

**UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF CLASSICS & RELIGION &
THE CENTRE FOR MILITARY & STRATEGIC STUDIES**

COURSE OUTLINE – Winter 2015

Course	RELS 685.40 L01 - Religion, Radicalization and Security
Time	Block Week: January 5-9, 2015 - 9:00 am – 5:00 pm
Instructor	Dr. Ryan J. Williams
Office Hours	TBD
Office	SS 542
E-mail	ryanjeffrey.williams@ucalgary.ca ; rjw202@cam.ac.uk
Telephone	TBD

Required Text(s): Books will be put on hold in the library’s reserve collection, and articles and eBooks will be available online through the University Library website (Please refer to the attached Syllabus)

Supplementary Text(s): Books will be put on hold in the library’s reserve collection, and articles and eBooks will be available online through the University Library website (Please refer to the attached Syllabus)

*Please Note: The University Library is closed from December 25, 2014 – January 1, 2015

Course Description:

This course aims to equip students with the knowledge and critical thinking capacity to understand the relationship between religion and radicalization, and to grasp the implications for national and international security and for equality and liberty in Western democratic countries. The course recognizes that “radicalization” is a social phenomenon in the widest sense. It thus focuses on the range of social actors that come to bear on the problem and the issues raised in responding to, and studying, radicalization.

The course approaches the topic in 3 ways, detailing: (i) the context, by way of providing historical background and concepts related to religion and risk in contemporary society; (ii) the evolving terrorist threat and the tools that theorists and practitioners employ to conceptualize and respond to this threat; (iii) critical perspectives on radicalization, terrorism and counter-terrorism.

Core Competencies:

Students will be equipped to contribute to current international scholarly debates and policy issues surrounding the topic, including: the transformation of religion in a network society; the threat of radicalization in prisons; complexities of identity and citizenship; and security in an information age with attention to the opportunities and limitations of “big data”, to name a few.

Course Requirements:

Assignment		%	Due Date
Book Review	Written (2000 words)	20	January 2, 2015
	Presentation (during block week)		January 5-9, 2015
Essay Draft		20	February 23, 2015
Final Essay	5000 words	50	March 20, 2015
Symposium	5-7 min presentation & response	10	March 23-31, 2015

Pre-Session Assignment:

1. Book Review (20% of final grade) – 2000 words and 20-30 minute presentation

Students are required to complete and submit a book review assignment three days prior to the first day of the block week course. Students will be given advance notice and will be expected to present the review to the class and lead class discussion in an assigned timeslot. Both the written and oral presentation will be considered in the evaluation.

*Please submit the book review as an email attachment to the instructor.

The book review (2000 words) should summarize the book thoroughly but concisely, and should cover: the context and topic of the book; the argument of the book (and/or what question/problem it addresses); an overall summary of the book and its structure; the author's stated contribution to the field/research problem and how well you think the author achieves this; general remarks about the book that you feel worth discussing, including its strength and weaknesses. Selected texts are found below.

The aim of the oral presentation (20-30 minutes) is to distil the book into a digestible form and to stimulate conversation by focusing on a few central questions or problems that arise in the text. It should be aimed at clearly communicating a summary of the book to an informed, rather than expert, audience. Jargon should be defined or avoided, and central ideas, theories, concepts, or contextual information explained. It should also include some of your own analysis, and it should be clear where your summary ends and your analysis begins. This analysis can include questions about the text that can lead into a class discussion.

Selections for Book Reviews

N.B. Suggestions for alternative texts are welcome with approval from the instructor prior to deadline. Selections of texts must be made from List 1 first. When all the selections from List 1 are delegated, additional choices can be made from List 2 (this is to ensure that there is at least 1 book review per lecture). The instructor will set up an online system to organize the selection of texts. The text that is selected will correspond to the date of the presentation.

List 1*

Lecture 1	Cavanaugh, William T. 2009. <i>The myth of religious violence: Secular ideology and the roots of modern conflict</i> . Oxford: Oxford University Press.
Lecture 2	Roy, Olivier. 2004. <i>Globalised Islam: The search for a new Ummah</i> . London: Hurst.

Lecture 3	<i>Barker, Eileen. 1984. The making of a Moonie: Choice or Brainwashing? Oxford: Basil Blackwell.</i>
Lecture 4	<i>Pape, Robert Anthony. 2005. Dying to win: The strategic logic of suicide terrorism. New York: Random House.</i>
Lecture 5	<i>Hamm, Mark S. 2013. The spectacular few: Prisoner radicalization and the evolving terrorist threat. New York: New York University Press.</i>
Lecture 6	<i>Hirschkind, Charles. 2006. The Ethical Soundscape: Cassette Sermons and Islamic Counterpublics. New York: Columbia University Press.</i>
Lecture 7	<i>Wiktorowicz, Quintan. 2005. Radical Islam rising: Muslim extremism in the West. Oxford: Rowman & Littlefield.</i>
Lecture 8	<i>Bjørge, Tore, and John Horgan. 2009. Leaving Terrorism Behind: Individual and Collective Disengagement: Routledge.</i>
Lecture 9	<i>Asad, Talal. 2007. On suicide bombing. New York: Columbia University Press.</i>
Lecture 10	<i>Sentas, Victoria. 2014. Traces of Terror: Counter-Terrorism Law, Policing, and Race, Clarendon Studies in Criminology. Oxford: Oxford University Press.</i>

List 2*

Lecture 1	---
Lecture 2	<i>Mahmood, Saba. 2012. Politics of piety: The Islamic revival and the feminist subject. rev. ed. Woodstock: Princeton University Press.</i> <i>Calvert, John. 2010. Sayyid Qutb and the origins of radical Islamism. New York: Columbia University Press.</i>
Lecture 3	<i>McCloud, Sean. 2004. Making the American Religious Fringe: Exotics, Subversives, and Journalists, 1955-1993. London: University of North Carolina Press.</i>
Lecture 4	---
Lecture 5	---
Lecture 6	---
Lecture 7	<i>Husain, Ed. 2007. The Islamist. London: Penguin. AND</i> <i>Nawaz, Maajid. 2013. Radical: My Journey from Islamist Extremism to a Democratic Awakening. London: WH Allen.</i>
Lecture 8	<i>Hewitt, Steve. 2008. The British war on terror: Terrorism and counterterrorism on the home front since 9-11 London: Continuum.</i>
Lecture 9	<i>Asad, Talal. 2003. Formations of the Secular: Christianity, Islam, Modernity. Stanford, CA: Stanford University Press.</i>
Lecture 10	<i>Apuzzo, Matt, and Adam Goldman. 2013. Enemies Within: Inside the NYPD's Secret Spying Unit and bin Laden's Final Plot Against America: Touchstone.</i>

Assignments:

2. Essay Draft (20%)

Students are expected to choose a research topic or essay question and discuss this with the instructor during the block week course or soon afterwards by email. Students are encouraged to seek feedback from the instructor prior to the deadline of the essay draft, particularly for feedback on thesis statements or suitable source materials. Students are welcome to pursue a topic or question of their own choice, and are strongly encouraged to discuss this with the instructor.

Theoretical, critical or empirical projects are all welcome on any of the themes encountered in the course. Students interested in completing empirical work are strongly encouraged to discuss their

ideas with the instructor within the first few weeks of the semester and will be required to draft a research design soon afterwards.

The essay draft will be due on February 23, and it is expected to include a well-developed research question/problem, thesis statement, body and conclusions. It is expected that a complete literature review has been conducted, and formatted as though a final essay, with references. Feedback will be provided within a fortnight for students to prepare their final essay.

3. Essay (50%) – 5000 words

The final essay (5000 words) must incorporate the feedback received during the draft stage, and will be due on March 20th, 2015.

4. Symposium (10%)

The Religion and Society Working Group, together with the Department of Classics and Religion and the Center for Military and Strategic Studies, are planning to host a symposium with invited members from the public and public services. The aim is to foster *collaborative research*, linking teaching and learning within the University with the public. Students will present their research through 5-7 minute presentations as part of this symposium. Students will be expected to respond to questions from the audience. Responses are included as part of the evaluation of the presentation.

Grading

A letter grade will be assigned to each component of the course according to the University's Graduate Studies Calendar 2014-2015:

A+	4.0	Outstanding
A	4.0	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.7	Very good performance
B+	3.3	Good performance
B	3.0	Satisfactory performance Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each registration anniversary year of the program.
B-	2.7	Minimum pass for students in the Faculty of Graduate Studies Note: A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade.
C+	2.3	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.
C	2.0	
C-	1.7	
D+	1.3	

D	1.0	
F	0.0	

N.B. All written assignments will be graded with regard to both form and content.

Policy with regard to missed assignments/assessments:

All assignments are mandatory. Book reviews must be submitted 3 days before the first day of class and presentations given on the assigned day. Book reviews that are not submitted on time will be considered missing and assigned a 0. Other late assignments will suffer penalties of 5% per day (to include weekends) from the total number of marks that would otherwise have been awarded for the assignment in question.

Expectations for student conduct in this course:

Students are required to complete and submit a book review assignment prior to the first day of the block week course. Students will be given advance notice and will be expected to present the review to the class and lead class discussion in an assigned timeslot. It is expected that students will attend all classes during the block week course. Students should come to class having read the required readings, and will be expected to participate in class discussions.

Electronic Device Policy:

Electronic devices should not interfere with lectures, class discussions, and other students' learning.

Syllabus:

A complete syllabus is attached

References and Bibliography:

The Department of Classics and Religion uses the most recent edition of the Chicago Manual of Style and requires references and bibliographies to adhere to the Chicago citation system. You can find a quick guide here: http://www.chicagomanualofstyle.org/tools_citationguide.html. Alternatively please consult with the library staff for help and advice using the Chicago citation style.

Academic Honesty

Plagiarism is not tolerated at the University of Calgary and has serious consequences. Your essays/presentations must be your own work and inadequate referencing may be seen as plagiarism. Please see the relevant sections on Academic Misconduct in the current University Calendar (section K, which can be found here: <http://www.ucalgary.ca/pubs/calendar/current/k.html>.)If you have questions about correct referencing, please consult your instructor, librarian staff or the Chicago manual of style.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than **fourteen (14) days** after the start of the course.

Desire 2 Learn (D2L) Help

Go to <http://elearn.ucalgary.ca/desire2learn/home/students> for Student Help and FAQ's about D2L. Troubleshooting tips and a tutorial are also available on this website.

Student Ombudsperson and Students' Union Representative

The Student Ombuds Office provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. See www.ucalgary.ca/provost/students/ombuds for more information.

The Students' Union Faculty of Arts representative can be reached at arts1@ucalgary.ca.

Emergency Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at www.ucalgary.ca/emergency-plan/assemblypoints. Please check this website and not the nearest assembly point for this course.

Safewalk

The Safewalk program provides volunteers to walk students safely to their destination anywhere on campus (including McMahon Stadium, Health Sciences, Student Family Housing, the Alberta Children's Hospital and the University LRT station). This service is free and available to students, staff and campus visitors 24 hrs/day, 365 days a year. Call 403-220-5333 or use one of the Help phones located throughout campus to request a walk.

Course Syllabus

RELS 685.40 – Religion, Radicalization and Security

The Department of Classics and Religion & The Centre for Military & Strategic Studies

Dr. Ryan J. Williams

Schedule and overview

Section	Lecture	Date	am/pm	Topic
I. Context	1.	5 Jan. 2015	am	Introduction
	2.		pm	Fundamentalism, post-secularism and Islamism
II. The social sciences	3.	6 Jan. 2015	am	Religion and risk: Religious cults
	4.		pm	Radicalization and the social sciences
III. Rad in context	5.	7 Jan. 2015	am	Radicalization in prisons
	6.		pm	Radicalization and the new media
	7.	8 Jan. 2015	am	Case studies from the street
IV. Responses	8.		pm	Responding to radicalization
V. Power & consequences	9.	9 Jan. 2015	am	Terrorism and hegemony
	10.		pm	Consequences of counter-terrorism

Part I. Context

The first lecture will begin with an examination of a number of problematic assumptions surrounding the topic. This includes an analysis of the term radicalization and the relationship between religion and violence broadly and specifically.

Day 1 (am) – 1. Introduction: Interrogating terms

Book review presentation

- Cavanaugh, William T. 2009. *The myth of religious violence: Secular ideology and the roots of modern conflict*. Oxford: Oxford University Press.

Reading required for class

- Kundnani, Arun. 2012. "Radicalisation: the journey of a concept." *Race & Class* 54 (2): 3-25.
- Gunning, Jeroen, and Richard Jackson. 2011. "What's so 'religious' about 'religious terrorism'?" *Critical Studies on Terrorism* 4 (3):369-388.

Supplementary reading

- Juergensmeyer, Mark. 2004. "Is religion the problem?" *The Hedgehog Review: Critical Reflections in Contemporary Culture* 6 (1):21-33.
- Appleby, Scott. 2000. *The ambivalence of the sacred: Religion, violence, and reconciliation*. Oxford: Rowman & Littlefield.
- Jackson, Richard, Lee Jarvis, Jeroen Gunning, and Marie Breen-Smyth. 2011. *Terrorism: A Critical Introduction*. London: Palgrave MacMillan.
- Cavanaugh, William T. 2004. Sins of omission. *The Hedgehog Review: Critical Reflections in Contemporary Culture* 6 (1):34-50.
- Cook, David. 2007. *Martyrdom in Islam*. Cambridge: Cambridge University Press

Day 1 (pm) – 2. Fundamentalism, post-secularism, and Islamism

The current preoccupation with radicalization is set against a historical, sociological and conceptual backdrop, in order to identify major themes and issues. Crucial context is provided, with attention to the significant changes to the religious landscape over the last several decades, the rise of religious fundamentalism across the world religions, the local and global circumstances that have impacted Islam and the self-understanding of Muslims, and the concepts and frameworks deployed in theorizing about the relationship between religion and violence.

Book review presentation

- Roy, Olivier. 2004. *Globalised Islam: The search for a new Ummah*. London: Hurst.
- Mahmood, Saba. 2012. *Politics of piety: The Islamic revival and the feminist subject*. rev. ed. Woodstock: Princeton University Press.
- Calvert, John. 2010. *Sayyid Qutb and the origins of radical Islamism*. New York: Columbia University Press.

Reading required for class

- Aldridge, Alan. 2000. "The resurgence of fundamentalism". In *Religion in the Contemporary World: A Sociological Introduction*. Oxford: Blackwell. pp. 123-139.
- Furseth, Inger, and Pal Repstad. 2006. "Chapter 5: The Great Narratives: Modernity, Postmodernity, Globalization and Secularization." In *An introduction to the sociology of religion: Classic and contemporary perspectives*. Farnham, Surrey: Ashgate. pp 75-96.

Supplementary reading

- Beck, Ulrich. 2002. "The Terrorist Threat: World Risk Society Revisited." *Theory, Culture & Society* 19 (4):39-55.
- Stalder, Felix. 2006. *Manuel Castells: The theory of the network society, Key Contemporary Thinkers*. Cambridge: Polity Press.
- Meijer, Roel. 2009. *Global Salafism: Islam's new religious movement*. New York: Columbia University Press. (Introduction; a nuanced discussion of Salafiyyah movements)

- Roy, Olivier. 1994. *The failure of political Islam*. Translated by Carol Volk. London: I.B. Tauris.
- Huntington, Samuel P. 1993. The Clash of Civilizations? *Foreign Affairs* 72 (3):22-49.
- Winter, Timothy J. (Abdal Hakim Murad). 2004. The poverty of fanaticism. In *Islam, fundamentalism, and the betrayal of tradition*, edited by J. E. B. Lombard. Indiana: World Wisdom, Inc. Reprinted in *Islam in Transition*, edited by J. J. Donohue and J. L. Esposito (2007). Oxford: Oxford University Press.

Part II. The Social Sciences and the Study of Religion and Risk

These two lectures examine the social sciences and the study of religion and radicalization. It begins with a sideways approach into some of the major issues surrounding the social sciences, religion and risk through the literature on the New Religious Movements and the so-called “cult/anti-cult” movements. This will serve to identify the variety of social actors at play (the “recruits”, the media, social scientists, watchgroups etc.) and the issues at stake (the marking of “deviant” or “dangerous” religion, new legislation etc.). The second lecture will examine the social scientific literature on religion and violence, terrorism, and radicalization in depth.

Day 2 (am) – 3. Religion and risk: Religious cults, ‘brainwashing’ and ‘de-programming’

Book review Presentation

- Barker, Eileen. 1984. *The making of a Moonie: Choice or Brainwashing?* Oxford: Basil Blackwell.
- McCloud, Sean. 2004. *Making the American Religious Fringe: Exotics, Subversives, and Journalists, 1955-1993*. London: University of North Carolina Press.

Reading required for class

- Chrystides, George D. 1999. Britain's anti-cult movement. In *New religions movements: challenge and response*, edited by B. R. Wilson and J. Cresswell. London: Routledge.

Supplementary reading

- Barker, Eileen. 2002. Watching for violence: A comparative analysis of the roles of five types of cult-watching groups. In *Cults, religion, and violence*, edited by D. G. Bromley and G. J. Melton. Cambridge: Cambridge University Press.
- Arweck, Elisabeth. 2006. *Researching the New Religious Movements: Responses and Re-definitions*. London: Routledge.
- Smith, Jonathan Z. 1982. The devil in Mr. Jones. In *Imagining religion: From Babylon to Jonestown*. London: University of Chicago Press.
- Jenkins, Timothy. 2013. *Of flying saucers and social scientists: A re-reading of when prophecy fails and of cognitive dissonance*: Palgrave Macmillan.
- Jenkins, Timothy. 1994. "Fieldwork and the Perception of Everyday Life." *Man* 29 (2):433-455.

Day 2 (pm) – 4. Radicalization and the Social Sciences

Experts from Terrorism Studies have been asking, “what makes a terrorist” for some time, and this knowledge has been used for national and international security purposes. The events of 9/11 brought about significant shifts in the individuals and groups considered at risk, and in the scale and scope of counter-terrorism efforts. Post-9/11, the question concerning “what makes a terrorist” has had a renaissance and the category of “radicalization” has emerged as shorthand to describe the factors and processes leading individuals and groups to commit acts of terrorism. But the usefulness of “radicalization” as a descriptive and explanatory category has yet to be convincingly demonstrated. Some perspectives from Terrorism Studies are surveyed here, but the emphasis will lie in unpacking the “religious” antecedents. In view of previous explanations, we focus on the role of sacred values. This is not to dissuade empirical research, but rather to encourage critical reflection on the way that the problem is conceptualized its implications.

Book review presentation

- Pape, Robert Anthony. 2005. *Dying to win: The strategic logic of suicide terrorism*. New York: Random House.

Reading required for class

- Crenshaw, Martha. 2008. "New' vs. 'old' terrorism: A critical appraisal." In *Jihadi terrorism and the radicalisation challenge in Europe*, edited by Rik Coolsaet, 25-38. Aldershot, Hampshire: Ashgate.
- Atran, Scott, Robert Axelrod, and Richard Davis. 2007. "Sacred barriers to conflict resolution." *Science* 317 (Aug):1039-1040.
- Silber, Mitchell D., and Arvin Bhatt. 2007. *Radicalization in the West: The Homegrown Threat*. New York: New York Police Department (NYPD), Intelligence Division.
- Pape, Robert Anthony. 2003. "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97 (3).
- Gambetta, Diego, and Steffen Hertog. 2009. Why are there so many engineers among Islamic radicals? *European Journal of Sociology* 50:201-230.

Multimedia presentation

- Dawson, Lorne. 15 April 2014. *Road to radicalization in 9 steps: Global grievance and cult-like leaders can lead youth toward violent vengeance*. <http://www.cbc.ca/player/Embedded-Only/News/Canada/Homegrown%20Terrorism/ID/2449370051/> (accessed 17 September 2014)

Supplementary reading

- Hoffman, Bruce. 2006. *Inside Terrorism*. 2nd Rev. ed. New York: Columbia University Press.
- Crenshaw, Martha. 2000. "The psychology of terrorism: An agenda for the 21st century." *Political Psychology* 21 (2):405-420.

- Elster, Jon. 2005. "Motivations and beliefs in suicide missions." In *Making sense of suicide missions*, edited by Diego Gambetta, 233-258. Oxford: Oxford University Press.
- Moghaddam, Fathali M. 2005. "The staircase to terrorism: A psychological exploration." *American Psychologist* 60 (2):161-169.
- Precht, Tomas. 2007. Home grown terrorism and Islamist radicalisation in Europe: An assessment of the factors influencing violent Islamist extremism and suggestions for counter radicalisation measures. Denmark: Danish Ministry of Justice.
- Smith, Angus. 2009. Radicalisation - A guide for the perplexed. Royal Canadian Mounted Police. <http://www.rcmp-grc.gc.ca/pubs/nsci-ecrsn/radical-eng.htm> (accessed 19 September 2009).
- Khosrokhavar, Farhad. 2010. "The psychology of the Global Jihadists." In *The fundamentalist mindset: Psychological perspectives on religion, violence, and history*, edited by Charles B. Strozier, David M. Terman, James W. Jones and Katharine A. Boyd, 139-155. Oxford: Oxford University Press.
- Ginges, Jeremy, Scott Atran, Sonya Sachdeva, and Douglas Medin. 2011. "Psychology out of the laboratory: The challenge of violent extremism." *American Psychologist*.
- Tetlock, Philip, Orië Kristel, S. Beth Elson, and Jennifer S. Lerner. 2000. "The Psychology of the unthinkable: Taboo trade-offs, forbidden base rates, and heretical counterfactuals." *Journal of Personality and Social Psychology* 78 (5):853-879.
- Williams, Ryan J. 2013. "Network hubs and opportunity for complex thinking among young British Muslims." *Journal for the Scientific Study of Religion* 52 (3):573-595.

Part III. Radicalization in Context

The previous lecture offered the broad contours for understanding radicalization through the social sciences. These three lectures examine radicalization in specific contexts (prisons, online, and in the community) with attention to the range of social actors and different issues raised in each context.

Day 3 (am) – 5. Radicalization in prisons

Book Review Presentation

- Hamm, Mark S. 2013. *The spectacular few: Prisoner radicalization and the evolving terrorist threat*. New York: New York University Press.

Reading required for class

- Jacobs, James B. 1977. *Stateville: The penitentiary in mass society*. London: University of Chicago Press. (Chapter 2)
- Hamm, Mark S. 2009. "Prison Islam in the Age of Sacred Terror." *British Journal of Criminology* 49 (5):667-685.
- *Prison Service Journal*. 2012. *Special edition: Combating extremism and terrorism*, 203.

Supplementary reading

- Liebling, Alison, and Helen Arnold. 2012. "Social relationships between prisoners in a maximum security prison violence faith and the declining nature of trust." *Journal of Criminal Justice* 40:413-424.
- Neumann, Peter R. 2010. Prisons and terrorism: Radicalisation and de-radicalisation in 15 countries. London: The International Centre for the Study of Radicalisation and Political Violence, King's College London.
- King, Roy D., and Kathleen McDermott. 1990. "'My Geranium is Subversive': Some Notes on the Management of Trouble in Prisons." *The British Journal of Sociology* 41 (4).
- Oueslati, Firdaous. 2014. "Imams and radicalization in the Netherlands." In *Islamic Movements of Europe*, edited by Frank Peter and Rafael Ortega.
- Khosrokhavar, Farhad. 2014. "The Constrained Role of the Muslim Chaplain in French Prisons." *International Journal of Politics, Culture, and Society*:1-16.
- O'Neill, Kevin Lewis. 2010. "The reckless will: Prison Chaplaincy and the Problem of Mara Salvatrucha." *Public Culture* 22 (1):67-88. (This article is recommended for the way that the author links the religious—in this case Christian—worldview underpinning the work of a prison chaplain to broader geopolitics)

Day 3 (pm) – 6. Radicalization and the New Media

Book Review Presentation

- Hirschkind, Charles. 2006. *The Ethical Soundscape: Cassette Sermons and Islamic Counterpublics*. New York: Columbia University Press.

Reading required for class

- Turner, Bryan S. 2013. "Religious authority and the new media." In *The sociology of Islam*, edited by Bryan S. Turner. Farnham, England: Ashgate. pp 195-212.

Supplementary reading

- Mayer-Schonberger, Viktor, and Kenneth Cukier. 2013. *Big Data*. London: John Murray.
- Ryan, Johnny. 2007. *Countering militant Islamist radicalisation on the internet: A user driven strategy to recover the web*.
- Stevens, Tim, and Peter R. Neumann. 2009. *Countering online radicalisation: A strategy for action*. London: International Centre for the Study of Radicalisation and Political Violence, King's College London.

Day 4 (am) – 7. Case Studies from the Street (and intersecting topics)

Book Reviews

- *Wiktorowicz, Quintan. 2005. *Radical Islam rising: Muslim extremism in the West*. Oxford: Rowman & Littlefield. (required reading)

- Husain, Ed. 2007. *The Islamist*. London: Penguin. **AND** Nawaz, Maajid. 2013. *Radical: My Journey from Islamist Extremism to a Democratic Awakening*. London: WH Allen.

Radicalization in Canada

- Bramadat, Paul, and Lorne Dawson. 2014. *Religious Radicalization and Securitization in Canada and Beyond*. Toronto: University of Toronto Press.

Religious conversion

- *Primary materials, Dr. Ryan J. Williams*

Multiculturalism

- Aldridge, Alan. 2000. *Religion in the Contemporary World: A Sociological Introduction*. Oxford: Blackwell. Chapter 9.
- Baumann, Gerd. 1996. *Contesting Culture: Discourses of Identity in Multi-Ethnic London*. Cambridge: Cambridge University Press.

Citizenship

- Werbner, Pnina. 2002. *Imagined Diasporas among Manchester Muslims: The Performance of Pakistani Transnational Identity Politics*. Oxford: James Currey.

Part IV. Societal responses

Counter-terrorism has expanded in scale and scope over the past decade. It is woven into the daily practices of educators, police and prison officers, entering such new domains as schools, prisons and the Internet. This expansion is unprecedented in the history of counter-terrorism, and one of its unique features is that it is directed against those uninvolved in terrorism but who are perceived as being “at risk”. The expanded counter-terrorism mandate is seen as a *proportionate* response to the events of 9/11 and 7/7 and a *necessary* response in order to curtail the “new” form of terrorism inspired by a religious ideology and transmitted through global networks. Counter-terrorism practice, however, is increasingly controversial, and this response is a topic of study in its own right, particularly with respect to the implications of such practice on Muslim communities, civil liberties, and the boundaries between the religious and secular.

Day 4 (pm) – 8. Responding to radicalization

Book Review Presentation

- Bjørge, Tore, and John Horgan. 2009. *Leaving Terrorism Behind: Individual and Collective Disengagement*. Routledge.
- Hewitt, Steve. 2008. *The British war on terror: Terrorism and counterterrorism on the home front since 9-11* London: Continuum.

Reading required for class

- Kruglanski, Arie W., Michele J. Gefland, and Rohan Gunaratna. 4-5 April 2009. "A radical case for treatment." *The Australian*.

Supplementary reading

- Halverson, Jeffrey R., H. L. Jr. Goodall, and Steven R. Corman. 2011. "Chapter 14: Master Narratives and Strategic Communications." *In Master narratives of Islamist extremism*. Chippenham, UK: Palgrave Macmillan. pp. 179-205 (esp. 195ff)
- el-Said, Hamed. 2012. De-radicalising Islamists: Programmes and their impact in Muslim majority states. *Developments in Radicalisation and Political Violence* January. Available From:
<http://icsr.info/wp-content/uploads/2012/10/1328200569ElSaidDeradicalisation1.pdf>

Part V. Critical perspectives on religion, radicalization and security: Implications of policy and practice

The adage that "one group's terrorist is another group's freedom fighter" introduces the theme that terrorism and counter-terrorism are not value-neutral, and are rather embedded within networks of power relations, rhetoric and systems of domination. We explore critical perspectives that include an analysis of the discourse on religion and violence and its consequences, and examine the implications of counter-terrorism and counter-radicalization policy and practice on civil liberties and equality.

Day 5 (am) – 9. Terrorism and Hegemony

Book review presentation

- Asad, Talal. 2007. *On suicide bombing*. New York: Columbia University Press.

Reading required for class

- Lynch, Orla. 2013. "British Muslim youth: radicalisation, terrorism and the construction of the "other"." *Critical Studies on Terrorism* 6 (2):241-261.

Supplementary reading

- Asad, Talal. 2003. *Formations of the Secular: Christianity, Islam, Modernity*. Stanford, CA: Stanford University Press.
- "On Terrorism," N. Chomsky, interviewed by J. Bolender, *Jump Arts Journal*, January 2004. <http://www.chomsky.info/interviews/200401--.htm>
- Lincoln, Bruce. 2006. *Holy terrors: Thinking about religion after September 11*. London: University of Chicago Press.
- Jackson, Richard. 2007. "The Core Commitments of Critical Terrorism Studies." *European Political Science* 6 (3).
- Horgan, John, and Michael J. Boyle. 2008. "A case against 'Critical Terrorism Studies'." *Critical Studies on Terrorism* 1 (1):51-64.

Day 5 (pm) – 10. Social consequences of counter-terrorism policy and practice

Book Review Presentation

- Sentas, Victoria. 2014. *Traces of Terror: Counter-Terrorism Law, Policing, and Race*, Clarendon Studies in Criminology. Oxford: Oxford University Press.
- Apuzzo, Matt, and Adam Goldman. 2013. *Enemies Within: Inside the NYPD's Secret Spying Unit and bin Laden's Final Plot Against America*: Touchstone.

Reading required for class

- Sentas, Victoria. 2014. *Traces of Terror: Counter-Terrorism Law, Policing, and Race*, Clarendon Studies in Criminology. Oxford: Oxford University Press. Chapter 1. Available from: http://fdslive.oup.com/www.oup.com/academic/pdf/13/9780199674633_chapter1.pdf
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Supplementary reading

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