

SOS

This course is designed as the initial training course for newly-hired Staff Operations Specialist. This course primarily deals with the fundamentals of FBI operations. As a portion of that course, CTC provides elements of instruction from the ITO&I curriculum.

**DO NOT
DESTROY**
FOIPA # 1144837

Staff Operations Specialist New Hire Orientation

AUDIENCE: New Hire Staff Operations Specialists

PREREQUISITES: None

LENGTH OF COURSE: 160 Hours

COURSE FORMAT: Classroom

PROVIDER: FBI Division 13 - Counterterrorism Division

This course is a mandatory, basic course for all employees who are newly-assigned to the Staff Operations Specialist (SOS) position. The course is designed to familiarize new SOS employees with the FBI's mission, priorities, protocols, and the SOS role within the FBI. The course provides an overview of various [REDACTED]
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*****CTC*****

Lesson Title: Evolution of Terrorism

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Explain modern terrorism
- Describe the four primary waves of terrorism
- Describe the motivations for terrorism
- Describe the strategic logic of terrorism
- Describe the goals of terrorism

Lesson Time: ½ hour

Lesson Description

Terrorism is not a new phenomenon, and it is not the irrational behavior of a crazy adversary. This block places the current threat of domestic and international radicalism in its proper historical and political contexts. Modern historical waves of terrorism will be compared and contrasted with the current wave of terrorism. The strategies, logic, and motivations driving both individuals and organizations to use violence to pursue their political end states will be examined.

Content Framework

- 1) Introduction
- 2) Objectives
- 3) Modern Terrorism
 - (a) Terrorism if a human phenomenon
 - (b) Not pseudonymous with any particular group, people, place or time
 - (c) Characterized by four primary waves
- 4) Four Waves of Terror
 - (a) *Anarchist Wave (1880s-1920s)*
 - (i) Propaganda by the Deed
 - (ii) Martyrdom
 - (b) *Anti-Colonial Wave (1920s-1960s)*
 - (i) Incite a heavy-handed military response
 - (c) *New-Left Wave (1960s-1990s)*

- (i) Internationalization of Terror
 - (ii) Vanguard for the 3rd world masses
 - (d) *Religious Wave (1979-?)*
- 5) The Motivations for Terrorism
 - (a) *Personal*
 - (i) Legitimate grievance
 - (ii) Empowerment
 - (iii) Ideology
 - (b) *Organizational*
 - (i) Miscalculation of latent support
 - (ii) Strategic innovation
 - (iii) Fear of appearing weak
- 6) The Strategic Logic of Terrorism
 - (a) *Personal*
 - (i) Collective Rationality
 - (b) *Organizational*
 - (i) Attrition
 - (ii) Intimidation
 - (iii) Provocation
 - (iv) Spoiling
 - (v) Outbidding
- 7) The Goals of Terrorism
 - (a) *Personal*
 - (i) Address Your Grievance
 - (ii) Be Empowered
 - (b) *Organizational*
 - (i) Regime Change
 - (ii) Territorial Change
 - (iii) Policy Change
 - (iv) Social Control
 - (v) Status Quo Maintenance

*****CTC*****

Lesson Title: Origins of Islam

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Explain the manner in which Islam came to affect the practice of Islam today
- Describe the basic characteristics of Islam

Lesson Time: 1 hour

Lesson Description

The "Origins of Islam" introduces learners to international terrorism, focusing on elements and participants of Islamic international terrorism. This lesson explains historical pretenses regarding the origination of Islam, focusing on the life of Mohammad, four Caliphs, texts (Qur'an and Hadith) leading to the foundation of Sharia Law, and the rift between Sunnism and Shiism.

Content Framework

- 1) Introduction
- 2) Objectives
- 3) International Terrorism
 - a. Definition of International Terrorism
 - b. Elements
 - c. Characteristics of Terrorists
- 4) History of Islam
 - a. Origins of Islam
 - b. Modern Islam
- 5) Characteristics of Islam
 - a. The Prophet Mohammad
 - b. Four Caliphs
 - c. Sharia Law Foundations: Qu'ran and Hadith
- 6) Early Religious and Political Debates between Sunnis and Shi'is
- 7) Revivalist Movement
- 8) Summary
- 9) Question and Answer Period
- 10) What's Next: Sunni – The Muslim Community

*****CTC*****

Lesson Title: The Muslim Community

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Define Key Arabic Societal Terms
- Describe the meaning and origins of Arabic names
- Describe Muslim culture pertaining to communication, dress and marriage
- Describe the Muslim family structure

Lesson Time: 1½ hours

Lesson Description

Insights into the Muslim community covering a myriad of topics will be presented, including: customs, Arabic familial names, marriage, dress, communication style, family structure and societal status.

Content Framework

- (1) Muslim Community
 - a. Key Arabic Societal Terms
 - b. Arabic Naming Conventions
 - c. Customs
 - a. Communication
 - b. Dress
 - c. Marriage
 - d. Muslim Family Structure
- (2) Summary
- (3) Question and Answer Period
- (4) What's Next: Sunni – A General Introduction

*****CTC*****

Lesson Title: Sunni Extremism – A General Introduction

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Explain the demographics of Sunni Islam
- Explain the origins of Sunni Islam and its core tenets
- List differences between Shi'i and Sunni Islam
- Explain that religious authority within Sunnism is decentralized and based on learning

Lesson Time: 1 hour

Lesson Description

This block of instruction seeks to educate the students about the basic history, teachings, and characteristics of Sunni Islam. The block will introduce the *Hadith*, the four traditional schools of religious interpretation, and a discussion of how religious authority in Sunnism differs from that of the Shi'a population, keeping in mind that most Muslims in the world are Sunni.

Content Framework

1. Introduction
2. Objectives
3. Crisis of leadership revisited
4. Islamic expansion and Cosmopolitanism
5. Erosion of the Caliph's political and religious power
6. Example of the Prophet
7. Hadith and Schools of Law
8. Religious scholars and Scholarly Credentials
9. Sunni demographics
10. Authority & violence
11. Difference between Sunnism and Shi'ism
12. Summary
13. Question and answer period
14. What's Next? – Sunni Extremism: Islam and Militancy

*****CTC*****

Lesson Title: Sunni Extremism – Islam and Militancy

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Describe the roots of Islamic militancy since the 7th century
- Restate the definition of Islamism
- List the key Islamist ideologues
- Explain the history and evolution of Salafism
- Explain why the appeal of Islamists is stronger when governments lack legitimacy

Lesson Time: 1 hour

Lesson Description

This block of instruction seeks to educate the students regarding Islamism and Sunni extremist ideology. During this block students will trace the development of Sunni extremism from the 13th to the 20th century. The instructor aims to outline the development of Sunni extremism while providing an understanding of Islamism, Wahhabism, and Salafism.

Content Framework

1. Introduction
2. Objectives
3. The pattern of crisis / response creates the foundation of Islamism and militancy
 - a. The Mongol invasion and ibn Taymiyya
 - b. The decline of the Ottoman Empire and Mohammad bin Abd al-Wahhab
 - c. Colonialism, the creation of the Israeli state, and Sayyid Qutb
4. Conservative turn of Salafism
5. Aftermath of WWII: India
6. Muslim Brotherhood
7. Aftermath of WWII
8. Key Takeaways
9. Question and answer period
10. What's Next? – Sunni Extremism: Islamist Activism

*****CTC*****

Lesson Title: Sunni Extremism – Varieties of Islamic Activism

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Explain the difference between violent and non-violent activism
- Describe the goals and methods of the three types of Islamist activists
- List four doctrines of the global Salafi-jihadis

Lesson Time: 1 hour

Lesson Description

The goal of this block of instruction is to help the students determine the difference between violent and non-violent Muslim activists. During this block, the instructor will cover various types of Islamist activism in an effort to learn which forms foster violence.

Content Framework

1. Introduction
2. Objectives
3. Definition of Islamism
 - a. Three kinds of Islamist activism
 - i. Missionary
 - ii. Political
 - iii. Violent (Jihadi)
 - b. Doctrines of Jihadis
 - c. Profiles of Jihadis
 - d. Jihadi movements
 - e. How to tell the difference
 - f. Key Takeaways
4. Question and answer period
5. What's Next? – Sunni Extremism: Muslim Brotherhood and its Offshoots

*****CTC*****

Lesson Title: Sunni Extremism – Muslim Brotherhood and its Offshoots

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Describe the history and significance of the Muslim Brotherhood
- Describe how the Muslim Brotherhood achieved incredible growth in the 20th century
- Explain the importance of Sayyid Qutb
- Explain that the Muslim Brotherhood is not a monolithic organization, but has manifested in different ways in different countries
- Describe offshoot terrorist groups from the Muslim Brotherhood and where they operate

Lesson Time: 1 hour

Lesson Description

The goal of this block is to understand the importance of the Muslim Brotherhood among all Islamist groups of the 20th century. During this block of instruction, students will trace the Muslim Brotherhood from its inception in Egypt through its splintered and multifaceted rise across the Middle East.

Content Framework

1. Introduction
2. Objectives
3. Hassan al-Banna
4. Muslim Brotherhood – Al Ikhwan al-Muslimin
5. Muslim Brotherhood Rapid Growth
6. Sayyid Qutb
7. Muslim Brotherhood Post Qutb
8. Social Welfare
9. Radical Offshoots - Al Takfir wal Hijra
10. Al Jihad [Gihad] al-Islami
11. Al Jama`a [Gama`a] al-Islamiyya
12. The Blind Sheikh
13. Other Muslim Brotherhood Branches
14. Muslim Brotherhood Today
15. Summary
16. Question and answer period
17. What's Next? Sunni Extremism – Tenets of Hamas

*****CTC*****

Lesson Title: Sunni Extremism – Tenets of Hamas

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Explain the significance of Palestine in Islam
- Explain the origin and development of Hamas
- Explain the ideology and pragmatism of Hamas
- Explain the various sources of funding for Hamas
- List indicators of Hamas activity in the United States
- Explain the ideological and operational distinction between Hamas and Al-Qa'ida

Lesson Time: 1 hour

Lesson Description

The goal of this block of instruction is to educate the students on Hamas and one of the core issues of Sunni extremism: the issue of Palestine. By the end of this course, students will better understand the most well known variant of the Muslim Brotherhood, Hamas. Students will learn how Hamas incorporates social welfare programs and religious nationalism with a worldwide funding network to sustain its terrorist activities.

Content Framework

1. Introduction
2. Objectives
3. Significance of Palestine in Islam
4. Muslim Brotherhood and Palestine
5. Evolution of Palestinian Islamism
6. Palestinian MB Flourishes 1967-1987
7. 1987 Birth of Hamas
8. Hamas Ideology
9. How Hamas Justifies Suicide Bombings
10. Sources of Financing
11. Utilization of Funds by Hamas
12. Hamas Recruitment
13. Case Study: Hamas Fundraising in the U.S.

14. Case Study: Hamas Fundraising in the U.S.
15. How Hamas Differs from Global Jihadis?
16. Pragmatic Terror Organization
17. Hamas Indicators Question and answer period
18. What's Next? – Afghanistan/Pakistan: Epicenter of the Global Jihad

*****CTC*****

Lesson Title: Afghanistan/Pakistan: Epicenter of the Global Jihad

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Describe the history and geography of Pakistan and Afghanistan
- Explain how the Soviet-Afghan war set the conditions for today's global jihad
- Describe the origins, ideology, and politics of the Taliban

Lesson Time: 1 hour

Lesson Description

In this section, we will discuss the complex history of the region that is today Pakistan and Afghanistan. This history came to a watershed moment in the Soviet war that ultimately led to the establishment of the moorings of global jihad and terrorism in these regions. Along the course of the discussion, we will delve into the origins and aims of the Taliban and the institutions that sustained them.

Content Framework

1. Introduction
2. Objectives
3. Geography and Ethno-Linguistic Demographics of the Region
4. History of Islamist Activism (Military, Political, Religious)
5. Anti-Soviet Jihad
6. Rise of the Taliban
7. Question and answer period
8. What's Next? – South Asian Terrorism

*****CTC*****

Lesson Title: South Asian Terrorism

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Describe how the Arab-Afghans figure into the origins of al-Qa'ida
- Explain the role of *madrasas* in Pakistan in the radicalization of young Muslims
- List the major terror groups within Pakistan that still operate today

Lesson Time: 1 hour

Lesson Description

In this section, we will take a closer look at how the Soviet-Afghan war contributed to the growth of global terrorism, focusing on bin Laden and the Taliban. We will then turn our attention to domestic considerations in Pakistan, highlighting Pakistani *madrasas*, and how they can contribute to terrorism. Finally, we will identify other terrorist groups linked to Pakistan.

Content Framework

1. Introduction
2. Objectives
3. Networks from the Jihad rush in Afghanistan
4. Madrasa Networks in Pakistan
5. Networks of Militant Organizations: Afghan-Pakistan and Kashmiri borders
6. Question and answer period
7. What's Next? – Al-Qa'ida and Modern Salafi Jihadi Groups

*****CTC*****

Lesson Title: Al-Qa'ida and Modern Salafi Jihadi Groups

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Describe the origins of Al-Qa'ida and identify its different cadres
- Describe how Al-Qa'ida itself has evolved post 9/11
- List the different levels of association with al-Qa'ida (affiliates and adherents)
- Describe why al-Qa'ida attacks the United States
- Describe Al-Qa'ida's grand strategy

Lesson Time: 1 hour

Lesson Description

With the operational successes of the United States and its allies in Afghanistan, Al-Qa'ida has morphed into a social movement that has grown increasingly cellular and global. During this block, students will trace al-Qa'ida's evolution from its pre-9/11 state to its current manifestation, highlighting how the organization differs today. The lesson will include a discussion of Al Qa'ida's theaters of operation, its affiliate groups and adherents, along with Al Qa'ida's grand global strategy.

Content Framework

1. Introduction
2. Objectives
3. Description of al-Qa'ida Pre 2001?
4. Al-Qa'ida Post 9/11
5. Theaters of Operation
6. Increased Use of the Internet
7. Global Affiliates
8. Global Social Movement
9. Notable Changes in AQ
10. Case Study: Example of al-Qa'ida in Iraq
11. Al Qa'ida's grand strategy: Path to Restoring the Caliphate
12. Summary
13. Question and answer period
14. What's Next? – Shi'i Extremism: Origins of Islam

*****CTC*****

Lesson Title: Shi'i Extremism – A General Introduction

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Describe the origins of Shiite Islam, its core tenets and rituals
- Describe religious authority and hierarchy in Shiite Islam
- Describe the religious grounding for martyrdom & suicide terrorism in Shiite Islam
- Describe the importance of Iran and Iraq in Shiite society
- Describe key differences between Shiite and Sunni Islam

Lesson Time: 1 hour

Lesson Description

Although much attention is paid to Shiite terrorist groups such as Hizballah, little is paid to the sect of Islam from which they emerge. In this block, we will discuss the history and development of Shiite Islam and draw specific attention to those areas that differentiate it from Sunnism, and those, such as the glorification of martyrdom, which are utilized and exploited by militant extremists.

Content Framework

1. Introduction
2. Objectives
3. Demographics of the Shia
4. Major Themes in Shiism
5. Authority in Shiism: The Beginnings
6. Authority in Shiism: Structure
7. Authority in Shiism: Later Developments
8. Martyrdom: Historical Roots
9. Importance of Geography
10. Key Differences: Points of Comparison and Controversy
11. Question and answer period
12. What's Next? – Shi'i Extremism: Iranian Revolution and Shi'i Islamism

*****CTC*****

Lesson Title: Shi'i Extremism – Iranian Revolution and Shi'i Islamism

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Describe the political circumstances of that led to the 1979 Iranian revolution
- Describe revolutionary Shiite ideology, its forms and founding ideologues
- Describe the Mojahedin-e Khalq Organization, its early history as an anti-American terrorist group, and its current incarnation as a militant cult and source of intelligence
- Describe the Iranian revolution and its Islamic outcome
- Describe the IRGC, its history and its current role in Iran and abroad
- Describe the Qods force, its activity outside of Iran's borders, and its role as Iran's arm in sponsoring terrorism

Lesson Time: 1 hour

Lesson Description

The Iranian revolution changed the face of political Islam around the globe. As a United States-designated state sponsor of terror groups, Iran foments violence against the US through its Islamic Revolutionary Guard Corps (IRGC) and their network of militant organizations, such as Lebanese Hizballah. During this block, one will learn how Shiite extremism arose, what factors caused the Iranian Revolution of 1979, and through what means Iran sponsors terrorism through the IRGC and Hizballah.

Content Framework

1. Introduction
2. Objectives
3. Questions of Imperialism and Authority
4. Revolutionary Shiism
5. The Mojahedin-e Khalq Organization
6. The Iranian Revolution
7. Exit Shah, Enter Khomeini
8. MKO during and after the revolution
9. Islamic Revolutionary Guards Corps
10. The Qods Force
11. Summary

12. Question and answer period
13. What's Next? – Day 2 Wrap Up

*****CTC*****

Lesson Title: Shi'i Extremism – Lebanese Hizballah

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- Describe the political history of Lebanon and the reasons for its sectarian divide
- Describe the origins and ideological tenets of Hizballah
- Describe Hizballah's diverse nature as a militia, a political party, and social movement
- Describe Hizballah membership and the motivations for its supporters
- Describe Iran's influence on and support for Hizballah
- Describe Hizballah's experience with terrorism and martyrdom operations
- Describe the wider scope of Middle East conflicts and Hizballah terrorist threat

Lesson Time: 1 hour

Lesson Description

During the 1970s and 80s, Shi'a terrorism posed a significant threat to the U.S. and its allies. With the growing threat of a nuclear Iran, political instability in Lebanon, and the ongoing conflict in Iraq, Shi'a terror groups may once again threaten the security of our nation. During this block, one will be introduced to the Lebanese terrorist organization/resistance movement Hizballah. We will explore Hizballah's origins, motivations, & the threat it poses to the United States at home & abroad.

Content Framework

1. Introduction
2. Objectives
3. Overview of Lebanon
4. Communal Politics and Strife in Lebanon
5. Lebanon's Civil War (1975-1990)
6. The Emergence of Hizballah: Ideology & Politics
7. Hizballah Membership and Activism
8. Popular Support
9. Terrorism & Martyrdom
10. State Sponsorship and Support
11. Hizballah post-2006 War
12. Summary
13. Question and answer period
14. What's Next? – Cell Typology: Cell Function in the Global Jihad Movement

*****CTC*****

Lesson Title: Cell Typology: Cell Function in the Global Jihad Movement

Lesson Objectives

By the end of this block of instruction the learner will be able to:

- List and describe the functions of the different types of jihadist cells.
- Describe the differences between al-Qa'ida "A" and "B" attack cells.
- Identify the support cells engaged in predominantly legal & non-violent activities.
- Describe a global jihadist autonomous cell and provide examples in the U.S.
- Describe the post 9/11 al-Qa'ida's ability to directly command attack cells.

Lesson Time: 1¾ hour

Lesson Description

To examine the different types of global jihadist cells that special agents may encounter during investigations at home and abroad. In any conflict, it is important to understand the order of battle of the enemy, that is, how the enemy deploys its forces. Terrorist organizations use different components to accomplish different missions. This block will familiarize students with the major operational manifestations of al-Qa'ida and the global jihad movement.

Content Framework

1. Introduction
2. Objectives
3. "A" Cells
4. "B" Cells: post 9/11 Al-Qa'ida cells
5. Differentiating A and B cells
6. Cells under AQ affiliates
7. Global Jihadist "network" cells
8. Global jihadist autonomous cells
9. Propaganda and Recruitment
10. Financial and Logistical Support
11. Intelligence gathering
12. Case Studies (Interactive Activity)
13. Summary
14. Question and answer period
15. What's Next? – Domestic Terrorism Overview

*****CTC*****

Lesson Title: Domestic Terrorist Groups – American Muslim in USA

Lesson Objectives:

By the end of this block of instruction the learner will be able to:

- Describe key demographic characteristics of the Muslim population in North America including its distinct diversity
- Explain Muslim and Arab immigration patterns to the United States
- Describe the terrain of Islamic organizations in North America
- Understand better how to interact with members of the Muslim-American community

Lesson Time: 1 hour

Lesson Descriptions

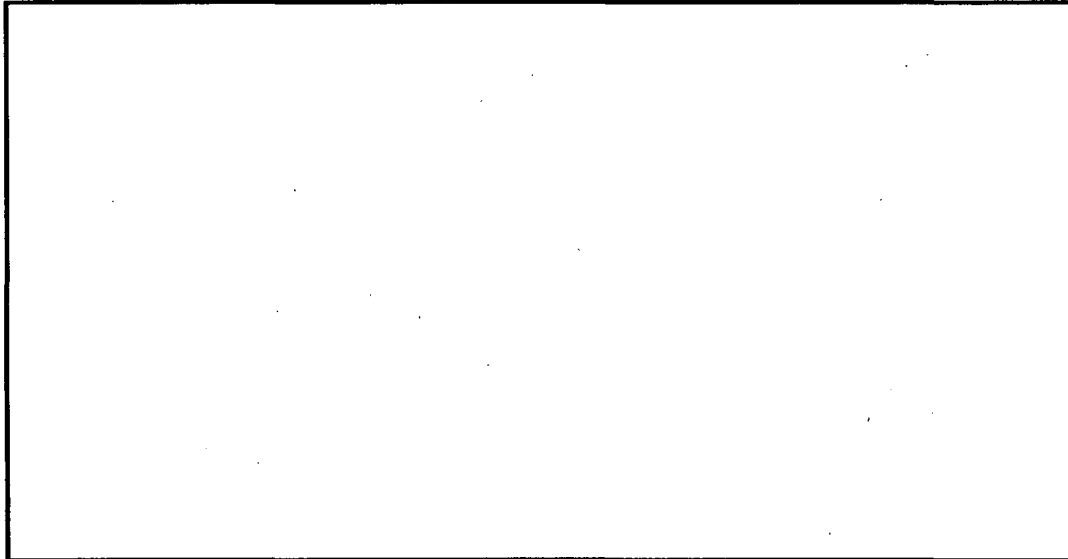
This block seeks to inform the students of characteristics of the Muslim community in the United States, along with its relationship to terrorism. Specifically, the lesson will cover demographics of the Muslim community in the US, its history, key Islamic organizations and individuals, that nature and geography of mosques in the US, and American Muslim leaders' ideological, institutional and financial links to terrorism.

Content Framework

1. Introduction
2. Objectives
3. Instructor solicits questions about Muslim culture and about interacting with Muslims
4. Muslim demographics and immigration patterns to the U.S.
5. Islamic organizations in the U.S.
6. Support for terrorism
7. Case Studies
8. Question and answer period
9. What's Next? – Day 3 Wrap Up

Topics Breakout

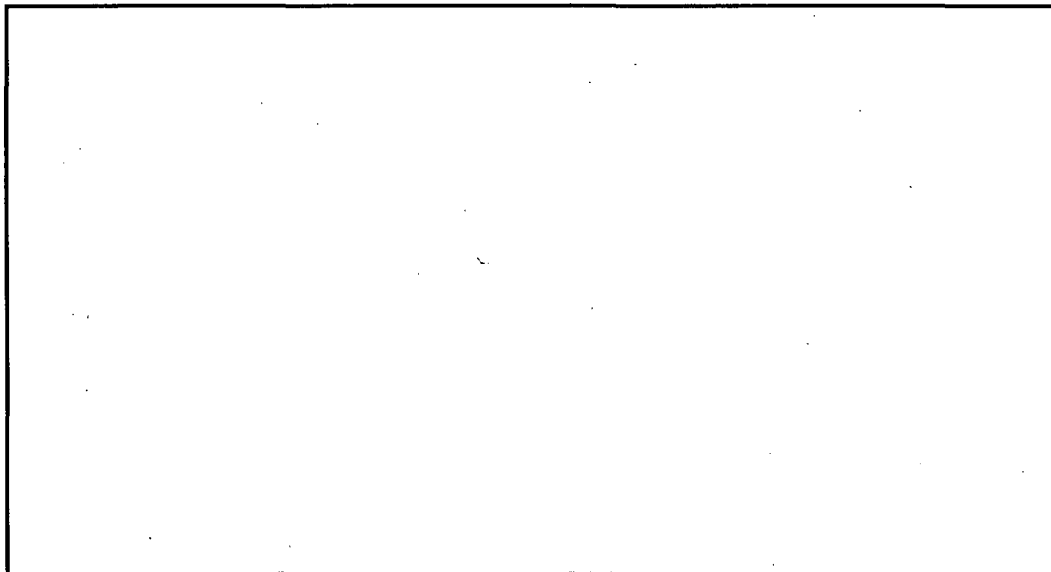
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Historical Topics:

- FBI history
- History of the Muslim Culture
- Origin of Islam
- The development of Al-Qa'ida, Muslim Brotherhood, Hamas and Hizballah



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