

THE AMERICAN UNIVERSITY OF PARIS

<u>COURSE TITLE:</u>	D-LAB: Deradicalization	<u>COURSE NO:</u>	PO/HI3091B
<u>PREREQUISITES:</u>	None	<u>SEMESTER:</u>	Fall 2021
<u>PROFESSORS:</u>	Stephen W. Sawyer & Roman Zinigrad	<u>CREDITS:</u>	4
<u>CLASS SCHEDULE:</u>	Mon + Thu 13:45-15:05	<u>ROOM NO:</u>	Q609
<u>OFFICE NUMBER:</u>	SwS: Q607 RZ: Q609	<u>PERIOD(S):</u>	
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COURSE DESCRIPTION:

In discussing the “democratic ideal” of education, John Dewey emphasized two traits that link the educational experience and democracy. The aim of education, he argued, is to “generate greater reliance upon the recognition of mutual interests” and “continuous readjustment through meeting new situations.” Building from this observation, the Democracy Lab combines Dewey’s insights into education and democracy with recent trends in design-thinking pedagogy. The course focuses on generating opportunities for students to build a mutual interest based on their differences and provide a context for them to deploy this mutual interest toward solving a specific problem. To this end, the Democracy Lab will explore a key challenge to our contemporary democracy. This semester’s topic is deradicalization.

Radicalization and polarization have come to define social action and mobilization across Europe, Asia and the Americas and beyond. This course seeks to understand how to achieve social and political change without resorting to civilian and state violence by examining the actors, networks, and wider social contexts driving radicalization, particularly among young people in urban and peri-urban areas. In this Democracy Lab we will begin by exploring conceptual and theoretical tools presently available for understanding this phenomenon, including the present European Research Grant “D.Rad” within the Center for Critical Democracy Studies. In the second half of the course we will then move towards developing prototypes for how to de-escalate political, individual and collective violence. Our intention is to identify the building blocks of radicalization, which include a sense of being victimized; a sense of being thwarted or lacking agency in established legal and political structures; and coming under the influence of “us vs them” identity formulations. Our Democracy Lab explores this question in very concrete terms. It provides a hands-on, design-thinking, experimental space where students elaborate a specific problem of deradicalization and devise a potential solution together.

Following an introduction, the course is divided into five parts:

- I. FORMULATING THE QUESTION
- II. DEFINING THE PROBLEM
- III. CONFLICTS
- V. RESOURCES FOR IMPLEMENTATION
- VI. CRAFTING SOLUTIONS

STUDENT LEARNING GOALS:

Following this course, students will:

- Learn to identify the complex citizenship problems facing our contemporary democracies
- Develop the capacity to put these problems into dialogue with other people who are thinking and attempting to solve these problems
- Elaborate problem-solving strategies as individuals and as a group to address these complex problems
- Learn to use accessible resources creatively to come to terms with these problems
- Acquire tools for crafting impactful solutions to complex problems

TEXTBOOKS:

All readings can be accessed online on the course's Blackboard site. It is the students' responsibility to bring hard copies of the assigned readings for each session to class.

ATTENDANCE:

Students are expected to arrive on time and to attend all classes.

GRADING:

- Class participation including: attendance, in-class presentations, fulfilling role in group work, and participating actively in class discussion (40%)
- Mid-term exam (25%)
- Final project (35%)

Students are expected to have done the required readings prior to the class session.

If you miss a written exercise without valid justification of the absence, your grade for the missed exam will be **F**.

We reserve **A** for outstanding work, demonstrating superior effort, mastery of information and understanding of concepts. A grade of **B** indicates a solid effort, a good grasp of information, and above-average comprehension of concepts. A grade of **C** reflects a minimally acceptable effort and comprehension, while a grade of **C-** or below indicates results that are less than satisfactory.

All written work must be your own. **Students submitting plagiarized work for any assignment will automatically receive a grade of F for the whole course.** Plagiarism is defined as the act of misrepresenting work done by others as one's own. It constitutes a serious violation of AUP rules, and may result in more serious disciplinary action.

An excellent class-participation grade will depend on consistent attendance, regular participation, as well as the ability to respond to and to respect classmates' contributions and views. Simple attendance without participation will earn you a class-participation grade of C.

AUP ATTENDANCE POLICY:

Students studying at The American University of Paris are expected to attend ALL scheduled classes.

A maximum of four (4) *excused* absences per semester may be requested for all 4-credit courses. Two (2) *excused* absences per semester per 1 or 2-credit course may be requested.

The French Department has its own attendance policy. Students are responsible for compliance.

Attendance at all exams is mandatory.

Student Affairs will *recommend* that a professor excuse an absence for the following reason only: Involuntary absences due to illness or personal emergencies, upon presentation of documentary proof of illness or emergency.

Religious and National Holidays:

Due to the large number of nationalities and faiths represented at the University, religious and national holidays (other than those on the academic schedule) will not be excused by Student Affairs.

Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Lateness to course meetings:

If a student arrives at course meetings more than 10 minutes late without documentation for one of the above scenarios, it will be considered an *unexcused* absence.

All documentation must be submitted to the Office of Student Affairs within ONE WEEK following the first day of the absence.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR AND FOR ARRANGING TO MAKE UP MISSED WORK RESTS SOLELY WITH THE STUDENT.

Whether an absence (excused or unexcused) is accepted or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive excused and unexcused absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend the withdrawal of a student whose absences from any course, *excused or not*, have made it impossible to continue in the course at a satisfactory level. The professor may consult with Student Affairs for additional information.

Students must be mindful of this policy when making their travel arrangements, and **especially during the Drop/Add and Exam Periods.**

COURSE OUTLINE:

I. FORMULATING THE QUESTION

These sessions are designed to familiarize students with some of the major issues in the construction of radicalization and deradicalization. Students will attempt to identify specific problems within these larger global issues.

Sept 6: Introduction

Introduction, Activity: Perspectives

Video: [UNESCO on extremist radicalization](#)

Project examples:

[EDIS - De-Radicalisation in Europe and Beyond: Detect, Resolve,](#)

[Re-integrate](#)

[CAPRI: JEUNES](#)

Sept 9: What's the Matter with Political Violence?

[Push to recognize problems of political and social violence, that is, to see that there is a problem with trying to solve political and social problems through destruction, intolerance, and even murder]

Readings:

Gandhi MK, *Indian Home Rule* (Prabhat Prakashan 1908) ch 16.

Joseph McQuade, '[The Forgotten Violence that Helped India Break Free from Colonial Rule](#)' [2016] *The Conversation*.

King ML Jr, '[Nonviolence and Racial Justice](#)' [1957] *Christian Century*.

Video: 'The Language of Violence', *Figures of Speech* (1965)

<https://www.speech.almeida.co.uk/speech/language-of-violence>.

Asad T, 'On Suicide Bombing' (2007) 15/16 *The Arab Studies Journal* 123.

Further reading

Asad T, *On Suicide Bombing* (Columbia University Press 2007).

Sept 12: ***Last day to DROP/ADD courses***

Sept 13: **What is Design Thinking?**

A crash course from Stanford University's d.school

Sept 16: **What is Radicalization?**

[Questions: Readings on debates on the term radicalization. Is the term useful? What are the problems with the term? What are the alternatives? How are we defining the term?]

Kundnani A, 'Radicalisation: The Journey of a Concept' (2012) 54 *Race & Class* 3, 3-7.

Chappell B, 'President Obama Slams "Yapping" Over "Radical Islam" And Terrorism', *NPR* (14 June 2016)

<https://www.npr.org/sections/thetwo-way/2016/06/14/482041137/präsident-obama-slams-yapping-over-radical-islam-and-terrorism>.

Moghaddam FM, 'The Staircase to Terrorism: A Psychological Exploration' (2005) 60 *Am Psychol* 161.

McCauley C and Moskaleiko S, 'Understanding Political Radicalization: The Two-Pyramids Model' (2017) 72 *American Psychologist* 205.

Further reading

McCauley C and Moskaleiko S, 'Mechanisms of Political Radicalization: Pathways Toward Terrorism' (2008) 20 *Terrorism and Political Violence* 415.

Crettiez X, 'Thinking about Radicalization' (2016) Vol. 66 *Revue française de science politique* 709.

Sept 20: **Conflicts in (De)radicalization Perspectives: What is deradicalization?**

[Questions: What does it mean to deradicalize? When did the term emerge? How has it changed? What is the difference between an apology for the status quo and deradicalization?]

Henley J, 'Would-Be Assassin Rooted in Hard Right', *The Guardian* (16 July 2002) <http://www.theguardian.com/world/2002/jul/16/thefarright.france>.

Bjørge T and Horgan J, *Leaving Terrorism Behind: Individual and Collective Disengagement* (Routledge 2009) 3-5, 10-11.

Köhler D, 'Deradicalization' in N Hall, A Corb, P Giannasi, and J Grieve (eds), *The Routledge International Handbook on Hate Crime* (Routledge 2014).

Stampnitzky L, *Disciplining Terror: How Experts Invented 'Terrorism'* (2013) 186-200.

Pettinger T, 'De-Radicalization and Counter-Radicalization: Valuable Tools Combating Violent Extremism, or Harmful Methods of Subjugation?' (2017) *Journal for Deradicalization* 12, 1, 1-6, 10-12, 19, 23-24, 29-30, 39-43.

Further reading

Bjørge T, 'Counter-Terrorism as Crime Prevention: A Holistic Approach' (2016) 8 *Behavioral Sciences of Terrorism and Political Aggression* 25.

Bjørge T and Horgan J, *Leaving Terrorism Behind: Individual and Collective Disengagement* (Routledge 2009).

Sept 23: Perspectives: Right-Wing Violence

Hird A, "'Montjoie!': Macron Takes a Royalist Slap in the Face for the Republic', *RFI* (10 June 2021)
<https://www.rfi.fr/en/france/20210610-macron-takes-a-royalist-slap-in-the-face-for-the-republic-montjoie-saint-denis>.

Gross A, 'France's Online "Fascist-Sphere" Feeds Rightwing Electoral Hopes', *Financial Times* (25 August 2021)
<https://www.ft.com/content/fb2b75c4-cfe0-44dc-b5fd-bcfca1d6681c>.

Bourdon S, Brabant J, and Suc M, 'Revealed: The Neo-Nazis within the Ranks of France's Armed Forces', *Mediapart* (25 March 2021).

Camus J-Y, 'Violent Right-Wing Extremism and Terrorism – Transnational Connectivity, Definitions, Incidents, Structures and Countermeasures' 74-86 (2020).

Camus J-Y and Lebourg N, *Far-Right Politics in Europe* (Harvard University Press 2017) 1-2, 25-31, (38-44), 44-52, 110-119.

Further reading

Horde L, 'Cartographie de l'extrême droite française' (*La Horde*, 29 August 2021)
<https://lahorde.samizdat.net/cartographie-de-lextreme-droite-francaise-mise-a-jour-hiver-2019-2020>.

Whine M, 'Hate Crime in Europe' in N Hall, A Corb, P Giannasi, and J Grieve (eds), *The Routledge International Handbook on Hate Crime* (Routledge 2014).

Woods JB, 'Hate Crime in the United States' in N Hall, A Corb, P Giannasi, and J Grieve (eds), *The Routledge International Handbook on Hate Crime* (Routledge 2014).

Sept 27: Perspectives: Jihadist Violence

'Fight against Separatism – the Republic in Action: Speech by Emmanuel Macron, President of the Republic, on the Fight against Separatism' (*Ministry for Europe and Foreign Affairs*, 2 October 2020)

<https://www.diplomatie.gouv.fr/en/coming-to-france/france-facts/secularism-and-religious-freedom-in-france-63815/article/fight-against-separatism-the-republic-in-action-speech-by-emmanuel-macron> [until the paragraph ending with: "for me, is based on five main pillars"].

'National Tribute to the Memory of Samuel Paty: Speech by M. Emmanuel Macron, President of the Republic, at the Sorbonne' (*Ministry for Europe and Foreign Affairs*, 21 October 2020)

<https://www.diplomatie.gouv.fr/en/coming-to-france/france-facts/secu>

[larism-and-religious-freedom-in-france-63815/article/national-tribute-to-the-memory-of-samuel-paty-speech-by-m-emmanuel-macron](https://www.theguardian.com/world/2021/jan/03/terrorism-and-religious-freedom-in-france-63815/article/national-tribute-to-the-memory-of-samuel-paty-speech-by-m-emmanuel-macron).

Al-Qā'idah in the Arabian Peninsula, 'Statement Regarding the Latest Incidents in France' (3 January 2021).

'Sawt-Al-Hind' (2021) 18 1, p.3.

Weitzmann M, 'A Rising Tide of Violence in France' [2021] The New York Review of Books.

Hecker M, '[137 Shades of Terrorism. French Jihadists Before the Courts](#)' (2018) abstract, 25-32, 41-44 [See also the charts on pp. 18-24]

'Stop-Djihadisme' <http://www.stop-djihadisme.gouv.fr/>.

Sept 30: Perspectives: Jihadist Violence 2

Sawyer SW and Zinigrad R, '[Stakeholders of \(De\)-Radicalisation in France](#)' (April 2021) [Charts on pp. 17-20].

Klausen J, 'Terror in the Terroir: The Roots of France's Jihadist Problem' (2017) 96 Foreign Aff 166.

D'Amato S, 'Islamization of Criminal Behaviour: The Path to Terrorism? Terrorist Threat and Crime in French Counterterrorism Policy-Formulation' (2019) 16 European Journal of Criminology 332.

Further reading

Weitzmann M, '[France's Great Debate Over the Sources and Meaning of Muslim Terror](#)' [2021] Tablet Magazine.

Oct 4: Perspectives: Ultra-Left Violence

Varriale Carson J, 'Left-wing Terrorism: From Anarchists to the Radical Environmental Movement and Back' in G LaFree and JD Freilich (eds), *The Handbook of the Criminology of Terrorism* (John Wiley & Sons 2016).

Willsher K, 'Police Car Set on Fire as Officers and Protesters Clash in Paris', *The Guardian* (18 May 2016)
<http://www.theguardian.com/world/2016/may/18/police-car-set-on-fire-as-officers-and-protesters-clash-in-paris>.

Bernanos A, 'Letter from a French Prison' (*Cosmonaut*, 15 May 2020)
<https://cosmonaut.blog/2020/05/15/letter-from-a-french-prison-by-antonin-bernanos>.

Video : Le Média, Interview with, '[Antonin Bernanos: Antifa Sous Surveillance](#)' (21 September 2020) YouTube.

Further watching/reading

Chase A, '[Harvard and the Making of the Unabomber](#)' [2000] The Atlantic.

Vanderheiden S, 'Radical Environmentalism in an Age of Antiterrorism' (2008) 17 Environmental Politics 299.

Méheut C, 'Feminists Paper Paris With Stark Posters Decrying Domestic Abuse', *The New York Times* (13 September 2020)
<https://www.nytimes.com/2020/09/13/world/europe/paris-france-feminist-posters.html>.

Willsher K, 'French Police Fire Teargas to Expel Anti-Capitalist Squatters', *The Guardian* (9 April 2018)

<http://www.theguardian.com/world/2018/apr/09/france-notre-dame-des-landes-police-anti-airport-activists-teargas>.

Oct 7: Perspectives: Beyond Categories: Incels and Yellow Vests

‘Incels: A New Terror Threat to the UK?’, *BBC News* (13 August 2021)

<https://www.bbc.com/news/uk-58207064>.

Hoffman B, Ware J, and Shapiro E, ‘Assessing the Threat of Incel Violence’ (2020) *43 Studies in Conflict & Terrorism* 565.

Pailiez C and Clotaire A, ‘Anger over COVID Rules Gives New Impetus to France’s Yellow Vests’, *Reuters* (23 July 2021)

<https://www.reuters.com/world/europe/anger-over-covid-rules-gives-new-impetus-frances-yellow-vests-2021-07-22/>.

Chamorel P, ‘Macron Versus the Yellow Vests’ (2019) *30 Journal of Democracy* 48.

Further reading

Baele SJ, Brace L, and Coan TG, ‘From “Incel” to “Saint”: Analyzing the Violent Worldview behind the 2018 Toronto Attack’ [2019] *Terrorism and Political Violence* 1.

Grossman E, ‘France’s Yellow Vests – Symptom of a Chronic Disease’ (2019) *10 Political Insight* 30.

Oct 11: Mid-term (analysis of a document for defining a problem) (1h20)

**II. DEFINING THE PROBLEM:
HOW DO WE ADDRESS THESE MATTERS?**

Oct 14: Designing YOUR Deradicalization Project

Oct 18: Choose Your Group: Formulating the Problem

- 1) Student-led group presentations on problems based on groups listed below, identify up to three problems (the relevant readings should help!)
- 2) Think about potential solutions by **creating your own project**, e.g. working with existing NGOs, developing policy, elaborating a program, defining a research agenda.

Group 1: De-Radicalization (Prisons)

Conti B, ‘Trajectories of (Non)Radicalisation in a Prison Milieu: France’ (October 2020) 5-11, 18-19, 28-32, 41-42, 52-55.

Conti B, ‘Case Studies of Interactive Radicalisation: France’ (June 2020) 14-22.

Stern J and Pascarelli P, ‘Prison-Based Deradicalization’ in SJ Hansen and S Lid (eds), *Routledge Handbook of Deradicalisation and Disengagement* (Routledge 2020).

Ganor B and Falk O, ‘De-Radicalization in Israel’s Prison System’ (2013) *36 Studies in Conflict & Terrorism* 116.

Group 2: Counter-Radicalization (Schools)

James J, [‘Teaching Anti-Terrorism: How France and England Use Schools to Counter Radicalisation’](#) [2020] *The Conversation*.

- Bisserbe N, 'France's School Lunches Become Battlegrounds in Dispute Over Islam's Place in Society', *Wall Street Journal* (14 July 2021) <<https://www.wsj.com/articles/frances-school-lunches-become-battlegrounds-in-dispute-over-islams-place-in-society-11626260402>>.
- Lizotte C, 'Laïcité as Assimilation, Laïcité as Negotiation: Political Geographies of Secularism in the French Public School' (2020) 77 *Political Geography* 102.
- Sukarieh M and Tannock S, 'The Deradicalisation of Education: Terror, Youth and the Assault on Learning' (2016) 57 *Race & Class* 22.

Further reading

- Weitzmann M, 'A Rising Tide of Violence in France' [2021] *The New York Review of Books*.
- Roder I, '[Les Enseignants de France Face Aux Contestations de La Laïcité et Au Séparatisme](#)' (6 January 2021).
- Peker E, 'Right-Wing Populism and the Securitisation of Laïcité Narratives in French Education Policy' (2021) 20 *Social Policy and Society* 326.

Group 3: Moderation of Online Hate Speech or Censorship?

- Morar D and Martins dos Santos B, 'The Push for Content Moderation Legislation around the World' (*Brookings*, 21 September 2020) <https://www.brookings.edu/blog/techtank/2020/09/21/the-push-for-content-moderation-legislation-around-the-world/>.
- Breeden A, 'French Court Strikes Down Most of Online Hate Speech Law', *The New York Times* (18 June 2020) <https://www.nytimes.com/2020/06/18/world/europe/france-internet-hate-speech-regulation.html>.
- Twitter Inc., 'Permanent Suspension of @realDonaldTrump' (8 January 2021) https://blog.twitter.com/en_us/topics/company/2020/suspension.
- Jones D and Benesch S, 'Combating Hate Speech Through Counterspeech | Berkman Klein Center' (13–19 August 2019) <https://cyber.harvard.edu/story/2019-08/combating-hate-speech-through-counterspeech>.
- Brown A, 'What is so Special about Online (as Compared to Offline) Hate Speech?' (2018) 18 *Ethnicities* 297.

Oct 21: Choose Your Group: Formulating the Problem
Presentations and discussions continued

III. CONTINUED: REFINING THE PROBLEM

Oct 25: Which problem do YOU want to solve?
Focusing YOUR problem/solution – group discussion/individual worksheet
Presentation: 5 minutes/15 minute discussion with class

- Oct 28: Design Thinking**
Working backwards lab: from solution to problem
1. [Combating radicalization project](#)
 2. *D.Rad*

Discussion:

- 1) What problem are they trying to solve?
- 2) What are the resources available for solving that problem?
- 3) Other ways of solving the same problem?

- Nov 1-5: FALL BREAK – no classes**

IV. CONFLICTS: CAN EVERYTHING BE SOLVED WITH AN APP?

- Nov 8: Conflicts in deradicalization: What kinds of solutions are possible in a democracy?**

- Nov 12: Last day to withdraw from a course or to choose CR/NC grading option*

V. RESOURCES FOR IMPLEMENTATION

- Nov 15: Defining goals, defining success**
Required reading: Hecker M, ‘Once a Jihadist, Always a Jihadist? A Deradicalization Program Seen from the Inside’ (2021) 15-20, 27-71.

Discussion: Leadership, Organization, and Strategy

- Nov 18: Group work on conflicts in their area (individual worksheet)**

- Nov 22: Presentations on resources:**
Group work and presentations on 3 potential resources and how they could be accessed, mobilized, or harnessed.

- Nov 25: Group activity: Debate (opposing stances) in front of the class**

VI. CRAFTING SOLUTIONS

- Nov 29: Thinking towards a solution**
Group Assignment: Present two examples of other organizations or individuals that are doing something comparable to your project

- Dec 2: Group work on final proto-type**

- Dec 6: Making choices / trade-offs**
Take a look at this “budget spending trade-offs” app:
<https://www.nationalpriorities.org/interactive-data/trade-offs/>
Bring an object that represents a solution to a problem and discuss what kind of trade-offs the designers have faced

Dec 9: Meetings with professors to confirm final implementation plan

Dec 16, 12:30: Final exam period: Presentations of final proto-type