

## **SYLLABUS: TERRORISM AND COUNTER-TERRORISM**

### **GENERAL ASPECTS**

NAME OF THE COURSE	: Terrorism and Counter Terrorism
CODE	: TBC
CREDITS	: 10
LECTURER	: Prof. Matthias Erlandsen, M.A. International Studies.
E-MAIL	: matt.erlandsen@gmail.com [Subject: UDD – TMS]
OFFICE HOURS	: Upon request by e-mail.
CLASSROOM	: TBC
SCHEDULE	: TBC

### **COURSE DESCRIPTION**

This course helps you understand the problem of terrorism in our increasingly global, contemporary world. Our approach is communication-based but we draw upon literature from many disciplines to help explain the key issues in understanding the key issues related to terrorism, counter-terrorism and communication.

Students from many disciplines across campus are enrolled in our course. This is an important opportunity to examine scholarship from different perspectives and to interact with students from different majors. You will do this in part by writing and talking about terrorism and media in the contemporary world.

We will be studying the nature of terrorism, and considering questions such as who are terrorists, what are terrorists' grievances with the larger society, and what are the best ways for societies and governments to combat terrorism. Because terrorism is a tactic that is calculated to create fear and influence public opinion, we are interested in the various roles of media. Of particular interest will be how people learn about events in society, how news reports about reality, and how officials and news workers attempt to explain the problem of terrorism.

Terrorism has unique links to communication and these will be explored in various ways —consideration of acts of terror, recruiting new terrorists, and issues in evaluating effective and ineffective means of fighting terrorism. We will also be interested, throughout the term, in media portrayals of terrorism and terrorists in news discourse as well as the forms of mediated communication such as films and televised dramatic portrayals. Controversial remedies for terrorism —rendition, torture, warrantless wiretapping and similar issues, will be examined, along with the implications of their portrayals in popular entertainment and news.

There are few topics in contemporary society as controversial as terrorism and we must be mindful of this as we proceed through the term. Communication media provide the tools for public officials to communicate with the public about terrorism, setting an agenda as well as framing the problem's causes

and consequences. Issues of related interest involve media treatment of civil liberties and issues such as domestic surveillance, censorship, extraordinary rendition, and the use of torture. Public support for the various counter-terrorism measures—including the “war on terrorism”—is seen as a complex matter involving these issues as well as judgments about how successful the project is at any given time.

## **SKILLS**

### **GENERAL SKILLS**

- **Communications:** The ability to convey information to another effectively and efficiently, both orally and written, in a clear, precise, and assertive way.
- **Teamwork:** cooperation, using individual skills and providing constructive feedback, despite any personal conflict, cultural differences, or personal skills among the members of each class.

### **TRANSVERSE SKILLS**

- **Critical thinking:** intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- **Conceptual combination:** fundamental cognitive process by which two or more existing basic concepts are mentally synthesized to generate a composite, higher-order concept. The products of this process are sometimes referred to as "complex concepts." This will allow the students to use a finite number of concepts which they already understand to construct a potentially limitless quantity of new, related concepts.

### **SPECIFIC SKILLS**

- **Global Studies:** Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures around the world. Students will also recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

## **OBJECTIVES OF THE COURSE**

### **CONCEPTUAL LEVEL:**

- The students will learn about the concepts of Terrorism, and Mass Media in International Relations and Social Sciences, with focus on the management of public information.

### **PROCEDURAL LEVEL:**

- The students will be able to integrate skills and knowledge previously acquired through their college studies, as well as to determine their best skills when working with multicultural and multidisciplinary topics and members.
- The students will be able to develop basic skills in social science research, taking in consideration the globalized world and the current international affairs.

#### ACTITUDINAL LEVEL:

- The students will be able to improve their written, oral, and listening skills in English.
- The students be results-oriented in terms of communication goals, complying with deadlines.

#### COURSES POLICIES

##### Email and iCursos

Throughout the semester, expect to receive e-mails from me regarding the course. As such, it is important that you check your UDD e-mail account regularly and make sure that course e-mails are not going to your junk folder.

All e-mail is automatically sent to students' @udd.cl accounts. Therefore, you must regularly check your UDD e-mail. Note, though, that UDD has good firewalls. You must use your UDD e-mail to contact your instructor. Your instructor will not reply to e-mails sent from non-UDD accounts. Plus, e-mail from accounts other than your UDD account may not get through anyway.

Readings are available online in iCursos, although you are encouraged to personally seek for each paper or chapter in the bibliography of this syllabus.

To succeed in this course, it is essential that you have regular and reliable online access. Your instructor may post announcements and/or send out individual and class e-mails with updated information about the class. Consequently you should regularly (i.e., daily) check iCursos.

##### Late Work

Computer and/or system problems do NOT excuse late work or missed exams. Students who wait until the last minute to submit assignments are taking a huge risk. Computer, internet, and life-related problems happen every day, and they are almost always unexpected and seemingly beyond one's control. Be prepared by completing your assignments early. In general, you should prepare your work ahead of deadline. Penalties will apply to all late work unless advance arrangements have been made with the instructor. Deadline extensions will be considered ONLY for those who immediately provide written and verifiable documentation of severe illness, death in the immediate family, or official UDD-related business.

##### Academic Integrity and Academic Misconduct

UDD's *Reglamento de Disciplina del Alumno* (<https://bit.ly/2KV5dZm>) defines academic misconduct as any activity that violates "*una conducta ética y de respeto con la Universidad, sus autoridades, profesores, personal y estudiantes de ésta y con cualquier persona natural o jurídica con la que la Universidad haya celebrado algún convenio académico o reciba o preste servicios.*" While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules;
- Violation of program regulations;

- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies information for an academic assignment. It also includes instances where a student submits data or information (such as a term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor;
- Submitting plagiarized work for a course/program assignment;
- Serving as or asking another student to serve as a substitute while taking an exam.

Students must recognize that failure to follow the rules and guidelines established in the University's *Reglamento de Disciplina del Alumno* and this syllabus may constitute "Academic Misconduct." Ignorance of the University's *Reglamento de Disciplina del Alumno* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Reglamento de Disciplina del Alumno* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Reglamento de Disciplina del Alumno* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### **Technology Use and General Politeness**

Accordingly, our classroom meetings should be focused on discussion —not for texting, web browsing, e-mailing, etc. Technology use such as noisy cell phones, Internet shopping, and text messaging at your desk are a distraction to the instructor and your fellow students. Please be respectful of those around you by turning off or silencing your phone and putting it away before class.

Laptops and other portable electronic devices should NOT be used in the classroom unless explicitly required as part of the day's topic. This is becoming standard practice in courses in our department by most every instructor. Violation of this policy may result in the student being asked to leave the classroom.

Notes may be taken with paper and pen. Not only is this courteous for those around you who are spending their time and money in the classroom without being distracted by those around them, it is also beneficial for you as a student. Here's why:

Although laptops or tablets can be used for productive purposes in a classroom, it is my observation (reinforced by growing academic research) that they primarily serve as distractions—to those who use them, those nearby, and the person leading the class. Although some might argue that laptops are beneficial for taking notes, considerable scientific research demonstrates that using laptops for note taking impedes learning compared to paper and pen note taking. If you'd like to read a brief summary of just some of the evidence, check out the Scientific American article "A Learning Secret: Don't Take Notes with a Laptop": <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

To maintain an atmosphere conducive to learning during the discussion-based classroom meetings of this course, please be courteous to other members of the class and treat them with the dignity and respect that you expect from others.

Disruptions: Disruptions and distractions (including talking during lecture; text messaging or other phone or computer use), threatening behavior, and negative participation (e.g., use of inappropriate language or derogatory speech) will not be tolerated. Any student who engages in such behavior may be asked to leave class, and be reported to the corresponding authorities at the University. Cell phones are considered a disruption. Turn your cell phone off completely before the start of class. Not just the ringer—completely off.

Attendance and participation: We will have a lecture and discussion format in classroom sessions. Attendance is required at all class sessions. We will take attendance each day the class meets. Falsification of attendance records can be treated as an instance of academic misconduct.

You will need to participate actively in order to get maximum benefit from the course. Evidence clearly shows that students who come to class regularly and engage in discussion learn more and generally do better in the class. This means you will need to come to the class, stay for the entire period, and be prepared for it by reading the assigned materials in advance. This is very important. Please make an effort to be on time for the class.

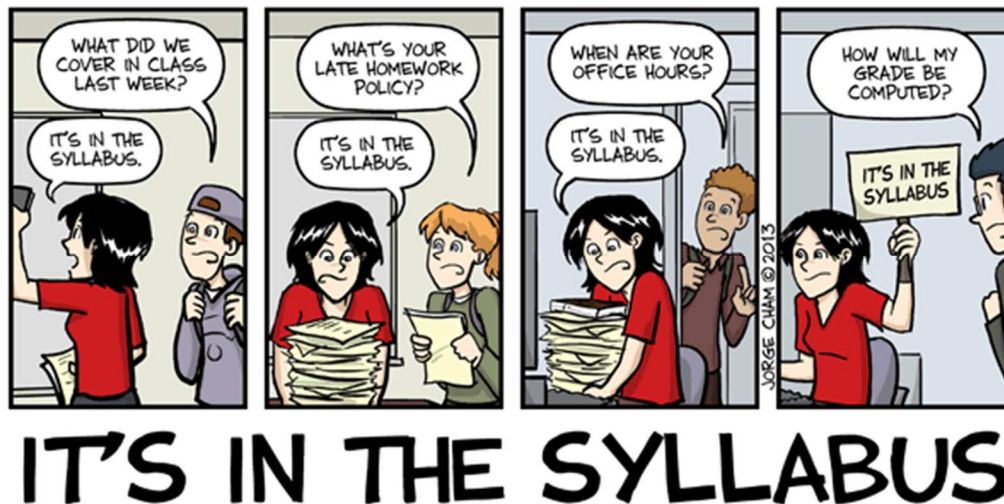
Attendance and Participation are worth 10% of your final grade. Students will be evaluated on their ability to intelligently discuss the assigned materials. The first, minimum component of participation is class attendance. I expect students to attend all class sessions unless serious circumstances make doing so impossible. ALL students will be expected to participate fully in the class by both asking questions AND answering them. Participation might also be assessed through relatively easy in-class pop quizzes that will simply appraise whether you prepared for class by familiarizing yourself with that day's materials. We can also have some brief impromptu assignments responding to news and events.

To earn full credit for participation, you should (1) be prompt and attend all classes, (2) complete all readings prior to class, (3) consistently participate in class discussion, (4) display an understanding of the readings and demonstrate an ability to apply course concepts, and (5) complete any participation assignments presented during the course.

Diversity statement: This course embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group

members possess as individuals. This space will be dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

**Read this syllabus carefully. By remaining enrolled in the class, you have accepted the conditions and requirements of the course.** The requirements and rules indicated in this syllabus are non-negotiable. You should drop the class immediately if any aspects of the course, its rules, and/or requirements are not acceptable to you.



## SCHEDULE & BIBLIOGRAPHY (SUBJECT TO REVISION AND CHANGES)

### Session 1, August 6 : Defining Terrorism, Theorising Terrorism

Instructor, course, and syllabus introduction.

On the nature of terrorism: What is terrorism and what are the ways we can study it?

Schmid, A (2004). Terrorism – The definitional problem. *Case Western Reserve Journal of International Law*, 36(2-3), 375-419

Weinberg, L., Pedahzur, A. & Hirsch-Hoefler, S. (2004). The challenges of conceptualizing terrorism. *Terrorism and Political Violence*, 16(4), 777-94. doi: 10.1080/095465590899768

Mueller, J. (2005). Six rather unusual propositions about terrorism. *Terrorism and Political Violence*, 17, 487-505. doi: 10.1080/095465591009359

### Session 2, August 13

Terrorism in Historical and Strategic Perspective

The evolution of terrorism – anarchist, revolutionary, nationalist, jihadi

Kydd, A. H., & Walter, B. F. (2006). The strategies of terrorism. *International Security* 31 (1), 49–79.

Duyvesteyn, I. (2004). How new is the new terrorism?, *Studies in Conflict and Terrorism*, 27(5), 439-54. doi: 10.1080/10576100490483750

### **Session 3, August 20**

Historical and Strategic Perspective II

Terrorism as insurgency: A means to liberation, revolution, and transformation?

Neumann, P., & Smith, M. L. R. (2005). Strategic terrorism: The framework and its fallacies. *Journal of Strategic Studies* 28(4), 571–595. doi: 10.1080/01402390500300923

Merari, A. (1993). Terrorism as a strategy of insurgency. *Terrorism and Political Violence* (4), 213–251. doi: 10.1080/09546559308427227

### **Session 4, August 27**

Psychological Approaches to Studying Terrorism

Radicalisation, violence, and the terrorist act

McCauley, C. & Moskalenko, S. (2008). Mechanisms of political radicalization: Pathways to terrorism, *Terrorism and Political Violence*, 20(3), 415–433. doi: 10.1080/09546550802073367

Rogers, B. M., Loewenthal, K. M., Lewis, C. A., Amlot, R., Cinnirella, M., & Ansari, H. (2007). The role of religious fundamentalism in terrorist violence: A social psychological analysis. *International Review of Psychiatry*, 19(3), 253–262. doi: 10.1080/09540260701349399

Optional:

Victoroff, J. (2005). The mind of the terrorist: A review and critique of psychological approaches. *Journal of Conflict Resolution*, 49(1), 3–42. doi: 10.1177/0022002704272040

### **Session 5, September 3**

**Due first paper. No class. It means you will have that time to concentrate in finishing your papers.**

### **Session 6, September 10**

Comparison of Cases: IRA, Al-Qaeda, and Hamas

Religion or Nationalism: a reasonable or incoherent dichotomy?

Neumann, P. 2005. The bullet and the ballot box: The case of the IRA. *Journal of Strategic Studies* 28(6), 941–975. doi: 10.1080/01402390500441081

Mishal, S. & Sela, A. (2006). Introduction. In S. Mishal & A. Sela. *The Palestinian Hamas: Vision, violence and coexistence*. (1–12). New York, NY: Columbia University Press.

Mishal, S. & Sela, A. (2006). Social roots and institutional development. In S. Mishal & A. Sela. *The Palestinian Hamas: Vision, violence and coexistence*. (13–26). New York, NY: Columbia University Press.

Mishal, S. & Sela, A. (2006). Dogmas and dilemmas. In S. Mishal & A. Sela. *The Palestinian Hamas: Vision, violence and coexistence*. (27–48). New York, NY: Columbia University Press.

Mishal, S. & Sela, A. (2006). Patterns of adjustment: Opportunities and constraints. In S. Mishal & A. Sela. *The Palestinian Hamas: Vision, violence and coexistence*. (147–172). New York, NY: Columbia University Press.

Hoffman, B. (2004). The changing face of Al Qaeda and the global war on terrorism. *Studies in Conflict and Terrorism* 27(6), 549–560. doi: 10.1080/10576100490519813

Optional:

The Spy Factory, Nova. <https://youtu.be/ZdPpdu8OGDQ>

Bin Laden, O. (1996). Declaration of war against the Americans occupying the Land of the Two Holy Places. <http://www.actmemphis.org/usama-bin-laden-1996-declaration-of-war-against-the-americans.pdf>

### **Session 7, September 24**

'Homegrown' and 'Lone Wolf' Terrorism

The challenge from within: Anders Breivik and the London 5/5 Bombings

Pantucci, R. (2011). A typology of lone wolves: preliminary analysis of lone Islamist terrorists.

International Centre for the Study of Radicalisation and Political Violence.

Byman, D. (2015). Organization and recruitment. In D. Byman. *Al Qaeda, The Islamic State, and the global jihadist movement: What everyone needs to know*. (89-113). Oxford, UK: Oxford University Press.

McCauley, C. & Moskalenko, S. (2008). Mechanisms of political radicalization: Pathways toward terrorism. *Terrorism and Political Violence*, 20(3), 414-433. doi: 10.1080/09546550802073367

Kurzban, R., & Leary, M. R. (2015, June 16). The growing right-wing terror threat. *The New York Times*. Retrieved from <https://nyti.ms/1dHrPYT>

Bennhold, K. (2015, August 17). Jihad and girl power: How ISIS lured three London girls. *The New York Times*. Retrieved from <http://nyti.ms/1IXFjc2>

### **Session 8, October 1**

Countering Terrorism I: The gist

Counterterrorism: A job for the police, the politicians, or the military?

Heymann, P. (2001). Dealing with terrorism: An overview. *International Security*, 26(3), 24-38.

Wolfendale, J. (2005). Terrorism, security, and the threat of counterterrorism, *Studies in Conflict and Terrorism*, 30(1), 75-92. doi: 10.1080/10576100600791231

Byman, D. (2015). Counter-terrorism. In D. Byman. *Al Qaeda, The Islamic State, and the global jihadist movement: What everyone needs to know*. (187-228). Oxford, UK: Oxford University Press.

Watch The Secret War. Frontline. <http://www.pbs.org/wgbh/frontline/film/secret-war/>

### **Session 9, October 8**

Countering Terrorism II: Counterterrorism and counterinsurgency

How counterterrorism is counterinsurgency, and vice versa

Kilcullen, D. J. (2005). Countering global insurgency. *The Journal of Strategic Studies*, 28(4), 597-617. doi: 10.1080/01402390500300956

Byman, D. (2006). Friends like these: Counterinsurgency and the war on terrorism. *International Security*, 31(2), 79-115.



### **Session 10, October 22**

The US and the War on Terror

Liberal values in the land of drones, waterboarding, and the PATRIOT Act

De Goede, M. (2008). The politics of preemption and the war on terror in Europe. *European Journal of International Relations* 14(1), 161-185. doi: 10.1177/1354066107087764

Buzan, B. (2006). Will the 'global war on terrorism' be the new Cold War? *International Affairs*, 82(6), 1101-1118. doi: 10.1111/j.1468-2346.2006.00590.x

Watch or Read "Remarks by President Obama at Cairo University." June 4, 2009.

[https://youtu.be/B\\_889oBKkNU](https://youtu.be/B_889oBKkNU)

<https://www.whitehouse.gov/the-press-office/remarks-president-cairo-university-6-04-09>

### **Session 11, October 29**

**Due second paper. No class. It means you will have that time to concentrate in finishing your papers.**

### **Session 12, November 5**

Soft power and public diplomacy

Winning hearts and minds with communication and persuasion

Nye, J.S. Jr. (2009). Get smart: Combining hard and soft power. *Foreign Affairs*, 88(4), 160-163.

Rauf, F.A. (2010, September 10). Building on faith. *The New York Times*. Retrieved from

<https://nyti.ms/2oIJTQD>

Watch Nye, J. (2010). Global power shifts. TedTalk

[http://www.ted.com/talks/joseph\\_nye\\_on\\_global\\_power\\_shifts](http://www.ted.com/talks/joseph_nye_on_global_power_shifts)

### **Session 13, November 12**

Role of traditional and "new" media

Wilkinson, P. (1997). The media and terrorism: A reassessment. *Terrorism and Political Violence*, 9(2), 5-64. doi: 10.1080/09546559708427402

Hoffman, A.M. et al. (2012). How does the business of news influence terrorism coverage? Evidence from The Washington Post and USA Today. *Terrorism and Political Violence*, 22(4), 559-580. doi: 10.1080/09546553.2010.493778

Shane, S. & Hubbard, B. (2014, August 30). ISIS displaying a deft command of varied media. *The New York Times*. Retrieved from <https://nyti.ms/1qQ8tQD>

Matusitz, J. (2013). Framing terrorism. In J. Matusitz, *Terrorism & communication: A critical introduction*, (pp. 111-136). Thousand Oaks, CA: SAGE.

### **Session 14, November 19**

Terrorism in other latitudes

Europe: ETA, and Irish Republican Army.

Americas: Revolutionary Armed Forces of Colombia, Sendero Luminoso, and FMLN.

Sullivan, M. P. & Beittel, J. S. (2016). Latin America: Terrorism issues. *Congressional Research Service* (7-5700, RS21049), Retrieved from <https://fas.org/sgp/crs/terror/RS21049.pdf>

- DeSouza E. et al. (2012) Definitions of war, torture, and terrorism in Latin America. In: K. Malley-Morrison, S. McCarthy, & D. Hines (Eds.) *International handbook of war, torture, and terrorism*, (pp. 113-131) Peace Psychology Book Series. New York, NY: Springer.
- English, R. (2013). Terrorist innovation and international politics: Lessons from an IRA case study. *International Politics*, 50(4), 496-511. doi: 10.1057/ip.2013.18
- Rekawek, K. E. (2008). How 'terrorism' does not end: The case of the official Irish republican army. *Critical Studies on Terrorism*, 1(3), 359-376, doi: 10.1080/17539150802515038
- Martín-Peña, J. & Opatow, S. (2011). The legitimization of political violence: A case study of ETA in the Basque country. *Peace and Conflict* 17(2), 132-150. doi: 10.1080/10781919.2010.550225

### **Session 15, November 26**

Final summary comments

Questions from the students

### **Session 16, December 3**

**Exam.**

**NOTE THAT SEPTEMBER 17 & OCTOBER 15 ARE NATIONAL HOLIDAYS IN CHILE, THEREFORE WE WILL NOT HAVE SESSIONS ON THOSE DATES.**

### **GRADING, ASSIGNMENTS, AND EXAM**

This course contemplates:

Attendance (70% of attendance in order to pass the class)	: 16% (10% of the final mark).
Participation in classes: asking questions, quizzes, email feedback, so on	: 16% (10% of the final mark).
1 written paper per student, based on a terrorist group's history	: 25% (15% of the final mark).
<u>1 written paper per student, counter-terrorism strategy</u>	<u>: 43% (25% of the final mark).</u>
SUBTOTAL BEFORE EXAM	: 60% of the final mark.
<u>1 final written exam</u>	<u>: 40% of the final mark.</u>
TOTAL AFTER EXAM	: 100%

**Students whose health renders them unable to complete any assignment should contact the professor BEFORE DEADLINES under non-exceptional circumstances.**

**First Paper.** The first paper will be between ten to twenty-five (10-25) pages in length (not including APA citations). You will identify a terrorist group/organization/network that poses the greatest threat to your home country homeland and national security. Explain why you view the group/network as the greatest threat. And, explain its history (briefly), ideology, goals, targets, organization, approaches, strengths and weaknesses, and its likely actions in the near and longer term. Utilize the frameworks in the course to assess *all of the most relevant and important elements*. The purpose of this terrorism analysis is to establish a clear picture by which to create an effective counter-terrorism strategy (the requirement for the Second Paper).

Assessment criteria:

Election and justification of the terrorist group/organization/network	20%
Research on its history and ideologies	30%
Research on the potential threat	30%
Writing & English	10%
APA (or other) citation standard	10%

Due date: No later than September 3<sup>rd</sup> 2018, 11:59:59 pm via iCursos system.

**Second Paper.** The second paper will be between fifteen to twenty-five (15-25) pages in length (not including APA citations). You will leverage the frameworks in the course to craft a high-level counter-terrorism strategy that will most effectively address the terrorist threat that you have assessed in your first paper. Provide *specific recommendations*, with an analysis of the pros and cons and competing factors. Ensure you address *the most relevant and important* aspects of counter-terrorism addressed in the course (e.g., hard power, soft power, balancing security and human rights, prevention and preparedness, etc.)— *as they pertain to your selected focus group/network*. Your recommendations should include at least 5-7 areas to substantially improve upon, since publication of the 9/11 Commission Report, *that are most critical to effectively addressing the terrorist threat*.

Assessment criteria:

SWOT analysis on the current situation	30%
Specific recommendations	50%
Writing & English	10%
APA (or other) citation standard	10%

Due date: No later than October 29<sup>th</sup>, 11:59:59pm via iCursos system.

**Exam.** The final exam will cover the full course. It will consist of three essay questions, two short and one long. You will be able to use your notes, photocopies, prints, EXCEPT any computer. You will have up to 3 hours to complete your writing.

### American Psychological Association (APA) Standards

It is expected that you will conduct independent research. Each written assignment will be prepared in accordance with American Psychological Association (APA) standards for citations and documentation of references, etc. Each assignment should include at minimum six (6) credible references.

American Psychological Association (APA) standards for citation and references are detailed below and at the APA Style web site's The Basics of APA Style: <http://www.apastyle.org/learn/tutorials/index.aspx>

1. Papers must be typed on a computer, in Microsoft Word .doc or .docx format, using letter size paper, portrait.
2. The text in the paper must be double-spaced using Times New Roman, 12 points only.
3. Leave only one space after periods and other punctuation marks.

4. The margins of the document must be one inch on all sides. Paragraphs are to be indented on one-half inch from the left margin (five spaces or press "Tab" once).
5. All pages are to be numbered consecutively in the bottom right corner.
6. Use either italics or underlining consistently throughout the document for the titles of longer works and, only when necessary, to provide emphasis.
7. Footnotes must be in consecutively Arabic numbers (1, 2, 3...)
8. References are to be at the end of your paper, starting on a separate page.

APA assistance also available online at the Purdue Owl web site:

<https://owl.english.purdue.edu/owl/resource/560/01/>

If you have any question, please ask the librarian at the reference section.