea of terrorism as a set of asymmetrical tactics in conflict.

The course will examine pertinent trends and issues in terrorism today and explore ideological manifestations of political violence - including those related to militant Islamist and far-right violent extremism. It will examine groups and movements that are dominating today's news cycle - such as the White Nationalists and the so-called Islamic State; it will also examine some associated manifestations of "homegrown" terrorism and so-called "radicalization" in the West. In addition, the course will look at pre-existing and emergent approaches to counter-terrorism and counter-extremism at the state and non-state level.

In order to generate practical and applicable knowledge, the course will integrate exercises and assignments that will have students apply their new found knowledge to local and international issues. Specifically, the course will integrate content related to the Peer to Peer (P2P): Facebook Global Digital Challenge. As part of this "challenge" students will co-operatively participate in the creation, design, marketing and delivery of counter-hate material.

Course Prerequisites:

Political Science 260 or

Political Science 261
Requirements and Evaluation:

Participation (30%)

The seminar-style course requires active student participation. Students are expected to attend all classes, read all assigned materials and participate in all discussions. Students must come to class prepared to display familiarity with the readings. Failure to meet these standards will result in a significant reduction in your participation grade.

Active participation in the discussion, preparation and meeting associated with the Peer to Peer (P2P): Facebook Global Digital Challenge initiative will be essential to receiving an optimal participation grade. This initiative will be discussed and integrated into classes. In addition, there is one full class put aside for a “meeting” on the initiative where the content of the counter hate material will be finalized. Specific research and readings associated with the counter-hate material will be identified as the course progresses. Much like the core course readings students will be expected to demonstrate familiarity with said materials and display preparedness for class discussions.

Presentation (30%)

*Held between September 26th-December 5th*

Students will give a twenty-minute presentation on a specific organization linked in some way to terrorism. Specific organizations will be randomly assigned to individual students during the September 5th class. Presentation content may vary; however, it must include the following:

- A historical overview of the organization.

- An indication of some of the political, social and economic factors that may have led to its emergence.

- The identification of ideological influences on the group.

- A critical analysis of how/why the group ceased its campaign of violence (if it no longer exists / operates) or a prediction of how it might be brought to an end (if it is still engaging in violence).

Presentations should be clear and well organized. Avoid speaking too quickly and make sure your presentation is accessible to the audience. The use of PowerPoint (or equivalent) is recommended. It is highly recommended that you read and consider the following article as you consider the question of how campaigns of political violence “end”: Cronin, Audrey. (2006). “How Al-Qaida Ends: The Decline and Demise of Terrorist Groups,” International Security, 31 (1).
Term Paper (Analysis of hate and violent extremism at the local level) (40%)

*Due November 21st in-class*

Students will author a thorough analysis of local trends in violent extremism and hate. Here "local" is defined as the municipal (Edmonton), provincial (Alberta) and national (Canada) level. Students can choose to focus their analysis on one or all three of these levels of analysis, and will likely need to refer to international and global trends in order to contextualize their findings.

Students are free to shape the analysis to their own interests insofar as the analysis remains focused on the "local" level. For example, students may want to focus on particular trends, threats and ideological forms of violent extremism and hate (e.g., far-right extremism, antigovernment groups, hate incidents targeting certain communities, "foreign fighters"), or students may choose to write a broader analysis. While there is some flexibility in terms of content - the assignment requires certain content and standards:

- An identifiable introduction, body and conclusion.
- An "executive summary" at the beginning of the document which clearly outlines key findings in point form.
- No fewer than 10 pages and no greater than 15 pages in length (double spaced). The paper must be written in 12-point font, with one-inch margins and contain page numbers.
- No fewer than 15 properly cited sources (including journal articles, books, book chapters, newspaper articles, government and non-government research papers / analyses, archival materials)
- Employ Chicago manual of style citations (endnotes style), other citation styles are not permitted.

Students are encouraged to be creative during the research phase of their assignment and seek out primary and secondary sources of data. A strong paper will consider historical and contemporary trends, demonstrate logical and critical reasoning and draw on relevant and specific examples. Papers should be well organized (subheadings recommended), avoid the use of first-person phrases / statements, and well written (papers will be docked marks for issues with grammar, sentence structure and punctuation).

Grading:

Expectations for the course assignments are explained at length above. Further guidelines will be provided in class where appropriate. This is a senior undergraduate and graduate level course and grading expectations are in line with the standards of these respective levels of post-secondary education.
Marks for assignments and exams are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from all course work then produces the final letter grade for the course.

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>%</th>
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<tr>
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<td>90-100 (95)</td>
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<tr>
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<td>70-72 (71)</td>
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<td>67-69 (68)</td>
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<tr>
<td>Failure</td>
<td>F</td>
<td>0</td>
<td>0-49</td>
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</table>

Policy for Late Assignments and Extensions: It is your responsibility to inform the instructor as soon as it becomes clear that your assignment will not be submitted by the date indicated above. If you do not communicate in advance of a late submission of work then you should be prepared to be penalized 10 percent a day.

Representative Evaluative Course Material: Will be provided where available and by request.

Course Schedule, Topics and Readings:

September 5th: Course introduction

Readings:

-No readings

September 12th: Defining Terrorism

Readings:


September 19th: The History of Modern terrorism

Readings:


September 26th: al-Qaeda

Readings:


October 3rd: The “Islamic State”

Readings:


October 10th: Right Wing Extremism

Readings:


October 17th: “Radicalization” and Violent Extremism (RVE)

Readings:


October 24th: Peer to Peer (P2P) Class Meeting

Readings:

-No readings

October 31st: Homegrown Violent Extremism (HVE) in the West

Readings:


November 7th: Counter-terrorism

Readings:


November 21st: Counter-Extremism I: Community Based approaches


November 28th: Counter-Extremism II: Countering Extremism Online and the Public Health Approach


-Berger, J.M. (2016). “Nazis vs. ISIS on Twitter: A Comparative Study of White Nationalist and ISIS Online Social Media Networks,” Available at: https://cchs.gwu.edu/files/downloads/Nazis%2520v.%2520ISIS%2520Final_0.pdf


December 5th: Course Wrap-up

Readings:

-No readings

Academic Integrity

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Recording of Lectures

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise,
created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).
Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit http://www.governance.ualberta.ca/

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if visible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your cooperation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism
No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.2(2)f No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the alteration of an educational document/transcript.

30.3.6(5) Participation in an Offence

30.3.6(2) No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

The Truth In Education (T*E) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behaviour. There are helpful tips for instructors and Students. Please take the time to visit the website at: http://www.ualberta.ca/ite
EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR
FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM

Procedures for Instructors Regarding

Plagiarism, Cheating,

Misrepresentation of Facts and Participation in an Offence

The following procedures are drawn from the Code of Student Behaviour as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean—or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

30.5.4.1 When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

30.5.4.2 If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The Instructor may also include a recommendation for sanction.

Possible Sanctions

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

30.4.3(2) a.i. a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
30.4.3(2) a.ii. Reduction of a grade in a course
30.4.3(2) a.iii. a grade of F for a course
30.4.3(2) a.iv. a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i., 30.4.3(2)a.ii or 30.4.3(2)a.iii

30.4.3(3) b. Expulsion
30.4.3(3) c. Suspension

The following sanctions may be used in rare cases:

30.4.3(3) e. Suspension of a Degree already awarded
30.4.3(3) f. Renunciation of a Degree already awarded

30.6.1 Initiation of an Appeal

30.6.1.1 When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2):e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

PROFESSOR STEVEN PENNEY
CHAIR, CAMPUS LAW REVIEW COMMITTEE

DR MARTIN FERGUSON-PELL
ACTING PROVOST AND VICE-PRESIDENT (ACADEMIC)

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the Code of Student Behaviour and of student disciplinary procedures.

Updated: 30/01/2013

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**Procedures for Instructors Regarding**

**Plagiarism, Cheating.**

**Misrepresentation of Facts and Participation in an Offence**

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- 30.4.3(2)a.iv a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
- 30.4.3(3) b Expulsion
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The following sanctions may be used in rare cases:

- 30.4.3(3) e Suspension of a Degree already awarded
- 30.4.3(3) f Rescission of a Degree already awarded

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**CHAIR, CAMPUS LAW REVIEW COMMITTEE**

**DR STEVEN DEW**  
**PROVOST AND VICE-PRESIDENT (ACADEMIC)**

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Updated: 27/08/2015
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30.3.2(2) Cheating

30.3.2(2a) No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2b) No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

30.3.2(2c) No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2d) No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

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Cheating (Continued)

More information can be found at: http://www.usja.ualberta.ca/en.aspx