

## **EURR 4202/5202: Special Topics in Russian and Eurasian Studies Winter 2021**

**Class Time:** Synchronous Discussion Groups Wednesday 6:05pm – 7:40pm via Zoom + Asynchronous Lectures available on CuLearn

**Office Hours:** Wednesday 8-9pm via Zoom

**Instructor:** Stephanie Kerr, PhD

**Contact Email:** [Stephanie.Kerr3@carleton.ca](mailto:Stephanie.Kerr3@carleton.ca)

### **Course Description:**

Terrorism and violent extremism – both domestically and abroad – remain real and ongoing political and security concerns for even the most stable states. This course examines terrorism and violent extremism in Europe and Eurasia, analysing such phenomena as foreign fighters, returnees in recent conflicts, and violent intolerance. By combining theoretical discussions of the nature and causes of violent intolerance, extremism, and terrorism with empirically grounded examples, this course will explore the impact (cultural, social, political, and economic) of such phenomena on local, state, and regional levels, as well as the ways in which these same local communities, states, and the international community respond to such challenges.

### **Course Objective:**

The aim of the course is for students to examine a range of theoretical and practical issues relating the causes, dynamics, impacts, and responses to terrorism and violent extremism in Europe, Russia, and Eurasia. The course will also provide case specific knowledge of these themes within a selection of European and Eurasian states.

*Students should note that January 31<sup>st</sup> is the last day for fee adjustment if withdrawing, with withdrawals after this date resulting in a grade of WDN on the student's official transcript.*

### **Specific Learning Outcomes:**

By the end of this course a successful student will be able to:

- Identify factors impacting the emergence of terrorism and violent extremism in the given contexts both material and ideological;
- Discuss variations in the nature, tactics, and persistent of terrorist and violent extremist strategies;
- Identify and assess the challenges and strategies for de-escalation of terrorism and violent extremism both domestically including demobilization and re-integration both of fighters operating within the state and those returning from abroad;
- Appraise and explain variations in responses to terrorism and violent extremism from local, state and regional actors both within and across cases;
- Analyse an overview of current challenges facing Europe and Eurasia as they pertain to terrorism and violent extremism.

### **Textbook:**

There is no textbook for the course. All assigned and recommended readings are available online using the University Library website.

**Teaching method:**

The course will follow a combination lecture and discussion group format using both synchronous and asynchronous activities. Each class will be split into two sections. The first half will be conducted asynchronous and involve a brief ~45-60 min lecture to be made available on CuLearn, followed by one or two 15min presentations from the recommended reading list presenting relevant case studies. These presentations will be run by students. In the event that no student has signed up for one of the presentation slots, the instructor will record the presentation. Student presentations are to be completed and uploaded by midnight on the Monday prior to class. The second half of class will consist of a synchronous group discussion linking the themes and concepts of the lecture to the specific cases presented in the readings to be held via zoom. Discussion sections will begin at 6:05pm during class time and last ~ 1.25-1.5 hours.

**Assessment method:**

Students will have the opportunity to demonstrate their mastery of the both the thematic issues as well as specific course content through in a class discussion reports, pre-recorded class presentation, a case study report, and final exam.

**Readings:**

Weekly readings – both recommended and required - are assigned and must be completed prior to the beginning of class. All readings are available through the University Library website.

**Mark breakdown:**

1. Discussion Reports 25%
2. Participation 10%
3. Class Presentation 15%
4. Case Study 25%
5. Final Exam 25%

**Assignments:*****Participation (10%)***

In order to gain a deep understanding of the content, students must be actively involved in their learning. Attendance in class is thus a requirement, but not in itself sufficient for participation. Students are thus actively encouraged to ask questions, share comments and insights, and respond to discussion topics during the discussion portions of each class.

***Discussion Reports (25%)***

Students will be required to complete 5 discussion reports based on the reading assigned for the week. Each discussion report will be worth 5%. No discussion reports are assigned for the first week of class or reading week. Students may select which weeks they would like to submit the discussion reports. Should a student wish to submit more than 5 reports, their 5 highest grades will count toward the final grade.

Discussion reports will synthesize the required readings for the class and use them to analyse one of the readings from that week's selected reading list (student's choice). Students will present a discussion of the theme of the week, which synthesizes the required readings and applies the

theory to their selection from the recommended list (~500words).

\*All reports are due at the beginning of class, via CuLearn.

### ***Class Presentation (15%)***

Each week slots are available for student presentations. Students will present one of the recommended readings for the week. Students can choose which reading they would like to present on a first-come, first-serve basis. No presentations will be held the first week, during reading week. Each presentation will focus on a reading of their choice from the recommended reading list for that week. Students may NOT submit a discussion reading on the same week as their presentation. Additionally, students will identify a minimum of two open ended discussion questions that link the case material to the theme of the week.

- Discussion questions should be emailed to the instructor directly prior to the deadline.
- Presentations must be uploaded to CuLearn (as either an audio or video file) by 11:59pm on the Monday before the class of their presentation. Ex. A presentation of Week 4 (Feb 3<sup>rd</sup>) must be submitted by 11:59pm on Monday Feb 1<sup>st</sup>.
- Students will select a first and second choice for presentation date and reading and email the professor their preference. Presentations & readings will then be approved on a first come, first served basis.

\*\*Grading rubric will be available on CuLearn.

### ***Case Study (25%)***

The research assignment will require students to demonstrate their ability to apply the theory and themes of the course to a particular case study. The assignment will take the form of an analytical, researched based case study. Students will be given a chance to identify key actors and their roles, analyse the factors leading to the emergence of violence, identify and assess relevant local, state, and regional responses, as well as discuss the impacts of the phenomenon, its persistence, or de-escalation. Precise criteria and further details to be provided.

The assignment should be consistent with a specific referencing and formatting style (APA, Chicago, MLA etc).

The case study will be due at the beginning of the last scheduled class to be submitted via CuLearn.

\*\*\*\*\*All written assignments will be marked with attendance to style, grammar, and spelling.

\*\*\*\*\*

### ***Final Exam (25%)***

The final exam (date to be determined) will be written during the scheduled exam period as a take home essay style exam. Students will be expected to answer four paragraph length written responses, and two essay style questions. The exam will include the materials from all lectures, presentations, and required readings, applying thematic understandings along with specific case knowledge.

\*\*\*\*\*Policy on late submissions and deferred examinations Late assignments will only \*\*\*\*\* be accepted with medical documentation. Extensions may be considered if prior approval is sought, but documentation is usually required. \*\*\*\*\*

### Course Schedule:

#### Unit 1: Terrorism, Extremism, & Violence

Regional Cases Covered: Russia

Week 1: January 13<sup>th</sup>

Topic: Understanding Violence

Required Reading: NA

Recommended Readings:

- Verhoeven, C. (2011) 'Conclusion: The Point of April 4, 1866', in The Odd Man Karakozov: Imperial Modernity, and the Birth of Terrorism, Cornell University Press, pp. 174-180
- Marsden, S. (2016) "A Social Movement Theory Typology of Militant Organisations: Contextualising Terrorism" *Terrorism and Political Violence*, 28(4), pp. 750-773

Week 2:

Topic: Causes & Emergence

Regional Cases Covered: Russia, Chechnya, Germany, Europe, France

Required Reading: January 20<sup>th</sup>

- Bakker, E., & Kessels, E. (2012) "The OSCE's efforts to counter violent extremism and radicalization that lead to terrorism: A comprehensive approach addressing root causes?" *Security and Human Rights*, 23(2), pp.89-99
- Piazza, J. A., & Sandler, T. (2011) "Poverty, minority economic discrimination, and domestic terrorism" *Journal of Peace Research*, 48(3), pp.339-353
- Hendrix, C.S., & Young, J.K. (2014) "State Capacity and Terrorism: A Two-Dimensional", *Security Studies*, 23(2), pp.329-363

Recommended Reading:

- Mudde, C. (2016). "Putin's Trojan Horses? Five theses on Russia and the European far right" in On Extremism and Democracy in Europe, Abingdon, Oxon; New York, NY: Routledge.
- Mukhina, I. (2005) "Islamic Terrorism and the Question of National Liberation, or Problems of Contemporary Chechen Terrorism", *Studies in Conflict & Terrorism*, 28(6), pp.515-532
- Haritaworn, J. (2010) "Queer Injuries: The Racial Politics of "Homophobic Hate Crime" in Germany" *Social Justice*, 37(1), pp.69-89

Week 3:

Topic: Ideology

Regional Cases Covered: Italy, Chechnya, Russia, Caucasus

Required Reading: January 27<sup>th</sup>

- Enloe, C., Graff, A., Kapur, R., & Walters, S. D. (2019) "Ask a Feminist: Gender and the Rise of the Global Right" *Signs: Journal of Women in Culture and Society*, 44(3), pp.823-844
- Orsini, A. (2012) "Poverty, Ideology and Terrorism: The STAM Bond" *Studies in Conflict and Terrorism*, 35(10), pp. 665-692
- Holbrok, D., & Hogan, J. (2019) "Terrorism and Ideology: Cracking the Nut" *Perspectives on Terrorism*, 13 (6), pp. 2-15

**Recommended Reading:**

- Janeczko, M. (2014) "Faced with death, even a mouse bites': Social and religious motivations behind terrorism in Chechnya" *Small Wars & Insurgencies*, 25(2), pp.428-456
- Arnold, R., & Romanova, E. (2013) "The "White World's Future?": An Analysis of the Russian Far Right" *Journal for the Study of Radicalism*, 7(1), pp.79-107
- Blank, S. (2012) "Russia's Caucasus Wars: The Wrecks of Empire and the Wars of Decolonization" *American Foreign Policy Interests*, 34(4), pp.182-193

**Unit 2: From Thought to Action**

**Week 4:**

**Topic: Radicalization & Mobilization**

Regional Cases Covered: Northern Ireland, Russia, United Kingdom, Italy, West Germany

**Required Reading: February 3rd**

- Kruglanski, A.W. & Fishman, S. (2006) "The Psychology of Terrorism: "Syndrome" Versus "Tool" Perspectives", *Terrorism and Political Violence*, 18(2), pp. 193-215
- Freytag, A., Krüger, J. J., Meierrieks, D., & Schneider, F. (2011) "The origins of terrorism: Cross-country estimates of socio-economic determinants of terrorism" *European Journal of Political Economy*, 27, pp.S5-S16
- Stern, J. (2016) "Radicalization to Extremism and Mobilization to Violence" *The Annals of the American Academy of Political and Social Science*, 668(1), pp. 102-117
- McCauley, C., Moskalenko, S. (2017) "Understanding Political Radicalization: The Two-Pyramids Model" *American Psychologist*, 72(3), pp. 205-216

**Recommended Reading:**

- Mcmanus, C. (2020) "Conceptualising Islamic "Radicalisation" in Europe through "Othering": Lessons from the Conflict in Northern Ireland" *Terrorism and Political Violence*, 32(2), pp.325-344
- Varga, M. (2008) "How Political Opportunities Strengthen the Far Right: Understanding the Rise in Far-Right Militancy in Russia" *Europe-Asia Studies*, 60(4), pp.561-57
- Meadowcroft, J., & Morrow, E.A. (2017) "Violence, Self-Worth, Solidarity and Stigma: How a Dissident, Far-Right Group Solves the Collective Action" *Political Studies*, 65(2), pp.373-39
- Hof, T. (2018) "From Extremism to Terrorism: The Radicalisation of the Far Right in Italy and West Germany" *Contemporary European History* 29(3), pp. 412-431

- Venkatesh, V., Pososhen, J.S., Wallin, J., Rabah, J., & Glass, D. (2020) "Promoting Extreme Violence: Visual and Narrative Analysis of select Ultraviolent Terror Propaganda Videos Produced by the Islamic State of Iraq and Syria (ISIS) in 2015 and 2016" *Terrorism and Political Violence*, 32(8), pp. 1753-1775

## Week 5:

Topic: Organization & Strategy

Regional Cases Covered: Spanish Basque Country, Italy, West Germany, Greece, United Kingdom, Europe

Required Reading: February 10<sup>th</sup>

- Comas, J., Shrivastava, P., & Martin, E.C. (2015) "Terrorism as Formal Organization, Network, and Social Movement" *Journal of Management Inquiry*, 24(1), pp.47-60
- Milton, D., & Price, B. (2020) "Too Central to Fail? Terror Networks and Leadership Decapitation" *International Interactions*, 46(3), pp. 309-333
- Della Porta, D. (2013) "Action Militarization" in Clandestine Political Violence Cambridge University Press; Cambridge, pp. 174-203

Recommended Reading:

- Alonso, R. (2011) "The International Dimension of ETA's Terrorism and the Internationalization of the Conflict in the Basque Country", *Democracy and Security: Foreign Intervention in Ethnic and Ethnonational Conflicts*, 7(2), pp.184-204
- Mares, M. (2015) "Strategies of Islamist Extremism in Europe" *International Studies: Interdisciplinary Political and Cultural Journal*, 17(1), pp.109-118
- Tipaldou, S., & Uba, K. (2019) "Movement adaptability in dissimilar settings: the far right in Greece and Russia" European Societies: The Far Right as Social Movement, 08 August 2019, 21(4), pp.563-582
- Marone, F. (2015) "The Rise of Insurrectionary Anarchist Terrorism in Italy" *Dynamics of Asymmetric Conflict*, 8(3), pp. 194-214
- Wignell, P., Tan, S. & O'Halloran, K.L. (2017) "Under the Shade of AK47s: A Multimodal Approach to Violent Extremist Recruitment Strategies for Foreign Fighters" *Critical Studies on Terrorism*, 10(3), pp. 429- 452

## Week 6:

Topic: Judging Success & Failure

Regional Cases Covered: Spanish Basque Country, Spain

Required Reading: February 17<sup>th</sup>

- Hou, D., Gaibulloev, K., & Sandler, T. (2019) "Introducing Extended Date on Terrorist Groups (EDTG), 1970 to 2016" *The Journal of Conflict Resolution*, 64(1), pp. 199-225
- Acosta, B. (2014) "Live to Win Another Day: Why Many Militant Organizations Survive Yet Few Succeed" *Studies in Conflict and Terrorism*, 37(2), pp. 135-161

- Marsden, S. (2012) "Successful Terrorism: Framework and Review" *Behavioural Sciences of Terrorism and Political Aggression* 4(2), pp. 134-150

Recommended Reading:

- Zulaika, J., & Murua, I. (2017) "How Terrorism Ends – and Does Not End: the Basque Case" *Critical Studies on Terrorism* 10(2), pp. 338-356
- Mahoney, C.W. (2018) "End of the Cycle: Assessing ETA's Strategies of Terrorism" *Small Wars & Insurgencies*, 29(5-6), pp. 916-940
- Rose, W., Murphy, R., & Abrahms, M. (2007) "Does Terrorism Ever Work? The 2004 Madrid Train Bombings" *International Security* (32) 1, pp. 185-192

Week 7:

**Reading week – no class**

Week 8:

Topic: De-Escalation & Re-integration

Regional Cases Covered: European Union, Belgium, France, Northern Ireland, Netherlands, Armenia

Required Reading: March 3<sup>rd</sup>

- Bjørgo, T. (2011) "Dreams and disillusionment: engagement in and disengagement from militant extremist groups". *Crime, Law and Social Change*, 55(4), pp.277-285
- Jawaid, A. (2017) "From Foreign Fighters to Returnees: The Challenges of Rehabilitation and Reintegration Policies" *Journal of Peacebuilding and Development*, 12(2), pp. 102-107
- Duodouet, V., Cunningham, K.G., & Chenoweth, E. (2013) "Dynamics and Factors of Transition from Armed Struggle to Nonviolent Resistance" *Journal of Peace Research*, 50(3), pp. 401-413
- LaFree, G. & Miller, E. (2008) "Desistance from Terrorism: What Can We Learn From Criminology?" *Dynamics of Asymmetric Conflict*, 1(3), pp. 203-230
- Kirisci, M. (2020) "Fighting for Survival: Responding to State Capacity and Terror Group End" *Critical Studies on Terrorism*, 13(2), pp. 312-336

Recommended Reading:

- Holan, T. (2015) "Belgian and French Foreign Fighters in Iraq 2003-2005: A Comparative Case Study" *Studies in Conflict & Terrorism*, 38(8), pp.603-62
- Heelsum, A., & Vermeulen, F., (2018) "Cities' Policies: the Work of European Cities to Counter Muslim Radicalisation", *Journal of International Migration and Integration*, 19(1), pp.161-179
- Ferguson, N. Burgess, M., & Hollywood, I. (2015) "Leaving Violence Behind: Disengaging from Politically Motivated Violence in Northern Ireland" *Political Psychology*, 36(2), pp.199-214

- Gielen, A. (2018) "Exit Programmes for Female Jihadists: A Proposal for Conducting Realistic Evaluation of the Dutch Approach" *International Sociology*, 33(4), pp. 454-472
- Dugan, L., Huang, J.Y., LaFree, G., & McCauley, C. (2008) "Sudden Desistance from Terrorism: The Armenian Secret Army for the Liberation of Armenia and the Justice Commandos of the Armenian Genocide" *Dynamics of Asymmetric Conflict*, 1(3), pp. 231-249
- Clubb, G. (2016) "Selling the End of Terrorism: A Framing Approach to the IRA's Disengagement from Armed Violence" *Small Wars and Insurgencies*, 27(4), pp. 608-635

### Unit 3: Responses

#### Week 9:

##### Topic: Policing & Militarization

Regional Cases Covered: United Kingdom, Turkey, European Union, Northern Ireland, Germany, France, Norway,

##### Required Reading: March 10<sup>th</sup>

- Awan, I. (2012) "I am a Muslim not an extremist": how the prevent strategy has constructed a "suspect" *Politics & Policy*, 40(6), p.1158-185
- Malet, D., & Hayes, R. (2020), "Foreign Fighter Returnees: An Indefinite Threat?" *Terrorism and Political Violence*, 32(8), pp. 1617-1635
- Feridun, M., & Shahbaz, M. (2010), "Fighting Terrorism: Are Military Measures Effective? Empirical Evidence From Turkey" *Defence and Peace Economics*, 21(2), pp. 193-205
- Kaunert, C. & Léonard, S. (2019) "The Collective Securitisation of Terrorism in the European Union" *West European Politics*, 42(2), pp. 261-277

##### Recommended Reading:

- Finegan, R. (2016) "Shadowboxing in the Dark: Intelligence and Counter-Terrorism in Northern Ireland" *Terrorism and Political Violence: 100 Years of Irish Republican Violence*, 28(3), pp.497-519
- Bleich, E. (2007) "Hate Crime Policy in Western Europe: Responding to Racist Violence in Britain, Germany, and France" Bleich, Erik American Behavioral Scientist, October 2007, Vol.51(2), pp.149-165
- Hardy, K. (2019) "Countering right-wing extremism: lessons from Germany and Norway" *Journal of Policing, Intelligence and Counter Terrorism*, Vol.14(3), pp.262-279
- Murray, A., Mueller-Johnson, K., Sherman, L.W. (2015) "Evidenced-Based Policing of U.K. Muslim Communities: Linking Confidence in the Police with Area Vulnerability to Violent Extremism" *International Criminal Justice Review*, 25(1), pp. 64-79
- Unal, M.C., & Cafnik Uludağ, P. (2020) "Eradicating Terrorism in Asymmetric Conflict: The Role and Essence of Military Deterrence" *Terrorism and Political Violence*, published online 07 July 2020

## Week 10:

### Topic: Dialogue & Negotiation

Regional Cases Covered: Northern Ireland, Spanish Basque Country, European Union, Turkey, Russia, Chechnya,

### Required Reading: March 17<sup>th</sup>

- Duhart, P.E. (2019) “Talking with terrorists, talking with governments: insurgent perspectives on legitimisation and engagement” *Critical Studies on Terrorism*, 12(3), pp.395-415
- Aiello, E., Puigvert, L., & Schubert, T., (2018) “Preventing Violent Radicalization of Youth Through Dialogic Evidence-Based Policies” *International Sociology*, 33(4), pp. 435-453
- Toros, H. (2008) “We Don’t Negotiate With Terrorists!: Legitimacy and Complexity in Terrorist Conflicts” *Security Dialogue*, 38(4), pp. 407-426
- Kadioğ, A.I. (2019) “The Oslo Talks: Revealing the Turkish Government’s Secret Negotiations with the PKK” *Studies in Conflict and Terrorism*, 42(10), pp. 915-933

### Recommended Reading:

- Fitzgerald, J. (2016) “Counter-radicalisation policy across Europe: an interview with Maarten van de Donk (Radicalisation Awareness Network)” *Critical Studies on Terrorism: Critical Terrorism Studies: Reflections on Policy-Relevance and Disciplinarity*, 9(1), pp.131-138
- Shedd, J.R. (2008) “When Peace Agreements Create Spoilers: The Russo-Chechen Agreement of 1996” *Civil Wars*, 10(2), pp.93-105
- Pilch, R., & Dolnik, A. (2003) “The Moscow Theater Hostage Crisis: The Perpetrators, their Tactics, and the Russian Response” *International Negotiation*, 8(3), pp.577-611
- Ó Dochartaigh, N. (2013) “The Longest Negotiation: British Policy, IRA Strategy and the Making of the Northern Ireland Peace Settlement” *Political Studies*, 63(1), pp. 2020-220

## Week 11:

### Topic: Community Development & Transformation

Regional Cases Covered: Europe, United Kingdom, Sweden

### Required Reading: March 24<sup>th</sup>

- Mirahmadi, H., (2016) “Building Resilience against Violent Extremism: A Community-Based Approach” *The ANNALS of the American Academy of Political and Social Science*, 668(1), pp.129-144
- Ellis, B H., & Abdi, S. (2017) “Building community resilience to violent extremism through genuine partnerships” *The American psychologist*, 72(3), pp.289-300
- Hoffman, A.J. (2017) “Understanding Conflict and the Role of Community Development: Is Building a Peaceful Society Within Our Reach?” *Aggression and Violent Behaviour*, 37, pp. 63-70
- Huq, A.Z. (2017) “Community-Led Counterterrorism” *Studies in Conflict and Terrorism*, 40(12), pp. 1038-1053

### Recommended Reading:

- Institute of Race Relations (2010) “Evidence to the UK parliamentary select committee inquiry on preventing violent extremism” *Race & Class*, 51(3), pp.73-80
- Richards, J. (2013) “Reactive community mobilization in Europe: the case of the English Defence League” *Behavioral Sciences of Terrorism and Political Aggression*, 5(3), pp.177-193
- Josefsson, T., Nilsson, M, & Borell, K. (2017) “Muslims Opposing Violent Radicalism and Extremism: Strategies of Swedish Sufi Communities” *Journal of Muslim Minority Affairs*, 37(2), pp. 183-195

### Unit 4: Impacts

#### Week 12:

##### Topic: Social & Political Impacts

Regional Cases Covered: Europe, Spain, Russia, Chechnya, France, Italy

##### Required Reading: March 31<sup>st</sup>

- Zuber, C.I., & Szöcsik, E. (2015) “Ethnic Outbidding & Nested Competition: Explaining the Extremism of Ethnonational Minority Parties in Europe” *European Journal of Political Research*, 54(4), pp. 784 -801
- Bruno, F.S., Luechinger, S., & Stutzer, A. (2009) “The Life Satisfaction Approach to Valuing Public Goods: The Case of Terrorism” *Public Choice*, 138(3/4), pp. 317-345
- Priet-Rodríguez, J., Salas, R. & Suárez-Pandieillo, J. (2009) “Quantifying Fear: The Social Impact of Terrorism” *Journal of Policy Modeling*, 31(5), pp. 803-817

##### Recommended Reading:

- Forsberg, T. & Herd, G. (2005) “The EU, Human Rights, and the Russo-Chechen Conflict” *Political Science Quarterly*, 120(3), pp.455-478
- Brouard, S., Vasilopoulos, P., & Foucault, M. (2018) “How terrorism affects political attitudes: France in the aftermath of the 2015-2016 attacks” *West European Politics*, 41(5), pp.1073-1099
- Sensales, G., Areni, A., Boyatzı, L., Dal Secco, A., & Kruglanski, A. (2014) “Perceived impact of terrorism and the role of the media: representations by Italian citizens differing in political orientation and need for closure” *Behavioral Sciences of Terrorism and Political Aggression*, 6(1), pp.41-57
- Sanso-Navarro, M., Sanz-Gracia, F., & Vera-Cabello, M. (2018), “The Demographic Impact of Terrorism: Evidence From Municipalities in the Basque Country and Navarre” *Regional Studies*, 53(6), pp. 838-848

#### Week 13:

##### Topic: Economic Impacts

Regional Cases Covered: France, Spain, Eurasia, Turkey, Italy

##### Required Reading: April 7<sup>th</sup>

- Hua, J., & Bapna, S. (2013) “The Economic Impact of Cyber Terrorism” *Journal of Strategic Information Systems*, 22(2), p. 175-186

- Lassoued, T., & Hadhek, Z., (2018) "Terrorism and Economic Growth" *International Journal of Economics and Financial Issues*, 8(1), pp.175-178
- Ruiz Estrada, M.A., & Koutronas, E. (2016) "Terrorist Attack Assessment: Paris November 2015 and Brussels March 2016" *Journal of Policy Modeling*, 38(3), pp. 553-571
- Kollias, C., Papadamou, S., & Stagiannis, A, (2011) "Terrorism and Capital Markets: The effects of the Madrid and London Bomb Attacks" *International Review of Economics & Finance*, 20(4), pp. 532-541
- Altay, H., & Celebioglu, F. (2015) "The Impacts of Political Terrorism on Gross Domestic Product in Eurasia: A Spatial Data Analysis" *Eurasian Journal of Business and Economics*, 8(15), pp. 21-37

**Recommended Reading:**

- Ruiz E., Mario A., Park, D., & Khan, A. (2018) "The impact of terrorism on economic performance: The case of Turkey" *Economic Analysis and Policy*, 60, pp.78-88
- Greenbaum, R.T., Dugan, L., & LaFree, G. (2016) "The Impact of Terrorism on Italian Employment and Business Activity" *Urban Studies*, 44(5-6), pp. 1093-1108
- Abadie, A., & Gardeazabla, J. (2003) "The Economic Costs of Conflict: A Case Study of the Basque Country" *The American Economic Review*, 93(1), pp. 113-132
- \*\*\*\*\*Assignment Due: Case Study \*\*\*\*\*

## **ACADEMIC ACCOMMODATION**

### **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

#### **Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your

instructor as soon as possible to ensure accommodation arrangements are made.  
[carleton.ca/pmc](http://carleton.ca/pmc)

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)

### **PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own”. This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

All suspicions of plagiarism will be dealt with according the Carleton’s Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes,

labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **SUBMISSION, RETURN, AND GRADING OF TERM WORK**

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 Richcraft Hall. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**CARLETON E-MAIL ACCOUNTS:** All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**OFFICIAL COURSE OUTLINE:** The course outline posted to EURUS website is the official course outline.