



## **EXTREMISM AND RADICALIZATION CRIM 4090 FDE**

*Fall 2020*

|                                       |                            |
|---------------------------------------|----------------------------|
| Instructor name: Dr. Mehmet F. Bastug | Time and date: online      |
| Office location: X3010 Desk#11        | Classroom location: online |
| Email: mbastug@lakeheadu.ca           | Office hours: online       |

**D2L link:** <https://mycourselink.lakeheadu.ca/d2l/home/72563>

**Delivery of the course:** The course will be delivered online and asynchronously. I will upload recorded lectures and you will be able to reach them anytime. The recordings are confidential and are intended only for the use of the course students. They may otherwise not be used or disclosed.

### **Course Description and Learning Outcomes**

This course provides a detailed overview of violent extremism and the methods and strategies used to countering violent extremism. The course will explore the definition of radicalization, extremism, and terrorism; the process of radicalization into violent extremism (RVE); root causes, risk factors and facilitators of RVE; extremist groups; recruitment strategies; foreign fighters; disengagement and deradicalization; and counter-extremism.

After completion of the course, students are expected to be able to:

- (1) Develop a working definition of the terms “extremism”, “radicalization”, and “terrorism”.
- (2) Identify main forms of extremism;
- (3) Describe the process of radicalization into violent extremism;
- (4) Demonstrate a fundamental understanding of the concepts, theories and empirical knowledge in analyses of extremism;
- (5) Analyze and discuss the challenges in countering violent extremism.

### **COURSE MATERIALS**

#### **Required Textbook**

No textbook is required.

Readings will be posted on D2L.

## GRADING AND EVALUATION

### Course Evaluation and Assessment Weighting

| Evaluation                                   | Due Date                           | Value |
|--|------------------------------------|-------|
| Research proposal and annotated bibliography | October 21                         | 20%   |
| Research paper                               | December 2                         | 40%   |
| Presentation with audio recording            | See the assessment details section | 20%   |
| Online discussions                           | See the assessment details section | 20%   |

Late research proposal and research paper will be deducted 5% per day and will not be accepted more than 5 days after the deadline. Assignments submitted more than 5 days after the deadline will result in a mark of 0. Late submissions are not accepted for online discussions except extraordinary circumstances.

### Assessment Details

#### ***Research proposal and annotated bibliography (20%)***

The major form of evaluation in this course will be a written assignment. You will submit your research paper in two steps. In the first step, you will submit a research proposal and an annotated bibliography which is worth 20% of your final grade. For this assignment, you will first find a topic of your interest that is relevant to the course content and academic sources that you will use in your final research paper. Your research proposal will include:

- The title of your paper
- The purpose of the study (i.e. “The purpose of this study is to explore the process of violent radicalization in far-right extremist groups”)
- Research question(s) (i.e. “Is online radicalization replacing face-to-face radicalization in the context of far-right extremism?”). You can list more than one research question if you wish to do so.
- A discussion about why your research question is important to study

Your research paper should be at least 1 single-spaced pages in length (annotated bibliography is not included). You should also attach an annotated bibliography listing at least 5 academic sources (journal articles, books, or reports) and their one-paragraph brief summaries. I encourage you to find at least one empirical research that addresses, directly or indirectly, your research question.

I encourage you to email me your research topic before starting to write your research proposal to make sure you are working on a relevant topic.

### ***Research paper (40%)***

After you submit your research proposal, you will continue working on the same topic and extend your paper into a full research paper. Your final research paper will include your proposal. You will not collect data for the research paper but will conduct a literature review addressing your research question and provide findings from previous research in the literature. You will also provide your thoughts and perspective on the topic. The research paper will include a cover sheet with the title, your name and student number, and a list of references at the end. You should cite at least 5 academic sources. In addition to that, you can also use other sources such as newspapers, web pages, etc. Your final paper should be at least 8 double-spaced pages in length. The page count does not include the cover page or the reference page.

### ***Presentation (20%)***

Students will submit a slide show presentation with audio recording (around 10 minutes) to present their research.

### ***Online discussions (20%)***

Two online discussion forums will be created on the course site. You will contribute to the discussion forums by posting your answers to the discussion questions and responding to other students' posts. For each forum, you will post one discussion thread (minimum 350 words) and comment on two other threads (minimum 100 words each). You cannot receive full points by only agreeing or disagreeing with a classmate. You need to move the discussion forward by providing your perspective. You can provide further evidence from course materials when you agree to a post or offer an alternative insight when you disagree. When responding to other students, you must be respectful and avoid derogatory and sarcastic comments and jokes, or any discourteous, offensive, or inflammatory language.

Due dates:

1st Forum (10%):

1 discussion post: September 30

2 comment posts: October 7

2nd Forum (10%):

1 discussion post: November 11

2 comment posts: November 18

## **COURSE SCHEDULE, READINGS AND KEY DATES**

(The schedule is subject to change where deemed necessary by the Professor)

### **Week 1 (September 8 – 13): Definitions and Theoretical Framework**

#### **Readings:**

Bötticher, A. (2017). Towards Academic consensus definitions of radicalism and extremism. Perspectives on terrorism, 11(4).

## **Week 2 (September 14 – 20): Risk Factors for Radicalization into Violent Extremism**

### **Readings:**

- Tanner, S., & Campana, A. (2014). The process of radicalization: Right-wing skinheads in Quebec. Canadian Network for Research on Terrorism, Security, and Society.
- Staun, J. (Ed.). (2008). *Radicalisation, recruitment and the EU counter-radicalisation strategy*. COT Institute for Safety, Security and Crisis Management.

## **Week 3 (September 21 – 27): Radicalization models – 1**

### **Readings:**

Christmann, K. (2012). *Preventing Religious Radicalisation and Violent Extremism: A Systematic Review of the Research Evidence*. Youth Justice Board. (pages 10 – 23)

Borum, R. (2011). Radicalization into violent extremism II: A review of conceptual models and empirical research. *Journal of Strategic Security*, 4(4), 37-62.

## **Week 4 (September 28 – October 4): Radicalization models – 2**

### **Readings:**

Koehler, D. (2014). Right-wing extremist radicalization processes: The formers' perspective. *Journal EXIT-Deutschland*, 1, 307-377.

Sarangi, S., & Alison, L. (2005). Life story accounts of left-wing terrorists in India. *Journal of Investigative Psychology and Offender Profiling*, 2(2), 69-86.

## **Week 5 (October 5 – 11): The Far Right**

### **Readings:**

Pollard, J. (2016). Skinhead culture: the ideologies, mythologies, religions and conspiracy theories of racist skinheads. *Patterns of Prejudice*, 50(4-5), 398-419.

Perry, B., & Scrivens, R. (2015). *Right-wing extremism in Canada: An environmental scan*. Ottawa: Public Safety Canada.

## **OCTOBER 12 – 16: FALL STUDY BREAK**

## **Week 6 (October 19 – 25): Religious Extremism**

### **Readings:**

Pratt, D. (2010). Religion and terrorism: Christian fundamentalism and extremism. *Terrorism and Political Violence*, 22(3), 438-456.

Aly, A., & Striegher, J. L. (2012). Examining the role of religion in radicalization to violent Islamist extremism. *Studies in Conflict & Terrorism*, 35(12), 849-862.

### **Week 7 (October 26 – November 1): Left-wing and Ethnonationalist Extremism**

#### **Readings:**

Seger, K. A. (2001). Left-wing extremism: The current threat. Oak Ridge, TN: Oak Ridge Inst. for Science and Education.

Sanchez-Cuenca, I. (2007). The dynamics of nationalist terrorism: ETA and the IRA. *Terrorism and Political Violence*, 19(3), 289-306.

### **Week 8 (November 2 – 8): Online Radicalization and Extremism**

#### **Readings:**

Bastug, M. F., Douai, A., & Akca, D. (2018). Exploring the “Demand Side” of Online Radicalization: Evidence from the Canadian Context. *Studies in Conflict & Terrorism*. Advance online publication.

Von Behr, I. (2013). *Radicalisation in the digital era: The use of the internet in 15 cases of terrorism and extremism*. RAND Corporation.

### **Week 9 (November 9 – 15): Recruitment in extremist groups**

#### **Readings:**

Braunthal, G. (2010). Right-Extremism in Germany: Recruitment of New Members. *German politics and society*, 28(4), 41-68.

Bloom, M. (2016). Constructing Expertise: Terrorist Recruitment and “Talent Spotting” in the PIRA, Al Qaeda, and ISIS. *Studies in Conflict and Terrorism*.

### **Week 10 (November 16 – 22): Disengagement from extremist groups and deradicalization**

#### **Readings:**

Bastug, M. F., & Evlek, U. K. (2016). Individual disengagement and deradicalization pilot program in Turkey: methods and outcomes. *Journal for deradicalization*, (8), 25-45.

Dalgaard-Nielsen, A. (2013). Promoting Exit from Violent Extremism: Themes and Approaches. *Studies in Conflict & Terrorism*, 36(2), 99–115.

Horgan, J., Altier, M. B., Shortland, N., & Taylor, M. (2017). Walking away: the disengagement and de-radicalization of a violent right-wing extremist. *Behavioral Sciences of Terrorism and Political Aggression*, 9(2), 63-77.

## **Week 11 (November 23 – 29): Rehabilitation and best practices in countering radicalization**

**Readings:**

Horgan, J., & Braddock, K. (2010). Rehabilitating the terrorists?: Challenges in assessing the effectiveness of de-radicalization programs. *Terrorism and Political Violence*, 22(2), 267-291.

Ramalingam, V. (2014). *On the front line: A guide to countering far-right extremism*. Institute for Strategic Dialogue.

Schanzer, D., Kurzman, C., & Moosa, E. (2010). *Anti-terror lessons of Muslim-Americans*. Durham, NC: Duke University.

## **Week 12 (November 30 – December 6): Review of the course**

**Readings:**

None

| Lakehead University Grading Scale |         |
|-----------------------------------|---------|
| A+                                | 90-100% |
| A                                 | 80-89%  |
| B                                 | 70-79%  |
| C                                 | 60-69%  |
| D                                 | 50-59%  |
| E Fail                            | 40-49%  |
| F Fail                            | 1-39%   |
| F Academic Dishonesty             | 0%      |

## **COURSE AND UNIVERSITY POLICIES**

### **Course Drop Deadline**

Please be aware that the deadline to drop this course is Friday, November 6, 2020.

### **Student Courtesy**

I expect all students to be respectful in their interactions with any person involved with the course, both in the class and online. You are welcome to use laptops during the class.

### **Tests, Exams and Term Work**

If you are going to miss a test, it is very important that you email me as soon as you know that you will be missing the test. Missed tests will be accommodated only in extraordinary circumstances that are supported by written documentation from a healthcare practitioner using the official Student Health Certificate, available at

<https://www.lakeheadu.ca/current-students/examination/medical-notes/node/10641>

Final examinations run from December 10-20, inclusive. Midterm examinations for full courses and final examination for all courses are scheduled by the Registrar's Office. Students are strongly urged NOT to make any commitments (i.e., vacation, job related, or other travel plans) during either the term as a whole or the final examination period. Students are required to be available for all examinations during the periods for which they are scheduled (as published in course syllabus). It is your responsibility to check the final exam schedule and arrive at the scheduled date/time/location to avoid a grade of zero. There will be no rescheduling of examinations to accommodate holiday travel or extracurricular activities. No one will be allowed to write examinations prior to the scheduled date.

Extensions of deadlines for completion of assignments or writing of midterms/final examinations may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Consideration for deferrals will not normally be granted on the basis of vacation/travel plans or job-related obligations.

### **Academic Integrity**

Plagiarism, cheating and academic dishonesty of any kind will not be tolerated. Being caught engaging in any such activities will result in disciplinary action either within the course or at the university level. A listing of University Regulations can be found at:

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduserredits=False>. The code of student behaviour and disciplinary procedures can be found at: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures>.

The following rules shall govern the treatment of students who have been found guilty of attempting to obtain academic credit dishonestly:

- (a) The minimum penalty for a student found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.
- (b) A student found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

### **Disability Accommodation**

If you have a disability that requires accommodations, I strongly encourage you to make use of those accommodations. I am here to assist you, but need your help in ensuring I accommodate you properly. More generally, Lakehead is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities. Student Accessibility Services (SAS) coordinate services and facilitates reasonable academic accommodations for students with disabilities. Academic accommodations are provided on the basis of documentation of a disability. Additional information is available at the following campus website: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

## **LAKEHEAD RESOURCES**

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your academic advisors, or get help from any number of other support services on campus, including:

**The Student Success Centre** has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. They provide academic support through tutoring services, career exploration, co-operative opportunities and leadership development. More information is available here <https://www.lakeheadu.ca/current-students/student-success-centre>.

**The Lakehead Library** provides access to resources, study rooms, and research support both online via chat and in person with more details available here <https://library.lakeheadu.ca/>.

**Public Computer Labs** are available on campus where you may write and/or print out your work. For more details go to <https://www.lakeheadu.ca/faculty-and-staff/departments/services/helpdesk/computer-labs>.

**Student Life and Services** offers health and wellness resources both on and off campus, as well as opportunities for involvement in health and wellness activities. More information is available here <https://www.lakeheadu.ca/current-students/student-services/or>.

**Office of Human Rights and Equity.** You have the right to an education that is free from any form of discrimination. A wide variety of resources are available here <https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity/resources>.