**CANADIAN SCHOOL OF PEACEBUILDING**
**CANADIAN MENNONITE UNIVERSITY**
**PCTS/POLS-3950C:** *Peacebuilding Approaches to Violent Extremism*
*Session I:  June 11-15, 2018*

**Course Syllabus**

Instructor:  Lisa Schirch, PhD, George Mason University
Email:  schirchl@emu.edu
Lecture times: 8:30am-5:00pm, Monday to Friday
Office hours: After class

Last date for voluntary withdrawal without academic penalty: July 15, 2018
_____

**COURSE DESCRIPTION**
This interactive course will explore violent extremism (VE) through an ecological peacebuilding lens. Participants will explore the dangers, risks and unintended impacts of interventions to stop violent extremism. In particular, the course will look at the impact of violent extremism and counterterrorism on civil society space and identify the roles of civil society in addressing violent extremism.

**OBJECTIVES**
**After successful completion of this course students should be able to:**
• Compare and contrast different definitions of violent extremism
• Recognize different geographical expressions of violent extremism
• Define the spectrum of different responses to violent extremism
• Identify the dangers, risks and unintended impacts of interventions to stop violent extremism
• Identify the impact of violent extremism on civil society organizations and civil society space
• Identify the roles of civil society in addressing violent extremism
• Practice using a systems-based analysis of violent extremism to recognize its interaction with structural drivers of conflict
• Practice using planning tools to identify complementary and coordinated programs to respond to violent extremism

**REQUIRED READINGS**
All of the links below are located on the internet.

• Chapters from *The Ecology of Violent Extremism*, edited by Lisa Schirch, will be available by April 2018. Students registered for the course will have the book available on google drive. This book will be available free of charge for a limited time period until August 20
• Transforming Violent Extremism by Search for Common Ground.  Online: https://www.sfcg.org/transforming-violent-extremism-peacebuilders-guide/
• Global Terrorism Index 2016
• UN Plan of Action to Prevent Violent Extremism
• Mining the Gaps: Analysis of research on violent extremism by RESOLVE Network

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**TEACHING APPROACH**
In addition to lectures, there will be opportunity for interactive exercises, exploring case studies in a small group project, and a simulation role play. Participants will be expected to keep up with readings and actively engage in class activities.

**COURSE REQUIREMENTS AND DEADLINES** (for credit)
The following are the general outlines of requirements for those taking the class for credit.  Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to the instructor.

| ASSIGNMENTS | DUE DATE | VALUE |
|---|---|---|
| 1. Reading Reflections | | |
| #1 | June 11, 2018 | 15 |
| #2 | June 30, 2018 | 20 |
| #3 | July 15, 2018 | 20 |
| 2. Course participation and presentation | | 10 |
| 3. Final Paper | August 21, 2018 | 35 |

**ASSIGNMENT DESCRIPTION**

**1. Three Reading Reflections**
Purpose: To show that you understand the terminology, major theories, authors, and issues, and strategies for working on violent extremism. **Identify key areas or themes in the readings that interest you.** The readings include the required texts, the pre-readings, and the additional reading list in the attached bibliography or other related readings that you selected. Write 3 response papers and read approximately 100 pages for each reflection paper. Please provide the citations for what you read at the end of each reflection paper.

Please do not summarize the readings.  Include your own thoughts and reactions to the reading.
• Why did you choose the theme?  How do you see the theme as relevant to your own personal experiences or understanding of violent extremism?
• What points in the readings make the most sense to you given your experience?
• What contribution do the readings bring to your understanding of how to respond to violent extremism?

**Please cite specific examples and theories from the readings**, to demonstrate your comprehension of the material. Use citations to identify which readings you read and what you are referring to in the themes from these readings.

Due: **Reading Reflection #1 due on June 11, 2018**

Length: Each reading response should be 1-2 pages, single-spaced. See format below. One of these reading responses is due on the first day of class.

Remaining due dates: June 30 and July 15, 2018

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**2. Course participation and presentation**
All course participants (credit and non-credit) will work together in small groups to prepare a presentation that will provide an analysis and a plan for response to violent extremism.
•	Each group will make an oral presentation during the last day of class.
•	The length of the presentation will depend on the number of groups
•	The group will provide a 1-page summary of the presentation for all class members.
•	The group should present background information in a concise format, recognizing the purpose of the presentation is to demonstrate your strategic planning skills and not your knowledge of the history of the conflict. We encourage creativity in the presentations, including demonstration, art, video, PowerPoint, etc.

➢ Preparation: The work on the oral presentation will require a significant amount of independent work in your small group of presenters. Be prepared to meet several times in class to select a leader/liaison, divide up responsibilities for research and writing, decide on the structure of the paper and presentation, and assign responsibilities for the presentation. If you want to consult the professor about the paper and presentation, I prefer to meet with either the liaison or the whole group before or after class. I regard this group preparation as part of the "learning" in the course. Participants may use their class presentation as the basis for their Final Paper, with the assumption that they will do more research and reading in addition to writing than those participants who are not taking the class for credit.

**Due: June 15, 2018**
Length: 1 page summary of 10-minute presentation

**3. Final Paper: Designing a Response to Violent Extremism**
Purpose: To show that you are capable of an analysis of violent extremism and a multidimensional plan for addressing violent extremism.
The papers can contain diagrams and charts.  There are many journals and books currently calling for papers on violent extremism. See the Moodle list of potential places to publish your final paper.

a) Each student should select a situation where violent extremism of some form exists.
b) Begin the paper with a 2-4 page analysis of the Where, Who, Why, What, How and When relevant to violent extremism
c) Then identify your theories of change in 1 page. What can be done to address the Where, Who, Why, What, How and When?
d) Then lay out your design of an intervention to address violent extremism. What are the types of activities that are needed? How do the activities interact and reinforce each other? How do individual activities work together to achieve a strategy for addressing violent extremism?

Remember, all interventions work best when they are planned strategically with an eye to planning long-term, including all relevant stakeholders, and building important alliances and coalitions with others. Make sure there is an emphasis on coordination with other stakeholders, with an emphasis on the design of democratic decision-making and conflict transformation processes to build broad and diverse coalitions.

**Due: August 17, 2018**
Length: Undergraduate papers should be 5-7 pages single spaced. See below for format instructions.

**Format for all papers:**
Please use the following format for all papers.  It makes it easier for me to grade the papers if they all look alike and stack well. ☺

- No title page. Put your name, the date, and the title of the assignment on the top of the first page of your paper.
- Number the pages of your paper.
- Single space paper with a double space between paragraphs.
- Staple the paper together. Please do not use plastic folders.
- Type the papers and check spelling and grammar before you turn them in.
- Use subtitles to separate different parts of the paper. Subtitles add clarity to any form of writing.
- Where required, use either footnotes or endnotes in any citation style you choose.
- Please stay within the page limits set for each assignment unless it seems absolutely impossible!
- If you prefer, you may use recycled paper to turn in your assignments (i.e. use the back side of already used paper).

**ASSIGNMENT GUIDELINES** (for credit)

**STYLISTIC REQUIREMENTS**
CMU has adopted the following as its standard guide for all academic writing:
Hacker, Diana. *A Pocket Style Manual.* Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago, MLA).  You may choose the format but whichever you use, be sure to use it properly and consistently.

**ADDITIONAL NOTES**
1. All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses.  These are detailed on CMU's website (http://www.cmu.ca/students.php?s=registrar&p=policies) and in the CMU Calendar (also available online: http://www.cmu.ca/academics.php?s=calendar). In your papers, be sure to avoid any form of *plagiarism*.  If you have doubts about what is appropriate, a useful website is http://www.indiana.edu/~istd/.  Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).
2. Assignments are due as scheduled unless the student has negotiated a new due date a week before the original due date.  Assignments will be assessed a four percent (4%) late penalty per day until they are submitted.
3. I encourage all students to take up any concerns/questions regarding grades, first with the instructor, then with the Associate Dean of Program, Ray Vander Zaag. The CMU Calendar outlines its appeals process clearly.
4. Email: Substantive discussions are best done person to person, not electronically.  So email can be used to set up personal appointments, to send regrets if one has to miss class, and so on, but not for engaging in substantive discussions.

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**EVALUATION**

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

**LETTER GRADE/PERCENTAGE SCALE**

| Letter Grade | Percentage | Grade Points | Descriptor |
|---|---|---|---|
| A+ | 95-100 | 4.5 | Exceptional |
| A | 88-94 | 4 | Excellent |
| B+ | 81-87 | 3.5 | Very Good |
| B | 74-80 | 3 | Good |
| C+ | 67-73 | 2.5 | Satisfactory |
| C | 60-67 | 2 | Adequate |
| D | 50-59 | 1 | Marginal |
| F | 0-49 | | Failure |

| Criteria | A - Excellent | B - Competent | C - Below Expectations |
|---|---|---|---|
| **CONTENT** (quality of the information/ideas and sources/details used to support them) | - has clarity of purpose<br>- has depth of content<br>- displays insight or originality of thought<br>-demonstrates quality and breadth of resources | - has clarity of purpose<br>- has substantial information and sufficient support<br>- contains some originality of thought<br>-uses quality resources | - has clarity of purpose<br>-lacks depth of content and may depend on generalities or the commonplace<br>- has little originality of thought<br>-uses mostly quality resources |
| **STRUCTURE** (logical order or sequence of the writing) | - is coherent and logically developed<br>-uses very effective transitions | - is coherent and logically developed<br>-uses smooth transitions | - is coherent and logically (but not fully) developed<br>-has some awkward transitions |

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| | | | |
|---|---|---|---|
| **CONVENTIONS** (appearance of the writing: sentence structure, usage, mechanics, documentation) | **- has virtually no errors of conventions** | **- has minimal errors of conventions** | **- is understandable** but **has noticeable problems of sentence structure, usage, mechanics or documentation** |
| **STYLE** (personality of the writing: word choice, sentence variety, voice, attention to audience) | **- is concise, eloquent and rhetorically effective** -**has nicely varied sentence structure** -**is engaging throughout and enjoyable to read** | **- displays concern for careful expression** -**has some variation in sentence structure** -**is generally enjoyable to read** | **- has some personality** but **lacks imagination and may be stilted and may rely on clichés** -**has little variation in sentence structure** -**is not very interesting to read** |

**NOTE:** The CMU *Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals.  Grades are not final until vetted and approved by the Dean's Office.

**FINAL DATE FOR WITHDRWAL**
Final date to withdraw from this course without academic penalty is July 15, 2018.

If a student is unable to complete the requirements of a course by the end of the semester, the student must submit a written appeal for an "incomplete" to the Registrar's office: spenner@cmu.ca. The student should seek the instructor's support for the appeal and submit the appeal before August 21. If the student's appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by August 21st. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the grade will remain as originally entered. The maximum extension is: December 1, for courses ending in August.

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**SCHEDULE, TOPICS & READINGS\***
\*This schedule, along with assigned readings, may be adjusted slightly in response to pace of discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes.

**Monday, June 11**
CSOP Opening
Morning:        **Introductions**
               **Exercise defining Violent Extremism**
               **Geography of VE**:  What does violent extremism look like in different contexts?

Afternoon:     **Ecology of Violent Extremism Framework**
               Small Group Formation on Case Studies

Readings:      Ecology of Violent Extremism Chapter 1

**Tuesday, June 12**
Morning:       **What are the causes and correlates of violent extremism?**
Afternoon:     **Scenario-based Table Top**
               Small Group Work on Case Study

Readings:      Global Terrorism Index 2016

**Wednesday, June 13**
Morning:       **What are responses to violent extremism? VE Interventions: Tradeoffs, Contradictions,**
               **and Synergy**
What is the range of responses to try to mitigate, prevent or stop violent extremism?  How are the following approaches similar or different from each other: CVE (countering violent extremism), counterterrorism, peacebuilding. What is the evidence of impact in each of these strategies?

**Theories of Change presentation**

**Systems Analysis of Unintended Impacts:**  Responses to violent extremism have a range of unintended impacts. What are the dangers or risks in any of these responses?

Afternoon:     **Scenario-based Table Top**
               **Small Group Work on Case Study**

Readings:      Selected Chapters from "Ecology of Violent Extremism"

**Thursday, June 14**
Morning:       **What is resilience and how does it relate to violent extremism?**
Afternoon:     **Scenario-based Table Top**

Readings:        Van Metre, Lauren. "Community Resilience To Violent Extremism In Kenya." 2016. Washington, D.C.: United States Institute of Peace. Community Resilience to Violent Extremism in Kenya

Weine, Stevan, and Schuyler Henderson, Stephen Shanfield, Rupinder Legha, Jerrold Post. 2013. "Building Community Resilience to Counter Violent Extremism." Democracy and Security (October): 327-33.

**Friday, June 15**
Morning:        **Legal Context**
What laws are relevant for responding to violent extremism?  What are the limitations of International Humanitarian Law to protect civil society beyond international humanitarian NGOs? How does the legal framework on counterterrorism, which prohibits material support (including negotiation training or dialogue) to individuals or groups on "terror lists," inhibit civil society peacebuilding efforts?

Afternoon:      Case Study Presentations
Readings:        Robinson, Nicholas Catherine Lena Kelly. "Rule Of Law Approaches To Countering Violent Extremism." 2017.  ABA ROLI Rule of Law Issue Paper.  Washington, D.C.: Rule of Law Initiative. Rule of Law Approaches to Counter Violent Extremism

CSOP closing @ 3:00 p.m.

**SCHEDULE NOTES:**
Coffee Breaks are normally 10:30-11:00 am and 3:30-4 pm.
Class photos will be taken on Monday or Tuesday, plan for 15 minutes for the photo taking.
Course evaluations will be given out on Friday.

Aug 17          Last day for credit students to hand in assignments to instructors
Aug 21          Last day for instructors to hand in marks for credit students

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# Bibliography

In addition to this bibliography, there are two web pages with links to new publications on violent extremism:

The CVE Digest is a library for new research and writing on violent extremism hosted by the Alliance for Peacebuilding
http://www.allianceforpeacebuilding.org/cve-digest/

The CVE Resource Page is hosted by the New York University Brennan Centre.
https://www.brennancenter.org/analysis/cve-programs-resource-page

This list is sorted into topics.

**General Analysis of Violent Extremism**
Global Terrorism Index 2016
Dr. Peter T Coleman and Dr. Andrea Bartoli: "Addressing Extremism".
*Guide to the Drivers of Violent Extremism. USAID.*
Striegher, J. (2015). "Violent-Extremism: AN Examination of a definitional Dilemma".
Transforming Violent Extremism Search for Common Ground
Understanding Radicalization: A Literature Review of Models and Drivers
Violent-extremism: An examination of a definitional dilemma.

Britain's loose definition of extremism is stoking a global crackdown on dissent

Problematic knowledge: How "terrorism" resists expertise

**Justice, State Capacity and Violent Extremism**
*Violent and Non-Violent Extremism: Two Sides of the Same Coin?* The Hague: International Centre
for Counter-Terrorist
State Capacity and Terrorism: A Two-Dimensional Approach
Extremist movements exploit a justice deficit
Countering Violent Extremism: Topical Strategic Multi-Layer Assessment and Air Force Research
Laboratory Multi-Disciplinary White Paper in Support of Counter-Terrorism and
Counter-WMD
5 Things We (World Bank) Learned about Violent Extremism
The Root Causes of Violent Extremism.  RAN Issue Paper.
The Strategic Logic of Suicide Terrorism. Robert Pape.

**Psychology and Violent Extremism**
The Role of Psychiatrists in Countering Violent Extremism
Dominique Moisi. The Clash of Emotions. Foreign Affairs. January 2007.
As Siblings Again Unite to Unleash Terror, Experts ask what drives them

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Wilner and Dubouloz, "Homegrown terrorism and transformative learning: an interdisciplinary approach to understanding radicalization." Global Change, Peace, and Security 22:1 (2010). 38

Increasing Cognitive Complexity and Collaboration across communities

The Psychology of Radicalization and Deradicalization: How Significance Quest Impacts Violent Extremism

New study finds vulnerability to radicalisation is linked to depression

Can Thematic Content Analysis Separate the Pyramid of Ideas from the Pyramid of Action? A Comparison Among Different Degrees of Commitment to Violence

**Social Networks**

How Communities Resist Violent Extremism: Kenya Cases Demonstrate Key Factors for Resilience

Social capital and terrorism Scott Helfstein

Psychology Not Theology: Overcoming ISIS' Secret Appeal

**Environment, Climate and Violent Extremism**

The Centre for Climate and Security **https://climateandsecurity.org/research/**

Climate Change will create more violent extremism

Why Climate Change and Terrorism are connected:

**Stakeholders in Violent Extremism**

Friend, Not Foe: The Role of Civil Society in Preventing Violent Extremism

Empowering Local Partners to Counter Violent Extremism

On Shrinking Space

The Young and the Restless: Dynamics of Violent Youth Mobilization in Sri Lanka and Nicaragua, 1960-2010

Strengthening Rule of Law Responses to Counter Violent Extremism: What Role for Civil Society in South Asia

Women and Youth against Violence: Summary Report on Strengthening the Capacity of Young Change Makers in Palestine to Increase Human Security in Their Communities.

**Youth and Violent Extremism**

The only way to defeat Islamic State is to give young Arabs hope. 27 July 2016. Daoud Kuttab

MercyCorps. (2015.) Youth & consequences: Unemployment, injustice and violence.
Why do youth join Boko Haram? [Special Report
Why do so many efforts to stop young people from joining extremist groups fail?

Speri, A. (2015, February 17). 'I didn't join the Taliban because I was poor, I joined because I was angry': Report finds injustice, not unemployment, radicalizes youth.

Trapped Between Destructive Choices: Radicalisation Drivers Affecting Youth in Jordan. WANA

What Factors Cause Youth to Reject Violent Extremism? Results of an Exploratory Analysis in the West Bank

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**Gender and Violent Extremism**

A Man's World? Exploring the Roles of Women in Countering Terrorism and Violent Extremism

To fight extremism, security sector must include women

More Than Just Mothers: The Changing Roles of Women in Extremism

Violent Extremism and the Women, Peace, and Security Agenda: Recommendations for the Trump Administration

Women, Gender and Terrorism: Gendered Aspects of Radicalization and Recruitment

From Policy to Action: Advancing an Integrated Approach to Women and Countering Violent Extremism

**Designing Interventions related to Violent Extremism**

Designing Countering Violent Extremism Programs: A Strategic Overview. London: Seefar. Farsight Report. (2016).

Hadra, D. (2016). "A how-to on countering Violent Extremism". Brookings

In Fight Against Extremism, Why is Prevention Elusive?

Dilemmas of Counter-terror, Stabilisation and Statebuilding

Practices and Reflections on development, security, and peace in context of violent extremism and terrorism

Countering Violent Extremism: A Peacebuilding Perspective

Strengthening the Case: Good Criminal Justice Practices to Counter Terrorism

Thinking outside the Box: Exploring the Critical Roles of Sports, Arts, and Culture in Preventing Violent Extremism

Using Community Policing to Counter Violent Extremism

Preventing Terrorism and Countering Violent Extremism and Radicalization that Lead to Terrorism: A Community-Policing Approach

*Building Community Resilience To Violent Ideologies.* Canadian Association of Chiefs of Police, 2008. Discussion Paper.

United Nations Development Program-UNDP (2016). "Strengthening community's resilience against radicalization and violent extremism"

Stepanova, E (2003). "Anti-terrorism and Peace-building During and After Conflict" Stockholm International Peace Research Institute. Stockholm.

Preventing and Countering Violent Extremism: Engaging Peacebuilding and Development Actors Countering Violent Extremism and Risk Reduction: A Guide to Programme Design and Evaluation RUSI

**Media and Violent Extremism**

Winning the Battle but Losing the War? Narrative and Counter-Narrative Strategy (C. McCauley, S. Moskalenko, T. Hataley & C. Leuprecht, Perspectives on Terrorism, August 2009)

Countering Violent Extremism On and Offline

Countering violent extremism through media and communication strategies: A review of the evidence

Mixed Messages: How the Media Covers Violent Extremism

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Schmid, A. P. (2014, January). Al-Qaeda's "single narrative" and attempts to develop counternarratives: The state of knowledge

Getting the information albatross off our back: Notes toward an information-savvy national security community.

Promoting Online Voices for Countering Violent Extremism. RAND


**Religion and Violent Extremism.**

3 Facts About Religion and Violent Extremism.  - Centre for American Progress.

Religion, Identity and Violent Extremism. Nathan Brown. Atlantic Council. 2016.

Aly, A.S & Striegher, J. (2012). "Examining the Role of Religion in Radicalization to Violent Islamist Extremism" *Studies in Conflict & Terrorism* 35 (12).

Religious extremism: the good, the bad, and the deadly


**Violent Extremism in Africa**

Horowitz, J. (2013). "Counterterrorism and Human Rights Abuses in Kenya and Uganda: The World Cup Bombing and Beyond," Open Society Foundations.

Africa Policy Institute (2016). Concept Note for the Methodology Workshop on CVE in Africa: Setting the Research Agenda. Nairobi: Tafiti Center for Research on Violent Extremism.

Amnesty International. (2014). Somalis are Scapegoats in Kenya's Counter-Terror Crackdown. London:        Amnesty International Publications.

Regional Conference on Countering Violent Extremism, Nairobi Kenya June 2015 Concept Note

Understanding Drivers of Violent Extremism: The Case of al-Shabab and Somali Youth

Militants: Human Insecurity and State Crises in Africa.

Hassan, M. (2012). Understanding the Drivers of Violent Extremism: The Case of al-Shabaab and Somali Youth

Buchanan-Clarke, S & Lekalake, R. (2016). "Violent Extremism in Africa". Afrobarometer Policy Paper No. 32.

Munk, K. (2016). "CVE: A necessary tool in Kenya's Security Drive". Global Risk Insight.

Motivations and Empty Promises: Voices of Former Boko Haram Combatants and Nigerian Youth- *Mercy Corps*


**Violent Extremism in US**

Anti-Defamation League. (2013). Ku Klux Clan – Criminal Activity and violence.

The Ku Klux Klan as Extremist Organization

White Supremacy Extremism in the US

The Ku Klux Klan: America's Long History of Accepting White Terrorist Organizations

Countering Violent Extremism in America

*With Hate in their Hearts: The State of White Supremacy in the United States.*  New        York: Anti-Defamation League.

Countering Violent Extremism in America . Washington: The George Washington University.

Neumann, P. (2011). Preventing Violent Radicalization in America. Bipartisan Policy Center National Security Preparedness Group.

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**Violent Extremism in Asia and Middle East**

Isis is a Revolution

Moore, J. (2016). The evolution of Islamic terrorism: An overview. Public Broadcasting Service
(PBS). Frontline.
http://www.pbs.org/wgbh/pages/frontline/shows/target/etc/modern.html

Constitutional Rights Foundation. (n.d.). Islamist Terrorism: From 1945 to the Rise of ISIS.

Women and Youth Against Violence: Strengthening the capacity of young change makers in
Palestine

 Strengthening Rule of Law Responses to Counter Violent Extremism: What Roles for Civil
Society in South Asia?

INVESTING IN IRAQ'S PEACE: How Good Governance Can Diminish Support for Violent
Extremism


**Violent Extremism in Balkans**

Balkans Regional Summit on Countering Violent Extremism. (2015). Statement by the Ministry of
Interior for the Government of Albania. Tirana, Albania.

Balkans Summit on CVE May 2015


**Opposition to CVE**

Flawed Theories on Violent Extremism Lead to Bad Policy –ACLU

Khan, H. (2015). "Why Countering Violent Extremism Fails".Foreign Affairs. The Council on
Foreign Relations

What Lies Ahead for Obama's Countering Violent Extremism Program? –The Atlantic

Countering Violent Extremism: Hidden Human Rights Costs -PRIO

The UnAmerican Way to Tackle Extremism- Backtalk

The FBI Needs to Stop Spying on Muslim-Americans

The US government can brand you a terrorist based on a Facebook post. We can't let them
make up the rules

Saferworld. A look at the American 'countering violent extremism' strategy. Alpher, D. (2016,
July 26).


**VE Communications**

Bin Laden's Letter to America

Dabiq: The ISIS Magazine

The Management of Savagery: The Most Critical Stage Through Which the Umma Will Pass


**Evaluations of Countering Violent Extremism (CVE)**

Why Counterterrorism Needs Countering Violent Extremism (CVE): How Human Rights and
Good Governance Help Prevent Terrorism – US State Department

Countering Violent Extremism – New York University Brennan Center

Countering Violent Extremism: Myths and Fact - – New York University Brennan Center

Does CVE Work? Lessons Learned from the Global Effort to Counter Violent Extremism

A Global Venture to Counter Violent Extremism

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Why Countering Extremism Fails

Evaluating Countering Violent Extremism Programming: Practice and Progress

Why Countering Violent Extremism Fails

Development and Pilot Test of the RAND Program Evaluation Toolkit for Countering Violent
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**Legal Restrictions**

Proscribing Peace: The Impact of Terrorist Listing on Peacebuilding Organizations Building Peace
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Women and Preventing Violent Extremism: The US and UK Experiences

The UK "Prevent" Strategy and its problems

**Official CVE Plans and Statements**

Fact Sheet: The White House Summit on Countering Violent Extremism

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