

AMH 3931: Terrorism in American History (Course #29730)



W. Ottman, "The Haymarket Riot: The Explosion and the Conflict," from Michael J. Schaak, *Anarchy and Anarchists* (Chicago, IL: F. J. Schulte & Co, 1889), <https://digital.lib.niu.edu/islandora/object/niu-gildedage:19128>.

Professor: William Robert Billups
Email Contact: wbillups@ufl.edu
Class Time: MWF Period 8 (3:00-3:50p)
Class Location: MAT 0003

Office Location: 224 [Keene-Flint Hall](#)
Office Phone Number: (352) 273-3364
Office Hours: M 10a-11a; TU 1:15-2:30p,
or by appointment.

Course Description

This course examines the role of terrorism in American history from the colonial era to the present. We will examine a wide range of terrorists and their evolving motives, tactics, and relationships with US political institutions and movements. Testimony from perpetrators and survivors of terrorism will help us consider the causes and effects of US political violence. Relatedly, FBI files, federal reports, and other government documents will help us understand how threats and acts of terror have shaped national security strategies and immigration laws. This course will be particularly attentive to instances when terrorists challenged the US government's commitments to the constitutional freedoms of speech, press, and association. Bombers, assassins, explosives manuals, and online extremist networks have tested the limits of American freedom by pressing public officials to balance individual liberty and public safety. While most of the course focuses on the period between 1865 and the present, we will spend several weeks exploring the deep roots of American terrorism in the colonial, early American, and antebellum pasts.

Scholars and public officials debate the meaning of "terrorism," and our class will develop and refine our own definition of the term. That definition will help us understand the place of political violence in American history and equip us to analyze how terrorists have shaped US life, law, and culture over the centuries.

Course Objectives

Students who successfully complete this course will learn how to:

1. Describe accurately the causes, frequency, and implications of political violence from colonial to modern American history.
2. Navigate and synthesize a wide range of academic works written by historians, social scientists, and scholars in allied disciplines.
3. Locate and analyze news stories, court testimonies, federal documents, archived records, and other primary sources related to the history of terrorism.
4. Craft research papers that posit and defend evidence-based historical arguments.
5. Evaluate and critique the arguments and evidentiary merits of scholarly works in seminar discussions and book reviews.
6. Incorporate constructive feedback to improve academic writing.

Required Readings

The only textbook you need to purchase is Beverly Gage, *The Day Wall Street Exploded* (2009). Our other textbook, [*The Historical Origins of American Terrorism*](#), is available digitally through the University of Florida Libraries. All other readings are available through Canvas and hyperlinks in the syllabus.

Methods of Evaluation

This course has six methods of evaluation: 1) class attendance and participation, 2) short responses, 3) a synthetic essay, 4) a research-based essay, 5) a book review, and 6) your choice of a final paper, project, or exam. Below is an overview of those areas of assessment:

1. **Participation (20%).** Participation is assessed based on both attendance and active contribution to class discussions and activities. Physical presence is *part* of the participation grade, and those who regularly attend but never participate in discussions (or who participate without demonstrating any real engagement with the readings) should not expect a participation grade higher than a C. If you are unable to participate in class discussions, please notify me at the beginning of the course to discuss alternative forms of participation.
2. **Short Responses (10%).** Over the semester, you will be asked to write five approximately one-page responses to particular questions about the readings. These questions are designed to facilitate deeper class discussions and to help you prepare for the essay assignments. The due dates are listed in the course schedule.
3. **Synthetic Essay (10%).** In a 3-4 page essay, you will draw on the readings from the first unit of the course to argue whether any political violence in pre-Civil War America can rightly be called “terrorism.” This essay is due on Wednesday, Sept. 18, before the start of class.
4. **Reconstruction Research Paper (15%).** Analysis of primary sources (marked with a [P] on the syllabus) is a crucial skill for historians and scholars in related fields. Using readings and documents from Weeks 5 and 6, you are to write an

approximately 5-page essay about the relationship between terrorism and Radical Reconstruction. This essay is due on Wednesday, Oct. 2, before the start of class.

5. **Book Review (15%).** The ability to evaluate scholars' argumentation and uses of evidence is a crucial skill for historians, social scientists, and readers of nonfiction more generally. You are to write a 3-4 page review of our textbook, *The Day Wall Street Exploded*. In this assignment, you will use additional readings from Weeks 7 and 8 and the skills that you learned in the course to judge the book's strengths and weaknesses. This assignment is due Friday, Oct. 18, at 9:00am EDT.
6. **Final Assignment (30%).** For your final assessment, you have three options:
 - i. **A final exam** on Friday, Dec. 13, at 12:30pm EDT in MAT0003.
 - ii. **A research paper** (approximately 10 pages) on the course-related topic of your choice. The paper is due on Friday, Dec. 13, at 12:30pm EDT.
 - iii. **A research-based creative or digital project.** That project is due on Friday, Dec. 13, at 12:30pm EDT.

You might use Option II to explore a class topic more deeply, test a possible honors thesis subject, or to explore an aspect of the history of terrorism we did not have time to cover in class. Examples of Option III projects include recording a podcast using the [library's recording studio](#), designing a set of data visualizations in Tableau Public, or writing a portfolio of well-researched op-eds. If you opt for Option II or III, you should meet with me to discuss project expectations and submit a short, ungraded proposal by Wednesday, Nov. 13.

Instructions for Submitting Written Assignments. Written assignments must be submitted as Word documents (.doc or .docx) through Canvas by the specified deadlines. Do *not* send PDFs.

Revise and Resubmit Policy. To encourage engagement with the revision process, you may revise and resubmit *one* writing assignment so long as you meet two criteria: 1) you submitted the original assignment on time, 2) you submit the revised version via Canvas through the "Revision" portal by November 15. The grade assigned to the revised version will replace the grade given to the original submission.

Extensions & Make-Up Exams. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies; see: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Submissions. Unless an extension is granted on the basis of university policy, essays will incur a 10-point penalty for every day they are late, and the 2-point short responses will receive a grade of zero (F) if they are not submitted by the deadline.

Attendance Policy. You are permitted two unexcused absences without penalty. After that, each unexcused absence will lower your overall course grade by a third of a letter. For example, if you earn an A- but have four unexcused absences, your final grade will be a B. Every two late arrivals to class counts as one unexcused absence. Students are not penalized for university-excused absences; see <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Assessment Schedule & Grading Weight

Assessment	Date (If Applicable)	Percentage of Grade
Participation	Not Applicable	20
Short Responses (~1 page each)	Five due dates	10
Synthetic Essay (~3-4 pages)	September 18	10
Reconstruction Essay (~5 pages)	October 2	15
Book Review (~3-4 pages)	October 18	15
Revise-and-Resubmit (Optional)	November 15	Varies
Final Exam/Project/Paper	December 13	30

Grading Scale (Based on the [University of Florida Grading Policy](#))

Percent	Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
0-59	E	0.00

Canvas

Class announcements will be made through Canvas notifications, and all papers will be turned in through the Canvas. All class handouts, lecture slides, assignment rubrics, a book review sample, and a copy of this syllabus will be stored on our Canvas site. If you are having trouble accessing our Canvas site, please notify the professor.

Technology in the Classroom

Tablets and laptops are permitted in class so long as they do not distract you or your fellow students. However, abuses of this technology policy will be taken seriously. Students disrupting class may be asked to leave, and anyone caught using tablets or laptops for purposes unrelated to the course will receive an unexcused absence and a failing participation grade for that meeting.

No computers or laptops are allowed during the final exam, and students who repeatedly violate the technology policy will be barred from bringing laptops and tablets to class.

Recording Policy

University policy allows students are allowed to record video or audio of class lectures, but only for three purposes: (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. *Specifically, students may not publish recorded lectures without the written consent of the instructor.* A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under [UF Regulation 4.040: Student Honor Code and Student Conduct Code](#).

Academic Honesty and the University of Florida Honor Code:

For all written assignments, failure to cite properly ideas, words, phrases, or arguments that originated from others constitutes plagiarism, a form of intellectual dishonesty inconsistent with the University’s Honor Code. Unless otherwise specified, generative AI is an unauthorized form of aid. On all work submitted at the University of Florida, the following pledge is implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” On the Honor Code, see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>.

Accommodations for Students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letters with their instructor and to discuss their access needs as early as possible.

Student Course Evaluations:

Students are expected to provide professional and respectful feedback on the quality of instruction in AMH 3931 by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>.

Resources Outside the Classroom

You are welcome to come to regular office hours or to schedule an individual appointment. I also encourage you to consider these resources:

1. **Writing Studio.** You are strongly encouraged to take advantage of the University of Florida Writing Studio (2215 Tarlington Hall). Our class will not meet on September 27; I hope you will use that time to work on the Reconstruction paper at the Writing Studio; see <https://writing.ufl.edu/writing-studio/>.
2. **GatorWell Health Promotion Services.** For help with organization, time management, or navigating academic stress, consider scheduling an appointment with a Wellness Coach: <https://gatorwell.ufsa.ufl.edu/services/wellness-coaching/>.
3. **UNC Chapel Hill Writing Center Guides.** The Writing Center at the University of North Carolina at Chapel Hill has compiled a set of online resources that includes useful guides on outlining, drafting, citing, and other elements of the writing process. See <https://writingcenter.unc.edu/tips-and-tools/>.
4. **University Career Connections Center.** This is an excellent resource for learning about career and internship opportunities; see <https://career.ufl.edu/>.

COURSE SCHEDULE¹

Part 1: The Deep Roots of Political Violence in the United States, 1644–1859

Week 1 – Introduction to the Course

1. Friday, August 23: Course Introduction, Syllabus Overview.
 - a. NO READING.

Week 2 – Political Violence in Colonial America

2. Monday, August 26: Defining Terrorism
 - a. Roger Douglas, “What Is Terrorism,” Chapter 3 of *Law, Liberty, and the Pursuit of Terrorism* (2014), 46–61.
 - b. Robert Kumamoto, “Introduction,” *The Historical Origins of Terrorism in America* (2014), 1-10.
3. Wednesday, August 28: Political Violence in Colonial America
 - a. Robert Kumamoto, “The Origins of Political Violence,” Chapter 1 of *The Historical Origins of Terrorism in America* (2014).
 - b. Paul A. Gilje, “Order and Disorder in Colonial America,” Chapter 1 of *Rioting in America* (1996), 12–34.
4. Friday, August 30: Terror in Late Colonial America
 - a. Robert Kumamoto, “The North Carolina Regulators,” Chapter 2 in *The Historical Origins of Terrorism in America* (2014).

¹ Specified dates and readings be subject to change to due severe weather, etc.

Week 3 – Political Violence in the Revolutionary Era

5. Monday, September 2: No class (Labor Day)

6. Wednesday, September 4: The Green Mountain Boys
 - a. Robert Kumamoto, “The Green Mountain Boys,” Chapter 3 in *The Historical Origins of Terrorism in America* (2014).
 - b. Paul Gilje, “Rioting in the Revolution,” Chapter 2* in *Rioting in America* (1996), 34–51.
7. Friday, September 6: Revolutionary Terror? Considering the Sons of Liberty
 - a. Robert Kumamoto, “Sons of Liberty,” Chapter 4 of *The Historical Origins of Terrorism in America* (2014).
 - b. [P] *New-Hampshire Gazette and Historical Chronicle*, Feb. 14, 1766, p. 4, <https://chroniclingamerica.loc.gov/lccn/sn83025582/1766-02-14/ed-1/seq-4/#date1=1765&index=0&rows=20&words=burning+Liberty+Sons&searchType=basic&sequence=0&state=&date2=1766&proxtext=sons+of+liberty+burn&y=0&x=0&dateFilterType=yearRange&page=1>
 - c. **SHORT RESPONSE #1 DUE BEFORE CLASS.**

Week 4 – Political Violence in Early America

8. Monday, September 9: Political Violence in the Early Republic
 - a. Paul A. Gilje, “Rioting in the Revolution,” Chapter 2* in *Rioting In America* (1996), 51-59.
 - b. Robert Kumamoto, “Popular Protests in the New Republic,” Chapter 5 in *The Historical Origins of Terrorism in America* (2014).
9. Wednesday, September 11: Class Conflict, Partisanship, and Antebellum Violence
 - a. Robert Kumamoto, “The New York Anti-Rent War,” Chapter 7 of *The Historical Origins of Terrorism in America* (2014), 190–211.
 - b. Paul A. Gilje, “Democracy Unleashed,” Chapter 3 in *Rioting In America* (1996), 60–86.
 - c. [P] *Alexandria (Va.) Daily Gazette*, Dec. 11, 1811, p. 2 (middle two columns), <https://chroniclingamerica.loc.gov/lccn/sn84024013/1811-12-11/ed-1/seq-2/#date1=1756&index=1&rows=20&words=bloody+riot&searchType=basic&sequence=0&state=&date2=1812&proxtext=bloody+riot&y=0&x=0&dateFilterType=yearRange&page=1>
 - d. [P] “Baltimore Whig,” *Rhode Island Republican*, Aug. 6, 1812, p. 3, <https://chroniclingamerica.loc.gov/lccn/sn83025561/1812-08-06/ed-1/seq-3/#date1=1812&index=3&rows=20&words=BALTIMORE+Baltimore+riot+RIOTS&searchType=basic&sequence=0&state=&date2=1812&proxtext=riot+baltimore&y=0&x=0&dateFilterType=yearRange&page=1>
10. Friday, September 13: Slavery and Political Violence in the Antebellum America
 - a. Charles Poland, Introduction, “The Making of a Terrorist,” and “Igniting the Fuse,” Chs. 1 & 3* of *America’s Good Terrorist* (2020), xi-xii, 1–24, 54–75.
 - b. [P] “A Contrast,” *Herald of Freedom* (Wakarusa, Kansas), Nov. 19, 1859, <https://history.iowa.gov/sites/default/files/history-education-pss-abolitionist-contrast-source-2.pdf>
 - c. [P] “Insurrectionary Outbreak in Virginia,” *Richmond Dispatch*, Oct. 18, 1959, p. 1, <https://chroniclingamerica.loc.gov/lccn/sn84024738/1859-10->

[18/ed-1/seq-2/#words=Abolition+ARMORY+Armory+Arsenal+Brown+brown+captured+Ferry+Harper+John+JOHN+slave.](#)

Part 2: American Terrorism from Reconstruction through the First Age of Terror

Week 5 – Terrorism and the Post–Civil War South

11. Monday, September 16: The Reconstruction–Era Ku Klux Klan
 - a. Robert Kumamoto, “Ku Klux Klan,” Chapter 8 in *The Historical Origins of Terrorism in America* (2014), 212–251.
 - b. “Testimonies of Charles W. Foster and Andy Tims,” *Proceedings in the Ku Klux Trials at Columbia, S.C., November Term, 1871* (1872), 200–231, <https://archive.org/details/proceedingsinkuk00united/page/200/mode/2up>
12. Wednesday, September 18: Home Invasion and Sexual Violence as Political Violence
 - a. Hannah Rosen, “Houses, Yards, and Other Domestic Domains,” Chapter 5 in *Terror in the Heart of Freedom* (2009), 279–221.
 - b. Jefferson Huskins, Harriet Hernandez, Matthew Lancaster, and Doctor Huskie, Testimony of July 10, 1871, *Testimony Taken by the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States. South Carolina*, vol. 1 (1872), 580–597, <https://archive.org/details/insurrectionstate03goverich/page/580/mode/2up>

SYNTHETIC ESSAY DUE BEFORE THE START OF CLASS.
13. Friday, September 20: The Enforcement Acts
 - a. Wyn Craig Wade, “Let Us Have Peace,” Chapter 3 of *The Fiery Cross* (1987), 80–111.
 - b. Allen Trelease, “Preface,” “Congress Legislates, Then Investigates,” and “Arrests and Prosecutions,” and “Death and Rebirth,” Preface, Chs. 24 & 25, and Epilogue of *White Terror* (1971), xi–xiii, 383–422.
 - c. *An Act to Enforce the Right of Citizens of the United States to Vote in the Several States of This Union, and for other Purposes*, May 31, 1870, https://www.senate.gov/artandhistory/history/resources/pdf/EnforcementAct_1870.pdf
 - d. *An Act to Enforce the Provisions of the Fourteenth Amendment to the Constitution of the United States, and for other Purposes*, April 20, 1871, https://home.ubalt.edu/id86mp66/BeyondConfed/KKK%20Act_Civil%20Rights%201871.pdf

Week 6 – White Supremacist Violence after Reconstruction

14. Monday, September 23: Lynching and Racial Hierarchy
 - a. Amy Louise Wood, “They Want to See the Thing Done,” Chapter 1 of *Lynching and Spectacle* (2009), 19–44.
 - b. Ida B. Wells, *Southern Horrors* (1892).
15. Wednesday, September 25: An American Coup, The Wilmington Riot of 1898
 - a. Reading: David Cecelski and Timothy B. Tyson, “We Have Taken the City,” Chapter 1 of *Democracy Betrayed* (1998), 24–48.
 - b. Jan Davidson, “Wilmington Massacre and Coup d’état of 1898 – Timeline of Events,” ArcGIS StoryMap,

<https://nhcgov.maps.arcgis.com/apps/MapJournal/index.html?appid=5a4f5757e4904fb8bef6db842c1ff7c3>

16. Friday, September 27: No class (Writing Studio Day)

- a. No readings: Work on Reconstruction paper.

Week 7 – Anarchists and Labor Radicals in the Gilded Age and Progressive Era, Part 1

17. Monday, September 30: The Day Wall Street Exploded, Part 1

- a. Beverly Gage, Introduction and “Part I,” *The Day Wall Street Exploded* (2009), 1-38.
- b. David C. Rappoport, “The Four Waves of Modern Terrorism,” Chapter 2 in *Critical Concepts in Political Science* (2002), 46–73.

18. Wednesday, October 2: Dynamite and Terror in the Gilded Age

- a. Beverly Gage, “Part II* (Chapter 3),” *The Day Wall Street Exploded* (2009), 41-68.
- b. Anna Larabee, “The Science of Revolutionary Warfare,” Chapter 1 in *The Wrong Hands* (2015), 15-35.
- c. **RECONSTRUCTION PAPER DUE BEFORE CLASS STARTS**

19. Friday, October 4: Labor Radicals and Leftwing Terror

- a. Beverly Gage, “Part II* (Chs. 4 & 5),” *The Day Wall Street Exploded* (2009), 69–122.

Week 8 – Anarchists and Labor Radicals in the Gilded Age and Progressive Era, Part 2

20. Monday, October 7: State and Federal Responses to the Anarchist Threat

- a. Beverly Gage, “Part III,” *The Day Wall Street Exploded* (2009), 125–205.
- b. *An Act to Regulate the Immigration of Aliens Into the United States*, Public Law No. 162, March 3, 1903, <https://loveman.sdsu.edu/docs/1903ImmigrationAct.pdf>
- c. *Act to Exclude and Expel from the United States Aliens Who Are Members of the Anarchistic and Similar Classes*, Public Law 221, October 16, 1918, <https://govtrackus.s3.amazonaws.com/legislink/pdf/stat/40/STATUTE-40-Pg1012.pdf>

21. Wednesday, October 9: Italian and Italian-American Anarchists

- a. Anna Larabee, “Sabotage,” Chapter 2 in *The Wrong Hands* (2015), 36–63.
- b. Beverly Gage, “Part IV,” *The Day Wall Street Exploded* (2009), 207-259.
- c. **SHORT RESPONSE #2 DUE BEFORE CLASS.**

22. Friday, October 11: Terrorism, the First Red Scare, and the Roaring 20s

- a. Beverly Gage, “Part V,” *The Day Wall Street Exploded* (2009), 261–328.
- b. *Communist and Anarchist Deportation Cases: Hearings before a Subcommittee of the Committee on Immigration and Naturalization*, House of Representatives, 66th Cong., 2nd Sess., April 21–24, 1920 (1920), 1–8.

Part 3: Domestic Terrorism in the United States during the Twentieth-Century

Week 9 –White Supremacist Vigilantism from the First Red Scare through the Second

23. Monday, October 14: The Second Ku Klux Klan

- a. Nancy McLean, “The Politics of Terror,” and “The Klan in a Wider Perspective,” Chapters 7 and 8 in *Behind the Mask of Chivalry* (1994), 149–173, 177–189.
- 24. Wednesday, October 16: The Era of Hidden Violence in postwar US Cities
 - a. Richard Rothstein, “State-Sanctioned Violence,” Chapter 9 in *The Color of Law* (2017), 139–152.
 - b. “27 Bombs Hit Chicago Negro Homes,” *Chicago Defender* (National ed.), July 6, 1946, p. 1.
 - c. “Miami Bombings Are Not Part of a Single Conspiracy, Experts Report,” *Jewish Telegraphic Agency*, Jan. 2, 1952, p.4, <https://www.jta.org/archive/miami-bombings-are-not-part-of-single-conspiracy-experts-report>
- 25. Friday, October 18: **No Class (Homecoming)**
 - a. **BOOK REVIEW DUE AT 9:00 AM EDT**

Week 10 – Violence Against the US Civil Rights Movement

- 26. Monday, October 21: Considering Anti–Civil Rights Terrorism during the 1950s
 - a. **NOTE: Class will meet at 3pm in the [Smathers Library’s Judaica Suite](#)**
 - b. Raymond A. Mohl, “South of the South?,” *Journal of American Ethnic History* (1999): 3–36.
 - c. Stetson Kennedy, “Terror in Miami,” Chapter 16 of *The Klan Unmasked* (1990 ed.), 219–233.
- 27. Wednesday, October 23: Considering Anti–Civil Rights Violence in the 1960s
 - a. David Cunningham. “Shades of anti-Civil Rights Violence: Reconsidering the Ku Klux Klan in Mississippi,” in *The Civil Rights Movement in Mississippi* (2013), 180-203.
 - b. Student Nonviolent Coordinating Committee, *Mississippi* (1964), https://www.crmvet.org/docs/sncc_ms_violence.pdf
 - c. Stokely Carmichael, “Church Bombings,” March 15, 1967, https://www.crmvet.org/docs/670315_sncc_statement.pdf
- 28. Friday, October 25: Legacies of Anti–Civil Rights Terrorism
 - a. John Giggie, “The Memory You Choose,” Prologue to *Bloody Tuesday* (2024), 1–9.
 - b. William Robert Billups, “Martyred Women and White Power Since the Civil Rights Era,” *Journal of American History* (2023): 804–827.
 - c. “Kathleen Madlyn Ainsworth, aka Mrs. Ralph Ainsworth, Cathy, Kathy, née Capomacchia rm (Klan),” July 2, 1968, Federal Bureau of Investigation fact sheet, photocopy, file jn 174–161, folder “Tarrants,” box 3, Jack Nelson Papers (Stuart A. Rose Manuscript, Archives, and Rare Books Library, Emory University, Atlanta, Ga.).
 - d. Sam Bowers Jr. to Thomas E. Tucker, July 1, 1968, box 1, Meridian Museum Research (Institute for Southern Jewish Life, Jackson, Miss.).
 - e. “Jewish Blood-Money Paid for Kathy’s Murder,” *Thunderbolt*, March 1970, p. 10, folder 76.7/30/3-OVER, box 7-1X, Hall-Hoag Collection of Dissenting and Extremist Printed Propaganda (John Hay Library, Brown University, Providence, R.I.).

- f. William R. Billups, Correspondence with Billy Roper, March 28-30, 2020.
- a. **SHORT RESPONSE #3 DUE BEFORE CLASS STARTS.**

Week 11 – The United States and the Revolutionary Left

- 29. Monday, October 28: SDS, Fertilizer, and Radical Leftwing Revolutionaries
 - a. Bryan Burrough, Prologue and, “The Revolution Ain’t Tomorrow. It’s Now. You Dig?,” Chapter 1 of *Days of Rage* (2015), 1–25.
 - b. Mike Davis, “The Black Stuff,” Chapter 9* in *Buda’s Wagon* (2007), 53–56.
 - c. Assata Shakur, Chs. 1 & 3* of *Assata* (1987), 3–17, 45–53.
- 30. Wednesday, October 30: Weaponizing the Counterculture
 - a. Charlie Siskel, dir. *American Anarchist*. 2016; El Segundo, CA: Gravitass Ventures, 2016. [Access via Kanopy*]
- 31. Friday, November 1: Chicano and Puerto Rican Nationalist Bombings
 - a. Bryan Burrough, “Welcome to Fear City,” Chapter 17 in *Days of Rage* (2015), 380–406.
 - b. Look through the *Boulder Seis* Resource Guide, updated May 2024, https://libguides.colorado.edu/c.php?g=1184776&p=8665737&_gl=1*_bpheo0*_ga*OTk3MzM3NTQuMTcyMjk4NTM5MQ..*_ga_YTXE0G132N*MTcyMjk4NTM5MS4xLjAuMTcyMjk4NTM5MS42MC4wLjA
 - c. Look through the attacks by the Chicago Liberation Front catalogued in the University of Maryland’s Global Terrorism Database (GTD): https://www.start.umd.edu/gtd/search/Results.aspx?expanded=no&casualties_type=b&casualties_max=&start_yearonly=1970&end_yearonly=1980&criteria1=yes&criteria2=yes&dt2=all&success=yes&country=217®ion=1&perpetrator=329&weapon=1%2C2%2C6%2C7%2C5%2C8%2C9%2C4%2C12%2C3%2C11%2C13%2C10&ob=GTDID&od=desc&page=1&count=50#results-table

Week 12 – Trends in Far-Left and Far-Right Domestic Terrorism since the 1970s

- 32. Monday, November 4: The Rise of Eco-Terrorism
 - a. READING: Michael Loadenthal, “‘Eco-Terrorism’: An Incident-Driven History of Attack (1973–2010),” *Journal for the Study of Radicalism* (2017): 1-34, <https://doi.org/10.14321/jstudradi.11.2.0001>
 - b. João Raphael da Silva, “The Eco-Terrorist Wave,” *Behavioral Sciences of Terrorism and Political Aggression* (2020): 203–216.
 - c. James F. Jarboe to U.S. House of Representatives, Feb. 12, 2002, <https://archives.fbi.gov/archives/news/testimony/the-threat-of-eco-terrorism>
- 33. Wednesday, November 6: Targeted Anti-Gay and Anti-Abortion Violence
 - a. Bart Wirken, “Terrorist Attacks Against Health Care Targets That Provide Abortion Services,” *Prehosp Disaster Med.* (2023): 409–414, doi: 10.1017/S1049023X23000341
 - b. Liam Stack, “A Brief History of Attacks Against Gay and Lesbian Bars,” *New York Times*, June 13, 2016, <https://www.nytimes.com/2016/06/14/us/a-brief-history-of-attacks-at-gay-and-lesbian-bars.html>

- c. Cassie Miller, “Abortion Clinics Faced Increased Harassment Post-Roe,” *Southern Poverty Law Center website*, June 13, 2024, <https://www.splcenter.org/anti-abortion-movement/harassment>
 - d. Marco Rubio to President Joe Biden, March 5, 2024, <https://www.rubio.senate.gov/rubio-to-biden-protect-u-s-catholic-churches/#:~:text=You%20have%20a%20responsibility%20to,fullest%20extent%20of%20the%20law>
 - e. **SHORT RESPONSE #4 DUE BEFORE START OF CLASS**
34. Friday, November 8: The Post-Vietnam White Power Movement
- a. Kathleen Belew, “Introduction,” and “The Revolutionary Turn,” Chapter 5 in *Bring the War Home* (2018), 1–16, 103–34.

Part 4: The United States and Modern International Terrorism

Week 13 – Late-Twentieth-Century Terrorism against the United States, Abroad

35. Monday, November 11: No Class (University-Scheduled Holiday)

36. Wednesday, November 13: The Vietnam War and the Global Age of Decolonization
- a. Mike Davis, “Welcome to Bombsville,” Chapter 8 of *Buda’s Wagon* (2007), 43–52.
 - b. Arnd Bauerkamper, “The Internationalization of Left-Wing Terrorism and Counterterrorism,” *Culture as Text* (2023): 73–95, <https://www.degruyter.com/document/doi/10.1515/cat-2023-1006/html?lang=en>
 - c. **FINAL ESSAY/PROJECT PROPOSAL DUE (IF APPLICABLE).**
37. Friday, November 15: The Beirut Bombing and US Embassy Attacks
- a. Mike Davis, “The Beirut Hilton,” and “Car-Bomb University,” Chs. 12 & 13 of *Buda’s Wagon* (2007), 78–96.
 - b. Prudence Bushnell, Preface and “The Bombing,” Chapter 1 of *Terrorism, Betrayal, and Resilience* (2018), xi-xiii, 1-18.
 - c. Explore the Clinton Presidential Library’s resources about the 1998 embassy attacks, “East African Embassy Bombings,” Clinton Digital Libraries, <https://clinton.presidentiallibraries.us/embassy-bombings>
 - d. **DEADLINE FOR REVISE-AND-RESUBMIT.**

Week 14 – 9/11 and the Remaking of American Relationships with Terrorism

38. Monday, November 18: 9/11

- a. Explore “9/11: The Steel of American Resolve,” National Archives and Records Administration, <https://www.georgewbushlibrary.gov/explore/exhibits/911-steel-american-resolve> (Be sure to watch the first YouTube clip in its entirety).
 - b. Thomas Kean, *The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States – Executive Summary* (2004), https://govinfo.library.unt.edu/911/report/911Report_Exec.pdf
39. Wednesday, November 20: Creating a Post-9/11 America
- a. *Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001*, October 26, 2001.

(<https://www.gpo.gov/fdsys/pkg/BILLS-107hr3162enr/pdf/BILLS-107hr3162enr.pdf>); be attentive to the following sections:

- i. Table of Contents, 1-4.
 - ii. Title I, “Enhancing Domestic Security Against Terrorism,” 5-7.
 - iii. Title II, “Enhancing Surveillance Procedures,” pp. 7-13.
 - iv. Title V, “Removing Obstacles to Investigating Terrorism,” 92-7.
 - v. Title VIII, “Strengthening the Criminal Laws against Terrorism,” 103-17.
- b. Erika Doss, “Remembering 9/11: Memorials and Cultural Memory,” *OAH Magazine of History* (2011): 27-30.
 - c. Hannah Hartig and Carroll Daugherty, “Two Decades Later, the Enduring Legacy of 9/11,” *Pew Research*, Sept. 2, 2021, <https://www.pewresearch.org/politics/2021/09/02/two-decades-later-the-enduring-legacy-of-9-11/>
40. Friday, November 22: Fighting the War on Terror at Home and Abroad
- a. Federal Bureau of Investigation, *Terrorism: 2002–2005* (2005), 1–50.
 - b. Mike Davis, “The King of Iraq,” Chapter 21 of *Buda’s Wagon* (2007), 170–187.
 - c. President Barack Obama On the Death of Osama Bin Laden, May 1, 2011, <https://www.youtube.com/watch?v=ZNYmK19-d0U>
 - d. Joseph R. Biden, “Remarks on the End of the War in Afghanistan,” Aug. 31, 2021, <https://www.whitehouse.gov/briefing-room/speeches-remarks/2021/08/31/remarks-by-president-biden-on-the-end-of-the-war-in-afghanistan/>
 - e. **SHORT RESPONSE #5 DUE BEFORE CLASS STARTS.**

Week 15 – No Class (Thanksgiving Break, November 25–29)

Week 16 – Course Conclusion

41. Monday, December 2: Recent Trends in US Domestic Terrorism
 - a. Government Accountability Office, *Domestic Terrorism* (2023), esp. 24–38, 44–54, <https://www.gao.gov/assets/gao-23-104720.pdf>
42. Wednesday, December 4: Concluding Lecture and Discussion
 - a. READING: Department of Homeland Security, *National Threat Assessment—2025* (Forthcoming, fall 2024).
43. **Friday, December 6: No class (Reading Day)**

Final Exam/Assignment Date: December 13, 12:30pm EDT, in our classroom (MAT0003)