School: Lauder School of Government, Diplomacy & Strategy B.A

Honors Seminar: Armed Non-State Actors

Lecturer:

Prof. Assaf Moghadam   assafm@runi.ac.il

Course No.:	Course Type :	Weekly Hours :	Credit:
3338	Seminar	3	3

Course Requirements :	Group Code :	Language:
Final Paper	242333800	English

Course Description

Course Description:

There is a large and growing spectrum of armed non-state actors that play an increasingly consequential role in international relations. These actors run the gamut from insurgents, guerrillas and terrorists to militias and state proxies, among others. The first objective of the Honors Seminar is to deepen our understanding of the origins, development, tactics, and strategies of armed non-state actors, as well as their implications for international security. We will examine a broad spectrum of types of armed non-state actors ranging from lone attackers to informal networks and all the way to insurgent organizations. We will also explore the broader conditions under which these actors flourish; their variegated modes of violence (including protest, sabotage, guerrilla, and terrorist tactics); their guiding ideologies; and inter-group relations, including cooperative and competitive relationships. The main cases discussed in the course will focus on right-wing extremism and militant Islamism. The second objective is to hone the students' analytical, research, writing, and presentation skills. Students will delve deeply into a research topic relevant to the course and engage in readings and in-class discussions with their peers. Students submit a 15-20 page long seminar paper at the end of the course, and prepare several

interim assignments towards that paper. In addition, students present their own research individually, and participate in group debates on contemporary topics. Active participation in class discussions is a requirement for success in this seminar.

The syllabus is divided into required and recommended readings. The required readings form the foundation for the class discussion, as well as the theoretical foundation needed to write a rigorous research paper. Recommended readings offer students an opportunity to immerse themselves more deeply into a topic of potential interest.

Course meeting time and location: Sundays, 8:45-11:15, A321

Course Goals

The first objective of the Honors Seminar is to deepen our understanding of the origins, development, tactics, and strategies of armed non-state actors, as well as their implications for international security. We will examine a broad spectrum of types of armed non-state actors ranging from lone attackers to informal networks and all the way to insurgent organizations. We will also explore the broader conditions under which these actors flourish; their variegated modes of violence (including protest, sabotage, guerrilla, and terrorist tactics); their guiding ideologies; and inter-group relations, including cooperative and competitive relationships. The main cases discussed in the course will focus on right-wing extremism and militant Islamism. The second objective is to hone the students' analytical, research, writing, and presentation skills. Students will delve deeply into a research topic relevant to the course and engage in readings and in-class discussions with their peers. Students submit a 15-20 page long seminar paper at the end of the course, and prepare several interim assignments towards that paper. In addition, students present their own research individually, and participate in group debates on contemporary topics. Active participation in class discussions is a requirement for success in this seminar.

Grading

Course Requirements: This is a highly interactive advanced research seminar whose success depends on the students' timely and attentive reading of the required material, preparation of weekly assignments, and their active participation in class discussions. Student attendance and participation will be tracked and graded. The table below summarizes the requirements for the seminar.

Requirement	Percent of final grade

1) Participation	10 %
2) Statement of Research Interest (due by lesson 2)	Ungraded Assignment
3) Research question (due by lesson 3)	5 %
4) Preliminary literature review (due by lesson 5)	5 %
5) Table of Contents (due by lesson 6)	5 %
6) Individual presentations (lessons 7-10)	25 %
8) Seminar Paper (the due date will be announced during the course)	50 %
Total	**100 %**

1. **Participation (10%):** Active student participation is required for research seminars to succeed. Participation, of course, is dependent on regular attendance of the course. Students who have to miss a class due to emergencies or other unusual circumstances have to notify the instructor ahead of time.

2. **Statement of Research Interest (ungraded):** The purpose of this assignment is to get students to identify two or three topics related to armed non-state actors that are of interest to them and that they consider as possible topics for the seminar paper. In this assignment, students should write one paragraph on each of these topics. Rather than picking a broad topic (for ex., foreign fighters, lone attackers, causes of conflict), students should think how to narrow a topic down. For each of the topics, students should state why they are interested in this topic; which aspect of this topic interests them and why; and what they believe might be the greatest challenges for them in writing a seminar paper on this topic. Students will present their ideas in class during Lesson # 2 and submit their assignments electronically via Moodle**, by the beginning of <u>Lesson #2</u>. This assignment <u>is not graded</u>, but is still a requirement of the course.**

3. **Research question/s (5%):** We will discuss the importance of research questions, and how to pose interesting and feasible research questions in academic research in Lesson # 2 of the course. In order to encourage students to identify a topic for their seminar papers as early as possible, students are required to submit a preliminary research question, or possible research questions, on the day of the third class meeting. **Research questions must be submitted via the Moodle website, by the beginning of <u>Lesson #3.</u>** Students should write down their names

on the assignment; the proposed title or topic for the seminar paper; as well as possible research questions. Students can also include in the assignment any concerns they have about their proposed research.

4. **Preliminary Literature review (5%):** This assignment, like the preceding one, is designed as a forcing mechanism to ensure early progress on the seminar paper. The literature review should include at least 6 major books or journal articles of relevance to the student's seminar paper, although the more items will be included in the review, the better (note that the final seminar paper will have to include more than 6 references). The literature review should take the form of an annotated bibliography. These are lists of the references, followed by brief descriptions and evaluations of the source. **The Preliminary Literature Review must be submitted via the Moodle website, by the beginning of <u>Lesson #5.</u>**

5. **Table of Contents (5%):** Students will submit a preliminary table of contents for their seminar paper. The more detailed the table of contents, the better. This assignment is worth 5% of the final seminar grade**, and should be submitted as a single document via Moodle, by the beginning of <u>Lesson #6</u>.**

6. **Individual Presentation (25%):** Every student will present his research project in an individual presentation, via Zoom. Student presentations are opportunities for students to progress with their research; practice their presentation skills; engage other students in discussion; and receive helpful feedback from students and the instructor about their research project.

Presentations will take place during the **last three or four classes of the course, depending on the number of students** (subject to change based on course enrollment numbers). The presentation schedule will be posted on the Moodle course website once it is finalized. Students are encouraged to submit their presentations electronically to the instructor before class in order for the presentation to be uploaded to the course website. Students must use visual aids, such as MS PowerPoint or Prezi for their presentations. Every student is allocated 45 minutes for his/her presentation: 15-20 minutes for presentation, and 30 minutes for questions and answers and general discussion.

The formal presentation of the student's research should include the following items:

- Background to the issue addressed in the paper
- Puzzle and research question
- Main argument
- Importance/contribution
- Literature review

- Theory
- Methodology
- Expected findings

8. **Seminar Papers (50%)**: The seminar papers are the main graded requirement in this course. The main purpose of the seminar paper is for students to hone their academic, research, analytical, and writing skills, and to delve deeply into a topic of interest to them. The seminar builds on the previous assignments of the course, especially # 3 (Research Question) # 4 (Literature Review), # 5 (Table of Contents), and # 6 (Abstract). No seminar paper will be accepted without these preliminary assignments having been completed and approved by the instructor. Research topics must relate to a contemporary topic that is of broader relevance to the subject of the course, and ask an interesting and answerable research question. In answering the research questions, students are expected to rely on the analytical tools and theoretical approaches acquired in the course of their graduate degree, including this seminar.

Research papers should be approximately 15-20 pages in length (not including cover page, bibliography, and appendices). Papers must be double-spaced, Calibri font, 12 size font, with normal margin width. Papers must include the following:

- A cover page with the title of the course, semester, paper title, student name, student ID #
- Table of contents
- Page numbers
- Section headings that divide the paper, at a minimum, into the following sections:
    1. Introduction
    2. Analysis
    3. Conclusion
- Bibliography
- Full reference information for all sources cited. Students are free to pick any reference style of their choosing (f.ex., Chicago, Harvard, APA), but they must use this style consistently throughout the paper. The paper should be generously footnoted/referenced throughout, and students should make sure that all references used are from respectable sources. In case of doubt, the students should contact the instructor or the TA.

Research paper topics must be approved by the instructor via email. Each student must submit an electronic copy of his/her paper via the Moodle course at a date to be determined.

📖 Lecturer Office Hours

Instructor Office hours: By appointment through email: assafm@runi.ac.il

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Tutor Office Hours

N/A

Teaching Assistant

N/A

Reading List

Lesson Schedule and reading assignments:

Note: The lesson schedule for this research seminar is flexible and dynamic. Topics presented might change based on current events, students' interests, the number of students enrolled, and other factors. Final lesson topics will be determined a week before each lesson, and relevant readings posted on the website in the week prior to each lesson. Therefore, the schedule and reading assignments below are not final, and subject to change.

Lesson	Substantive discussion	Skill-building
Lesson 1 (31/3)	Causes of Armed Conflict	How to read / how to find a research topic?
Lesson 2 (7/4)	Civil Wars and Insurgencies	How to formulate a research question?
Lesson 3 (14/4)	Strategies Used by Armed Non-State Actors	How to do a literature review?
Lesson 4 (5/5)	Modes of Warfare	How to write a seminar paper?
Lesson 5 (12/5)	Left-wing Ideologies	How to prepare your seminar presentation?

Lesson 6 (19/5)	Far Right	The Job Market
Lesson 7 (26/5)	Jihadism	The Publication and Review Process
Lesson 8 (2/6)	Student Presentations	N/A
Lesson 9 (9/6)	Student Presentations	N/A
Lesson 10 (16/6)	Student Presentations	N/A

Class Readings:

INTRODUCTION

Lesson 1: Causes of Armed Conflict

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Required Readings:

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- Lars-Erik Cederman, Nils B. Weidmann and Kristian Skrede Gleditsch, "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison", *American Political Science Review*3 (2011), pp.478–495

Recommended Readings:

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- Mancur Olson, "The Free-Rider Problem," in Jeff Goodwin and James M. Jasper, eds., *The Social Movements Reader: Cases and Concepts, 2nd* (Malden, MA: Wiley–Blackwell, 2009)
- Macartan Humphreys and Jeremy M. Weinstein, "Who Fights? The Determinants of Participation in Civil War," *American Journal of Political Science* 52, pp.436–55.
- Jeremy M. Weinstein, *Inside Rebellion: The Politics of Insurgent Violence* (Cambridge: Cambridge University Press, 2007), Chs. 2–3, pp. 61–126.
- Stathis N. Kalyvas and Matthew Adam Kocher, "How "Free" is Free Riding in Civil Wars?: Violence, Insurgency, and the Collective Action Problem," *World Politics*02 (2007): 177–216.
- John Mueller, "The Banality of 'Ethnic War'," *International Security* 25, no. 1 (2000): 42–70.

- Mark Irving Lichbach, *"The Rebel's Dilemma",* Ann Arbor : University of Michigan Press, 1995
- Nicholas Sambanis "Do Ethnic and non-Ethnic Civil Wars Have the Same Causes?" *Journal of Conflict Resolution* 45(4) (2001): 259–282
- Charles King, "The Myth of Ethnic Warfare," *Foreign Affairs*6 (November/December 2001), pp. 165–70.

Lesson 2: Civil Wars and Insurgencies

Required Readings:

Recommended Readings:

- Paul B. Rich and Isabelle Duyvesteyn, "The Study of Insurgency and Counterinsurgency," in Paul B. Rich and Isabelle Duyvesteyn, eds., *The Routledge Handbook of Insurgency and Counterinsurgency* (Oxon and New York: Routledge, 2013), 1–19.
- Nicholas Sambanis, "What is a Civil War? Conceptual and Empirical Complexities of an Operational Definition," *Journal of Conflict Resolution* 48, pp. 814–58.
- Stathis Kalyvas, "'New' and 'Old Civil Wars: A Valid Distinction?" *World Politics* 54 (October 2001), pp. 99–118.
- Paul Staniland, 'Armed Politics and the Study of Intrastate Conflict', *Journal of Peace Research*, 54 (2017), 459−67.
- Edward Newman, *Understanding Civil Wars: Continuity and Change in Intrastate Conflict* (London: Routledge, 2014), pp. 1–72.
- Stathis Kalyvas, *The Logic of Violence in Civil War* (Cambridge: Cambridge University Press, 2006), pp. 1–15
- Michael G. Findley and Joseph K. Young, "Terrorism and Civil War: A Spatial and Temporal Approach to a Conceptual Problem," *Perspectives on Politics*2 (June 2012): 285–319.
- Jeremy Black, *Insurgency and Counterinsurgency: A Global History* (Lanham, MD: Rowman & Littlefield, 2016), pp. 1–9.
- O'Neill, *Insurgency and Terrorism: From Revolution to Apocalypse, 2nd* (Washington, DC: Potomac Books, 2005), Chs. 1,2 (pp. 1–43)
- Isabelle Duyvesteyn and Paul B. Rich, "Insurgency and Counterinsurgency: Some
- Steven Metz, "Rethinking Insurgency," in *Routledge Handbook of Insurgency and Counterinsurgency*, 32–44.

Lesson 3: Strategies Used by Armed Non-State Actors

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<u>Required Readings:</u>

- Seth G Jones, "Strategies," in *Waging Insurgent Warfare: Lessons From the Vietcong to the Islamic State* (Oxford University Press, 2016), pp. 35–56.

<u>Recommended Readings:</u>

- Erica Chenoweth and Maria Stephan, "Why Civil Resistance Works: The Strategic Logic of Non-Violent Conflict," *International Security* 1 (Summer 2008)
- Bard O'Neill, *Insurgency and Terrorism*, Ch. 3, pp. 45–70.
- David Galula, *Counterinsurgency Warfare: Theory and Practice* (Westport, CT: PSI, 2006), pp. 11–42.
- Dara Kay Cohen, "Explaining Rape during Civil War: Cross-National Evidence (1980–2009)," *American Political Science Review* 3 (2013), pp. 461–477.
- Erin M. Kearns and Joseph K. Young, "Military Tactics in Civil War," in Edward Newman and Karl DeRouen, Jr., eds., *Routledge Handbook of Civil Wars*, pp. 257–266.
- Jeremy Black, *Insurgency and Counterinsurgency: A Global History* (Lanham, MD: Rowman & Littlefield, 2016), pp. 119–146.
- Jeremy M. Weinstein and Macartan Humphreys, "Handling and Manhandling Civilians in Civil War," *American Political Science Review* 100 (2006), pp. 429–47.

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Lesson 4: Modes of Warfare

<u>Required Readings:</u>

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- Ronit Berger and Assaf Moghadam, "Terrorism, Guerrilla, and the Labeling of Militant Groups," *Terrorism and Political Violence*, 2023. URL: https://www.tandfonline.com/doi/full/10.1080/09546553.2023.2183052

<u>Recommended Readings:</u>

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- Stathis Kalyvas, "Wanton and Senseless? The Logic of Massacres in Algeria," *Rationality and Society* 3 (1999), pp. 243–85

- Mao Tse-Tung, *On Guerrilla Warfare*, transl. Samuel B. Griffith II (Urbana and Chicago: University of Illinois Press, 2000).
- Ernesto "Che" Guevara, *Guerrilla Warfare* (BN Publishing, 2007).
- Carlos Marighella, Mini-Manual of the Urban Guerrilla (Montreal: Abraham Guillen Press, 2002).
- Ariel Merari, "Terrorism as a Strategy of Insurgency," *Terrorism and Political Violence* 4 (1993), pp. 213-51.
- Bart Schuurman, Lasse Lindekilde, Stefan Malthaner, Francis O'Connor, Paul Gill & Noémie Bouhana, "End of the Lone Wolf: The Typology that Should Not Have Been," *Studies in Conflict & Terrorism*8 (2019).
- Sam Mullins, "Lone-Actor vs. Remote-Controlled Jihadi Terrorism: Rethinking the Threat to the West," *War on the Rocks*, April 20, 2017. https://warontherocks.com/2017/04/lone-actor-vs-remote-controlled-jihadi-terrorism-rethinking-the-threat-to-the-west/
- Ariel Merari and Boaz Ganor, "Interviews With, and Tests of, Palestinian Independent Assailants," *Terrorism and Political Violence*, (2020).

Lesson 5: Left-Wing Ideologies

Required Readings:

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- Michael Kenney and Colin Clarke, "What Antifa is, What it isn't, and Why it Matters", War on the Rocks, June 23, 2020, Available at: https://warontherocks.com/2020/06/what-antifa-is-what-it-isnt-and-why-it-matters/

Recommended Readings:

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- Assaf Moghadam, "Failure and Disengagement in the Red Army Faction," *Studies in Conflict and Terrorism*2 (February 2012).
- Assaf Moghadam, "Failure and Disengagement in the Red Army Faction," *Studies in Conflict and Terrorism*2 (February 2012).
- Heather J. Williams, "The Dangers of Designating Antifa as a Terrorist Organization Now," RAND Corporation, June 2020, Available at: https://www.rand.org/blog/2020/06/the-dangers-of-designating-antifa-as-a-terrorist-organization.html
- Gary LaFree, "Is Antifa a Terrorist Group?" *Society* 55 (2018), pp. 248-252. https://doi.org/10.1007/s12115-018-0246-x
- Adam Klein, "From Twitter to Charlottesville: Analyzing the Fighting Words Between the Alt-Right and Antifa," *International Journal of Communication* 13 (2019), pp. 297-318.
- Daniel L. Byman, "Who Is a Terrorist, Actually?," Brookings (Brookings, November 10, 2020), https://www.brookings.edu/blog/order-from-chaos/2020/09/22/who-is-a-terrorist-actually/.

- Peter J. Watson, "No Place for a Left-winger: The Historical Relationship Between Football and the FARC in Colombia," *Journal of War and Culture Studies* 13:4 (2020), pp.402-423.
- Luke Mogelson, "In the Streets with Antifa," New Yorker, October 25, 2020. URL: https://www.newyorker.com/magazine/2020/11/02/trump-antifa-movement-portland?utm_source=twitter&utm_medium=social&utm_campaign=onsite-share&utm_brand=the-new-yorker&utm_social-type=earned
- *Randall D. Law, Terrorism: A History (Malden, MA: Polity, 2009)*, 114-125.
- Paul Joosse, "Leaderless Resistance and Ideological Inclusion: The Case of the Earth Liberation Front," *Terrorism and Political Violence*3 (2007), pp. 351-368.
- Stefan H. Leader and Peter Probst, "The Earth Liberation Front and Environmental Terrorism," *Terrorism and Political Violence*4 (2003), pp. 37-58.
- Horacio R. Trujillo, "The Radical Environmentalist Movement," in Brian A. Jackson et.al., *Aptitude for Destruction, Vol. 2: Case Studies of Organizational Learning in Five Terrorist Groups* (Santa Monica: RAND, 2005), pp. 141-178. URL: https://www.rand.org/content/dam/rand/pubs/monographs/2005/RAND_MG332.pdf

Lesson 6: The Far Right

Required Readings:

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- Bruce Hoffman and Jacob Ware, "The Terrorist Threat from the Fractured Far Right," Lawfare, November 1, 2020, Available at: https://www.lawfareblog.com/terrorist-threat-fractured-far-right

Recommended Readings:

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- Isabelle van der Vegt, Maximilian Mozes, Paul Gill, Bennett Kleinberg, "Online Influence, Offline Violence: Language Use on Youtube Surrounding the 'Unite the Right' Rally", *Journal of Computational Social Science* (2020), pp.1-22.
- Gabriel Weimann and Natalie Masri, "The Virus of Hate: Far-Right Terrorism in Cyberspace," International Institute for Counter-Terrorism, April 2020, https://www.ict.org.il/images/Dark%20Hate.pdf
- Arie Perliger, *American Zealots: Inside Right-Wing Domestic Terrorism* (New York: Columbia University Press, 2020), Chap. 1-2.
- The Tech Against Terrorism Podcast, "Far-right Violent Extremists and meme culture," Available at: https://podcasts.apple.com/il/podcast/tech-against-terrorism/id1481039245?i=1000473243991

- Ryan Scrivens and Amarnath Amarasingam, "Haters Gonna 'Like': Exploring Canadian Far-Right Extremism on Facebook," in *Digital Extremisms: Readings in Violence, Radicalisation and Extremism in the Online Space*, ed. Littler, Lee (Palgrave Studies in Cybercrime and Cybersecurity, 2020), pp. 63-89.
- Florian Hartleb, *Lone Wolves: The New Terrorism of Right-Wing Single Actors* (Springer, 2020).

- Seth G. Jones, "The Rise of Far-Right Extremism in the United States," Center for Strategic and International Studies, November 7, 2018, Available at: https://www.csis.org/analysis/rise-far-right-extremism-united-states
- Arie Perliger, "Challengers from the Sidelines: Understanding America's Violent Far Right," Combating Terrorism Center, West Point, January 15, 2013, pp. 3-27; 39-64. Available at: https://ctc.usma.edu/posts/challengers-from-the-sidelines-understanding-americas-violent-far-right.
- Marc Pitcavage, "Surveying the Landscape of the American Far Right," George Washington University, Program on Extremism, August 2019. Available at: https://extremism.gwu.edu/sites/g/files/zaxdzs2191/f/Surveying%20The%20Landscape%20of%20the%20American%20Far%20Right_0.pdf
- Jacob Ware, "Siege: The Atomwaffen Division and Rising Far-Right Terrorism in the United States," ICCT Policy Brief, July 2019. Available at: https://icct.nl/wp-content/uploads/2019/07/ICCT-Ware-Siege-July2019.pdf
- The Soufan Center, "White Supremacy Extremism: The Transnational Rise of the Violent White Supremacist Movement," September 2019. Available at: https://thesoufancenter.org/wp-content/uploads/2019/09/Report-by-The-Soufan-Center-White-Supremacy-Extremism-The-Transnational-Rise-of-The-Violent-White-Supremacist-Movement.pdf
- Randall D. Law, *Terrorism: A History* (Malden, MA: Polity, 2009), pp. 126-141.
- Anti-Defamation League (ADL), "White Supremacist Prison Gangs in the US." Available at: https://www.adl.org/sites/default/files/documents/assets/pdf/combating-hate/CR_4499_WhiteSupremacist-Report_web_vff.pdf
- ADL, "Hate on Display™: Hate Symbols Database." Available at: https://www.adl.org/education/references/hate-symbols
- Southern Poverty Law Center, "Ku-Klux-Klan: A History of Racism" February 28, 2011. Available at: https://www.splcenter.org/20110301/ku-klux-klan-history-racism

Lesson 7: Jihadism

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Required Readings:

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- Assaf Moghadam, "The Salafi Jihad as a Religious Ideology," *CTC Sentinel*3 (February 2008), URL: https://ctc.westpoint.edu/wp-content/uploads/2010/06/Vol1Iss3-Art5.pdf
- Colin Clarke and Assaf Moghadam, "Mapping Today's Jihadi Landscape and Threat,"

Orbis, May 2018.

Recommended Readings:

- Colin Clarke, "Twenty Years after 9/11: What is the Future of the Global Jihad Movement?," *CTC Sentinel* 7 (2021). URL: https://ctc.westpoint.edu/twenty-years-after-9-11-what-is-the-future-of-the-global-jihadi-movement/
- Aisha Ahmad "We Have Captured Your Women: Explaining Jihadist Norm Change" in International Security, Vol. 44, No. 1 (Summer 2019), pp. 80-116.
- Thomas Hegghammer, *The Caravan: Abdallah Azzam and the Rise of Global Jihad* (Cambridge University Press, 2020).
- Assaf Moghadam, *Nexus of Global Jihad: Understanding Cooperation among Terrorist Actors* (New York: Columbia University Press, 2017).
- Barak Mendelsohn, *The Al Qaeda Franchise: The Expansion of Al Qaeda and its Consequences* (Oxford, UK: Oxford University Press, 2016)

Lesson 10-12: Student Presentations

ADDITIONAL RESOURCES

List of Selected Sources for Academic Writing

- Paul Edwards, How to Read a Book, University of Michigan, available at: http://pne.people.si.umich.edu/PDF/howtoread.pdf
- Lisa A. Baglione, *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, & Methods*, 4th ed. (Los Angeles, CA: Sage Publications, 2020).
- Janet Buttolph Johnson, H.T. Reynolds, and Jason D. Mycoff, "Chapter 3: Beginning the Research Process: Identifying a Research Topic, Developing Research Questions, and Reviewing the Literature," in *Political Science Research Methods*, 8th ed. (Los Angeles: Sage, 2016), pp. 74-103.
- Leanne C. Powner, "Chapter 1: From Research Topic to Research Question," in *Empirical Research and Writing: A Political Science Student's Practical Guide* (Los Angeles: Sage Publications, 2015), pp. 1-21.

- LSE Podcast Series, "How to write a Literature Review", Available at: https://info.lse.ac.uk/current-students/lse-life/resources/podcasts/dissertation-literature-review-a-text-and-a-process
- Strategies for Reading Academic Articles, *George Mason University Writing Center*, Available at: https://d101vc9winf8ln.cloudfront.net/documents/27232/original/Strategies_for_Reading_Academic_ArticlesATI.pdf?1565036598
- Deborah Lupton, "30 Tips for Successful Academic Research and Writing," The London School of Economics, November 28, 2012, Available at: https://blogs.lse.ac.uk/impactofsocialsciences/2012/11/28/lupton-30-tips-writing/
- How to Formulate a Research Question? Steve Campitelli, *The University of Melbourne*, Australia (Video): https://www.youtube.com/watch?v=mrWeLJZydUU&ab_channel=AcademicSkills%2CTheUniversityofMelbourne

List of Selected Useful Websites *(in no particular order)*

- START: Global Terrorism Database: http://www.start.umd.edu/gtd/
- Center for International Security and Cooperation (CISAC), Freeman Spogli Institute, Stanford University & It's project "Mapping Militants":

https://cisac.fsi.stanford.edu/

https://cisac.fsi.stanford.edu/mappingmilitants/mappingmilitants

- War on the Rocks:

https://warontherocks.com/

- Perspectives on Terrorism, Internet Websites and Links for (Counter-)Terrorism Research: http://www.terrorismanalysts.com/pt/index.php/pot/article/view/jongman-internet-websites/html
- The International Institute for Counter-Terrorism (ICT): https://www.ict.org.il/#gsc.tab=0
- Combating Terrorism Center at West Point: Sentinel: https://ctc.usma.edu/
- The Program on Extremism at George Washington University:

https://extremism.gwu.edu/

- National Counter Terrorism Center: World Wide Incidents Tracking System (WITS) http://www.nctc.gov/site/other/wits.html
- RAND Database of Worldwide Terrorism Incidents: http://www.rand.org/nsrd/projects/terrorism-incidents/index.html
- University of Chicago Project on Security and Terrorism (CPOST): Suicide Terrorism Database: https://cpost.uchicago.edu/
- National Security Archive, September 11th–George Washington University: https://nsarchive.gwu.edu/events/september-11-terrorist-attacks-2001

- US Department of State - Counterterrorism:
  https://www.state.gov/bureaus-offices/under-secretary-for-civilian-security-democracy-and-human-rights/bureau-of-counterterrorism/
- Brookings Institution–Terrorism and Extremism:
  https://www.brookings.edu/topic/terrorism-extremism/
- Center for the Study of Terrorism and Political Violence, University of St. Andrews (UK):
  https://cstpv.wp.st-andrews.ac.uk/
- Council on Foreign Relations:
  cfr.org
- Forsvarets forskningsinstitutt (FFI) [Norwegian Defence Research Establishment]:

http://www.ffi.no

- Foundation for Defense of Democracies:
  http://www.defenddemocracy.org
- RAND Corporation:
  http://www.RAND.org/research_areas/terrorism
- Jihadica:
  jihadica.com
- Jihadology net: a clearing house for jihadi primary source material
  http://jihadology.net
-