Course Description

This elective seeks to enhance students’ understanding of ideological, strategic, and operational characteristics of global terrorism as well as counter-terrorism strategies in the 21st Century. Students will learn key concepts and definitions, and explore the variety of causes, developments, motives or tactics of radicalization and terrorism, with a specific focus on Europe. The course will provide both a critical assessment of the contributing factors behind the emergence of terrorism and radicalization, as well as of the methods and policies used by national and international actor to prevent and counter terrorism and radicalization. This will include discussions on the effectiveness and ethics of counter-terrorism. Policy debates, statements and literature from a
diversity of actors, including jihadists themselves, will be introduced to create a comprehensive understanding of all perspectives involved in the movement. This course places heavy emphasis on the professional writing, briefing, conduct, and other skills needed for careers in the counter-terrorism and the security field.

**Course Learning Objectives (CLO)**

At the end of this course, students should be able to:

**In terms of knowledge:**
- Demonstrate their understanding of the difference between (counter-)terrorism and (counter-)insurgency and (counter-)radicalisation, by applying these models to a specific case study
- Demonstrate their knowledge of the causes of terrorism and radicalisation, by applying it to a specific case study
- Demonstrate their knowledge of specific counter-terrorism and counter-radicalisation tactics, by applying it to a specific case study

**In terms of skills**
- Use appropriate referencing and bibliographic methods
- Demonstrate effective oral presentation skills
- Demonstrate effective research ability
- Demonstrate the capacity to produce relevant policy recommendations

**In terms of attitudes, students should develop in this course:**
- critical attitudes, which are necessary for “life-long learning”
- an attitude of open-mindedness and self-critical reflection with a view to self-improvement
- sensibility towards the ethical dimensions of different aspects of the content of this course
- an open attitude towards inter-cultural team-work

**LINK BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK**

Summary:
Number of assignments used in this course: 3
Number of Feedback occasions in this course (either written or oral): 3
Number and Types of Teaching Methods: 3
<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (testable learning objectives)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Knowledge of major Theories and Core Concepts of International Relations (IR) and their practical application to historical and contemporary policy issues related to the three core concepts of peace, security and strategy and related debates and controversies from a Western and global perspective</td>
<td>To learn the core theories of terrorism/radicalisation and counter-terrorism/radicalisation. To learn how to apply theoretical and conceptual tools to historical and contemporary policy issues.</td>
<td>Lecture, discussion, student presentation</td>
<td>Papers and presentation</td>
</tr>
<tr>
<td>A2. Knowledge of core actors, organizations and players at the national, regional and global Level – both in the state-centric and non-state actor realm- capable of influencing major issues of peace, security and strategy (including the role of the individual and transnational networks)</td>
<td>To learn the motivations and methods of key terrorist groups and individuals, as well as the responses developed by state agencies</td>
<td>Lecture, discussion, student presentation</td>
<td>Papers and presentation</td>
</tr>
<tr>
<td>A3. Knowledge of major processes, developments and dynamics related to conflicts, conflict resolution and the promotion of peace and security</td>
<td>To learn how terrorism emerges and ends (or not)</td>
<td>Lecture, discussion, student presentation</td>
<td>Papers and presentation</td>
</tr>
<tr>
<td>B1. Apply acquired understanding to concrete ‘real-life’ issues, challenges, issues of policy-making in the areas of global peace, security and strategy</td>
<td>To apply theoretical concepts to concrete policy issues. Most specifically, draw from political sciences, sociology, or psychology (among other disciplines) to understand (counter-)terrorism.</td>
<td>Lecture (including guest lectures with CT practitioners), discussion of readings, student presentation</td>
<td>Papers and presentation</td>
</tr>
<tr>
<td>B2. Confidently develop and apply ideas and arguments emanating from interdisciplinary theory, concepts and paradigms in the formulation of academic and/or policy-relevant</td>
<td>Formulate policy recommendations, based on the scientific knowledge and a case study.</td>
<td>Lectures (particularly with CT practitioners)</td>
<td>Policy Brief and presentation</td>
</tr>
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<td>recommendations and analyses</td>
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<td>C2. Analyze and evaluate the ethical dimension and societal implications of key approaches, policies and paradigms related to global peace, security and strategic debates and issues and, on this basis, advancing policy solutions that take into consideration feasible and ethically sound policy implications.</td>
<td>Consider the ethical aspects of terrorism and counter-terrorism</td>
<td>Lectures (particularly one on ethics) and discussions (which often raise these ethical questions)</td>
<td>Policy Brief</td>
</tr>
<tr>
<td>D1. Demonstrate and develop the ability to communicate arguments, recommendations and research results in a confident, convincing, precise, effective and engaging manner.</td>
<td>To learn how to carry out independent research.</td>
<td>Papers</td>
<td>Papers</td>
</tr>
<tr>
<td>D2. Demonstrate and develop the ability to communicate arguments, recommendations and research results in a confident, convincing, precise, effective and engaging manner through the spoken word and oral presentations</td>
<td>To learn how to make a good and persuasive oral presentation.</td>
<td>Discussion and oral presentation</td>
<td>Discussion and oral presentation</td>
</tr>
<tr>
<td>E2. Develop independence of thought and an autonomous approach to studying, research as well as the acquisition and enhancement of new knowledge and skills in unfamiliar environments.</td>
<td>To learn how to carry out independent research.</td>
<td>Discussion, student presentation and papers</td>
<td>Papers and presentation</td>
</tr>
<tr>
<td>F2. Develop additional professional and interpersonal skills, including the ability to network at professional events, reaching out to</td>
<td>Formulate policy recommendations that are relevant to the CT Community</td>
<td>Possibility to confront policy options with practitioners (guest lectures)</td>
<td>Policy Brief and presentation</td>
</tr>
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<tr>
<td>policy-makers, through tools such as blog-writing, conference-organizing and policy analysis writing-skills</td>
<td>To differentiate between empirical and normative statements. To have an open-minded attitude toward different perspectives.</td>
<td>Lecture, discussion, student presentation</td>
<td>Papers and presentation</td>
</tr>
<tr>
<td>F.3. Develop and demonstrate an attitude of open-mindedness, academic integrity, critical and self-critical reflection with a view to contribute to rigorous analysis and diverse academic debates.</td>
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</tbody>
</table>
Main Course Materials (please note that you can find the readings for each week and session in the Course Schedule section below):

The course material consists of powerpoint presentations and readings. Powerpoint presentations will be made available after the respective classes have taken place. A week-by-week overview of the course readings can be found in the section below.

The syllabus, powerpoint presentations and important messages will be uploaded to the Vesalius portal ‘Canvas’. Students are expected to visit this site regularly to keep abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as ‘suggested readings’ and ‘additional sources’ is helpful for research and to gain an increased understanding but is not mandatory. This material can be found online or will be made available upon individual request.

Active Learning and Intensive ‘Reading around the Subject’: Additional Sources, Recommended Journals and Websites:

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else’s notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.

Leading Journals

*International Affairs; Foreign Policy Analysis; Foreign Policy; International Security; European Journal of International Relations; International Organization; Review of International Studies; Cooperation and Conflict; Security Dialogue; International Relations of the Asia Pacific; International Studies Quarterly; International Studies Review; Global Governance; Security Studies; Journal of Common Market Studies; World Politics; Contemporary Security Policies; Asian Security; European Security; World Politics; Millennium: Journal of International Studies; Journal of Peace Research; Journal of Conflict Resolution*

Further Journals Relevant for this Course:
*Terrorism and Political Violence; Studies in Conflict and Terrorism; Journal of Deradicalization;* Dynamics of Asymmetric Conflict; CTC Sentinel; Behavioral Sciences of Terrorism and Political Aggression; International Journal of Intelligence and CounterIntelligence; Perspectives on Terrorism

Websites of Interest:

*1 Underscored journals are open-access.*

**Recommended Youtube channels:**
9/11 Museum Talks: https://www.youtube.com/playlist?list=PL9IND_17A8dlkoR5wsRHK8awB2lFGC86
Radicalisation Awareness Network: https://www.youtube.com/channel/UCD6U5qdKiA3ObOKGEvTQKw/featured

**Recommended podcasts:**
Terrorism 360: https://www.start.umd.edu/terrorism360
Talking Terror: https://soundcloud.com/user-366747443

**Recommended newspapers and magazines:**
Financial Times; New York Times; Washington Post; Guardian; Le Monde; Mediapart; The Economist

**Recommended movies/series:**
In the name of the father (1993); Four Lions (2010); 22 July (2018); Body of Lies (2008); Munich (2005); Charlie Wilson’s War (2007); Zero Dark Thirty (2012); War Machine (2012); American History X (1998); The Looming Tower (2018); Homeland (2011); El Lobo (2004); La Meglio Gioventu (2003); The Report (2019); …
Course Schedule

*Some changes may be made to the following schedule, and I reserve the right to revise the syllabus accordingly.
*In addition to the readings listed below, students will be sometimes required to read short news articles. Students are not required (but are encouraged) to read the suggested readings.

| PART I: Radicalisation, Terrorism and Insurgency |
| 1) 18 January | Definition and Introduction to key concepts |
| 2) 25 January | The Causes of Terrorism: political, economic, social and psychological |
| 3) 1 February | Radicalism, radicalisation and (violent) extremism Guest Lecture (Rik Coolsaet) |
| 4) 8 February | Vectors of radicalisation and new trends: crime-terror nexus, prisons, internet |
| 5) 15 February | History of terrorism in Europe: anarchists, left-wing, right-wing, separatists |
| 6) 22 February | Jihadi terrorism in Europe |
| 7) 1 March | FTF vs Homegrown terrorism |

| PART II: Counter-terrorism, Countering Violent Extremism (CVE) and Counter-radicalisation |
| 8) 8 March | Counter-terrorism, counter-insurgency |
| 9) 15 March | Counter-radicalisation, C/PVE |
| 10) 22 March | How terrorism ends, and why terrorists quit |
| 11) 29 March | Countering terrorism today: the role of IOs (UN, EU, NATO) Guest Lecture (EU official) |
| 12) 19 April | Countering terrorism today: A national perspective Guest Lecture (police or intelligence official) |
| 13) 26 April | Countering terrorism today: A local perspective Guest Lecture (local prevention officer) |
| 14) 3 May | Counterterrorism and Ethics |
| 15) 10 May | Final session: Revision & Presentations |

Readings:
*In addition to the readings listed below, students will be often required to read short news articles. Students are not required (but are encouraged) to read the suggested readings.
Week 1: Definition and Introduction to key concepts

Questions:
- What is terrorism? Who can be called a terrorist?
- What are the different forms of terrorism? Is there such thing as ‘state terrorism’?
- Is one state’s terrorist another state’s freedom fighter?

Mandatory readings:
Byman, D. (2018). ‘When to Call a Terrorist a Terrorist’, Foreign Policy, October. (2p.)

Suggested Podcast:

Recommended reading:

Week 2: The Causes of Terrorism: political, economic, social and psychological

Questions:
- Is there such a thing as “root causes of terrorism”? Can they be addressed?
- What is the main cause of terrorism?
- Is there a typical terrorist profile?

Mandatory readings:

Recommended readings:

Recommended game:
Terror Group or Music Band? https://tinyurl.com/y2p9t9o6

Week 3: Radicalism, radicalisation and (violent) extremism

Questions:
- What is the added value (if any) of the literature on radicalization, compared to the literature on the causes of terrorism?
- What are the “causes” of radicalization? What are the “push and pull factors”?
• Is there a link between ideological/beliefs radicalization and behavioral radicalization (violent extremism)?
• What is the difference between radicalism, radicalization and (violent) extremism?

**Mandatory readings:**

**Recommended readings:**

**Week 4: Vectors of radicalisation and new trends: crime-terror nexus, prisons, internet**

**Questions:**
• Is there a ‘new’ crime-terror nexus? What is (not) new?
• Are prisons a hub for radicalization? What should be done?
• Is the internet responsible for the global spread of terrorism? Should big internet companies remove systematically all extremist contents?

**Mandatory readings:**

**Suggested Podcast:**

**Recommended reading:**

**Week 5: History of terrorism in Europe: anarchists, left-wing, right-wing, separatists**

**Questions:**
• Does terrorism work in ‘waves’? Why (not)?
• Is there such thing as ‘old’ and ‘new’ terrorism? Why (not)? Can there be comparisons across different forms of terrorism?
• What lessons can Europe draw from its history of terrorism?
Mandatory readings:

Recommended readings:

Week 6: Jihadi terrorism in Europe
Questions:
• What role does religion/Islam play in jihadi terrorism? What is the importance of the ideology?
• Is jihadi terrorism the main threat to Europe? Is the threat growing or declining?
• Is the jihadi threat a global phenomenon, a local one or a ‘glocal’ one?

Mandatory readings:

Suggested podcast:

Recommended reading:

Week 7: FTF vs Homegrown terrorism
Questions:
• What drives foreign fighters to join jihadi groups abroad?
• Are foreign fighters a major threat? Why (not)?
• Should European nations fear more returning foreign fighters or homegrown terrorists?
• Should European nations repatriate their foreign fighters from Syria?

**Mandatory readings:**

**Recommended readings:**
Renard T. and R. Coolsaet (2018). *Returnees: Who are they, why are they (not) coming back and how should we deal with them?,* Brussels: Egmont Institute.

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**Week 8: Counter-terrorism and counter-insurgency**

**Questions:**
• What are the key differences between counter-terrorism and counter-insurgency?
• What are the most important dimensions of a counterterrorism strategy?
• Can there be a ‘war against terrorism’? Are we winning?

**Mandatory readings:**

**Suggested Podcast:**
EP 2: Getting Counterterrorism Right: A Conversation with Bruce Hoffman, Terrorism 360, [https://www.start.umd.edu/terrorism360](https://www.start.umd.edu/terrorism360)
EP 11: The Ongoing Challenges of Counterterrorism: A Conversation with Brian Jenkins, Terrorism 360, [https://www.start.umd.edu/terrorism360](https://www.start.umd.edu/terrorism360)

**Recommended readings:**

**Recommended game:**
ICCT Flashpoints: [https://icct.nl/flashpoints-game/](https://icct.nl/flashpoints-game/)
**Week 9: Counter-radicalisation, C/PVE**

**Questions:**
- Can we ‘prevent’ terrorism and radicalization? What does ‘prevent’ mean?
- What are the main challenges of ‘prevent’ policies (policies, stakeholders, etc)?
- How do we know that prevent policies are working?

**Mandatory readings:**

**Suggested Podcast:**

**Week 10: How terrorism ends, and why terrorists quit**

**Questions:**
- Does terrorism work? Why (not)?
- Can terrorist organisations be defeated, or do they die on their own?
- Can terrorists be deradicalised? Disengaged? Rehabilitated? What is the risk of recidivism?

**Mandatory readings:**

**Recommended reading:**

**Week 11: Countering terrorism today: the role of IOs (UN, EU, NATO)**

**Questions:**
- What role do international organisations play in counter-terrorism?
- Would the terrorist threat in Europe be higher without the EU, NATO, UN…?

**Mandatory readings:**


**Week 12: Countering terrorism today: A national perspective**

**Questions:**

- How does CT work in practice?

**Mandatory readings:**


CONTEST: The UK’s Counterterrorism Strategy (100p)

**Week 13: Countering terrorism today: A local perspective**

**Questions:**

- How does PVE work in practice?

**Mandatory readings:**


**Week 14: Counterterrorism and Ethics**

**Questions:**

- Are prevention policies creating ‘suspect communities’, and therefore become counterproductive?
- Are democracies undermining their own values while fighting terrorism (undermining certain legal rights, values or principles)?
- Are we becoming a ‘securitized society’?
- Is there a Western vs Non-Western approach to counterterrorism?

**Mandatory readings:**


**Week 15: Final session**

- Presentations
Work Load Calculation for this Course:

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 2 hours of lectures or seminars per week and 8 hours 'out of class' time spent on preparatory readings, studying time for exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

Time spent in class: 2 hours per week / 30 hours per semester
Time allocated for course readings: 5 hours per week / 70 hours per semester
Time allocated for preparing for presentation: 8 hours
Time allocated for preparing for the research paper: 30 hours
Time allocated preparing the policy brief: 30 hours

Total hours for this Course: 168 hours

Course Assessment: Assignments Overview

The students will be evaluated on the basis of their performance in the following assignments:

- Student presentations 20%
- Research Paper 40%
- Policy Brief 40%
- TOTAL 100%

Key Deadlines:

- Contact the instructor about the topic for the presentation/paper/brief by 1 February at the latest
- Research Paper due: 8 March (W8)
- Policy Brief due: 26 April (W13)
- Presentations: 10 May (W15)

Description of assessment activities, grading criteria and deadlines:

Research Paper (40%)

You will write a research paper that analyses the origins and evolution of a terrorist group. The aim of the paper is to demonstrate your knowledge of the literature on the causes of terrorism, and your ability to apply this literature to a case study. You must equally operate a (relatively) extensive literature review on a specific terrorist organisation, and to write a concise backgrounder on the group. The topic should be agreed with the Instructor by Week 3 (at the latest). To select a group, students can find inspiration on these (non-exhaustive) lists:
Your paper is due by 13:00 on 8 March on Canvas, which uses Turnitin. A hard copy should be submitted in class as well. When submitting to Canvas, use an informative file name, including your surname and the issue covered (for example “Smith_Cuban Missile Crisis”). Make sure you submit your paper in Word format (NO PDF). **NOTE: Late submission reduces the score 10 percentage points per day (if you are late for 1 minute, your maximum point becomes 90%. It becomes 80% between 24 hours and 48 hours late, and so on).** To avoid problems with the computer or the Canvas website, you are strongly encouraged to submit the paper a few days before the deadline. The essay should be submitted in Times New Roman font, 12 points type, 1.5 spaced. It should be between 3000 and 3500 words, **EXCLUDING** bibliography. Papers that deviate from the word range will be penalized.

Papers should be structured in 5 sections, distinguishable by clear headings and subtitles (see the table below for more details). Please note that the title of each section is your compass to navigate both your topic and your selected theories. Make sure that each section is coherent and that the argument draws on and follows the selected subtitle. The paper should be structured as follows:

<table>
<thead>
<tr>
<th>Section</th>
<th>Description and checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong> [200-300 words]</td>
<td>This section sets the context of the paper and presents the core argument.</td>
</tr>
<tr>
<td><strong>Part one – The causes of terrorism</strong> [600-800 words]</td>
<td>This section engages with the literature on the causes of terrorism and radicalisation, and formulates one research question relevant to his/her case study. This should not be an extensive literature overview, but the student must demonstrate good knowledge of this literature.</td>
</tr>
<tr>
<td><strong>Part two – The origins (case study)</strong> [1000-1500 words]</td>
<td>This section addresses the root causes of the terrorist group selected, the context at the origins (political, socio-economic, ethnic…) and the original causes/grievances of the group; the original message/narrative of the group; the key founding figures and structure of the group at the origins; as well as the trigger event for the group to opt for terrorism.</td>
</tr>
<tr>
<td><strong>Part three – The evolution (case study)</strong> [600-800 words]</td>
<td>This section addresses the evolution in time of the group (in terms of size/membership, popular support, strategy, tactics and methods, ideology, grievances, messages…) and what were the main drivers of these evolutions.</td>
</tr>
<tr>
<td><strong>Conclusion</strong> [300-400 words]</td>
<td>The conclusion should go back to the original research question and reflect on whether the case study confirms it or not.</td>
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**System of bibliographic referencing**

Please use APA, MLA, Chicago, or Harvard style for your referencing.

For general guidance on “Acknowledging, Paraphrasing, and Quoting Sources”, please consult this overview developed by the writing center at University of Wisconsin-Madison and available at: [http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf](http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf).

Please, also consult the following short guide for “Acknowledging, Paraphrasing, and Quoting Sources”, available at: writing.wisc.edu/Handbook/Acknowledging_Sources.pdf
For direct quotes, page number, when available, should be **cited** in the text of your work.

**Harvard style of referencing - Examples:**

**In-text citation:**
Both unities of discourses and objects are formed “by means of a group controlled decisions” (Foucault, 2011:32).

Habermas acknowledges the crucial function of language as a “medium of domination and social force” (1974:17, in Forchtner, 2011:9).

**In your reference list:**

**How to quote books:**

**How to quote chapters in edited books:**

**How to quote articles:**

**How to quote electronic sources:**

**Grading:**

<table>
<thead>
<tr>
<th>Causes of terrorism (25)</th>
<th>Fail</th>
<th>Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>The literature review is poor or insufficient. Research question is superficial or irrelevant.</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>[12.5-0]</td>
<td>[19.5-13]</td>
<td>[25-20]</td>
</tr>
</tbody>
</table>

| Origins (25)                                                                 | Insufficient review of origins of the group and incomplete analysis (original context/grievances, figures, triggers, ideology…). Poor use of evidence and references; Superficial or unclear adequation with research question. | Good or sufficient review of origins of the group, through multi-faceted analysis (original context/grievances, figures, triggers, ideology…). Good use of evidence and references; Sufficient adequation with research question. | Extensive review of origins of the group, through multi-faceted analysis (original context/grievances, figures, triggers, ideology…). Excellent use of evidence and references; Clear adequation with research question. |
|                                                                 | [12.5-0] | [19.5-13] | [25-20] |

| Evolution (25)                                                                 | Insufficient review of the evolution of the group, through multi-faceted analysis (size/membership, popular support, strategy, tactics and methods, ideology, grievances, messages…), and insufficient identification of the main drivers of these evolutions. | Good or sufficient review of the evolution of the group, through multi-faceted analysis (size/membership, popular support, strategy, tactics and methods, ideology, grievances, messages…), and sufficient identification of the main drivers of these evolutions; Sufficient | Extensive review of the evolution of the group, through multi-faceted analysis (size/membership, popular support, strategy, tactics and methods, ideology, grievances, messages…), and good identification of the main drivers of these evolutions; |
|                                                                 | [12.5-0] | [19.5-13] | [25-20] |
Your final policy brief will put in perspective counterterrorism lessons of the past with policy recommendations for future counterterrorism approaches. You will be tasked to write a policy brief, drawing lessons from how a certain terrorist organisation was defeated (or not) and how these lessons are relevant for Western (European) governments in 2021. You will again work on the same terrorist group as for the other assignments.

Your essay is due by 13:00 on 26 April on Canvas, which uses Turnitin. A hard copy should be submitted in class as well. When submitting to Canvas, use an informative file name, including your surname and the issue covered (for example “Smith_Cuban Missile Crisis”). Make sure you submit your paper in Word format (NO PDF). NOTE: Late submission reduces the score 10 percentage points per day (if you are late for 1 minute, your maximum point becomes 90%. It becomes 80% between 24 hours and 48 hours late, and so on). To avoid problems with the computer or the Canvas website, you are strongly encouraged to submit the paper a few days before the deadline. The essay should be submitted in Times New Roman font, 12 points type, 1.5 spaced. It should be between 2000 and 2500 words, EXCLUDING bibliography. Papers that deviate from the word range will be penalized.

Policy briefs should be structured in 3 sections, distinguishable by clear headings and subtitles (see the table below for more details). Please note that the title of each section is your compass to navigate both your topic and your selected theories. Make sure that each section is coherent and that the argument draws on and follows the selected subtitle. The paper should be structured as follows:

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<tr>
<td><strong>Introduction</strong> [200-300 words]</td>
<td>This section sets the context of the brief and presents the core argument.</td>
</tr>
<tr>
<td><strong>Part one – Lessons of the past</strong> [1000-1200 words]</td>
<td>This section describes how a terrorist organisation (same as for research paper) has been defeated (or not), eventually describing the evolution of the counterterrorism strategy over time. The key point of this section is to develop a clear and coherent argument, to demonstrate a good use of the relevant literature on CT in general, and on that specific group particularly.</td>
</tr>
<tr>
<td>Section</td>
<td>Description and checklist</td>
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<tr>
<td>Part two – Policy recommendations [800-1000 words]</td>
<td>Formulate at least five policy recommendations for Western (European) governments (either in general or specific countries, to be identified specifically) that result from your analysis, linking your case study with core findings from the literature on CT/CVE, on the one hand, and with today’s CT challenge (to be identified and stated precisely), on the other.</td>
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**Grading:**

<table>
<thead>
<tr>
<th>Introduction (15)</th>
<th>Fail</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor or insufficient introduction, failing to set a clear context for the policy brief; failing to outline a clear policy argument.</td>
<td>Good introduction, setting a coherent context for the policy brief; outlining a relatively clear policy argument.</td>
<td>Excellent introduction, setting a clear context for the policy brief; outlining a clear policy argument.</td>
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<tr>
<td>[7-0]</td>
<td>[11.5-7.5]</td>
<td>[15-12]</td>
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<thead>
<tr>
<th>Lessons of the past (25)</th>
<th>Poor or insufficient description of the various aspects of the counterterrorism campaigns and how the group was defeated (or not); lack of argument coherence; lack of references.</th>
<th>Good description of the various aspects of the counterterrorism campaigns and how the group was defeated (or not); argument coherence; good references.</th>
<th>Excellent description of the various aspects of the counterterrorism campaigns and how the group was defeated (or not); argument coherence; excellent references.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[12.5-0]</td>
<td>[19.5-13]</td>
<td>[25-20]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature (25)</th>
<th>Poor or insufficient use of the CT literature, in connection with case study; poor or insufficient critical engagement with the literature (in case study and recommendations).</th>
<th>Good use of the CT literature, in connection with case study; good critical engagement with the literature (in case study and recommendations).</th>
<th>Excellent use of the CT literature, in connection with case study; excellent critical engagement with the literature (in case study and recommendations).</th>
</tr>
</thead>
<tbody>
<tr>
<td>[12.5-0]</td>
<td>[19.5-13]</td>
<td>[25-20]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommendations (25)</th>
<th>Poor or insufficient policy recommendations; not sensible or doable recommendations; no coherence between recommendations and analysis.</th>
<th>Good policy recommendations; partly sensible and doable recommendations; partly coherence between recommendations and analysis.</th>
<th>Excellent policy recommendations; sensible and doable recommendations; full coherence between recommendations and analysis; clear adequacy with audience and context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[12.5-0]</td>
<td>[19.5-13]</td>
<td>[25-20]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formal Aspects (10)</th>
<th>Incorrect expression/referencing system; Insufficient readings.</th>
<th>Overall correct use of language and referencing system; adequate number of sources.</th>
<th>Correct use of language and referencing system; Appropriate Number of Sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[4.5-0]</td>
<td>[7.5-]</td>
<td>[10-8]</td>
<td></td>
</tr>
</tbody>
</table>

**Student presentations (20%)**

The in-class oral assignment consists of a 10 minutes presentation of the policy recommendations from the policy brief. More specifically, the student will be expected to present how a selected terrorist organisation was defeated and what lessons can be drawn for contemporary CT/CVE, linking the case study with the literature, on the one hand, and the current terrorist context, on the other. Students are expected to rely on the teachings of class and existing literature. A PowerPoint presentation is expected.
The grading will be based on the substance (i.e. how well-researched is the presentation, how well-informed and argued), as well as on the form (communication skills). Possibility will be given for a discussion with classmates, which is also considered as part of the presentation.

Presentations will take place on 10 May. Absence to that class should be strictly justified.

PowerPoint Slides must be sent to the instructor the day before class at the latest (midnight).

Grading:

<table>
<thead>
<tr>
<th>Description</th>
<th>Excellent [25-20]</th>
<th>Satisfactory [19.5-13]</th>
<th>Unsatisfactory [12.5-0]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral presentation skills (25 points)</td>
<td>Very well structured; focused and clear presentation.</td>
<td>Well-structured, mostly focused presentation.</td>
<td>Disorganized and unclear presentation.</td>
</tr>
<tr>
<td>Visual presentation skills (25 points)</td>
<td>Good use of visual aid. Slides and graphic support offer real added-value.</td>
<td>Appropriate visual aid. Slides and graphic mostly helpful.</td>
<td>Visual aid is not used or organized at best. Slides and graphic unhelpful.</td>
</tr>
<tr>
<td>How the group was defeated (25 points)</td>
<td>The presentation addresses various elements that explain how the group was defeated, and conveys a clear explanation</td>
<td>The presentation only partly addresses CT aspects, and is only partially clear</td>
<td>Inability to explain why and how the terrorist group was defeated</td>
</tr>
<tr>
<td>Policy recommendations (25 points)</td>
<td>The student offers clear and coherent policy recommendations, directly drawn from the case study and fully relevant to current context.</td>
<td>The student offers partly coherent policy recommendations, drawn from the case study and partly relevant to current context.</td>
<td>The presentation offers insufficiently clear or coherent recommendations, insufficiently linked to audience or context.</td>
</tr>
</tbody>
</table>

**Total (/100 points)**

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**Grading Scale of Vesalius College**

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
<tr>
<td>D+</td>
<td>10.7-11.4</td>
<td>54-57</td>
</tr>
<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>Below 10</td>
<td>0-49</td>
</tr>
</tbody>
</table>
Vesalius College Attendance Policy
As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class (physically, or online). As such, Vesalius College has a strict attendance policy.

Participation in class meetings is mandatory (including online), except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor’s note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

Participation implies that students are on time: as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not. If a student misses two classes in a row, his/her advisor will be notified.

Additional Course Policies
Late papers will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required, and notice must be given prior to the deadline.

Academic Honesty Statement
Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism (including self-plagiarism) are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Please consult the Section “Avoiding Plagiarism” in the College Catalogue for further guidance.

Turnitin
All written assignments that graded and count for more than 10% towards the final course grade need to be submitted via the anti-plagiarism software Turnitin. You will receive from your professor a unique password and access code for your Class.