

California State University, Sacramento
CrJ 132-02
Violence and Terrorism
Spring 2009

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COURSE DESCRIPTION:

This course systematically examines political violence, responses by government institutions to that violence and implications of both for the administration of justice. Content is structured along a continuum, ranging from small-scale violence to mass violence – assassinations, terrorism by sub-national and transnational organizations, state terror and genocide. In recent years political violence has progressively drawn the American governmental institutions, particularly justice agencies into the global picture of violence committed by both domestic and international terrorists. Theoretical approaches to the study of terrorism and analysis of terrorist theory and strategies will be covered as well.

LEARNING OUTCOMES

- Demonstrate capacity to identify and utilize the scholarly literature in the topical areas of violence and terrorism.
- Demonstrate a contextual understanding of violence based on contemporary social theory.
- Demonstrate familiarity with governmental responses to terrorism and violent criminal behavior with an emphasis on assessing policies that seek to control the impending problem without endangering civil liberties.
- Identify the needs of survivors of violent crimes and acts of mass destruction.
- Demonstrate familiarity with the interdisciplinary literature, which focuses on issues of violence and terrorism, and learn to express one's findings and observations in oral and written commentary or presentations using the appropriate software programs, such as PowerPoint and MS Word or similar programs.

- Explain the implications of terrorism for criminal justice institutions and describe options for institutional response and their implications.
- Demonstrate an understanding of the inter-relationship between culture, religion, nationalism, history and terrorism and violence.
- Demonstrate an understanding of the role of religious sects and ethnic groups in shaping violent political acts and terrorism.

REQUIRED TEXTS:

Clifford E. Simonsen and Jeremy R. Spindlove, Terrorism Today: The Past, The Players, The Future. 3rd Edition, Upper Saddle River, NJ, Pearson, Prentice Hall, 2007. **This is the primary text we will follow.**

Nathan I. Yungher , Terrorism: The Bottom Line. Upper Saddle River, NJ, Pearson, Prentice Hall, 2008. **Read this by the 10th of February as it is an excellent introduction and background, and there will be an exam on it that date as well, plus additional questions on religion and current events.**

RECOMMENDED TEXTS:

William A. Johnson, Jr., Richard P. Rettig, Greg M. Scott, and Stephen M. Garrison, The Criminal Justice Student Writer's Manual. Second edition, Upper Saddle River, NJ, Pearson, Prentice Hall, 2002.

The Bible-available at <http://www.bible.org/netbible/index.htm>

The Quran-available at <http://www.submission.org/Q-T.html>

RECOMMENDED TEXTS FOR A BOOK REVIEW DUE February 26th:

War and Decision: Inside the Pentagon at the Dawn of the War on Terror, by Douglas Feith

The Complete Persepolis by Marjane Satrapi

Faith, Reason and the War Against Jihadism by George Weigel

A Savage War of Peace: Algeria 1954-1962 by Alistair Horne

Fiasco by Thomas E. Ricks

An Army at Dawn: The War in Africa, 1942-1943 by Rick Atkinson

Infidel by Ayaan Hirsi Ali

America Alone by Mark Steyn.

The Looming Tower by Lawrence Wright.

Answering Islam: The Crescent in Light of the Cross by Norman Geisler and Abdul Saleeb.

The Trouble With Islam Today by Irshad Manji.

The Sword of the Prophet: History, Theology, Impact on the World by Serge Trifkovic and Srdja Trifkovic.

Hatred's Kingdom: How Saudi Arabia Supports the New Global Terrorism by Dore Gold.

Speaking in God's Name by Khaled Abou El Fadl.

A Secret History of the IRA by Ed Moloney.

Politics of Tamil Nationalism in Sri Lanka by Ambalavanar Sivarajah.

Inside Sudan: Political Islam, Conflict and Catastrophe by Donald Peterson.

The Battle of the Casbah: Terrorism and Counter-terrorism in Algeria 1955-57 by Paul Aussaresses.

The Case for Israel by Alan Dershowitz.

Terrorism and Tyranny: Trampling Freedom, Justice and Peace to Rid the World of Evil by Jonathan Bovard.

The Crisis of Islam: Holy War and Unholy Terror by Bernard Lewis.

Why America Slept: The Failure to Prevent 9/11 by Gerald L. Posner.

Breaking the Real Axis of Evil: How to Oust the World's Last Dictators by 2025 by Mark Palmer.

Ripples of Battle: How Wars of the Past Still Determine How We Live and How We Think by Victor Davis Hanson.

The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States by National Commission on Terrorist Attacks.

The Turner Diaries Andrew Macdonald

Note: These are simply suggestions. If you have another book that you want to read, discuss it with me and get my approval. There are many great books out now with more being published weekly. I prefer recent books, but I am flexible. If you want to review the book, River Wars by Winston Churchill, circa 1899 that would be acceptable, for example. I also recommend going to Amazon.com and see the reviews of various books and topics that interest you.

METHOD OF INSTRUCTION:

This course explores the topics required to meet the learning outcomes using a combination of lectures, videos, many discussions, and especially readings available on the CSUS Library Databases and Periodical Indexes. These assignments will usually cover current events that illustrate issues covered in the text. For these you must know how to find them. This means that you must have a SacLink account and pin (you can also use your SacLink account and create a proxy server for remote access) and have been to the library to understand how to get on the CSUS Database system and master it. This is \$500,000 worth of databases and it is worth every cent. I do expect students to complete reading assignments before the lecture dates and to participate in discussions. There are times when I ask students to form groups and teach sections of assigned text material or even additional readings. Be prepared to do this. I do invite guest lecturers, often someone with a different point of view. Please note that video material and guest lecturer topics are likely to appear on exams. A typical class will begin with a brief discussion about current events, based on newspaper reviews and Internet browsing, followed by a brief discussion about a specific terrorist group of interest and then we will cover the text as assigned. Students are strongly encouraged to work and study together. Finally, let me point out that I am color-blind. I do at times wear what my wife describes as bizarre combinations and I cannot read emails from students that are sent using color fonts and backgrounds. Please stick to black and white.

WebCT 6.0 Information

You are required to have a Saclink account for this course. Many of the assignments, including lectures, notes and course information will be posted on WebCT version 6.0. This is a new version of WebCT and the website is placed below. Please add it to your Favorites or Bookmark it so that you can access the correct version of my course at: <http://online.csus.edu> and if you have never used WebCT you may want to use the tutorial as well at: <http://www.csus.edu/webct/student/> which includes everything you will need. Everything should work with most browsers but if you have trouble, use Internet Explorer current version and RealPlayer.

COURSE REQUIREMENTS:

Regular Attendance: Is required and I check the roll, deducting 5 points for every missed class.

Participation: Again, I expect you to have read all assignments before we cover them in class, to respond to questions and discuss the reading assignments, being able to summarize and analyze their content. I expect you to be informed regarding current events as well. If you have special needs, please meet with me privately to discuss these. Please turn off cell phones or pagers. **Again, weekly you have to define terms and turn them in on Monday at 0800.**

Exams and assignments: As noted above, there **will be an initial exam on February 10th and book review due February 26th, a mid-term on March 24th and a final comprehensive exam on May 21st.** The book review must be at least five pages and summarize the book read. Be prepared to discuss the book you reviewed with the class. The list of recommended books above is a starting place but again, I am flexible if you have some suggestions for another book, but get my approval. Use The Criminal Justice Student Writer's Manual 2nd.Ed., by William A. Johnson, Richard P. Rettig, Greg M. Scott and Stephen M. Garrison, Prentice Hall, 2002 to write the review. This has a superb section on writing a book review, including objectives and elements. I strongly recommend using their approach.

Exams will be primarily short answer essay, and true or false questions or multiple choice. **An example of the type of exam question I use is the following: Many authors of terrorism texts, state that terrorism is an act comprised of four critical elements; name these and provide an example of a terrorist act that would satisfy these elements.** The answer would be that something is terrorism if (1) It is an act of violence; (2) it has a political motive or goal; (3) it is perpetrated against innocent persons; and (4) it is staged to be played before an audience whose reaction of fear and terror is the desired result. An obvious example of a terrorist act that satisfies these elements would be the attack on the World Trade Center on September 11, 2001. I expect you to answer completely and do so with complete sentences with few or no spelling or grammatical errors. If you manage that you receive complete credit. You should define all of the terms to remember in each chapter. These terms are guides only, as I generally ask related questions. When I teach criminal justice planning, I emphasize backwards planning. It is a useful concept. Examine the date an assignment is due, or an exam will occur, plan backwards estimating the amount of time you need to devote daily to review or work on an assignment to complete it and get it in on time. Remember the adage: no one plans to fail they fail to plan. I follow the guidelines from the University in the matter of cheating and plagiarism. Both are addressed at length in the University Policy Manual (see the following: <http://www.csus.edu/admbus/umannual/UMP14150.htm>). If you are uncertain about either of these, please see me after you have read the policy and we will discuss them. In addition, the library has a superb link at the following

URL that includes a quiz to ensure you understand the subject:
<http://library.csus.edu/content2.asp?pageID=353> .

In addition to the exams and book review discussed above, I require a ten minute PowerPoint presentation on a terrorist group or state, or a related topic, such as the United Nations, Victim Compensation and so on, presenting a problem currently and something that you are interested in personally. I expect at least ten references from material not on the Internet and (topic must be approved by me so make certain you discuss it with me before doing any research). Due to the class size, presentations will be posted on WebCt along with a written discussion of slides, and you must present it to one other person and record their comments...

I expect each student to **read a major newspaper daily and listen to an hour of talk radio weekly and watch the BBC news on the local PBS station at 5:30 nightly.** These can be read/seen via the Internet or the CSUS Databases and Periodical Indexes. I would encourage you to pick one newspaper and read it so you become familiar with their style, their slant and their reporting.

Examples of major newspapers (or newspapers of record) are: *The Washington Post*, *The Washington Times*, *The New York Times*, *The Boston Globe* and *The Wall Street Journal*. These are serious newspapers that impact the Nation. Pay particular attention to national news and international news. Terrorism is a topic that has historical elements, but is a very real concern for us today. I also want students **to begin reviewing a Blog, short for Web Logs.** I want you to do this daily, but only for a few minutes, as they are addictive. These are sites on the Internet where one or anyone may post breaking news, articles, commentary or critiques. Frequently they have information posted about events before major newswires. Examples of these are:

<http://www.freerepublic.com>, (very conservative)
<http://www.democraticunderground.com> (very liberal)
<http://www.debka.com> (pro-Israeli)
<http://www.muhababah.com/islamicblog/> (pro-Arab)

There are many more blogs, so find one you like. One of my favorites is <http://www.littlegreenfootballs.com/weblog/weblog.php> and there are more listed at <http://www.hughhewitt.com> under the heading of Key Blogs (and he also has links to newspapers as well). I would also recommend the following websites on terrorism or what may be regarded as a terrorist group, such as:

<http://www.memri.org/index.html>
<http://www.centerforsecuritypolicy.org>
<http://jurist.law.pitt.edu/terrorism7a.htm>
<http://www.homelandsecurity.org/>
<http://www.ceip.org/files/nonprolif>
<http://www.hopkins-biodefense.org/> *
<http://www.cdt.org/policy/terrorism/>

<http://www.virginia.edu/cnsl/home/html>
<http://www.miis.edu>
<http://www.fas.org>
<http://www.nrdc.org/nuclear/default.asp>
<http://www.dtra.mil/>
<http://www.defenselink.mil/>
<http://www.janes.com/security>
<http://www.asisonline.org>
http://www.rand.org/natsec_area/
<http://www.afio.org>
<http://www.envirottruth.org/ecoterrorism.cfm>
<http://www.earthliberationfront.com/main.shtml>
<http://www.stormfront.org>
<http://www.maoism.org>
<http://www.state.gov/s/ct>
<http://www.sinnfein.ie>
<http://www.eelam.com>
<http://www.merip.org>
<http://www.darpa.mil>
<http://www.aclu.org>
<http://www.cfr.org> (under terrorism they have a section on terrorism answers)

GRADING:

The book review and presentation are worth 50 points each and mid-term and final are each worth 100 points. Your grade will be based on a summary of all points earned, with a maximum score of 500 points. Grades will be based on the following percentages of the total possible numerical score: 90% and above = A, 89-80% = B, 79-70% = C, 69-60% = D, below 60% =F. Plus and Minus grades are given. For example, if out of the 500 points possible, you have points based on grades of 90, 90, 90, 45 and 45, and 90 or 450 points, you receive an A-. I do assign minus and plus grades, as set forth by the University. I will only allow for the makeup of an exam or quiz when you have notified me in advance that you will miss the exam for a reasonable excuse. I may also ask you to read something using the CSUS Database that will be on exams.

WORK ITEM	TOTAL POSSIBLE POINTS
Book Review/Presentation	50/50
Initial/Mid-term Exam	100/100
Terms to Remember Review	100
Final Exam	100

READINGS AND SCHEDULE:

Week 1: Introduction to course, to me, orientation, assignments. **Complete and submit by WebCT mail, cut and paste, the following: 1) who are you? 2)**

Why are you here at CSUS? 3) What will you do when you graduate? 4) What will you be doing five years after you graduate and where will you be doing it? 5) Any special needs or concerns I should know about? Take some time to do this thoughtfully. This is an opportunity for you to think about your future. My most successful students have a focus, a plan and a goal.

Purchase the all of the texts. **Read the syllabus. It contains at least one answer to an essay question for the first exam. Read the Yungher book in its entirety by February 10th.** It is excellent background for the entire course. Scan the other texts. We will follow the outline of the Simonsen and Spindlove text and supplement it with material or topics from the other material. Spend some time carefully reading the syllabus, figuring out the CSUS Databases and Periodical Indexes. Look at some Blogs and Internet websites as well, select a newspaper to begin reading daily. Go to the following website and read the monthly newsletter for March 1, 2003: <http://www.thebereancall.org/> and then check out <http://www.submission.org/jihad/> and go here and ask the Imam a question or just see some of the answers: <http://www.islam.tc/ask-imam/index.php> and see what you think about these viewpoints, and also look at the homepages of these and see if you can determine what they believe; also check out <http://www.jewfaq.org/beliefs.htm> as well for what those of the Jewish persuasion believe. We will begin discussions on defining violence and terrorism and the scope of the course, and end with a discussion of the above material from the three websites. For this week and the next you should ensure you have an understanding of the concept of terrorism, begin thinking about a definition of terrorism, trends and recent history, and understand the main tenets of the Jewish, Christian and Islam faiths. For next week, read Ch1 of Simonsen text and complete Ch. 1 Terms. They are due Monday at 0800 along with a biography. Again, weekly, before we cover chapters, read it, and turn in the key terms by Monday 0800, using WebCT mail, cut and paste.

Week 2: **Read thoroughly Ch. 2 of the Simonsen and Spindlove text:** we will discuss/review the following: What is necessary for an acceptable definition of terrorism? Why is it difficult to define? We will discuss causes, typologies of terror and definitions of other terms needed to study violence and terrorism. Also, try out the websites for the Bible and the Quran. Go to the Bible's book of Genesis Ch. 16 and Genesis Ch. 21 to see where the Arab-Israeli conflict started and then browse the Quran. Sura No. 8 is a good place to begin. We will review the beliefs of the major world religions, often a source of conflict, causes of terrorism and ideology. **Select a book to read and plan on writing your review.** Guidelines are provided in this syllabus. You may select from the list provided in this syllabus, or choose another, with my approval.

Week 3: Initial Exam, February 10th and **Read Ch. 3 of the text.** We will examine terrorism in North America and the Caribbean.

Week 4: **Read Ch. 4 of the text.** We will examine some of the terrorism in Great Britain and Northern Ireland.

Week 5: **Read Ch. 5 in your text.** This is a discussion concerning terrorists in Western Europe.

Week 6: **Read Ch. 6 of the text.** We will discuss Eastern Europe and the Balkans.

Week 7: **Read Ch. 7 of the text.** We will consider terrorism in the Mideast and North Africa.

Week 8: **Read Ch. 8 of the text and we will have the Mid-term exam.** Discussion on the topic of the Persian Gulf.

Week 9: Mid-term

Week 10: **Read Ch. 10 of the text** concerning Southern and Southeast Asia and **Read Ch. 9 of the text** about Africa and their problems with terrorism.

Week 11: **Read Ch. 11 of the text.** We consider the Pacific Rim and their issues.

Week 12: **Read Ch. 12 of the text.** Latin America is covered.

Week 13: **Read Ch. 13 of the text.** We will discuss the issue of legislative authority, and international justice, laws of war and the United Nations. What are the legal aspects of terrorism? What are the legal limitations for intelligence gathering or torture? The Geneva Convention, International law and the United States understanding of this will be discussed along with Counterterrorism efforts. **Presentations are due by April 30, submitted online by WebCT as an attachment, with notes you would speak if presenting. You must present this to one person and get their feedback, which you will also include. .**

Week 14: **Read Ch. 14 of the text.** This considers bioterrorism, ecoterrorism, cyber-terrorism and nuclear terrorism.

Week 15: We will discuss weapons of mass destruction and how likely they are to occur as well as future trends. The course will be summarized with a review of the text.

Week 16: Final Exam (comprehensive).

I also insist that you define the terms in each chapter from Simonsen and Spindlove text, turned in weekly!

Summary: This is a demanding course, but an interesting one. It is also at times, depressing. One of my students told me she was happier not knowing all of this. Students will master a great deal of information and sharpen critical thinking skills on some complex issues. To effectively do so, students must read the texts before the class. Do expect to read daily a newspaper, at a minimum the national and international news, read a blog daily, and listen to a news talk radio program once a week and watch the BBC. Much of this course will involve you and your fellow students discussing the above and answering the review questions. You have a biography, an initial exam, a book review, a mid-term, a presentation and a final exam to complete as well.

I should also note that at times, discussions get heated. I expect students to agree to disagree, be civil, polite and allow others to give their opinion. I attempt to provide many points of view, but admittedly, I am not always successful.

Terrorism Truths 1

Here are some “truths” you need to understand to get you through the course; decide, based on facts, your own truths.

1. Islam is not a religion of peace.
2. The United Nations is a corrupt, dysfunctional, failed institution that is probably not fixable. They cannot even agree on a definition of terrorism and they make Enron look like amateurs when it comes to theft. And they want to tax you.
3. Nations have no friends, only temporary allies. OPEC?
4. Moral equivalency dictates that the greatest evil is war and any compromise, including the recognition of the equal value of all cultures, religions, peoples, regardless of their evilness, can be tolerated to avoid war.
5. When someone states that they are against the War in Iraq but agree with the War in Afghanistan, they are lying—they are against all Wars.
6. War does solve many problems.
7. To study violence and terrorism, students must move beyond the model that suggests we embrace multiculturalism, tolerance and diversity. This viewpoint does not work well when the goal of terrorists is the death of their enemies. See what Hamas and Hezbollah have to say. See number 4.
8. Many seem to be unable to name names and identify leaders who are problems. President Mugabe is an incompetent thug who has destroyed his country of Zimbabwe.
9. Palestinians are incompetent but victims, mostly of the Arab states. Israel is a democracy that we should support.
10. Palestinians are very close to a civil war. The vast majority will never accept

- Israel's right to exist. Gaza will make an excellent free fire zone.
11. We are not serious about illegal immigration (now guest workers) or border controls. See number 8.
 12. Our media supports terrorism providing free publicity.

Terrorism Truths 2

Here are some "truths" you need to understand to get you through the course. You decide, based on facts, your own truths.

1. Islam is a religion of peace, which extremists have high jacked for their own purposes.
2. The United Nations, while not perfect, remains a necessary institution needed to provide a forum for discussion and actions on peace in the world.
3. The world has a global economy and all nations must cooperate and work together for humans to survive.
4. The greatest evil is war and any compromise, including the recognition of the equal value of all cultures, religions, peoples, should be embraced to avoid war.
5. Wars are futile exercises with only corporations benefiting from them. Perhaps Afghanistan was a "good" war, since it did eliminate the Taliban who were providing a sanctuary to Al Qaeda, but only time will tell. Why has the U.S. not captured Osama bin Laden?
6. Wars create many more problems than they ever solve.
7. To study violence and terrorism, we must embrace multiculturalism, tolerance and diversity, and understand other viewpoints.
8. Every country is entitled to elect or have a government of their own choosing and other countries should accept that.
9. Israel is an aggressor nation that is largely the problem in the Mideast.
10. Palestinians have a democratically elected government that other nations should work with to improve.
11. Undocumented immigrants provide enormous benefits to the United States economy and they should receive citizenship from the United States in a timely manner.
12. Media reports the news in a fair and balanced manner.

And last, from A Blogger, the late Dean Barnett, a good explanation of Islam and the different major sects.

1) *Who are the Sunnis and the Shiites?*

They are the two main sects of Islam. And generally speaking, they're not crazy about each other.

2) What are the differences between them?

Historically, they suffered their fissure 13 centuries ago when they differed over who the rightful heir to Muhammad was. Beyond that little nugget, the typical congressman shouldn't have to worry his pretty little blow-dried head about the origins of the two sects.

The Sunnis historically were much more political than the Shiites. Devout and fundamentalist Sunnis felt (and feel) that there can be no law above the Koran. That means they feel that government by necessity must be a theocracy. Also, fundamentalist Sunnis consider Shiites to be apostates. An apostate is an even worse thing to be than an infidel.

Shiites traditionally were relatively non-political. You've seen this kind of Shiite philosophy in action in Iraq where Ayatollah Sistani supported the formation of a secular government and declined to claim the reins of leadership himself.

3) So who's Sunnis and who's Shiite?

The Shiite majority countries are Iran and Iraq . The Sunni majority countries are everyone else.

4) But wait. I thought you said Shiites were more open to secular governments than Sunnis. Then how do you explain Iran? Is Iran not a theocracy?

The ascension of the Khomenist Shiites in the late 1970's marked a sea-change for the Shiite world. The Khomenists brought theocratic dictates to the Shiite realm. Before that and even after that, Shiites would have secular leaders like Yasser Arafat who in spite of his many flaws was at least not a *religious* nut. But with the Khomenists' star continuing to rise, the Shiites are becoming every bit as radicalized as the most radical Sunnis.

5) Can Sunnis and Shiites get along?

While of course tolerant people of any faith *can* get along, rigid fundamentalist Sunnis and Shiites *don't* get along. Like I said, the radical Sunnis like the Wahabists and those in Al Qaeda consider the Shiites to be apostates. The Khomenists think much the same about their Sunni brethren.

6) Why's that?

Because they practice slightly different faiths. The Shiites like Ahmadiyya wait for the 12th Imam. The Sunnis like bin Laden consider this apostasy. And vice versa.

7) But wait. You said Syria is a Sunni country. And yet they seem pretty snug with Iran. What gives?

The controlling Baath party in Syria is part of the Shiite Alawi sect. Even though the Alawis make up only 10% or so of the population, they are in firm control. So Assad cooperating with Iran is a Shiite/Shiite partnership.

8) How come the Sunni majority tolerates Assad's leadership?

It's a dictatorship, dummy. Dictatorships get "tolerated" until they're not anymore. But since Hafez Assad seized power in 1970, he and his chinless ophthalmologist son have had a solid grip on things. When the so-called war on terror started, Syria was considered a low-hanging fruit because of the country's massive Sunni majority and Bashir Assad's weak nature. But the fruit has gotten a lot higher over the past several months with Israel's failed war against Hezbollah and Iran's increasing brazenness in supporting its Syrian puppets.

9) What really worries me is that Iran will get a nuclear bomb and then give it to Al Qaeda. Am I wrong to have such a concern?

Right church, wrong pew. So to speak. Iran and Al Qaeda will never work together. Ever. Iran is run by fundamentalist Shiites. Al Qaeda is composed of the world's most radical Sunnis. They hate each other even more than they hate us. Iran would never give Al Qaeda a weapon of mass destruction because if they did, it would be every bit as likely to detonate in Tehran as in Manhattan.

But Iran has its own terror group that is more lethal, better funded and better organized than Al Qaeda. Iran runs Hezbollah. If Iran wanted to give a weapon of mass destruction to a terrorist group, it wouldn't need to outsource the project. Its own in-house terrorist brand is a lot more efficient at what it does than the cave-dwelling losers who comprise Al Qaeda.

10) That's sobering. I guess we should be fighting Iran and Hezbollah. After all, we did declare a global war on terrorism and together they represent the globe's most dangerous terrorist threat.

Yes, we should. And the fact that we aren't tells you all you need to know about the Global War on Terror. At this point, it's a pile of hoey. After we got to Al Qaeda and made them pay for 9/11, our country lost interest.

11) So, the big question: Can the Iraqi Shiites and Sunnis live peacefully alongside each other?

It depends on how fundamentalist and radicalized each sect in Iraq is. We know each sect has its elements that are bent on violence. The question is whether these elements are fringe groups or the mainstream. If they're fringe groups, they

can be destroyed and peace could break out. If they're the mainstream, there's no hope.

12) So what if they're the mainstream? Then what?

Then the country has to be broken up, with the Sunnis getting a piece and the Shiites getting a piece and the Kurds holding onto their piece.

13) That's disappointing. It doesn't quite match the original vision of an Islamic Jeffersonian democracy that swirled about our heads three years ago, does it?

Radical Shiites and radical Sunnis have as much interest in living in a Jeffersonian Democracy as the typical American has living under Sharia. The quicker we come to peace with that fact, the better.

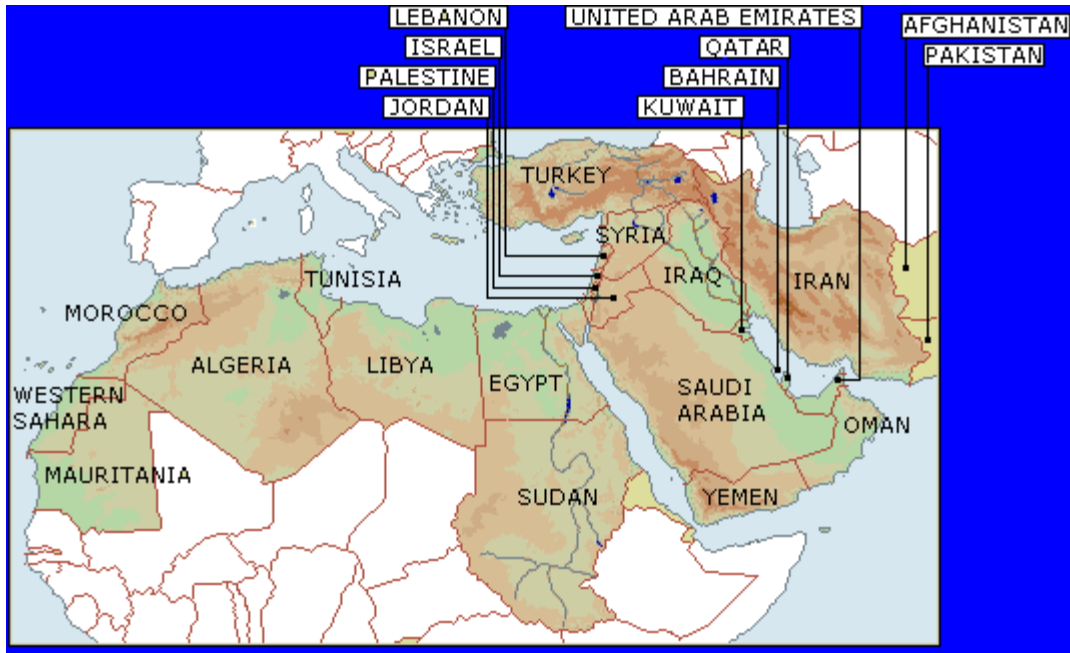
14) Now that I know all this stuff about Shiites and Sunnis, I'm not sure it was such a good idea to invade Iraq. Gosh, I probably should have read some books between 2001 and 2003. Anyway, are we better off having invaded Iraq? Did I do the right thing supporting the war?

Relax. You did the right thing in supporting the war. We cannot afford the existence of states that will support and sponsor terrorism, especially terrorism aimed at us. That's why Saddam had to go. And that's why the lunatics in Tehran have to go. And it's why Assad has to go as well.

15) But why can't we just leave the region and end this national nightmare? Besides, I'm a Republican Senator up for reelection in '08!

While we might want to disengage from the problems, our problems have no interest in disengaging from us. Believe it or not, Senator, there are more pressing national concerns than your reelection. If Iran and Hezbollah are allowed to continue on their current course, we will long for the good old days when the worst that the bad guys could do to us was fly a few airliners into buildings. Trust me on that.

Finally, below is a map of the Mideast. Memorize it. I used to have students try to fill in the blanks. They were pathetic. One from Iran and one from Afghanistan could do it and now a few veterans, but the average student is clueless regarding geography.



Requirements summary:

Attendance

Read all texts

Biography by Monday 0800, 2nd week

Terms Defined as Homework Weekly by 0800 Monday

Initial Exam

Book Review

Mid-term

Presentation

Final Exam (Comprehensive)