

NAT - CT

Prior to being assigned as a Special Agent to a Field Division, each Special Agent must undergo the hectic and strenuous New Agents Training (NAT) at the FBI Academy at Quantico, VA. Part of this training centers entirely on counterterrorism matters. Combating Terrorism Center conducts a substantial portion of this instruction, which is very similar in structure and content to the IT:O&I.

**DO NOT
DESTROY**
FOIPA # 1144839

New Agents Training: Counterterrorism

AUDIENCE: New Hire Special Agents

PREREQUISITES: None

LENGTH OF COURSE: 20 hours CTC/West Point Instruction
22 Hours CTD Instruction

COURSE FORMAT: Classroom/Computer-based training

PROVIDER: FBI - National Security Branch

Description

In New Agents training there are two sections that are counterterrorism specific. One period of instruction is provided by various Counterterrorism Division Units and the other from the Combating Terrorism Center instructors. The overall goal of New Agents Training is to ensure each candidate demonstrates the personal qualities and characteristics embodied in the FBI's Core Values.

CTC Instructional Blocks: International Terrorism training is provided by the Combating Terrorism Center (CTC), United States Military Academy (USMA), West Point, New York. This instruction is a base of procedural, tactical and academic education on International Terrorism to prepare new agents for a career as counterterrorism investigators. This course is 20 hours of instruction that prepares students for follow-on practical exercises in new agent's training and future analysis and investigations in the field.

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New Agents Training Program
Counterterrorism Division
Combating Terrorism Center – Section 1
Curriculum Map



Block Description: These seventeen individual blocks of instruction present an overview of International Terrorism, to include a focus on understanding the origins of Islam, the development of Sunni Islamism and associated extremist groups, the development of Shi'i extremism and associated groups, methods of terrorist radicalization, and understanding Diaspora communities. This block of instruction is provided by the Combating Terrorism Center (CTC) out of West Point.

Block time: 4 Hours.

Pre-requisite Block(s): None.

Requisite Block(s):

- 1) Combating Terrorism Center – Section 2.
- 2) Combating Terrorism Center – Section 3.
- 3) Combating Terrorism Center – Section 4.
- 4) Combating Terrorism Center – Section 5.

Instructional Goal:

Block 1

To provide the student with an introduction to the FBI-CTC collaboration and an overview of terrorism.

Block 2

To provide the student with a history of Islam and its basic tenets, the life and legacy of the Prophet Muhammad and his successors, in addition to explaining the importance of the Qur'an in Muslim history and doctrine. Throughout the block, the instructor will discuss how al-Qa'ida and likeminded actors draw from this history to frame their narrative and garner legitimacy for the violent actions.

Block 3

To provide the student with an overview of Islamism and Sunni extremist ideology. During this block, the instructor will trace the development of Sunni extremism from the 13th to the 20th century, while providing an understanding of Islamism, Wahhabism, and Salafism.

Block 4

To provide the student with 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.

Instructional Objectives:

Block 1

- 1) Define terrorism.
- 2) Discuss the four waves of modern terrorism.

Block 2

- 1) Explain what Islam is and where Muslims live.
- 2) Describe the early history of Islam including details of the Prophet Mohammad's life.
- 3) Explain the basic tenets of Islam.

- 4) Describe the contents and explain the importance of the Qur'an and other sources of Islamic law.
- 5) Describe how bin Laden draws from this history to garner legitimacy.

Block 3

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

Block 4

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

Instructional Strategies:

- 1) Lecture.
- 2) Question and Answer.
- 3) Video.

Classroom Requirements:

- 1) UNCLASS computer with Power Point for instructor.
- 2) Projector and screen.
- 3) Whiteboard.

Supplemental Materials:

- 1) Power Point presentation (UNCLASS).
- 2) CTC International Terrorism notebook.
- 3) Terrorism and Political Islam textbook.
- 4) Survey of Prevalent Al-Qa'ida Manuals handout.
- 5) The Big Three Group Summaries handout.

Assignments: None.

Key Points for Instructors: This block of instruction is provided by the Combating Terrorism Center (CTC) out of West Point.



New Agents Training Program
Counterterrorism Division
Combating Terrorism Center – Section 2
Curriculum Map



Block Description: These seventeen individual blocks of instruction present an overview of International Terrorism, to include a focus on understanding the origins of Islam, the development of Sunni Islamism and associated extremist groups, the development of Shi'i extremism and associated groups, methods of terrorist radicalization, and understanding Diaspora communities. This block of instruction is provided by the Combating Terrorism Center (CTC) out of West Point.

Block time: 4 Hours.

Pre-requisite Block(s): Combating Terrorism Center – Section 1.

Requisite Block(s):

- 1) Combating Terrorism Center – Section 3.
- 2) Combating Terrorism Center – Section 4.
- 3) Combating Terrorism Center – Section 5.

Instructional Goal:

Block 5

To provide the student with an overview of the Muslim Brotherhood in relation to 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.

Block 6

To provide the student with an overview of Hamas, the most well known variant of the Muslim Brotherhood. It also examines one of the issues at the core of Sunni extremism: Palestine. Students will learn how Hamas balances social welfare programs and religious nationalism with terrorist activities sustained by a worldwide funding network.

Block 7

To provide the student with the origins and evolution of al-Qa'ida. With roots tracing back to the Afghan jihad, al-Qa'ida has morphed into a social movement that has grown increasingly cellular and diffuse. The lesson will include a discussion of al-Qai'da's grand strategy, along with its theaters of operation, affiliates, and adherents.

Block 8

To provide the student with an overview of the various ways that terrorist groups use the internet as well as the content found on terrorist websites.

Instructional Objectives:

Block 5

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

Block 6

- 1) Explain the significance of Palestine in Islam.
- 2) Explain the origin and development of Hamas.
- 3) Explain the ideology and pragmatism of Hamas.
- 4) Explain the various sources of funding for Hamas.
- 5) List indicators of Hamas activity in the United States.
- 6) Explain the ideological and operational distinction between Hamas and al-Qa'ida.

Block 7

- 1) Describe the origins of al-Qa'ida and identify its different cadres.
- 2) Describe al-Qa'ida's post-9/11 evolution.
- 3) List the different levels of association with al-Qa'ida (affiliates and adherents).
- 4) Describe why al-Qa'ida attacks the United States.
- 5) Describe al-Qa'ida's grand strategy.

Block 8

- 1) Explain how a regional terrorist organization's use of the internet varies from that of the global Salafi-jihadis.
- 2) Explain the difference between static and dynamic websites.
- 3) Explain the variety and quality of the content found on terrorist websites.

Instructional Strategies:

- 1) Lecture.
- 2) Question and Answer.
- 3) Video.

Classroom Requirements:

- 1) UNCLASS computer with Power Point for instructor.
- 2) Projector and screen.
- 3) Whiteboard.

Supplemental Materials:

- 1) Power Point presentation (UNCLASS).
- 2) CTC International Terrorism notebook.
- 3) Terrorism and Political Islam textbook.
- 4) Survey of Prevalent Al-Qa'ida Manuals handout.
- 5) The Big Three Group Summaries handout.

Assignments: None.

Key Points for Instructors: This block of instruction is provided by the Combating Terrorism Center (CTC) out of West Point.



New Agents Training Program
Counterterrorism Division
Combating Terrorism Center – Section 3
Curriculum Map



Block Description: These seventeen individual blocks of instruction present an overview of International Terrorism, to include a focus on understanding the origins of Islam, the development of Sunni Islamism and associated extremist groups, the development of Shi'i extremism and associated groups, methods of terrorist radicalization, and understanding Diaspora communities. This block of instruction is provided by the Combating Terrorism Center (CTC) out of West Point.

Block time: 4 Hours.

Pre-requisite Block(s):

- 1) Combating Terrorism Center – Section 1.
- 2) Combating Terrorism Center – Section 2.

Requisite Block(s):

- 1) Combating Terrorism Center – Section 4.
- 2) Combating Terrorism Center – Section 5.

Instructional Goal:

Block 9

To provide the student with the complex history of the region that is today Pakistan and Afghanistan. This history came to a watershed moment with Soviet war, ultimately leading to the establishment of the moorings of global jihad and terrorism in this region. During the course of the discussion, the instructor will explore the origins and aims of the Taliban, as well as their relationship to al-Qa'ida, and the region's role as a center for Jihadists worldwide.

Block 10

To provide the student with an overview of how the Soviet-Afghan war contributed to the growth of global terrorism, focusing most heavily on post-9/11 developments. The instructor will discuss the relationship of Pakistan to contemporary terrorist groups and how these groups impact U.S. national security.

Block 11

To provide the student with an overview of different types of global Jihadist cells that may be encountered during investigations at home and abroad. This block will familiarize students with the major operational manifestations of al-Qaeda and the global jihad movement.

Block 12

To provide the student with an overview of radicalization and the mechanisms of Jihadi radicalization: How individuals are recruited through militant marketing, how Jihadi ideologues and organizations package and deliver their message, and why this message resonates with some individuals. Learners will also gain an understanding of the risks and challenges associated with profiling individuals for Jihadi radicalization. Further, the block includes a discussion of best practices for working with Muslim communities to deter militant recruitment and the spread of a radicalized message.

Instructional Objectives:

Block 9

- 1) Describe the history and geography of Pakistan and Afghanistan.

- 2) Explain how the Soviet-Afghan war set the conditions for today's global jihad.
- 3) Describe the origins, ideology, and politics of the Taliban.

Block 10

- 1) Describe how the Arab-Afghans figure into the origins of al-Qa'ida.
- 2) Explain transitions in the militant landscape post-9/11.
- 3) List major terror groups operating within Pakistan today.

Block 11

- 1) List and describe the functions of the different types of Jihadist cells.
- 2) Describe different types of al-Qaeda attack cells.
- 3) Identify the support cells that engage in predominantly non-violent activities.
- 4) Describe a global Jihadist autonomous cell and provide examples in the U.S.
- 5) Describe the post-9/11 change in al-Qaeda's ability to directly command attack cells.

Block 12

- 1) Explain the Salafi call to activism that precedes militant recruitment.
- 2) List the variety of ways an individual is encouraged to participate in Jihad.
- 3) Discuss the factors that contribute to individual receptivity to Jihadi militancy.
- 4) Discuss how to identify a militant message that is used to radicalize individuals.
- 5) Describe desirable and undesirable approaches to preventing and deterring radicalization.

Instructional Strategies:

- 1) Lecture.
- 2) Question and Answer.
- 3) Video.

Classroom Requirements:

- 1) UNCLASS computer with Power Point for instructor.
- 2) Projector and screen.
- 3) Whiteboard.

Supplemental Materials:

- 1) Power Point presentation (UNCLASS).
- 2) CTC International Terrorism notebook.
- 3) Terrorism and Political Islam textbook.
- 4) Survey of Prevalent Al-Qa'ida Manuals handout.
- 5) The Big Three Group Summaries handout.

Assignments: None.

Key Points for Instructors: This block of instruction is provided by the Combating Terrorism Center (CTC) out of West Point.



New Agents Training Program
Counterterrorism Division
Combating Terrorism Center – Section 4
Curriculum Map



Block Description: These seventeen individual blocks of instruction present an overview of International Terrorism, to include a focus on understanding the origins of Islam, the development of Sunni Islamism and associated extremist groups, the development of Shi'i extremism and associated groups, methods of terrorist radicalization, and understanding Diaspora communities. This block of instruction is provided by the Combating Terrorism Center (CTC) out of West Point.

Block time: 4 Hours.

Pre-requisite Block(s):

- 1) Combating Terrorism Center – Section 1.
- 2) Combating Terrorism Center – Section 2.
- 3) Combating Terrorism Center – Section 3.

Requisite Block(s): Combating Terrorism Center – Section 5.

Instructional Goal:

Block 13

To provide the student with the history and development of Shia Islam, drawing specific attention to how the sect differs from Sunni Islam. Although there is much concern about Shia militant groups such as Hezbollah, it is important to understand differences in Shia and Sunni militancy differ – the former often resulting from the Shia's minority status. However, certain aspects of the Shia tradition (such as the glorification of martyrdom) have been utilized and exploited by militant extremists from both sects.

Block 14

To provide the student with an overview of Hizballah, exploring the organization's origins, motivations, and significance to the United States. The block explores Hezbollah's role as a militia, political party, and social movement and how and why their activism centers on conflict with Israel, generating popularity and public support.

Block 15

To provide the student with information about the Muslim community in the United States, as well as the community's relationship with terrorism. Specifically, the lesson will cover demographics of Muslim in the US, its history, key Islamic organizations and individuals, the nature and geography of mosques in the US, and American Muslim leaders' ideological, institutional, and financial links to terrorism. The block emphasizes the diversity of the Muslim community within the US, and highlights different experiences where possible (for example, recent immigrants versus lifelong citizens with few attachments abroad).

Instructional Objectives:

Block 13

- 1) Describe the origins and core tenets of Shi'i Islam.
- 2) Describe religious authority and hierarchy in Shi'i Islam.
- 3) Describe the religious grounding for martyrdom in Shi'i Islam.
- 4) Describe the importance of Iran and Iraq in Shi'i society.
- 5) Describe key differences between Shi'i and Sunni Islam.

Block 14

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

Block 15

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

Instructional Strategies:

- 1) Lecture.
- 2) Question and Answer.
- 3) Video.

Classroom Requirements:

- 1) UNCLASS computer with Power Point for instructor.
- 2) Projector and screen.
- 3) Whiteboard.

Supplemental Materials:

- 1) Power Point presentation (UNCLASS).
- 2) CTC International Terrorism notebook.
- 3) Terrorism and Political Islam textbook.
- 4) Survey of Prevalent Al-Qa'ida Manuals handout.
- 5) The Big Three Group Summaries handout.

Assignments: None.

Key Points for Instructors: This block of instruction is provided by the Combating Terrorism Center (CTC) out of West Point.



New Agents Training Program
Counterterrorism Division
Combating Terrorism Center – Section 5
Curriculum Map



Block Description: These seventeen individual blocks of instruction present an overview of International Terrorism, to include a focus on understanding the origins of Islam, the development of Sunni Islamism and associated extremist groups, the development of Shi'i extremism and associated groups, methods of terrorist radicalization, and understanding Diaspora communities. This block of instruction is provided by the Combating Terrorism Center (CTC) out of West Point.

Block time: 4 Hours.

Pre-requisite Block(s):

- 1) Combating Terrorism Center – Section 1.
- 2) Combating Terrorism Center – Section 2.
- 3) Combating Terrorism Center – Section 3.
- 4) Combating Terrorism Center – Section 4.

Requisite Block(s): None.

Instructional Goal:

Block 16

To provide the student with an overview of a retired Agent's experience investigating al-Qa'ida. Former Special Agent Coleman's Bureau career spanned a period of more than 31 years, during which time he was a counterintelligence and counterterrorism investigator, worked on the New York Field Office Joint Terrorism Task Force, and was detailed to the Central Intelligence Agency to assist in pursuing bin Laden. Former Special Agent Coleman's al-Qa'ida-related work involved investigation of the organization's role in Somalia in 1993, the U.S. Embassy attacks of 1998, the bombing of the USS Cole in 2000, and the attacks of September 11th. Former Special Agent Coleman will detail his experience with the case and provide trainees with information useful to conducting successful counterterrorism investigations.

Block 17

To provide the student with a case study of a Hizballah operation conducted in the United States. Students will learn how investigative techniques and interagency cooperation are used to build a case against a terrorist organization. Evidence gathered during this investigation will be shown to further demonstrate this point.

Instructional Objectives:

Block 16

- 1) Explain essential aspects of how to build a conspiracy case against a terrorist entity.
- 2) Explain effective and ineffective measures taken against Sunni extremist organizations leading up to the 9/11 attacks.
- 3) Describe bin Laden's role in global terrorism from the early 1990s to the attacks of September 11th.
- 4) Describe various considerations related to interagency investigations, including investigations that require cooperation with foreign intelligence services.

Block 17

- 1) Discuss effective investigative techniques used in this investigation against terrorist organizations such as Hizballah
- 2) Describe how international terrorist groups use criminal endeavors to support their operation, and how investigators can use criminal statutes in terrorism related cases
- 3) Discuss how interagency and international cooperation are essential for effective counterterrorism operations domestically

Instructional Strategies:

- 1) Lecture.
- 2) Question and Answer.
- 3) Video.

Classroom Requirements:

- 1) UNCLASS computer with Power Point for instructor.
- 2) Projector and screen.
- 3) Whiteboard.

Supplemental Materials:

- 1) Power Point presentation (UNCLASS).
- 2) CTC International Terrorism notebook.
- 3) Terrorism and Political Islam textbook.
- 4) Survey of Prevalent Al-Qa'ida Manuals handout.
- 5) The Big Three Group Summaries handout.

Assignments: None.

Key Points for Instructors: This block of instruction is provided by the Combating Terrorism Center (CTC) out of West Point.



Federal Bureau of Investigation

Title of Instruction:	CTC Introduction
Time of Instruction:	1 Hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of discussion
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

This block provides students with a brief introduction to the Combating Terrorism Center and its External Education program. The instructor provides an outline of the International Terrorism course, including its structure, framework, and overarching themes. Additionally, a description of materials is provided with an explanation of how each of the materials relates to the curriculum. Further, the block introduces the subject of terrorism. The four modern waves of terrorism are discussed, in order to provide context for the detailed discussion of Islamic terrorism which follows. Terrorism is defined and distinguished from other areas of focus, including conventional war, insurgency, and criminal activity.

Instructional Objectives:

After 1 hours of instruction, the learner will be able to:

- Discuss the four waves of modern terrorism, including the various strategies and motivations involved
- Discuss terrorism in broad definitional terms
- Explain the difference between terrorism, criminal activity, and insurgency and why the distinction is important

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. CTC Mission
3. CTC Education, Research, Advising/Outreach Pillars
4. Islamic Extremism in Context
5. Al-Qa'ida's Ideological Context
6. Modern Terrorism
7. 4 Waves of Terror: Anarchist, Anti-Colonial, New-Left, and Religious
8. Discussion: Definition, Goals, Strategies, Motivations

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
<i>Grabber: Please see attached presentation</i> Introduction: Instructors introduce themselves and their credentials. Thesis Statement: The CTC partners with the FBI to provide an International Terrorism education program focused on Islamic terrorism. The goal of the course of instruction is to provide students with context and frameworks for understanding Islamic extremism. The information that is covered lays the foundations which agents can draw from and build upon as they approach investigations. Needs Statement: Understanding Islamic extremism and the specific ideology of violent Islamist groups such as al-Qa'ida is essential to advance terrorism-related cases. This course of instruction provides information useful to building relationships with mainstream Muslim communities to facilitate investigations, as well as specific knowledge about the violent Islamist actors who threaten the security of the United States. Objective #1: Understand the overarching objectives for the course of instruction The instructor will introduce the CTC and the International Terrorism course to the class, including an overview of the course's structure and materials. The instructor will place Islamic terrorism in context by highlighting important distinctions (for example, between the theology of Sunni Islam and the political objectives of Islamists). Objective #2: Understand previous waves of terrorism and the ways in which these waves borrow from one another in terms of strategy, etc. The anarchist, anti-colonial, new-left, and religious waves of terrorism will be discussed in broad terms. Students will be introduced to the specific strategies employed by each waves' actors, including successful counter-measures relevant to the current threat landscape.	

Objective #3: Understand what terrorism is and how it differs from other types of activity, such as criminal or insurgent.

There will be an interactive discussion with the class which will cover definitions of terrorism, as well as the objectives, strategies, goals, and motivations involved. Specific parallels will be made to the ideologies and activities of contemporary violent jihadist actors.

Summary/Conclusion:

The CTC has designed an International Terrorism curriculum specifically for practitioners and those on the "front line" of combating terrorism. The course utilizes subject matter experts and draws from up-to-date research and materials. Effectively combating today's terrorist threat requires an understanding of the actors and ideologies at play, including the history from which they draw.

Bibliography

www.ctc.usma.edu



Federal Bureau of Investigation

Title of Instruction:	Islamism and Militancy
Time of Instruction:	1 hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

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

Instructional Objectives:

After 1 hour of instruction, the learner will be able to:

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

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint
- Dry erase board

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline

1. Title Slide
2. Origins of Islamism and Militancy
 - The Mongol invasion and ibn Taymiyya
 - The decline of the Ottoman Empire and Mohammad bin Abd al-Wahhab
 - Colonialism, the creation of the Israeli state, and Sayyid Qutb
3. Recap of Khawarji 661 AD
4. Loss of Territory
5. Decline of the Ottoman Empire
6. Colonialism, Failure of Arab Nationalism, and Israel
7. Response: Mawdudi and Jama'at-i-Islami
8. Response: Muslim Brotherhood and Sayyid Qutb
9. Sayyid Qutb's Ideas
10. Key Take-Aways

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
Grabber: <i>(Please see attached presentation)</i> Introduction: Instructors introduce themselves and their credentials. Thesis Statement: The problem of militancy is not a new development, in fact, since its inception, Islamic history has witnessed militant organizations and ideologues that seceded from the mainstream and advocated a radical version of the religion. The worldviews and doctrines of notable pre-modern militant ideologues still play a significant role in the attitude and ideology of modern Sunni terror groups. Needs Statement: Understanding contemporary manifestations of militant Islamist organizations requires the study of early and medieval Islamic history and the role of leading militant ideologues. Objective #1: Describe the roots of Islamic militancy since the 7th century. Discuss the Khawarij, the first militant Islamic organization in history. Explain their worldview, doctrine, modus operandi, and why they seceded from the Army of the 4th Caliph Ali and assassinated him. Objective #2: Restate the definition of Islamism. Explain the political ideology of Islamism, the belief that Islam should serve as the primary source of law, culture, and politics in a given society. Objective #3: List the key Islamist ideologues. Discuss the life and journey of Hanbali cleric Ahmed ibn Taymiyya, his worldviews, and his contributions to the world of militancy. Explain the significance of this medieval Islamist thinker and how his ideology still influences and motivates modern terror organizations. Discuss the life and worldviews of Hanbali cleric and	Emphasize that Islamism is a political ideology, and not a theology or sect of Islam.

founder of Wahhabi ideology Muhammad bin Abd al-Wahhab. Elaborate on the impact of his ideology and the significance of his alliance with the Saudi clan in 18th century Arabia.

Objective #4: Explain the history and evolution of Salafism

Discuss the formation of the Salafi movement by Afghani and Abdu at the turn of the 20th century, its main tenants and overall political orientation. Explain how Salafism has evolved throughout the 20th century from a movement of modernity to its current form as a puritan, anti-western political ideology. Explain the relevance of Saudi Arabia to the spread of Salafism today.

Objective #5: Explain why the appeal of Islamists is stronger when governments lack legitimacy

Discuss the sources of appeal of Islamist movements in the Middle East and clarify how these movements grow and benefit from the failures of secular or moderate regimes in the region.

Summary/Conclusion: Islamism is a political ideology that strives to make Islam the primary source of law, culture, and politics (governance) in a Muslim dominated country. Islamism is not just political resistance against West, but also cultural resistance to western values. In the turbulent history of the Middle East, Islamist organizations and movements have often gained power and acceptance among populations when secular, nationalist governments fail to deliver and lack legitimacy.

Emphasize that Salafism is not inherently violent, but that groups like al-Qa'ida garner legitimacy from their Salafi roots. The difference between a Salafi and a Salafi-jihadi is the belief that violent jihad is required in order to achieve Salafi goals.

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Federal Bureau of Investigation

Title of Instruction:	Origins of Islam
Time of Instruction:	1 hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

During this block, the instructor seeks to teach the students about the history of Islam and its basic tenets. He will proceed to discuss the life and legacy of the Prophet Muhammad and his successors, in addition to explaining the importance of the Qur'an in Muslim history and doctrine. Throughout the block, the instructor will discuss how al-Qa'ida and likeminded actors draw from this history to frame their narrative and garner legitimacy for the violent actions.

Instructional Objectives:

After 1 hour of instruction, the learner will be able to:

1. Explain what Islam is and where Muslims live
2. Describe the early history of Islam including details of the prophet Mohammad's life
3. Explain the basic tenets of Islam
4. Describe the contents and explain the importance of the Qur'an and other sources of Islamic law
5. Describe how bin Laden draws from this history to garner legitimacy

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Islam – Definitions and Demographics
3. The Umma
4. Life of Muhammad
5. Relevance
6. Qur'an
7. Hadith
8. Crisis of leadership
9. Schism in Islam: Sunni-Shiite Divide
10. Kinds of Religious Authority
11. Key Take-Aways

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
Introduction: Speakers introduce themselves and their backgrounds Thesis Statement: Islam is the third Abrahamic religion and was formed in a harsh, stateless environment in pre-modern Arabia. Islam is the religion of more than 1.5 billion people worldwide, and most Muslims are not Arab but from East or South Asia. Understanding early Islamic history is important for comprehending modern Muslim attitudes and worldviews. Needs Statement: Islam is the 2nd largest religion in the world. We need to understand its history, worldview, and tenants to enhance our ability to work with mainstream Muslim populations and counter the threat of radical Islamist organizations. Objective #1: Explain what Islam is and where Muslims live. Discuss what Islam is and highlight the difference between Arabs and Muslims. Show on the map where Muslim populations generally live, and discuss the countries with the largest Muslim populations. Objective #2: Describe the early history of Islam including details of the Prophet Muhammad's life. Discuss the nature and characteristics of pre-Islamic Arabia, the birthplace of Islam, and explain its culture, socio-economic makeup, religion, and geography. Discuss the life of the Prophet Muhammad, his tribal status,	Emphasize diversity

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his relationship with his family and his marriage. Elaborate on the onset of the divine revelations and subsequent events.

Objective #3: Explain the basic tenets of Islam.

Discuss the five tenants of Islam: Declaration of faith, prayer, fasting, pilgrimage, and almsgiving. Clarify why Muslims fast during the month of Ramadan and how much annually are these supposed to donate to charity.

Objective #4: Describe the contents and explain the importance of the Qur'an.

Discuss the origins and the contents of the Qur'an and how Muslims view their holy book. Elaborate on selected chapters of the Qur'an, and describe how all chapters were compiled into a single book.

Emphasize the extent to which the Qur'an, and therefore Islamic law, is open to interpretation.

Summary/Conclusion:

Islam, the second largest religion in the world, was formed in a harsh and stateless environment, and did not distinguish between religion and politics. Although born in 7th century Arabia, most Muslims reside outside the Arab world namely in East and South Asia. Islam is not a monolithic faith system, and views about what constitutes "true Islam" vary widely.

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Federal Bureau of Investigation

Title of Instruction:	Varieties of Sunni Islamist Activism
Time of Instruction:	1 hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

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.

Instructional Objectives:

After 1 hour of instruction, the learner will be able to:

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

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint
- Dry Erase board

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Overheads:

Outline:

1. Title Slide
2. The Islamist Framework
3. Definition of Islamism
4. Defining Questions and Kinds of Islamist Activism
 - Missionary
 - Political
 - Violent (jihadi)
5. Doctrines of Jihadis
6. Jihadi Movements
7. How to Distinguish
8. Key Take-Aways

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
Introduction: Instructors introduce themselves and their credentials. Thesis Statement: Islamism is not a monolithic ideology. There are three types of Islamist activism: missionary, political, and violent (jihadi). While some are harmless and non-threatening others are much more challenging and detrimental to our security. Needs Statement: Future investigators need to learn about the different types of Islamist organizations to differentiate between violent and non-violent activity. Objective #1: Explain the difference between violent and non-violent activism. Describe the three different types of Islamist activism and provide examples of contemporary groups and movements to elucidate the differences among them. Objective #2: Describe the goals and methods of the three types of Islamist activists. Describe the goals of the missionaries, politicians and jihadis, elaborating on their strategies, methods, and attitudes toward violence. Objective #3: List the 4 doctrines of the global jihadis Describe the doctrines, strategies, and methods of the jihadis to aid investigators in identifying them from the larger Islamist milieu. Illustrate their profiles and their different types. Summary/Conclusion: It is important to keep in mind that Islamist activism does not necessarily lead to involvement in violence. Most Islamist activists are missionaries or politicians who generally abstain from violence except in instances	

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where their national interests are threatened. The key exceptions are the global jihadis who remain the primary threat to the United States.

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Federal Bureau of Investigation

Title of Instruction:	Al-Qa'ida and the Salafi-Jihadi Movement
Time of Instruction:	1 hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

During this block, students will explore the origins and evolution of al-Qa'ida. With roots tracing back to the Afghan jihad, al-Qa'ida has morphed into a social movement that has grown increasingly cellular and diffuse. The lesson will include a discussion of al-Qai'da's grand strategy, along with its theaters of operation, affiliates, and adherents.

Instructional Objectives:

After 1 hours of instruction, the learner will be able to:

1. Describe the origins of al-Qa'ida and identify its different cadres
2. Describe al-Qa'ida's post-9/11 evolution
3. List the different levels of association with al-Qa'ida (affiliates and adherents)
4. Describe why al-Qa'ida attacks the United States
5. Describe al-Qa'ida's grand strategy

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Evolution of the Salafi-Jihad
3. Cracks in the Foundation: Local, Irredentist, or Global Jihad?
4. Al-Qa'ida's Grand Strategy: Path to Restoring the Caliphate
5. Al-Qa'ida Operationalizes
6. From 9/11 to 2003: Evolution
7. Affiliates: AQI Case Study
8. Homegrown of al-Qa'ida: July 7, 2005 Case Study
9. Al-Qa'ida's Resilient Structure
10. Key Take-Aways

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
Grabber: <i>Please see attached presentation</i> Introduction: Instructors introduce themselves and their credentials. Thesis Statement: A decade after their attack on the American homeland, al-Qa`ida remains a foremost threat to U.S. national security. The organization that attacked on September 11th has evolved into a global movement propelled by a deadly ideology that motivates jihadi cells, organizations, and individuals across the globe. Needs Statement: We need to understand how the al-Qa`ida organization has evolved in past years to better anticipate their actions and to maintain a successful effort against them.</p> <p><b>Objective #1: Describe the origins of al-Qa`ida and identify its different cadres. Before examining how al-Qa`ida evolved post-9/11, discuss the origins of this organization and its different cadres.</p> <p><b>Objective #2: Describe how al-Qa`ida has evolved post 9/11. Discuss how following the attacks of September 11th and the swift American response in Afghanistan, al-Qa`ida evolved from a terrorist organization into a global terrorist movement and a pervasive and nefarious ideology that motivates other jihadi militants worldwide.</p> <p><b>Objective #3: List the different levels of association with al-Qa`ida. Clarify how it is important to keep in mind that there are different levels of association with al-Qa`ida: core al-Qa`ida members recruited and trained by the mother organizations; independent jihadi organizations affiliated with al-Qa`ida but not directly subordinate to its leadership; and independent cells and individuals inspired by al-Qa`ida and its ideology but that operate autonomously without direct contact with	

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the organization.

Objective #4: Describe why al-Qa`ida attacks the United States.

Discuss the various motives behind al-Qa`ida's decision to attack the American homeland, including its desire to derail the U.S. economy, kill large numbers of Americans, and sever American alliances with moderate Muslim regimes. Al-Qa`ida's overarching strategy is attrition.

Objective # 5: Restate al-Qa`ida's grand strategy.

Discuss and elaborate on the eight phases of al-Qa`ida's global grand strategy to defeat the United States, overthrow moderate Muslim regimes, and re-establish the historic Caliphate.

Summary/Conclusion:

Al-Qa`ida is simultaneously an organization, ideology, and network. As a result, it is a robust entity and movement that continues to pose a significant threat to U.S. national interests at home and abroad.

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Federal Bureau of Investigation

Title of Instruction:	Islamic Extremism and the Internet
Time of Instruction:	1 hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

The internet has become a useful tool for many terrorist organizations. Different groups use the internet in different ways and to different ends. This block will discuss the various ways that terrorist groups use the internet as well as the content found on terrorist websites. The internet also provides counterterrorism practitioners valuable insight into the way an organization functions.

Instructional Objectives:

After 1 hours of instruction, the learner will be able to:

1. Explain how a regional terrorist organization's use of the internet varies from that of the global Salafi-jihadis
2. Explain the difference between static and dynamic websites
3. Explain the variety and quality of the content found on terrorist websites .

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Typology of Websites
3. What Does and Does Not Happen of the Internet
4. Irredentist Jihadists Online
5. Salafis Online: Violent and Non-Violent
6. Logic and Growth
7. Media and Propaganda Online
8. Avenues for Participation
9. Observer to Participant: Samir Khan Case Study
10. *Al-Battar* Magazine
11. Training: Amman CW Case Study
12. Production and Distribution
13. Internet is a Double Edged Sword
14. Key Take-Aways

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
Grabber: <i>Please see attached presentation</i> Introduction: Instructors introduce themselves and their credentials. Thesis Statement: Since 2001, the internet has become a jihadi distant learning university, where al-Qa'ida and its affiliates disseminate dangerous information to empower individual cells and autonomous actors worldwide. Needs Statement: The increased use of the internet by terror organizations to export their ideology and enhance their operations requires thorough examination. Objective #1: Explain how a regional terrorist organization's use of the internet varies from that of the global jihadis? Discuss how different terror organizations use the internet for different purposes. Clarify that Regional terror organizations such as Hamas, Hezbollah, and the Palestinian Islamic Jihad mainly operate informational websites that strive to spread their message and ideology, posting communiqués or speeches by their leaders. Discuss how global Salafi-jihadists use the internet for two purposes: (1) to spread their ideology and worldview by circulating a large number of doctrinal books and monthly magazines. (2) to empower jihadi cells (including individual actors) with operational training by circulating a wide range of operation manuals that teach terrorists how to manufacture explosives and other deadly devises, and also how to recruit and operate an effective clandestine terrorist cell. Objective #2: Describe the difference between static and dynamic terrorist websites. Discuss static and dynamic jihadi websites. Both categories	

are informational and provide readers with the doctrine, ideology, and the writings of prominent jihadi ideologues. Some also disseminate operational training manuals that empower jihadi cells and individuals with the needed skills to carry out terrorist activity. Dynamic websites also provide the opportunity for two-way communication, facilitating interaction with tools such as question and answer forums.

Objective #3: Explain the variety and quality of the content found on terrorist websites.

Encourage the audience not to underestimate the quality of the training provided on operational jihadi websites by clarifying that in many cases operational manuals are written by capable al-Qa'ida operatives and trainers including Saif al-Adel, al-Qa'ida's chief of operations, and Yousef al-'Ayiri the former commander of al-Qa'ida in Saudi Arabia. In other cases, online training can be weak. Use the Amman CW plot as an example.

Objective #4: List common terrorist websites and the level of internet activity.

Discuss the growth of the jihadi websites over the past eight years and elaborate on the most notable operational websites.

Discuss how the internet facilitates both top-down dissemination of information, and bottom-up communication from the geographically dispersed movement to organizational leadership.

Summary/Conclusion:

Over the past eight years, the number of terrorist websites has grown dramatically and the internet has become a jihadi distant learning university. While jihadi use of the internet is a threat to our security due to the nefariousness of the content disseminated, at the same time, monitoring jihadi websites provides us with insight into jihadi thinking, strategy, and operational capabilities.

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Federal Bureau of Investigation

Title of Instruction:	Origins & Ideological Tenants of Hamas (The Islamic Resistance Movement)
Time of Instruction:	1 hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

The goal of this block of instruction is to educate the students on Hamas, the most well known variant of the Muslim Brotherhood. It also examines one of the issues at the core of Sunni extremism: Palestine. Students will learn how Hamas balances social welfare programs and religious nationalism with terrorist activities sustained by a worldwide funding network.

Instructional Objectives:

After 1 hours of instruction, the learner will be able to:

1. Explain the significance of Palestine in Islam
2. Explain the origin and development of Hamas
3. Explain the ideology and pragmatism of Hamas
4. Explain the various sources of funding for Hamas
5. List indicators of Hamas activity in the United States
6. Explain the ideological and operational distinction between Hamas and al-Qa'ida

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Significance of Palestine in Islam
3. Muslim Brotherhood & Palestine
4. Evolution of Palestinian Islamism 1967-1987
5. 1987 Birth of Hamas
6. Ideology of Hamas
7. Suicide Bombings
8. Hamas Today
9. How Hamas Uses Funds
10. External Support to Hamas
11. Hamas Finds Support in the West
12. Differences between Hamas and al-Qa'ida
13. Example of JAA in Gaza
14. Key Take-Aways

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
Grabber: <i>Please see attached presentation</i> Introduction: Instructors introduce themselves and their credentials. Thesis Statement: At the core of Sunni extremism is the issue of Palestine. No terror group represents the tenuousness of this issue better than Hamas. The most well known variant of the Muslim Brotherhood, Hamas incorporates social welfare programs and religious nationalism with a worldwide funding network to proliferate terrorism throughout the Near East. Needs Statement: As the Palestinian-Israeli conflict continues to be a major focus of American foreign policy to the Middle East, it is important to examine Hamas, the foremost Palestinian terror organization, and its impact on the region. Objective #1: Explain the significance of Palestine in Islam. Discuss the importance of Jerusalem in Islamic history and the Prophet Muhammad's "Night Journey" to heaven. Discuss the location and importance of al-Aqsa Mosque in Islam's third holiest site. Objective #2: Explain the origin and development of Hamas. Discuss the origins of the Muslim Brotherhood in Palestine and its main activities since its inception in the 1940s. Discuss how the Palestinian Muslim Brotherhood evolved into Hamas in December 1987 following the onset of the	

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Intifada.

Objective #3: Explain the ideology and pragmatism of Hamas.

Discuss Hamas' ideology, worldview, and main tenants. Elaborate on the different modes of behavior articulated and carried out by the Palestinian Muslim Brotherhood, and later by Hamas, since the 1960s.

Objective #4: Explain the various sources of funding for Hamas.

Discuss how Saudi Arabia and Iran have financially supported Hamas for more than a decade. Also elaborate on how funds from charities, worker remittances, and zakat are often funneled to finance the activities of Hamas.

Objective #5: List indicators of Hamas activity in the United States.

Clarify indicators of Hamas activity in the United States and how to differentiate between members of Hamas and members of other jihadi organizations such as al-Qa`ida.

Objective #6: Explain the ideological and operational distinction between Hamas and Al-Qa`ida.

Discuss the political, ideological, and operational differences between Hamas and al-Qa`ida, elaborating on Hamas' regional orientation and pragmatic approach to diplomacy and elections.

Summary/Conclusion:

Hamas is a regionally focused terror organization that is pragmatic and deals with many regional and international governments. While it does not carry out terrorist activities in North America, it is active in fundraising in the United States. Hamas is very popular in the Middle East and won the 2006 democratic elections in the Palestinian territories. Since then, it has been involved in a bloody power struggle with the secular Fatah.

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Federal Bureau of Investigation

Title of Instruction:	The Muslim Brotherhood
Time of Instruction:	1 hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

The goal of this block is to understand the importance of the Muslim Brotherhood in relation to 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.

Instructional Objectives:

After 1 hours of instruction, the learner will be able to:

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

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Relevance of the Muslim Brotherhood
3. Historical Context, Structure, and Goals
4. Hassan al-Banna
5. Sayyid Qutb
6. Muslim Brotherhood in the Mid-East
7. Muslim Brotherhood in Europe
8. Muslim Brotherhood in the U.S.
9. Importance of Splinter Groups: Local Jihad in Egypt
10. Key Take-Aways

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
<i>Grabber: Please see attached presentation</i> Introduction: Instructors introduce themselves and their credentials. Thesis Statement: The Muslim Brotherhood is one of the most important Islamist organizations in the Arab world today. Needs Statement: Although the Muslim Brotherhood is not a terror organization, we need to clarify their worldview, activities, and goals due to their influence and significant membership. Objective #1: Describe the history and significance of the Muslim Brotherhood. Discuss the history of Hassan al-Banna, the founder of the Muslim Brotherhood, as well as his worldview and motivations for establishing this organization. Discuss the ultimate goals of the organization and the three stages of its mission. Objective #2: Describe how the Muslim Brotherhood achieved substantial growth in the 20th century. Discuss how the Muslim Brotherhood utilized extensive social services to generate increased membership and illustrate the growth in the number of MB branches and members in Egypt from 1929 to the 1950s. Objective #3: Describe the importance of Sayyid Qutb. Discuss the worldview and ideology of Sayyid Qutb and how his writings influenced a generation of jihadis. Illustrate the personal influence Sayyid Qutb had on Ayman al-Zawahiri and Usama Bin Laden.	

Objective #4: Explain that the Muslim Brotherhood is not a monolithic organization, but has manifested in different ways in different countries

Discuss the branches of the Muslim Brotherhood in Syria, Jordan, and Palestine to illustrate the differences in their orientation and mode of activism. Discuss Muslim Brotherhood and Muslim Brotherhood-inspired organizations in Europe and the United States.

Discuss the Muslim Brotherhood's evolution in Egypt following the death of Sayyid Qutb and their decision to abandon violent jihad in favor of pursuing political inclusion and participation in elections.

Objective #5: List offshoot terrorist groups from the Muslim Brotherhood and where they operate

Discuss the most notable offshoots of the Egyptian Muslim Brotherhood, specifically, al-Takfir wal-Hijra, al-Jihad al-Islami, and al-Jama'a al-Islamiyya. Explore their origins and history and elaborate on their relationship to al-Qa'ida and the global Salafi-jihadi movement, elaborating on the significance of splinter organizations.

Summary/Conclusion: A very pragmatic organization, the Muslim Brotherhood is the original and most important Islamist organization of the 20th century and is the organization from which numerous individuals have splintered off and formed radical offshoots. Although outlawed in some countries, it is arguably the most noteworthy opposition group in Sunni majority Arab countries.

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Federal Bureau of Investigation

Title of Instruction:	Afghanistan/Pakistan: Epicenter of Global Jihad
Time of Instruction:	1 Hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of discussion
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

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 with Soviet war, ultimately leading to the establishment of the moorings of global jihad and terrorism in this region. During the course of the discussion, the instructor will explore the origins and aims of the Taliban, as well as their relationship to al-Qa'ida, and the region's role as a center for jihadists worldwide.

Instructional Objectives:

After 1 hours 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

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. The Impact: Overview and Examples of Attacks, Organizations, Training, Recruitment, Propoganda, Etc.
3. Turbulent History
4. Regional Overview
5. Pakistani Intervention
6. 1970s Descent into Conflict
7. Anti-Soviet Jihad
8. 1989: Key Events
9. Jihadists Organize
10. 1990s and Civil War
11. Key Take-Aways

Handouts:

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Outline of Activities

Content	Instructor Notes
<i>Grabber: Please see attached presentation</i> Introduction: Instructors introduce themselves and their credentials. Thesis Statement: The threat of global jihadi currently facing the United States originated in Afghanistan and Pakistan. In order to truly understand the current landscape and challenges, one as to understand the history, geography, and culture of the region, and how these characteristics shaped the Afghan-Soviet war and the global terrorist movement. Needs Statement: Understanding the roots of the global jihadi movement is essential to investigating its current manifestations. Objective #1: Describe the history and geography of Pakistan and Afghanistan Afghanistan and Pakistan have a shared history and culture. Ethnic lines, linguistic lines, religious lines, and tribal lines all cross the artificial borders separating the two countries. The interplay of geography with these cultural and familial considerations creates a region that is exceptionally complicated. Many of the same considerations are true in relation to the border between India and Pakistan, although the history differs. What is most similar is that both border regions are notoriously difficult to govern, as the British found out. In Kashmir, the British presence from the mid 17th to mid 19th century contributed to the radicalization of local populations. Objective #2: Explain how the Soviet-Afghan war set the conditions for today's global jihad The decade long war greatly affected the region. Afghan mujahedeen were almost entirely responsible for the defeat of the Soviets, but they allied with various countries to do so, along with an ineffective group of foreign fighters from	

Arab countries who came to be known as the Arab Afghans. Saudi Arabia was a large sponsor of the effort, and along with Saudi money came Wahabbi madrassas. Afghanistan's Sufi variant of Islam would grow much more conservative as a result of this influence.

The Arab-Afghans grew a reputation in the Arab world, despite their limited impact on the war. Usama bin Laden would wield this reputation, along with the international network of jihadis brought together to repel the foreign invader, to underpin a global terrorist organization and a potent ideology.

Objective #3: Describe the origins, ideology, and politics of the Taliban

Upon the Soviet withdrawal, Afghanistan descended into a civil war. The ex-mujahideen and a new generation of Wahabbi-madrassa-educated Afghans form a student movement known as the Taliban, whose intent was to stop the raping and pillaging by the various warlords of the country they had fought to defend.

The Taliban's creed is evidence of their early goals to restore peace, cleanse the war torn society, and enforce Islamic law as a way to distance themselves and the country from politics.

Summary/Conclusion:

Reiterate that Afghanistan and Pakistan are intertwined to such an extent that the border has little meaning.

Reiterate that India and Pakistan share many similar concerns, however the overlap in Kashmir is violent due to the competing religions of the region. British presence in the region played a part in the radicalization of local populations there.

The Soviet-Afghan War created a network of individuals brought together to wage jihad against a foreign invader, and who would be trained and indoctrinated during the ten year war. The Soviet withdrawal set the stage for the rise of the Taliban, an Islamist regime that would eventually provide safe-haven for the global jihadi movement that arose from the same network of foreign fighters.

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Federal Bureau of Investigation

Title of Instruction:	Radicalization: Transforming Ideology into Violent Action
Time of Instruction:	1 hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Use of power-point slides with Q & A throughout, videos
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

The radicalization of individuals is a critical concern for law enforcement and intelligence agencies as they attempt to prevent future terrorist attacks. In this presentation, agents will learn about the mechanisms of jihadi radicalization: How individuals are recruited through militant marketing, how jihadi ideologues and organizations package and deliver their message, and why this message resonates with some individuals. Learners will also gain an understanding of the risks and challenges associated with profiling individuals for jihadi radicalization. Further, the block includes a discussion of best practices for working with Muslim communities to deter militant recruitment and the spread of a radicalized message.

Instructional Objectives:

After 1 hour of instruction, the learner will be able to:

1. Explain the Salafi call to activism that precedes militant recruitment
2. List the variety of ways an individual is encouraged to participate in jihad
3. Discuss the factors that contribute to individual receptivity to jihadi militancy
4. Discuss how to identify a militant message that is used to radicalize individuals
5. Describe desirable and undesirable approaches to preventing and deterring radicalization

List of Items and Materials

Equipment / Aids Required for Instructor:

- Laptop/desktop computer with PowerPoint software
- Computer projector
- Projection screen
- Flip chart and easel, or white board with markers
- PowerPoint
- Laser pointer
- Clock

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Introduction to Radicalization
3. Message of Victimization
4. Transmitters of the Militant Message
5. Incremental Nature of Commitment
6. Packaging the Message
7. Virtual Transmitters
8. Jihadist E-Terrain
9. Observer to Jihadi: Icons of Nafir
10. Process of Radicalization: CTC Model
11. Receivers of the Message
12. Individual to Group Process
13. Possible Indicators of Radicalization
14. Prevention and Detection
15. Key Take-Aways

Handouts:

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Powerpoint slide notes

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Outline of Activities

Content	Instructor Notes
Grabber: <i>Please see attached presentation</i> Introduction: Radicalization involves the transmission and acceptance of a radical or militant message; the internet and globalization facilitate and accelerate this process. Jihadi ideologues urge followers to action using various media; exposure to the radical message can occur through mosques, prison literature, the internet, etc. Through forums and online publications and video, they are able to reach a vastly greater audience around the globe. Thesis Statement: Radicalization is at essence an individual process where an individual gradually accepts the militant message of Salafi-jihadism and resolves to take action to aid in the cause. Individuals go through a personal process of accepting the principles of Salafi-jihadism and the necessity of individual action. While there is a top-down message directed at would-be mujahidin, it is ultimately the individual that makes the final decision to participate. There is an element of persuasion, clearly, but not compulsion. Needs Statement: Militant groups rely on the effective sale of a militant message to gain the support they need from individuals and communities. Understanding the radicalization process is the first step in identifying and ultimately preventing the spread of militant Islamism in the United States. The nuances of the jihadi message (and how it differs from traditional Islam) are critical for agents to understand. The message often relies on a reinterpretation of Islamic law and jurisprudence, alternative readings of history, and a steady indoctrination of individuals into their (Salafist) view of Islam and the world.	

Objective #1: Describe the message of jihadi radicalism, its components, and why it is so evocative

Their message includes arguments for the defense of the umma from outside aggression, litanies against Western oppression of Muslims, demands for strict compliance with (their version) of the Sharia, etc. A defense of Muslims in need or under oppression is perhaps the most effective call to join or support the jihad.

Objective #2: Describe how the message is packaged and transmitted to jihadis' target audience; explore various online and interpersonal vehicles for that message

Messages are packaged and transmitted in different ways, crafted to speak to a variety of audiences with various motivations. For example, videos may be used to boost morale (demonstrating jihadi victories against better equipped enemies), provide graphic illustrations of atrocities against Muslims, or deliver Salafi arguments from Islamic law and history to encourage participation in the fight. Packaging the central message (that the umma is under attack ...) in different forms increases its resonance with a wider potential audience.

Objective #3: Explore the individual process of radicalization, challenges in profiling and identifying indicators of radicalization, and community-based methods for preventing its spread

The target audience is often the disillusioned or alienated Muslim who is separated from the umma. However, disillusionment and/or alienation stem from different sources (for example, youth who do not relate to their community, educated individuals who are politically-oriented and object to various policies, etc.) Guilt and obligation factor into messages urging individuals to fight or provide monetary or technical support. Radicalization can occur when an individual seeking meaning or identity finds connection to the global community through the message of Salafi jihad. This connection can be influenced by one charismatic

individual.

Summary/Conclusion: The mechanisms of radicalization are not overly complex, in this hour the learners have seen a variety of ways the message is transmitted and received. Ideology and individual psychology are critical – and more complex – components of the process. It is very difficult to provide an operationally useful profile of a future jihadist. One can only observe changes in behavior similar to previously radicalized Muslims as a *potential* indicator of future militancy Behavioral changes can be more indicative of radicalization than any one indicator.

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Federal Bureau of Investigation

Title of Instruction:	South Asian Terror Groups and Networks: The Militant Landscape
Time of Instruction:	1 Hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of discussion
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

In this section, we will take a closer look at how the Soviet-Afghan war contributed to the growth of global terrorism, focusing most heavily on post-9/11 developments. We will discuss the relationship of Pakistan to contemporary terrorist groups and how these groups impact U.S. national security.

Instructional Objectives:

After 1 hours of instruction, the learner will be able to:

1. Describe how the Arab-Afghans figure into the origins of al-Qa'ida
2. Explain transitions in the militant landscape post-9/11
3. List major terror groups operating within Pakistan today

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Post 9/11 Transition
3. Daniel Pearl and the Intersection of Actors
4. John Walker Lindh's Journey
5. Lashkar-e-Tayyiba (LeT)
6. Tehrik-e-Taliban Pakistan (TTP)
7. Reorientation of Violence
8. Key Take-Aways

Handouts:

- Provided by CTC West Point

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Outline of Activities

Content	Instructor Notes
<i>Grabber: Please see attached presentation</i> Introduction: Instructor introduces him or herself, and provides a brief personal background. Thesis Statement: It is essential to examine the significance of Pakistan when considering the current global terrorist threat. Today's militant landscape cannot be understood without some understanding of the country's history, current political and cultural characteristics, and relationship to various militant organizations. Needs Statement: It is not possible to understand, and therefore effectively combat, the threat of global terrorism without understanding Pakistan recent history and current characteristics. Pakistan has been and will be at the center of a region that is inextricably linked to the current terrorist phenomenon. Objective #1: Briefly reiterate how the Arab-Afghans figure into the origins of al-Qa'ida and discuss post-9/11 transitions. The instructor should elaborate on the inundation of radical and violent individuals at the Pakistani-Afghan border and the post-9/11 significance of Waziristan/FATA. Discuss how many Arab regimes used the Afghan-Soviet War to rid themselves of their most radical constituents, and did not accept them back into the country. Stress the number of foreign fighters and the geographical dispersion of their origins (100,000 fighters from 43 countries). Review bin Laden's role at the center of this network, and how it related to the radicalization of the porous border between Afghanistan and Pakistan. Discuss how jihadists with different goals (local, irredentist, global) converged in the region and how, in some cases, this has resulted in the redirection of initial goals to a focus on combating the West.	

Objective #2: Explain the role of *madrasas* in Pakistan in the radicalization of young Muslims

Discuss the meaning of the word *madrasa* in the context of Pakistan, compared to the how the word is used in the Middle East. (*Madrasa* is a word borrowed from Arabic. In most Arab-speaking countries, *madrasa* is simply the word for school, and does not necessarily imply a conservative Islamic curriculum. In Pakistan, however, it is a borrowed word used to denote a school with a conservative curriculum. (That is not to say that every Pakistani *madrasa* is a terrorist training center!)

The curriculum of Pakistani *madrasas* are loosely dictated by the government in that the government dictates which texts and/or authors are to be taught. However, it is up to the teacher at a particular *madrasa* to choose which parts of any given text or a given author's body of work to teach. Sayyid Qutb wrote extensively about jihad, but also about Greek logic. It is the individual *madrasa* that chooses which to emphasize.

Madrasas and mosques serve to link groups indirectly (because they are places of meeting) and some are more directly supported by this or that group.

Discuss John Walker Lindh's journey as a case study.

Objective #3: List the major terror groups within Pakistan that still operate today

Explain how terror networks in Pakistan have overlapping membership and overlapping, sometimes even contradictory agendas. Like any complicated system, there is both inter and intra-group rivalry and cooperation.

Groups are often led by core Arab-Afghan veterans who have ties with bin Laden, thus, these groups are often anti-American among other things. Bin Laden may have provided funding for some of the groups and their training camps.

Groups frequently change names and members frequently have more than one affiliation and alias.

Madrasas and mosques serve to link groups indirectly

(because they are places of meeting) and some are more directly supported by this or that group.

Terrorist attacks in the West often have links with a number of these organizations.

Summary/Conclusion:

Understanding Pakistan (past and present) is essential to understanding today's violent jihadist organizations and actors. It is essential to examine the history of the Afghan-Soviet war, and specifically how circumstances and vision placed bin Laden at the center of a network of radicalized individuals in a porous and somewhat lawless region.

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Rashid, Ahmed. *Descent into Chaos: The U.S. and the Disaster in Pakistan, Afghanistan, and Central Asia*. New York, NY: Penguin Group, 2008.

Sageman, Marc. *Understanding Terror Networks*, Philadelphia, PA: University of Pennsylvania Press, 2004.



Federal Bureau of Investigation

Title of Instruction:	Enterprise Level Investigations for Counterterrorism: Understanding Cell Function within the Global Salafi- Jihadist Movement
Time of Instruction:	1 hour
Target Group:	New Agent Trainees Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture
Additional Information:	Use of power-point slides with Q & A throughout, videos
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

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-Qaeda and the global jihad movement.

Instructional Objectives:

After 1 hour of instruction, the learner will be able to:

- List and describe the functions of the different types of jihadist cells.
- Describe different types of al-Qaeda attack cells.
- Identify the support cells that engage in predominantly non-violent activities.
- Describe a global jihadist autonomous cell and provide examples in the U.S.
- Describe the post-9/11 change in al-Qaeda's ability to directly command attack cells.

List of Items and Materials

Equipment / Aids Required for Instructor:

- Laptop/Desktop computer with PowerPoint software
- Computer projector
- Projection screen
- Flip chart and easel, or white board with markers
- PowerPoint
- Laser pointer
- Clock

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Al-Qa'ida and the Salafi-Jihad
3. Tradeoff: Capacity versus Autonomy
4. Overview of Cell Typologies
5. "A" Cells
6. "B" Cells: Post 9/11 Al-Qaida cells
7. Cells Under al-Qa'ida Affiliates
8. Global Jihadist Network Cells
9. Global Jihadist Autonomous Cells
10. Propaganda Cells
11. Financial Cells
12. Recruitment Cells
13. Logistical Support
14. Intelligence Gathering Cells

15. Key Take-Aways

Handouts:

- PowerPoint slide handouts

Outline of Activities

Content	Instructor Notes
Grabber: <i>Please see attached presentation</i> <u>Introduction:</u> Instructors introduce themselves and their credentials. Terrorist organizations are multi-functional entities that require a clear division of labor and specialized cells in order to function effectively and securely. Attaching oneself to a cell is often the next step for radicalized individuals pursuing violent jihad. The process takes place either as individuals come together independently and form a cell, or as individuals incorporate into an existing network and are subsequently assigned to a cell. This block of instruction begins where the initial radicalization process (largely that of ideological radicalization) leaves off. <u>Thesis Statement:</u> Terrorist activity involves more than just the attack itself. Successful operations require that a variety of functions be carried out, providing law enforcement and counterterrorism practitioners with various avenues for intelligence gathering and/or interdiction. Further, al-Qa'ida has continually adapted to the changing security environment and has continually evolved. Understanding its evolution helps determine capability and assess threat. <u>Needs Statement:</u> Developing effective counter-strategies requires an understanding of al-Qa'ida's changing structure and the different types of jihadist cells. It is also important to recognize that many cells engage in non-violent activities that are legal in some instances and can provide useful intelligence about larger networks.	

Objective #1: List and describe the functions of the different types of jihadist cells

Degree of autonomy – Discuss the importance of determining whether a cell operates with complete autonomy, under operational constraints (aside from broad ideological constraints imposed by movement's leaders), or under the direction of outside leadership. Level of autonomy has implications for capacity and/or visibility.

Division of labor – Five primary cell functions are explored during the course of this presentation. Some cells perform multiple tasks (for example, producing and relaying propaganda, obtaining financing, and attack planning), but many are devoted to a particular, specialized activity.

Objective #2: Describe the differences between al-Qa'ida "A" and "B" attack cells

"A" cells: Pre-9/11 al-Qa'ida cells

Cells with highly-qualified, centrally trained and selected operatives driven by top-down financing and receiving tactical direction from al-Qa'ida's central leadership in Afghanistan. Cell leaders were involved in planning activities with AQ leadership, received financing from central leadership, and operated under their tactical constraints. In addition, most of these operatives pledged an oath of allegiance (bayat) to bin Laden.

"B" cells: Post-9/11 al-Qa'ida cells

B cells may receive funding from central leadership but they operate with a greater degree of autonomy. B cells may employ one or two centrally trained operatives who act in concert with local supporters. These cells may not be as experienced or qualified, but they have established trust with AQ's central leadership, which clears their attack planning prior to execution.

The A versus B cell designation demonstrates that AQ is capable of adapting to changing security conditions.

Objective #3: Identify the types of cells that engage in predominantly non-violent activities

Use a case study to describe the various support function that go in to a terrorist attack.

Objective #4: Describe a global jihadist autonomous cell and provide examples in the U.S.

These are self-organized and self-directed cells that typically come together locally, although there can be some element of online introduction or contact. They are self-funded and typically appoint an emir, or leader, from within the group. At times, they seek external guidance or attempt to engage with a larger network, often for the purpose of gaining access to training and expertise.

Objective #5: Describe the post-9/11 change in al-Qa'ida's ability to directly command attack cells.

Summary/Conclusion:

The U.S. severely damaged the operational capability of al-Qa'da in the immediate aftermath of the 9/11 attacks. Al-Qa'ida adapted to the changing security environment and developed a new approach to attack cells, shifting away from total reliance on centrally trained actors. Further, the organization has pursued affiliation with various domestic groups, thereby increasing global influence. Additionally, al-Qa'ida has encouraged the adoption of its ideology by autonomous actors across the globe. While these changes represent an operational devolution, the various levels of affiliation and association with al-Qa'ida present law enforcement with a greater challenge.

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Federal Bureau of Investigation

Title of Instruction:	Muslims in America
Time of Instruction:	2 Hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

This block provides information about the Muslim community in the United States, as well as the community's relationship with terrorism. Specifically, the lesson will cover demographics of Muslim in the US, its history, key Islamic organizations and individuals, the nature and geography of mosques in the US, and American Muslim leaders' ideological, institutional, and financial links to terrorism. The block emphasizes the diversity of the Muslim community within the US, and highlights different experiences where possible (for example, recent immigrants versus lifelong citizens with few attachments abroad).

Instructional Objectives:

After 2 hours 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

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Diverse Demographics
3. U.S. Distributions
4. Communities Across the U.S.
5. Sectarian Distribution and Implications
6. Less Accepted Sects
7. The Mosque
8. General Interaction with Muslims
9. Islamic Schools
10. Muslim Student Association (MSA)
11. Islamic Society of North America
12. Customs and Dress
13. Halal Food
14. Islamic Holidays
15. Key Take-Aways

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
Grabber: <i>Please see attached presentation</i> Introduction: Instructors introduces themselves and their credentials. Thesis Statement: The Muslim community in the US has been the object of concern and curiosity for law enforcement, as they seek to understand the issues faced by the community and what drives some individuals to radical beliefs and terrorist activities. Needs Statement: The Muslim community in the United States is one of the most diverse in the world, comprised of Arabs, South Asians, African-Americans, and numerous other ethnic groups. At the same time, its leadership has strong ties to Salafi institutions, primarily those of Saudi Arabia, that often do not represent the traditions of their constituents. This dynamic can direct the attention and resources of American Muslims toward conflicts abroad involving fellow Muslims, and have at times encouraged extremism. Objective #1: Describe key demographic characteristics of the Muslim population in North America including its distinct diversity Statistics on Muslims in America vary widely; from 3 to 7 million. The best estimate is between 4-5 million. Muslims in America are a new and still rapidly growing group. The population of U.S. Muslims has risen dramatically – through immigration and conversion – in the past 40 years. 36% of American Muslims were born in the U.S.; the remaining 64% were born in 80 different countries. No other country has such a rich diversity of Muslims. American Muslims are made up of many ethnic groups: 33% South Asian (including some Central Asian ethnic groups), 30% African American, 25% Arab, with other Muslims from Southeast Asia, Europe, and Africa.	The class is asked in advance to prepare questions related to interacting with the Muslim-American community.

Masjid is mosque in Arabic. Many American Mosques include masjid in the title. Muslim places of worship can range for elaborate mosques to impromptu prayer halls on campuses. Mosques are often organized by ethnic/national origin, where sermons are sometimes delivered in that group's mother tongue; these congregations tend to be more connected to issues in their home countries.

The last decade has seen a strong growth of mosques, most built around existing communities. The majority of American mosques and Islamic centers identify themselves as Sunni. Sunni mosques are extremely diverse and spread throughout the country, with concentrations on the coasts and major American cities, including worshippers of African-American, South Asian, Arab—and numerous other—descents.

The MSA (Muslim Students Association) directory had around 700 mosques listed on the east coast (though it appears to have not been updated for 6 or 7 years). The next largest concentration is California, where MSA listed over 150 mosques. In the Midwest, Michigan and Illinois have the largest concentrations of mosques. As one would expect, most mosques are located in large cities where they can be sustained by an existing Muslim population, although the MSA directory lists a number of mosques in smaller cities and towns throughout the US.

Objective #2: Explain Muslim and Arab immigration patterns to the United States

Muslims in America represent virtually every sect and group within Islam from across the world. Many African Muslims came as slaves in the 18th and 19th century, but many lost their Islamic identity. The first wave of Muslim migration came in the late 1800s and early 1900s. They eventually settled along the east coast, areas in the Midwest such as Chicago and Detroit, and in parts of the west coast. A second wave of Muslim migration from the Arab world came after World War I, much of this driven by the political turmoil resulting from the collapse of the Ottoman Empire.

Other waves of Muslim migration to America occurred in the 20th century, largely as a result of changing US immigration laws and alterations to the quotas determined by nation of

origin.

Prior to the 1960s, roughly 90% of Arab immigrants to the US were Christian. Since then, the trend has reversed, and the majority has been Muslim. Most settled in existing Arab communities, such as Dearborn and other Detroit suburbs, greater New York, and southern California. The influx of other Muslim immigrant groups, mainly South Asians, has also taken place for the most part in the last 3 or 4 decades.

Objective #3: Describe how the terrain of Islamic organizations in the United States

Most of the Islamic organizations in the United States were founded by members affiliated with the Muslim Brotherhood – an organization that excels at political organization. Most of these organizations exist to help carve out a ‘Muslim space’ for Muslims in the United States, but some have been linked to terrorism.

The major US Islamic groups commonly cooperate with each other and share board members and senior leadership. For example, ISNA and ICNA cooperate with the Muslim Public Affairs Council (MPAC), Muslim American Society, the Council on American-Islamic Relations (CAIR) (and previously the American Muslim Council (AMC), which has fallen in influence since its president, Abdurrahman Alamoudi, was sentenced to a 23-year term for participating in a Libyan plot to assassinate the Saudi Crown Prince). These organizations issue joint statements, co-sponsor events, and share some of the same board members and directors. In addition, a network of influential Muslim leadership is involved in the Fiqh Council of North America, which has very little public presence in America, and has strong Salafi currents due to educational ties with clerics in Saudi Arabia.

Muzammil Siddiqi has played a prominent role in Muslim American life since the late 1990s until today. He delivered the address on behalf of Muslims at the National Cathedral ceremony for September 11. Siddiqi served as president of ISNA (1997-2001), during which time he aided the legal case for Hamas Political Director Musa Abu Marzook and publicly praised Hamas on a number of occasions, as well as praising suicide bombings and advocating martyrdom. Siddiqi initially attended a Muslim University in India before

attending the Islamic University in Medina (one of the premier Saudi Salafi institutions), where he graduated in 1965.

Dr. Taha Jabir al-Alwani is a leading US-based Muslim academic and one of the most influential figures in Islamic education in the US. He was born in Iraq and received a doctorate in Usul al-Fiqh from al-Azhar. Al-Alwani was a Professor of Fiqh at Imam Muhammad bin Sa'ud University in Riyadh before he came to the US. He founded the School of Islamic Social Sciences (SISS) in Leesburg, VA, which trained Muslim chaplains for the U.S. military. Dr. al-Alwani was also president of the International Institute of Islamic Thought (IIIT), which was identified as the largest financial supporter of WISE (World and Islam Studies Enterprise) in the case against Sami al-Arian at the University of South Florida. Dr. al-Alwani is an unindicted co-conspirator in that case, where WISE funneled money to Palestinian Islamic Jihad. He was also an official in the Safa Group, which was the primary entity operated by the SAAR Foundation. This financial network—which was a series of shell companies that raised over \$1.7 billion in the US—was also suspected of giving money to al-Qa'ida through ties to al-Taqwa bank.

Siraj Wahhaj was Imam of Masjid al-Taqwa in Brooklyn, New York. Wahhaj converted to Islam in 1969 and later went to Umm al-Qura University in Mecca, where he graduated in 1978. He served as vice president of ISNA, was a member of the Board of Advisors for NAIT from 1989-1993, and a member of the Board of Advisors for the American Muslim Council (AMC). Wahhaj has espoused support for radical Muslim causes and was an unindicted co-conspirator in the 1993 World Trade Center bombing.

The close ties among US Muslim organizations and their leadership has presented Salafi forms of Islam, and Islamist activism, as mainstream or orthodox. In doing so, Muslims have been steered toward foreign conflicts and concerns above issues of faith facing Muslims in America.

The leadership and agendas of these major Muslim organizations is not necessarily representative of the American Muslim population, in terms of commitment to Muslim causes overseas or the degree of Salafi ideology that guides their religious belief. However, these leaders are respected for their educational backgrounds in Saudi Arabia

(because it is home to the two holiest sites in Islam) and because of their formal Islamic credentials. As such, they are active at Muslim conferences and conventions, are popular speakers on campuses and in producing audio and video materials, etc.

In certain instances, individuals within Muslim communities in the US have used some Islamic organizations to raise funds for terrorist groups. The majority of these claimed to raise money for needy Muslims, such as orphans or refugees, while actually delivering funds to organizations such as Hamas. In these cases (Global Relief Foundation, Holy Land Foundation, etc.), Muslims' sympathies for the suffering in conflicts in Palestine, Bosnia, and Chechnya were exploited as fund-raising tactics and money was diverted to terrorist organizations.

Summary/Conclusion:

Muslims in America are extremely diverse. They are American born and immigrants, African American, Arab, South Asian, European, as well as smaller populations of Asians, Africans and Latinos. Their beliefs and practices vary widely; some gravitate to centers by ethnic or linguistic commonality, some by ideology, such as Salafi, Shi'a, etc.

The leadership and agendas of these major Muslim organizations is not necessarily representative of the American Muslim population, in terms of commitment to Muslim causes overseas or the degree of Salafi ideology that guides their religious belief. However, these leaders are respected for their educational backgrounds in Saudi Arabia (because it is home to the two holiest sites in Islam) and because of their formal Islamic credentials. As such, they are active at Muslim conferences and conventions, are popular speakers on campuses and in producing audio and video materials, etc.

Some Muslim leadership has ties to terrorism cases, primarily in terms of financing from fraudulent charities and rhetoric that incites violent jihad. Many have been sympathetic to Hamas and Palestinian Islamic Jihad, and some have attempted to aid them or other terrorist-designated organizations through various criminal means.

Salafi influence is wider spread in Islamic centers and in the leadership of American Muslim organizations than most Muslims (and non-Muslims) realize.

Investigating the educational background and overseas experience of a given subject can provide important indicators when gauging the individual's or group's threat; it often sheds light on motivation, aims, their long and short term aims, and likely connections with other groups or individuals.

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Federal Bureau of Investigation

Title of Instruction:	Lebanese Hizballah
Time of Instruction:	1 Hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

During the 1970s and 1980s, Shi'a terrorist groups posed a significant threat to the United States 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, students will be introduced to Hizballah, exploring the organization's origins, motivations, and significance to the United States. The block explores Hizballah's role as a militia, political party, and social movement and how and why their activism centers on conflict with Israel, generating popularity and public support.

Instructional Objectives:

After 1 hours of instruction, the learner will:

- Describe the political history of Lebanon and the reasons for its sectarian divide
- Describe the origins and ideological tenets of Hizballah
- Describe the diverse nature of Hizballah as a militia, a political party, and a 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

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline

1. Title Slide
2. Overview of Lebanon
3. Communal Politics and Strife in Lebanon
4. Lebanon's Civil War (1975-1990)
5. The Emergence of Hizballah: Ideology & Politics
6. Hizballah Membership and Activism
7. Popular Support
8. Terrorism & Martyrdom
9. State Sponsorship and Support
10. Hizballah post-2006 War
11. Key Take-Aways

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
<i>Grabber: Image: Hizballah Flag and militants in formation</i> Introduction: Instructors introduce themselves and their credentials. Over the next hour we will discuss the Lebanese terrorist organization and resistance movement Hizballah. We will place particular emphasis on Hizballah's Lebanese origins and how Lebanese politics have shaped Hizballah's activism; Hizballah's particular brand of Shiite Islam and how it has been influenced by revolutionary Shiite ideology of Iran's Ayatollah Khomeini; the complexity of Hizballah as an entity with militant, political, and social welfare wings; Hizballah's members and base of popular support; the state sponsorship of Hizballah by Iran and Syria; and Hizballah after the 2006 war with Israel. Thesis Statement: During the 1970s and 1980s, Shi'a terrorism posed a significant threat to the United States 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. The course will explore Hizballah's origins, motivations, and significance to the United States both at home and abroad. Needs Statement: Before September 11th, Hizballah (and its precursor organizations) was responsible for more US deaths than any other terrorist entity. It has remained explicitly antagonistic to the US and its allies, and has formed a close partnership with Iran and Syria. Hizballah operatives have also been charged and prosecuted for criminal activities in the US. Thus, Hizballah remains a threat to the US both at home and abroad. This course provides an introduction to Hizballah and explores its origins and motivations, with the express	

purpose of arming agents and law enforcement officers with the fundamental knowledge necessary for the proper identification and investigation of Hizballah activity in the US.

Objective #1: Describe the political history of Lebanon and the reasons for its sectarian divide

The Sykes-Picot agreement of 1916 was endorsed by the award of a mandate for Lebanon and Syria to France at San Remo in 1920. Lebanon was constructed from part of the former Ottoman Greater Syria (the Levant). This new country was in effect a "Greater Lebanon," twice as large as its "little" predecessor (the Ottoman autonomous district in the mid-19th century, composed mostly of Maronite and Druze areas with a governor approved by France and England and a multi-confessional ruling council).

This new nation also had a more complicated sectarian diversity in which the Christian majority had been reduced from 79% (in little Leb.) to 51% of a population of around 600,000. It also included various Christian sects, Sunnis, Shias, Druze, and other smaller groups like the Armenians. No numerically dominant group formed an overwhelming majority. The difference between the three major groups (Maronite, Sunni, and Shia) was relatively small, with no single community accounting for even half the population.

Population statistics: A national census has not been conducted since 1932, before the founding of the modern Lebanese state. Consequently there is an absence of accurate data on the relative percentages of the population of the major religions and groups (source: US State Dept).

Christians were deemed a 51% majority, in the hopes that this majority would help orientate Lebanon towards France. Until losing its influence in 1943, France dominated the Lebanese scene as an imperial power and communal differences were deliberately reinforced.

Representation in the parliament is divided along religious lines, population, and the idea of a Christian majority. Accordingly, Christians held the majority of parliamentary seats, as well important state offices, including the

presidency. Consequently, almost half of the population of the new Lebanon felt disempowered and many refused to work within the system. This turned religious groups into de facto political parties, but there was no uniformity within these communities. So not only was the country divided, but there was internal conflict in the religious communities as well.

Objective #2: Describe the origins and ideological tenets of Hizballah

In the wake of the Lebanese civil war and the Israeli invasion of Lebanon in 1982, the revolutionary Shiite ideology of Iran's Ayatollah Khomeini began to gain popularity among Lebanese Shiites. Particularly influenced were the militants, with Hizballah formally adopting the belief in the Velayat-e Faqih and thus becoming religiously and politically obedient to Khomeini and his successor Khamenei.

In this way, young Shiite activists who also considered themselves revolutionaries in the Khomeinist line, began to come together and start an underground revolutionary movement, which followed the political platform outlined by Khomeini and the Islamic Republic of Iran. Most of these early actors were members of other Shia organizations. Hasan Nasrallah, the current leader of Hizballah, was part of the Amal movement and also associated with the Islamic Dawa Party. His mentor, and also a founding member of Hizballah, was Sayyaid Abbas Musawi, then a representative of Islamic Dawa Party based in Baalbek, Lebanon.

Objective #3: Describe the diverse nature of Hizballah as a militia, a political party, and a social movement

Hizballah is strong political and social movement, with an armed wing called the "Islamic Resistance." A recognized political party, 14 members of Hizballah were elected to parliament in 2005. It provides social services throughout Lebanon, and these services are available to all. Schools, hospitals, NGOs, and other welfare organizations serving the

country's poor bolster Hizballah's popularity.

Since the end of the civil war in 1990, Hizballah has been confronting major developments in Lebanon: prominently, the emergence of a pluralist public sphere and increasing openness toward other communities, political parties, and interest groups in Lebanon. This resulted in a change in Hizballah's discourse and priorities. The mixed confessional space in Lebanon led Hizballah to move from marginalization to *intifah* (opening up), by which the party became a major player in the Lebanese public sphere, thus altering its stance and changing the political rules from Islamization to Lebanonization by propagating a down-to-earth political program. Thus, since the 1990s, Hizballah gradually evolved into a mainstream political party having an extensive network of social services (accorded to both Muslims and Christians) and participated in parliamentary, municipal, and governmental work.

Objective #4: Describe Hizballah membership and the motivations for its supporters

Hizballah is the largest political party in Lebanon, with over 200,000, mostly Shia, members. There are two ways to become a member of Hizballah. First, the vertical method, is when an individual joins the party through a local Hizballah group (*majmu'ah*) and starts off at the bottom in terms of rank. The new recruit then undergoes two stages of indoctrination and training. The first stage (*taiba*) lasts a year and consists of ideological, religious, and political indoctrination. During this phase, the recruit learns the central tenets and key ideological precepts of Hizballah, their specific religious interpretation, and is taught the centrality of martyrdom to faith. In the second stage (*intizam*), which also lasts a year, the recruits begin physical and martial training. During this stage, recruits are divided by their particular talents and fulfill roles in the various departments of the party. The other way to become a member is horizontal and is relatively rare. This method is reserved for individuals with particular skills or training deemed valuable by party leaders. These individuals are recommended by the leadership for membership, and if approved, start at the intermediate level of the party. This method is reserved for

individuals such as doctors or engineers. In some ways these two methods are analogous to our own armed services, where it is possible to begin as a Private and work your way up, or if you've earned a degree or advanced degrees, you can enter the service as a CO.

While Hizballah members do go through ideological and martial training, supporters come from all walks of life and have diverse political and religious points of view. However, it is on the national and communal issues that they tend to agree with Hizballah's stance, and it is for this reason that they may end up supporting the party. This is particularly true with the Shia Lebanese community outside of Lebanon, such as those living in Dearborn, Michigan. In these communities it is not surprising to find staunch support for Hizballah (the party, not the terrorist organization), especially in relation to their operations against Israel. This does not necessarily make these people Islamists, however, nor does it make them supporters of terrorism. For the Lebanese community, Hizballah is first and foremost a political party that represents the interests of both Lebanon as a nation and the Shia as a community.

Objective #5: Describe Hizballah's experience with terrorism and martyrdom operations

Hizballah's most significant terrorist attacks occurred between 1983-1989, and revolved around Israel's occupation of Lebanon and the Lebanese civil war. These acts include: The 1983 suicide bombings of the US embassy and Marine Barracks in Beirut and numerous kidnappings, most notably those of journalist Terry Anderson (1985) and CIA Beirut Station Chief, U.S. Army Col. William Francis Buckley (1984).

Other attacks attributed to but never claimed by Hizballah are:

AIMA, Buenos Aires 1993:

The 1993 suicide truck-bombing of the Argentine Israelite Mutual Association building in Buenos Aires, Argentina. In

this case, the Argentine government has officially accused the Iranian government of directing Hizballah to carryout the bombing, though the investigation uncovered serious corruption of Argentine officials and uncovered little actual evidence linking either Iran or Hizballah to the attack. Both have denied responsibility.

Khobar Towers:

The 1996 bombing of the Khobar Towers in Dhahran, Saudi Arabia. This attack was orchestrated by Saudi Hizballah (*hizballah al-hijaz*) with the assistance of individuals from the Lebanese branch of the same group. The attack killed 19 US Air Force servicemen. (While Iran and members of its military wing are said to have provided funding and logistical support for this attack, no individuals were named in the US indictment of June 2001.)

"Husaynayn": HA stresses that jihad has two glorious outcomes: 1) Martyrdom (of the individual) and 2) Victory (of the umma).

Martyrdom vs. Suicide:

If someone performs a "martyrdom" act without permission from the ulama, then this is considered suicide. Self-martyrdom is a legal duty (*taklif shar'*) governed by rules of the organization and religion. Ayatollah Fadlallah has said, "there's no difference between dying with a gun in your hand or exploding yourself."

Objective #6: Describe Iran's influence on and support for Hizballah

While Syria is often noted as a key sponsor of Hizballah, their direct influence over the group has lessened considerably since the death of former Syrian president Hafez al-Bashar and has further decreased since Syria formally quit Lebanon. While Syria does provide some funding, training, and logistical support, it has mainly been a conduit for Iranian support of Hizballah.

Beyond being formally obedient to Ayatollah Khamenei—as the supreme leader of the Shia community—Hizballah also

receives crucial funding, support, and training from Iran.

Funding: Their funding comes from three main sectors: 1) Funds that come directly from the Iranian government and support Hizballah's various departments and social services. 2) Religious taxes (khums—1/5 of one's annual salary) paid voluntarily by members of the Shia community to the marja' Ayatollah Khamenei, but collected on his behalf by Hizballah—both Nasrallah and Shaykh Yazbak are official *wakils* (representatives) of Khamenei and are thus authorized to collect these taxes and spend them as they see fit. 3) Unofficial funding from Iranian agencies, most importantly from the IRGC, but also from Iranian charitable foundations (waqfs) under the direct control of Khamenei. In total, Iran is said to provide around 1 billion dollars in annual funds, and this does not include those funds, such as provided by the IRGC, which go toward Hizballah's military apparatus. It should be noted however that the stream of funding from Iran has not been consistent and can be influenced by domestic politics in Iran. For instance, under the relatively moderate leadership of former presidents Rafsanjani and Khatami, funding for Hizballah was cut by nearly 75% from what it had been under Khomeini.

Training: Iran's training of Hizballah members is run almost entirely by the IRGC. This training includes areas of intelligence, logistics, equipment, and general military activity. While Iran officially declared that the IRGC left Lebanon in the mid-1990s, it is well known that a small contingent that stayed behind remains central to Hizballah's operations. While most training takes place in Lebanon, the IRGC also brings some Hizballah members and higher-ups to Iran for more extensive training.

Equipping: Iran provides Hizballah with access to some of its own material and also helps the organization procure material from the open market.

Objective #7: Describe the wider scope of Middle East conflicts and Hizballah terrorist threat

Although Hizballah threat to the United States should not be discounted, its terrorist attacks against the US have historically occurred in response to US involvement in Lebanon and the conflict with Iran. Therefore, as long as Hizballah remains in close partnership with Iran, a conflict

with Iran will likely increase the possibility of renewed Hizballah terrorist attacks against US targets.

Summary/Conclusion: Key takeaways

- Shia of Lebanon: From the margins to the center of political power
- Conflict with Israel at center of Hizballah activism
- Importance of Lebanese state
- Belief in the democratic adoption of Islamic state
- Khomeinist ideology and Iran's influence on Hizballah
- State sponsorship: Funding, training, equipping
- Militia, political party, social movement
- Popular support
- Presence in North America

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Federal Bureau of Investigation

Title of Instruction:	Shi'i Islam: A General Introduction
Time of Instruction:	1 Hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

This block of instruction explores the history and development of Shia Islam, drawing specific attention to how the sect differs from Sunni Islam. Although there is much concern about Shia militant groups such as Hezbollah, it is important to understand differences in Shia and Sunni militancy differ – the former often resulting from the Shia's minority status. However, certain aspects of the Shia tradition (such as the glorification of martyrdom) have been utilized and exploited by militant extremists from both sects.

Instructional Objectives:

After 1 hours of instruction, the learner will be able to:

- Describe the origins and core tenets of Shi'i Islam
- Describe religious authority and hierarchy in Shi'i Islam
- Describe the religious grounding for martyrdom in Shi'i Islam
- Describe the importance of Iran and Iraq in Shi'i society
- Describe key differences between Shi'i and Sunni Islam

List of Items and Materials

Equipment / Aids Required for Instructor:

- Laptop/desktop computer with PowerPoint software
- Computer projector
- Projection screen
- Flip chart and easel, or white board with markers
- PowerPoint
- Laser pointer
- Clock

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline

1. Title Slide
2. Demographics of the Shi'a
3. Development of Shiism
4. The 12 Imams
5. Authority and Guidance in Shiism
6. The Importance of Geography
7. Significance of the Iranian Revolution
8. Iranian Revolution – Organizations
9. Martyrdom: Historical Roots
10. Points of Comparison and Controversy
11. Key Take-Aways

Handouts:

- PowerPoint slide handouts

Outline of Activities

Content	Instructor Notes
Introduction: Instructors introduce themselves and their credentials. Shiism, or Shia (Shi'i) Islam, is the smaller of the two major sects of the worldwide Muslim community, the larger sect being the Sunnis. By current estimates, the Shia account for approximately 15% of the total Muslim population. There are Shia in every country where significant numbers of Muslims reside, though in most Muslim countries the Shia are a small minority. Thesis Statement: While we have focused our energies on understanding Sunni Muslim extremism, the current conflicts in Iraq, as well as issues arising in Lebanon and Iran, have brought the issue of Shia Islam to the fore. This course explores the history and culture of Shia Islam and distinguishes between Shia and Sunni militancy. Needs Statement: In order to combat the threat of Muslim extremism in the US and foster a respectful and trusting relationship with the US Muslim community, it is essential to understand and appreciate Islamic history, culture, and politics – this includes an understanding of the distinction between Sunni and Shia Islam and the role of militancy within each sect. Objective #1: Describe the origins and core tenets of Shiism The crisis that led to the emergence of Shi'ism centered on question of who should succeed the Prophet Muhammad as leader of the Islamic community. When the Prophet	Begin the presentation with an overview of Shi'a demographics – internationally and domestically.

Muhammad died, a more-or-less ad hoc committee of prominent followers and tribal elders convened to decide this question. The gathered Muslims came to a general consensus that Abu Bakr, who was one of the first Muslims and who was at Muhammad's side for many of the critical events of the latter's prophetic career, should serve as the caliph (*khalifa*), or "deputy" of the departed leader. This election of Abu Bakr was, in a sense, the birth of Sunni Islam. An important absentee of this selection meeting was Ali, Muhammad's cousin, son-in-law, adopted brother, and sometime field commander. Tradition has it that 'Ali was preparing the body of Muhammad for burial during the election of Abu Bakr, and was unaware that a leader was being chosen in his absence. Some Muslims, including 'Ali, felt that the election of a caliph in 'Ali's absence was a grave error, and some recalled sayings and events in the lifetime of Muhammad that could be interpreted to mean that he had designated 'Ali as his chosen successor. These Muslims who opposed the election of Abu Bakr and championed the rights of 'Ali against other claimants as the rightful leader of Islam came to be known as the *shi'at 'ali*, or "the partisans of 'Ali," and this is where the name of the sect comes from. Eventually, the term was broadened to mean the partisans – the Shi'a – of the hereditary succession of descendants of 'Ali and his wife Fatima, the daughter of Muhammad. These hereditary leaders are known as the Imams, and the office itself is known as the Imamate, in contrast with the Sunni caliphs and the institution of the caliphate. For the majority of Shi'a today, the Imams number twelve in all: first 'Ali, then 'Ali's sons Hasan and Husayn, and then nine subsequent male descendants of Husayn, the last one of which is believed by the Shi'a to have disappeared in 874, and this Hidden Twelfth Imam is expected to return at the end of time as the Mahdi, or Shi'i Messiah.

Objective #2: Describe religious authority and hierarchy in Shiism

In Islam, all authority is grounded in the Will of God. The Shi'a agree with the Sunnis that the first and ultimate source for finding out God's will is the Qur'an, Islam's holy book, followed by the Prophet Muhammad. But the Shi'a part company with the Sunnis in the belief that the infallible Imams are the next and indispensable step in the hierarchy of authority, without whose guidance neither the Qur'an nor the Prophet's words and deeds (the *summa* of Muhammad) can be

properly understood. In practical terms, this means that the Imams are the focal point of authority in Shi'ism, even in their absence. To understand and implement the gigantic literature of Imami guidance, there are the *'ulama*, literally "learned ones," a class of religious scholars who exercise an authority much greater than any counterpart in Sunni Islam.

Objective #3: Describe the religious grounding for martyrdom & suicide terrorism in Shiite Islam

One of the most important distinguishing characteristics of Shi'ism is the central role given to martyrdom, or sacred and sacrificial death. It colors every aspect of the religion and underlies much of the the dynamics of Shi'i belief and practice. The roots of this lie in the seventh-century, when the third Shi'i Imam met a tragic end on the plain of Karbala. In the year 680, the reigning Sunni caliph died at Damascus, having appointed his son Yazid to succeed him. In Kufa, in present day Iraq, from which Ali had ruled during his own troubled and short-lived caliphate, a group of partisans of Ali's family – the Shi'at Ali – saw this as an opportunity to put forth Ali's son Husayn as the rightful leader of the community. Having communicated to Husayn their willingness to support him if he made claim to leadership, Husayn gathered his family and a group of supporters and set out from Arabia to join his would-be champions at Kufa. Yazid learned of the plan and sent a large force to intercept them. Yazid's soldiers found Husayn's party camped on the plain of Karbala in present-day Iraq and surrounded them, cutting off their access to water. After three days without water, Husayn's group was left with the choice of surrender or death, and they chose death, coming out to meet the overwhelmingly superior force in battle. On the tenth of the month of Muharram, hopelessly outnumbered, Husayn and his supporters were slaughtered and decapitated. With their heads on pikes and their women and children enslaved, the party of Husayn was marched ignominiously into Damascus.

Objective #4: Describe the importance of Iran and Iraq in Shiite society

Many people associate Shi'ism with Iran, especially since the Iranian Revolution, and are surprised to learn that there

Explain the significance of the Iranian Revolution. Discuss the

are major Shi'i communities throughout the world. The connection between Shi'ism and Iran, however, goes to the very heart and origins of the sect. Unlike any other branch or sect of Islam, Shi'ism is inexorably intertwined with a single regional culture and history, that of Persia (a "culture sphere" that geographically comprehends more than simply the borders of modern Iran). After the incipient Shi'i revolt was crushed in Kufa following the martyrdom of Imam Husayn at Karbala, many of the remaining Kufan Shi'a moved to Qum, south of modern-day Tehran. It was from this city that the principal architects of Shi'i doctrine and law lived and wrote in the 9th and 10th centuries of the Common Era. To this day,¹ Qum is the most important center of Shi'a learning, and would-be scholars and clerics flock there from all over the world to receive the best and most prestigious of Shi'i religious education. This has ensured for Iran its place as *the* center of gravity for Shi'ism worldwide.

Objective #5: Describe key differences between Shiite and Sunni Islam

While there are many differences between Shiite and Sunni Islam, there are a few key differences which have led to conflicts between the two sects. First, is the historical Shiite practice of *sabb al-sahaba* or "reviling the pious companions." This practice included Shiite prayer leaders cursing important companions of the Prophet (such as Umar and Abu Bakr) for their role in preventing the Imam Ali from succeeding the Prophet. Second, is the historical and contemporary Shiite practice of *muta* or temporary marriage. Temporary marriage is forbidden in Sunnism but it is legal in Shiism and in some respects encouraged as a way to curb marital infidelity. Finally, in Shiite Islam only the Imam can declare an offensive jihad.

Summary/Conclusion: Key Takeaways

- Authority
Imamate, Hierarchy, and centralized clerical control
- Martyrdom
Husayn, Sacrifice, and Suicide
- Geography

significance of groups such as the Mojahedin-e Khalq and the Islamic Revolutionary Guard Corps.

Discuss the differences in Shia and Sunni militancy.

Importance of Iran & Iraq to Shiite society

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Federal Bureau of Investigation

Title of Instruction:	Investigating al-Qa'ida
Time of Instruction:	2 Hours
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff: Retired Special Agent Dan Coleman
Methods of Instruction:	Lecture with Q & A throughout the course of discussion
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

In this section, retired Special Agent Dan Coleman will provide an overview of his experience investigating al-Qa'ida. Former Special Agent Coleman's Bureau career spanned a period of more than 31 years, during which time he was a counterintelligence and counterterrorism investigator, worked on the New York Field Office Joint Terrorism Task Force, and was detailed to the Central Intelligence Agency to assist in pursuing bin Laden. Former Special Agent Coleman's al-Qa'ida-related work involved investigation of the organization's role in Somalia in 1993, the U.S. Embassy attacks of 1998, the bombing of the USS Cole in 2000, and the attacks of September 11th. Former Special Agent Coleman will detail his experience with the case and provide trainees with information useful to conducting successful counterterrorism investigations.

Instructional Objectives:

After 1 hours of instruction, the learner will be able to:

- Explain essential aspects of how to build a conspiracy case against a terrorist entity
- Explain effective and ineffective measures taken against Sunni extremist organizations leading up to the 9/11 attacks
- Describe bin Laden's role in global terrorism from the early 1990s to the attacks of September 11th
- Describe various considerations related to interagency investigations, including investigations that require cooperation with foreign intelligence services

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Headlines
3. Agenda for Discussion
4. Investigating al-Qa'ida
5. Jamal al-Fadl ("Junior")
6. Embassy Bombings
7. Ali Mohammed
8. Ihab Ali & L'Houissane Khertou ("Joe the Moroccan")
9. Interviews
10. Overseas Intelligence Services
11. AQ Lessons Learned

Handouts:

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Outline of Activities

Content	Instructor Notes
<i>Grabber: Please see attached presentation</i> Introduction: Instructors introduce themselves and their credentials. Thesis Statement: The attacks of 9/11/01 were the culmination of a growing global jihadist threat. This class provides a first-hand account of the investigation of Osama bin Laden and al-Qa'ida leading up to the events of September 11th. Needs Statement: Understanding past measures – both effective and ineffective – taken against bin Laden and Sunni extremist organizations provides context and knowledge that will facilitate successful counterterrorism investigations. Objective #1: Understand how to build a conspiracy case against a terrorist entity Former Special Agent Coleman will relate how he came to be involved with the investigation of al-Qa'ida. He will discuss his experience interviewing and working with various subjects who provided essential information on bin Laden and al-Qa'ida, such as organizational structure and the roles and relationships of various actors. Former Special Agent Coleman will also discuss what proved to be successful interview techniques, as well as strategies for applying background knowledge to understand motivations for cooperation. Objective #2: Understand the effective and ineffective measures taken against Sunni extremist organizations leading up to the 9/11 attacks Former Special Agent Coleman will discuss his work investigating al-Qa'ida, highlighting particular efforts taken by the U.S. government to prevent attacks. Objective #3: Understand bin Laden's role in global terrorism from the early 1990s to the 9/11 attacks. Former Special Agent Coleman will recount certain aspects	

of bin Laden's history, emphasizing that the attacks of 9/11 were the culmination of a growing trend.

Summary/Conclusion:

Former Special Agent Coleman played a key role in the investigation of Osama bin Laden and al-Qa'ida. This block of instruction provides audiences with first-hand information and the opportunity to ask candid questions related to conducting terrorism investigations.

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Federal Bureau of Investigation

Title of Instruction:	Operation Smokescreen Case Overview
Time of Instruction:	2 Hours
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff: Lt. Bob Fromme (Retired)
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

By examining a case study of a Hizballah operation conducted in the United States, students will learn how investigative techniques and interagency cooperation are used to build a case against a terrorist organization. Evidence gathered during this investigation will be shown to further demonstrate this point.

Instructional Objectives:

After 2 hours of instruction, the learner will be able to:

- Discuss effective investigative techniques used in this investigation against terrorist organizations such as Hizballah
- Describe how international terrorist groups use criminal endeavors to support their operation, and how investigators can use criminal statutes in terrorism related cases
- Discuss how interagency and international cooperation are essential for effective counterterrorism operations domestically

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Overheads:

- PowerPoint slides projected overhead

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
Grabber: One of the hardest things to teach new officers is to trust their instincts. The following is a case study of a seasoned officer, who trusted his instincts which led to a significant and successfully executed national security investigation. Introduction: Hello, my name is Detective Sergeant Bob Fromme. I'm a retired law enforcement professional, and I'd like to spend the next two hours discussing a case which I opened in 1995, and spent the next seven years investigating. Thesis Statement: During the 1970s and 1980s, Shia terrorism posed a large threat to the US and its allies. With the growing threat of a nuclear Iran, Shia 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 known as Hizballah, its origins, motivations and threat to the United States domestically. Through this case study, students will learn how investigative techniques are used to build a case against a terrorist organization. Needs Statement: I'm here to describe to you a criminal investigation that, through the combined effort of multiple domestic entities and some of our international allies, brought terrorism home for me in very practical terms. It is essential that investigators recognize the potential violent and non-violent manifestations of terrorism in the United States. Objective #1: Discuss effective investigative techniques used in this investigation against terrorist organizations such as Hizballah During the course of the investigation, numerous investigative techniques were employed: 1. Mail covers were utilized on eight of the main target residences as well as their businesses. 2. Pen registers. At one point there were 22 pen registers up and running.	

3. Physical surveillance. At times there were as many as 50 ATF agents assigned to the surveillance of the targets. Targets were followed from North Carolina through Virginia, West Virginia, Maryland, Pennsylvania, Ohio and Michigan. There were some trips that required agents to remain away from home for as much as a week at a time following the suspects.
4. Pole cameras were in place in five different locations.
5. Financial analysis was performed by three separate financial auditors assigned to the case.
6. Ex Parte Tax returns revealed that Mohammed Hammoud and Angie Tsioumas reported joint Federal Gross Income of \$24,000 in order to qualify for an Earned Income Credit. The auditors were able to show that Mohammed used an alias to transfer \$400,000 from a fraudulent bank account in Michigan to his bank account in North Carolina.
7. Federal grand jury subpoenas.
8. Telephone toll records
9. Bank records. Over 850 bank account subpoenas were served.
10. Witness testimony.
11. Informant testimony.

As the investigation began, the use of mail covers and pen registers played an important role in identifying the eight core members of the organization. At one point during the investigation, investigators had 22 pen registers and eight mail covers in place. The volume of information collected was so massive that it required the use of full time Intel analysts. It was later learned that these eight men had grown up in the same suburb of Beirut, Lebanon - an area known as the "Bourj" - and were related either as brothers, cousins, or close friends.

As the investigation progressed, investigators found that each of the eight individuals had a specific job or task within the organization. As an example, one of the cell members was a banker. A member could go to him, borrow \$10,000 and purchase a vanload of cigarettes. The driver would go to

indefinitely. Over a period of time all eight individuals entered into at least one fraudulent marriage each for the sole purpose of gaining legal status in the United States. Several of them were also collecting welfare.

Chawki Hammoud, Mohammed's older brother, had already arrived in the US and was living in Charlotte, NC. Chawki had migrated to the United States for the sole purpose of researching and identifying some type of criminal activity that the group could become involved in. He had settled on cigarette smuggling for several reasons; first and foremost, it generated large volumes of cash, secondly, if you got caught, the penalty was minimal and lastly, enforcement of cigarette violations was not a priority for law enforcement. Chawki had purchased a local convenience store for use as a front in the smuggling operation. As soon as his status allowed it, Mohammed reunited with the Darwiches, and his brother Chawki in Charlotte.

Based on documents collected during the execution of our search warrants we began preparation for superseding indictments, charging our defendant's ranged from, RICO, money laundering, visa fraud, marriage fraud, credit card fraud, bank fraud, the criminal and financial investigations continued. Additionally, two individuals in Michigan were to be charged in the money-laundering conspiracy. Seizures of bank accounts, cigarettes, real estate and vehicles continued in North Carolina and Michigan.

Objective #3: Discuss how interagency and international cooperation are essential for effective counterterrorism operations domestically.

In October 1997, during a surveillance of the suspects, a rental truck was observed being loaded with cigarettes and delivered to the residence of a white female. Investigators followed her as she drove the truck from Charlotte into West Virginia. The West Virginia State Police were contacted, given a description of the truck and asked to stop and inspect it.

The driver of the truck, a white female, and a passenger, the driver's mother, were questioned by the West Virginia trooper, who was told that the driver was moving her mother from Charlotte to Michigan. The driver specifically stated that her mother's belongings were in the back of the truck.

The trooper asked for and received consent to search the vehicle and proceeded to discover 4,708 cartons of cigarettes but no furniture, clothing, or reasonable personal belongings.

The driver was arrested and taken to the West Virginia State Patrol barracks where she was offered a chance to cooperate with the authorities. She agreed and made a supervised phone call to Mohammed Hammoud. After she identified herself to him, Mohammed said, "I don't know who you are or what you're talking about, but call me when you get back to Charlotte." Once back in Charlotte, the driver was wired and sent to Mr. Hammoud's residence. It was revealed later in the investigation that when she entered Mohammed's residence, she immediately closed the door, put a finger to her lips and mouthed the words ... "I'm wired, don't say anything," while pointing to her chest. This incident did not act as a deterrent or slow the group down. What it did do, was cause the group to build into their profit margin the expectation of losing one out of every ten loads of cigarettes to law enforcement.

One of the biggest mistakes we made during this investigation was our failure to recognize the need for forensic auditors. Once we involved them, they had to spend a great deal of time getting up to speed and advise us of exactly what they needed. During the course of this investigation we issued over 850 Federal Grand Jury Bank subpoenas. The group had literally hundreds of fraudulent credit cards. Auditors were able to unravel the complex schemes and reveal further correlations between the group's members.

The initial part of the investigation lasted for almost three years. The detective and ATF worked to collect evidence linking each of the eight individuals to the group and its illegal activities. In the summer of 1999, the ATF and Iredell County met with the US Attorneys Office in Charlotte and were given the authority to proceed with the indictments.

The very next day, the ATF was contacted by the Federal Bureau of Investigations, and asked to meet and talk about this case involving Mr. Hammoud and his partners. At that meeting, the FBI outlined for ATF and Iredell County that this same group of individuals had direct ties to "Hezbollah", a designated terrorist organization. It was requested that the ATF and the County postpone their indictments for a year or

so while the FBI agents completed their investigation. At that time, a joint investigation involving all three organizations was opened for the purpose of collaboration.

The FBI revealed that one of the members of the group, Said Harb, was actually a procurement officer for Hezbollah. Said made numerous trips to Canada to meet with Ali Amhaz, providing him with equipment and money.

Said Harb and the other suspects acquired a variety of items for Hezbollah. Most were used in violent engagements against the Israelis, while others were used to film those attacks for propaganda purposes. Included in their shopping lists were:

- Night vision devices, such as goggles, cameras, and scopes
- Surveying equipment
- Global positioning systems, such as watches and aviation antennas
- Mine and metal detection equipment
- Video equipment
- Advanced aircraft analysis and design software
- Computer equipment, including:
 - Laptops
 - High-speed modems
 - Processors
 - Joysticks
 - Plotters
 - Scanners
 - Printers
- Stun guns
- Handheld radios and receivers
- Cellular telephones
- Nitrogen cutters
- Mining, drilling, and blasting equipment
- Military style lensatic compasses
- Binoculars
- Naval equipment
- Radars
- Ultrasonic dog repellents
- Laser range finders
- Camera equipment, including:
 - Digital cameras
 - Zoom lenses

- Tubes
- Film scanners

At this point, the FBI was working closely with [REDACTED]

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[REDACTED] On one trip [REDACTED] was able to photograph Mr. Harb meeting with Mr. Amhaz. During that meeting, Mr. Harb paid \$5,000 each for five fraudulent credit cards, each with a \$20,000 credit limit. Mr. Harb was also asked to begin investigating the possibility of securing life insurance policies on some of the "brothers" who might one night go for a walk and never come back, "suicide bombers."

Harb's sister, Fatme Harb Debk and brother, Haissam Harb were both still living in Beirut. They both wanted to migrate to the United States. However, Fatme was legally married to an individual by the name of Samir Debk. Harb located Jeffrey Wayne Swaringen, a black male living in Charlotte and offered him \$3,000.00 to accompany him to Beirut for the purpose of marrying his sister Fatme. Upon arrival in Beirut they encountered problems and they were then forced to travel to the American Embassy in Nicosia, Cyprus. Once there, Harb witnessed their marriage and then the three traveled to the United States. Fatme and Swaringen returned as husband and wife. That left Harb's brother, Haissam Harb and his brother-in-law, Samir Debk in Beirut. This time Harb located Terry Pish and Tonya Moore, two white females. The two females lived in Charlotte, NC. Harb approached the two, offered them bribes and convinced them to marry his brother and brother-in-law. The only problem was the fact that Tonya and Terry were lesbian lovers living together. Haissam Harb and Mr. Debk entered the country illegally and were quickly married.

Because Terry and Tonya continued to live together, these marriages were discovered and Haissam, Fatima, and Mr. Debk were all deported. Harb then went to an INS Office (US Immigration and Naturalization Services) in Charlotte and asked to meet with an INS Agent. At that time, he offered an INS agent \$10,000 in cash to facilitate paperwork allowing his brother back into the United States. The agent advised us of Harb's offer and it was decided that a sting would be set up. In a scene that would have made Hollywood proud, a meeting was arranged at a local restaurant. With the exception of one vacant table, everyone in the place was a cop. Harb arrived driving a new Mercedes Benz and during lunch he paid the INS agent \$4,000.00 in

cash. It was agreed that when Harb's brother arrived back in the US, Harb and the INS agent would travel to Atlanta together and the balance of the money would be paid to the INS agent after he walked Harb's brother through customs.

Summary/Conclusion:

In July 2000, a contingent of approximately 250 local, state, and federal law enforcement agents gathered and executed 18 federal search warrants and federal seizure warrants. Twenty individuals were arrested for cigarette smuggling, money laundering, and INS violations.

Approximately \$600,000 worth of assets, including numerous bank accounts, vehicles, and two residences were seized from this terrorist cell, along with numerous records indicating a large money-laundering operation.

Based on documents collected during the execution of our search warrants we began preparation for superseding indictments, charges ranged from RICO, money laundering, visa fraud, marriage fraud, credit card fraud and bank fraud - the criminal and financial investigations continued.

Additionally, two individuals in Michigan were to be charged in the money-laundering conspiracy. Seizures of bank accounts, cigarettes, real estate, and vehicles continued in North Carolina and Michigan.

In July 2000, Mr. Hammoud and his codefendants were arrested and booked into the Mecklenburg County Jail in Charlotte. Because Said Harb had adopted a very western lifestyle we felt he stood to lose the most and would be the one most likely to cooperate and testify against the others in the group. Mr. Harb accepted this offer and a superseding indictment charging Mohammed Hammoud with "providing material support to a designated terrorist organization," was issued.

18 of the 25 defendants entered guilty pleas. Mohammed Hammoud and his brother Chawki Hammoud were both found guilty of all charges at trial. Mohammed Hammoud was the only defendant charged with providing material support to a designated terrorist organization. Mr. Hammoud was sentenced to 1850 months in federal prison, which equates to 155 years, and then he is to be deported. Mohammed Hammoud appealed his sentencing. Lastly, there are still five fugitives, two in Canada and three in Lebanon.

After his arrest, and throughout his trial Hezbollah denied any association with Mohammed Hammoud whatsoever. There are those who believe that Hezbollah separated itself from Hammoud for the sole purpose of observing his trial to garner information as to the investigative techniques utilized to build a case against him and his associates.

Due to the importance of this case, for the first time in its history [] allowed evidence to be turned over to a foreign government for use in a trial. It was also the first conviction ever for "Providing Material Support to a Designated Terrorist Organization." This case highlights the importance of law enforcement agencies coming together and working collaboratively. I can say without reservation that everyone involved in the case left their egos at the door. Not once do I remember anyone saying "This is mine," or, "I did this." Consistently, throughout the entire investigation it was "we." It was a joint, not individual, effort and a perfect example of how an investigation should be conducted.

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Federal Bureau of Investigation

Title of Instruction:	Islamic Extremism and the Internet
Time of Instruction:	1 hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

The internet has become a useful tool for many terrorist organizations. Different groups use the internet in different ways and to different ends. This block will discuss the various ways that terrorist groups use the internet as well as the content found on terrorist websites. The internet also provides counterterrorism practitioners valuable insight into the way an organization functions.

Instructional Objectives:

After 1 hours of instruction, the learner will be able to:

1. Explain how a regional terrorist organization's use of the internet varies from that of the global Salafi-jihadis
2. Explain the difference between static and dynamic websites
3. Explain the variety and quality of the content found on terrorist websites

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Typology of Websites
3. What Does and Does Not Happen of the Internet
4. Irredentist Jihadists Online
5. Salafis Online: Violent and Non-Violent
6. Logic and Growth
7. Media and Propaganda Online
8. Avenues for Participation
9. Observer to Participant: Samir Khan Case Study
10. *Al-Battar* Magazine
11. Training: Amman CW Case Study
12. Production and Distribution
13. Internet is a Double Edged Sword
14. Key Take-Aways

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
<i>Grabber: Please see attached presentation</i> Introduction: Instructors introduce themselves and their credentials. Thesis Statement: Since 2001, the internet has become a jihadi distant learning university, where al-Qa'ida and its affiliates disseminate dangerous information to empower individual cells and autonomous actors worldwide. Needs Statement: The increased use of the internet by terror organizations to export their ideology and enhance their operations requires thorough examination. Objective #1: Explain how a regional terrorist organization's use of the internet varies from that of the global jihadis? Discuss how different terror organizations use the internet for different purposes. Clarify that Regional terror organizations such as Hamas, Hezbollah, and the Palestinian Islamic Jihad mainly operate informational websites that strive to spread their message and ideology, posting communiqués or speeches by their leaders. Discuss how global Salafi-jihadists use the internet for two purposes: (1) to spread their ideology and worldview by circulating a large number of doctrinal books and monthly magazines. (2) to empower jihadi cells (including individual actors) with operational training by circulating a wide range of operation manuals that teach terrorists how to manufacture explosives and other deadly devises, and also how to recruit and operate an effective clandestine terrorist cell. Objective #2: Describe the difference between static and dynamic terrorist websites. Discuss static and dynamic jihadi websites. Both categories	

are informational and provide readers with the doctrine, ideology, and the writings of prominent jihadi ideologues. Some also disseminate operational training manuals that empower jihadi cells and individuals with the needed skills to carry out terrorist activity. Dynamic websites also provide the opportunity for two-way communication, facilitating interaction with tools such as question and answer forums.

Objective #3: Explain the variety and quality of the content found on terrorist websites.

Encourage the audience not to underestimate the quality of the training provided on operational jihadi websites by clarifying that in many cases operational manuals are written by capable al-Qa`ida operatives and trainers including Saif al-Adel, al-Qa`ida's chief of operations, and Yousef al-'Ayiri the former commander of al-Qa`ida in Saudi Arabia. In other cases, online training can be weak. Use the Amman CW plot as an example.

Objective #4: List common terrorist websites and the level of internet activity.

Discuss the growth of the jihadi websites over the past eight years and elaborate on the most notable operational websites.

Discuss how the internet facilitates both top-down dissemination of information, and bottom-up communication from the geographically dispersed movement to organizational leadership.

Summary/Conclusion:

Over the past eight years, the number of terrorist websites has grown dramatically and the internet has become a jihadi distant learning university. While jihadi use of the internet is a threat to our security due to the nefariousness of the content disseminated, at the same time, monitoring jihadi websites provides us with insight into jihadi thinking, strategy, and operational capabilities.

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Statement of Goals and Objectives

Instructional Goal:

In this section, we will take a closer look at how the Soviet-Afghan war contributed to the growth of global terrorism, focusing most heavily on post-9/11 developments. We will discuss the relationship of Pakistan to contemporary terrorist groups and how these groups impact U.S. national security.

Instructional Objectives:

After 1 hours of instruction, the learner will be able to:

1. Describe how the Arab-Afghans figure into the origins of al-Qa'ida
2. Explain transitions in the militant landscape post-9/11
3. List major terror groups operating within Pakistan today

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Post 9/11 Transition
3. Daniel Pearl and the Intersection of Actors
4. John Walker Lindh's Journey
5. Lashkar-e-Tayyiba (LeT)
6. Tehrik-e-Taliban Pakistan (TTP)
7. Reorientation of Violence
8. Key Take-Aways

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
<i>Grabber: Please see attached presentation</i> Introduction: Instructor introduces him or herself, and provides a brief personal background. Thesis Statement: It is essential to examine the significance of Pakistan when considering the current global terrorist threat. Today's militant landscape cannot be understood without some understanding of the country's history, current political and cultural characteristics, and relationship to various militant organizations. Needs Statement: It is not possible to understand, and therefore effectively combat, the threat of global terrorism without understanding Pakistan recent history and current characteristics. Pakistan has been and will be at the center of a region that is inextricably linked to the current terrorist phenomenon. Objective #1: Briefly reiterate how the Arab-Afghans figure into the origins of al-Qa'ida and discuss post-9/11 transitions. The instructor should elaborate on the inundation of radical and violent individuals at the Pakistani-Afghan border and the post-9/11 significance of Waziristan/FATA. Discuss how many Arab regimes used the Afghan-Soviet War to rid themselves of their most radical constituents, and did not accept them back into the country. Stress the number of foreign fighters and the geographical dispersion of their origins (100,000 fighters from 43 countries). Review bin Laden's role at the center of this network, and how it related to the radicalization of the porous border between Afghanistan and Pakistan. Discuss how jihadists with different goals (local, irredentist, global) converged in the region and how, in some cases, this has resulted in the redirection of initial goals to a focus on combating the West.	

Objective #2: Explain the role of *madrasas* in Pakistan in the radicalization of young Muslims

Discuss the meaning of the word *madrasa* in the context of Pakistan, compared to the how the word is used in the Middle East. (*Madrasa* is a word borrowed from Arabic. In most Arab-speaking countries, *madrasa* is simply the word for school, and does not necessarily imply a conservative Islamic curriculum. In Pakistan, however, it is a borrowed word used to denote a school with a conservative curriculum. (That is not to say that every Pakistani *madrasa* is a terrorist training center!)

The curriculum of Pakistani *madrasas* are loosely dictated by the government in that the government dictates which texts and/or authors are to be taught. However, it is up to the teacher at a particular *madrasa* to choose which parts of any given text or a given author's body of work to teach. Sayyid Qutb wrote extensively about jihad, but also about Greek logic. It is the individual *madrasa* that chooses which to emphasize.

Madrasas and mosques serve to link groups indirectly (because they are places of meeting) and some are more directly supported by this or that group.

Discuss John Walker Lindh's journey as a case study.

Objective #3: List the major terror groups within Pakistan that still operate today

Explain how terror networks in Pakistan have overlapping membership and overlapping, sometimes even contradictory agendas. Like any complicated system, there is both inter and intra-group rivalry and cooperation.

Groups are often led by core Arab-Afghan veterans who have ties with bin Laden, thus, these groups are often anti-American among other things. Bin Laden may have provided funding for some of the groups and their training camps.

Groups frequently change names and members frequently have more than one affiliation and alias.

Madrasas and mosques serve to link groups indirectly

(because they are places of meeting) and some are more directly supported by this or that group.

Terrorist attacks in the West often have links with a number of these organizations.

Summary/Conclusion:

Understanding Pakistan (past and present) is essential to understanding today's violent jihadist organizations and actors. It is essential to examine the history of the Afghan-Soviet war, and specifically how circumstances and vision placed bin Laden at the center of a network of radicalized individuals in a porous and somewhat lawless region.

Bibliography

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Federal Bureau of Investigation

Title of Instruction:	Enterprise Level Investigations for Counterterrorism: Understanding Cell Function within the Global Salafi- Jihadist Movement
Time of Instruction:	1 hour
Target Group:	New Agent Trainees Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture
Additional Information:	Use of power-point slides with Q & A throughout, videos
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

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-Qaeda and the global jihad movement.

Instructional Objectives:

After 1 hour of instruction, the learner will be able to:

- List and describe the functions of the different types of jihadist cells.
- Describe different types of al-Qaeda attack cells.
- Identify the support cells that engage in predominantly non-violent activities.
- Describe a global jihadist autonomous cell and provide examples in the U.S.
- Describe the post-9/11 change in al-Qaeda's ability to directly command attack cells.

List of Items and Materials

Equipment / Aids Required for Instructor:

- Laptop/Desktop computer with PowerPoint software
- Computer projector
- Projection screen
- Flip chart and easel, or white board with markers
- PowerPoint
- Laser pointer
- Clock

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Al-Qa'ida and the Salafi-Jihad
3. Tradeoff: Capacity versus Autonomy
4. Overview of Cell Typologies
5. "A" Cells
6. "B" Cells: Post 9/11 Al-Qaida cells
7. Cells Under al-Qa'ida Affiliates
8. Global Jihadist Network Cells
9. Global Jihadist Autonomous Cells
10. Propaganda Cells
11. Financial Cells
12. Recruitment Cells
13. Logistical Support
14. Intelligence Gathering Cells

15. Key Take-Aways

Handouts:

- PowerPoint slide handouts

Outline of Activities

Content	Instructor Notes
Grabber: <i>Please see attached presentation</i> <u>Introduction:</u> Instructors introduce themselves and their credentials. Terrorist organizations are multi-functional entities that require a clear division of labor and specialized cells in order to function effectively and securely. Attaching oneself to a cell is often the next step for radicalized individuals pursuing violent jihad. The process takes place either as individuals come together independently and form a cell, or as individuals incorporate into an existing network and are subsequently assigned to a cell. This block of instruction begins where the initial radicalization process (largely that of ideological radicalization) leaves off. <u>Thesis Statement:</u> Terrorist activity involves more than just the attack itself. Successful operations require that a variety of functions be carried out, providing law enforcement and counterterrorism practitioners with various avenues for intelligence gathering and/or interdiction. Further, al-Qa'ida has continually adapted to the changing security environment and has continually evolved. Understanding its evolution helps determine capability and assess threat. <u>Needs Statement:</u> Developing effective counter-strategies requires an understanding of al-Qa'ida's changing structure and the different types of jihadist cells. It is also important to recognize that many cells engage in non-violent activities that are legal in some instances and can provide useful intelligence about larger networks.	

Objective #1: List and describe the functions of the different types of jihadist cells

Degree of autonomy – Discuss the importance of determining whether a cell operates with complete autonomy, under operational constraints (aside from broad ideological constraints imposed by movement's leaders), or under the direction of outside leadership. Level of autonomy has implications for capacity and/or visibility.

Division of labor – Five primary cell functions are explored during the course of this presentation. Some cells perform multiple tasks (for example, producing and relaying propaganda, obtaining financing, and attack planning), but many are devoted to a particular, specialized activity.

Objective #2: Describe the differences between al-Qa'ida "A" and "B" attack cells

"A" cells: Pre-9/11 al-Qa'ida cells

Cells with highly-qualified, centrally trained and selected operatives driven by top-down financing and receiving tactical direction from al-Qa'ida's central leadership in Afghanistan. Cell leaders were involved in planning activities with AQ leadership, received financing from central leadership, and operated under their tactical constraints. In addition, most of these operatives pledged an oath of allegiance (bayat) to bin Laden.

"B" cells: Post-9/11 al-Qa'ida cells

B cells may receive funding from central leadership but they operate with a greater degree of autonomy. B cells may employ one or two centrally trained operatives who act in concert with local supporters. These cells may not be as experienced or qualified, but they have established trust with AQ's central leadership, which clears their attack planning prior to execution.

The A versus B cell designation demonstrates that AQ is capable of adapting to changing security conditions.

Objective #3: Identify the types of cells that engage in predominantly non-violent activities

Use a case study to describe the various support function that go in to a terrorist attack.

Objective #4: Describe a global jihadist autonomous cell and provide examples in the U.S.

These are self-organized and self-directed cells that typically come together locally, although there can be some element of online introduction or contact. They are self-funded and typically appoint an emir, or leader, from within the group. At times, they seek external guidance or attempt to engage with a larger network, often for the purpose of gaining access to training and expertise.

Objective #5: Describe the post-9/11 change in al-Qa'ida's ability to directly command attack cells.

Summary/Conclusion:

The U.S. severely damaged the operational capability of al-Qa'da in the immediate aftermath of the 9/11 attacks. Al-Qa'ida adapted to the changing security environment and developed a new approach to attack cells, shifting away from total reliance on centrally trained actors. Further, the organization has pursued affiliation with various domestic groups, thereby increasing global influence. Additionally, al-Qa'ida has encouraged the adoption of its ideology by autonomous actors across the globe. While these changes represent an operational devolution, the various levels of affiliation and association with al-Qa'ida present law enforcement with a greater challenge.

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Federal Bureau of Investigation

Title of Instruction:	Muslims in America
Time of Instruction:	2 Hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

This block provides information about the Muslim community in the United States, as well as the community's relationship with terrorism. Specifically, the lesson will cover demographics of Muslim in the US, its history, key Islamic organizations and individuals, the nature and geography of mosques in the US, and American Muslim leaders' ideological, institutional, and financial links to terrorism. The block emphasizes the diversity of the Muslim community within the US, and highlights different experiences where possible (for example, recent immigrants versus lifelong citizens with few attachments abroad).

Instructional Objectives:

After 2 hours 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

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Diverse Demographics
3. U.S. Distributions
4. Communities Across the U.S.
5. Sectarian Distribution and Implications
6. Less Accepted Sects
7. The Mosque
8. General Interaction with Muslims
9. Islamic Schools
10. Muslim Student Association (MSA)
11. Islamic Society of North America
12. Customs and Dress
13. Halal Food
14. Islamic Holidays
15. Key Take-Aways

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
<i>Grabber: Please see attached presentation</i> Introduction: Instructors introduces themselves and their credentials. Thesis Statement: The Muslim community in the US has been the object of concern and curiosity for law enforcement, as they seek to understand the issues faced by the community and what drives some individuals to radical beliefs and terrorist activities. Needs Statement: The Muslim community in the United States is one of the most diverse in the world, comprised of Arabs, South Asians, African-Americans, and numerous other ethnic groups. At the same time, its leadership has strong ties to Salafi institutions, primarily those of Saudi Arabia, that often do not represent the traditions of their constituents. This dynamic can direct the attention and resources of American Muslims toward conflicts abroad involving fellow Muslims, and have at times encouraged extremism. Objective #1: Describe key demographic characteristics of the Muslim population in North America including its distinct diversity Statistics on Muslims in America vary widely; from 3 to 7 million. The best estimate is between 4-5 million. Muslims in America are a new and still rapidly growing group. The population of U.S. Muslims has risen dramatically – through immigration and conversion – in the past 40 years. 36% of American Muslims were born in the U.S.; the remaining 64% were born in 80 different countries. No other country has such a rich diversity of Muslims. American Muslims are made up of many ethnic groups: 33% South Asian (including some Central Asian ethnic groups), 30% African American, 25% Arab, with other Muslims from Southeast Asia, Europe, and Africa.	The class is asked in advance to prepare questions related to interacting with the Muslim-American community.

Masjid is mosque in Arabic. Many American Mosques include masjid in the title. Muslim places of worship can range for elaborate mosques to impromptu prayer halls on campuses. Mosques are often organized by ethnic/national origin, where sermons are sometimes delivered in that group's mother tongue; these congregations tend to be more connected to issues in their home countries.

The last decade has seen a strong growth of mosques, most built around existing communities. The majority of American mosques and Islamic centers identify themselves as Sunni. Sunni mosques are extremely diverse and spread throughout the country, with concentrations on the coasts and major American cities, including worshippers of African-American, South Asian, Arab—and numerous other—descents.

The MSA (Muslim Students Association) directory had around 700 mosques listed on the east coast (though it appears to have not been updated for 6 or 7 years). The next largest concentration is California, where MSA listed over 150 mosques. In the Midwest, Michigan and Illinois have the largest concentrations of mosques. As one would expect, most mosques are located in large cities where they can be sustained by an existing Muslim population, although the MSA directory lists a number of mosques in smaller cities and towns throughout the US.

Objective #2: Explain Muslim and Arab immigration patterns to the United States

Muslims in America represent virtually every sect and group within Islam from across the world. Many African Muslims came as slaves in the 18th and 19th century, but many lost their Islamic identity. The first wave of Muslim migration came in the late 1800s and early 1900s. They eventually settled along the east coast, areas in the Midwest such as Chicago and Detroit, and in parts of the west coast. A second wave of Muslim migration from the Arab world came after World War I, much of this driven by the political turmoil resulting from the collapse of the Ottoman Empire.

Other waves of Muslim migration to America occurred in the 20th century, largely as a result of changing US immigration laws and alterations to the quotas determined by nation of

origin.

Prior to the 1960s, roughly 90% of Arab immigrants to the US were Christian. Since then, the trend has reversed, and the majority has been Muslim. Most settled in existing Arab communities, such as Dearborn and other Detroit suburbs, greater New York, and southern California. The influx of other Muslim immigrant groups, mainly South Asians, has also taken place for the most part in the last 3 or 4 decades.

Objective #3: Describe how the terrain of Islamic organizations in the United States

Most of the Islamic organizations in the United States were founded by members affiliated with the Muslim Brotherhood – an organization that excels at political organization. Most of these organizations exist to help carve out a ‘Muslim space’ for Muslims in the United States, but some have been linked to terrorism.

The major US Islamic groups commonly cooperate with each other and share board members and senior leadership. For example, ISNA and ICNA cooperate with the Muslim Public Affairs Council (MPAC), Muslim American Society, the Council on American-Islamic Relations (CAIR) (and previously the American Muslim Council (AMC), which has fallen in influence since its president, Abdurrahman Alamoudi, was sentenced to a 23-year term for participating in a Libyan plot to assassinate the Saudi Crown Prince). These organizations issue joint statements, co-sponsor events, and share some of the same board members and directors. In addition, a network of influential Muslim leadership is involved in the Fiqh Council of North America, which has very little public presence in America, and has strong Salafi currents due to educational ties with clerics in Saudi Arabia.

Muzammil Siddiqi has played a prominent role in Muslim American life since the late 1990s until today. He delivered the address on behalf of Muslims at the National Cathedral ceremony for September 11. Siddiqi served as president of ISNA (1997-2001), during which time he aided the legal case for Hamas Political Director Musa Abu Marzook and publicly praised Hamas on a number of occasions, as well as praising suicide bombings and advocating martyrdom. Siddiqi initially attended a Muslim University in India before

attending the Islamic University in Medina (one of the premier Saudi Salafi institutions), where he graduated in 1965.

Dr. Taha Jabir al-Alwani is a leading US-based Muslim academic and one of the most influential figures in Islamic education in the US. He was born in Iraq and received a doctorate in Usul al-Fiqh from al-Azhar. Al-Alwani was a Professor of Fiqh at Imam Muhammad bin Sa'ud University in Riyadh before he came to the US. He founded the School of Islamic Social Sciences (SISS) in Leesburg, VA, which trained Muslim chaplains for the U.S. military. Dr. al-Alwani was also president of the International Institute of Islamic Thought (IIIT), which was identified as the largest financial supporter of WISE (World and Islam Studies Enterprise) in the case against Sami al-Arian at the University of South Florida. Dr. al-Alwani is an unindicted co-conspirator in that case, where WISE funneled money to Palestinian Islamic Jihad. He was also an official in the Safa Group, which was the primary entity operated by the SAAR Foundation. This financial network—which was a series of shell companies that raised over \$1.7 billion in the US—was also suspected of giving money to al-Qa'ida through ties to al-Taqwa bank.

Siraj Wahhaj was Imam of Masjid al-Taqwa in Brooklyn, New York. Wahhaj converted to Islam in 1969 and later went to Umm al-Qura University in Mecca, where he graduated in 1978. He served as vice president of ISNA, was a member of the Board of Advisors for NAIT from 1989-1993, and a member of the Board of Advisors for the American Muslim Council (AMC). Wahhaj has espoused support for radical Muslim causes and was an unindicted co-conspirator in the 1993 World Trade Center bombing.

The close ties among US Muslim organizations and their leadership has presented Salafi forms of Islam, and Islamist activism, as mainstream or orthodox. In doing so, Muslims have been steered toward foreign conflicts and concerns above issues of faith facing Muslims in America.

The leadership and agendas of these major Muslim organizations is not necessarily representative of the American Muslim population, in terms of commitment to Muslim causes overseas or the degree of Salafi ideology that guides their religious belief. However, these leaders are respected for their educational backgrounds in Saudi Arabia

(because it is home to the two holiest sites in Islam) and because of their formal Islamic credentials. As such, they are active at Muslim conferences and conventions, are popular speakers on campuses and in producing audio and video materials, etc.

In certain instances, individuals within Muslim communities in the US have used some Islamic organizations to raise funds for terrorist groups. The majority of these claimed to raise money for needy Muslims, such as orphans or refugees, while actually delivering funds to organizations such as Hamas. In these cases (Global Relief Foundation, Holy Land Foundation, etc.), Muslims' sympathies for the suffering in conflicts in Palestine, Bosnia, and Chechnya were exploited as fund-raising tactics and money was diverted to terrorist organizations.

Summary/Conclusion:

Muslims in America are extremely diverse. They are American born and immigrants, African American, Arab, South Asian, European, as well as smaller populations of Asians, Africans and Latinos. Their beliefs and practices vary widely; some gravitate to centers by ethnic or linguistic commonality, some by ideology, such as Salafi, Shi'a, etc.

The leadership and agendas of these major Muslim organizations is not necessarily representative of the American Muslim population, in terms of commitment to Muslim causes overseas or the degree of Salafi ideology that guides their religious belief. However, these leaders are respected for their educational backgrounds in Saudi Arabia (because it is home to the two holiest sites in Islam) and because of their formal Islamic credentials. As such, they are active at Muslim conferences and conventions, are popular speakers on campuses and in producing audio and video materials, etc.

Some Muslim leadership has ties to terrorism cases, primarily in terms of financing from fraudulent charities and rhetoric that incites violent jihad. Many have been sympathetic to Hamas and Palestinian Islamic Jihad, and some have attempted to aid them or other terrorist-designated organizations through various criminal means.

Salafi influence is wider spread in Islamic centers and in the leadership of American Muslim organizations than most Muslims (and non-Muslims) realize.

Investigating the educational background and overseas experience of a given subject can provide important indicators when gauging the individual's or group's threat; it often sheds light on motivation, aims, their long and short term aims, and likely connections with other groups or individuals.

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Federal Bureau of Investigation

Title of Instruction:	Lebanese Hizballah
Time of Instruction:	1 Hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

During the 1970s and 1980s, Shi'a terrorist groups posed a significant threat to the United States 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, students will be introduced to Hizballah, exploring the organization's origins, motivations, and significance to the United States. The block explores Hizballah's role as a militia, political party, and social movement and how and why their activism centers on conflict with Israel, generating popularity and public support.

Instructional Objectives:

After 1 hours of instruction, the learner will:

- Describe the political history of Lebanon and the reasons for its sectarian divide
- Describe the origins and ideological tenets of Hizballah
- Describe the diverse nature of Hizballah as a militia, a political party, and a 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

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline

1. Title Slide
2. Overview of Lebanon
3. Communal Politics and Strife in Lebanon
4. Lebanon's Civil War (1975-1990)
5. The Emergence of Hizballah: Ideology & Politics
6. Hizballah Membership and Activism
7. Popular Support
8. Terrorism & Martyrdom
9. State Sponsorship and Support
10. Hizballah post-2006 War
11. Key Take-Aways

Handouts:

- Provided by CTC West Point

Outline of Activities

Content	Instructor Notes
Grabber: <i>Image: Hizballah Flag and militants in formation</i> Introduction: Instructors introduce themselves and their credentials. Over the next hour we will discuss the Lebanese terrorist organization and resistance movement Hizballah. We will place particular emphasis on Hizballah's Lebanese origins and how Lebanese politics have shaped Hizballah's activism; Hizballah's particular brand of Shiite Islam and how it has been influenced by revolutionary Shiite ideology of Iran's Ayatollah Khomeini; the complexity of Hizballah as an entity with militant, political, and social welfare wings; Hizballah's members and base of popular support; the state sponsorship of Hizballah by Iran and Syria; and Hizballah after the 2006 war with Israel. Thesis Statement: During the 1970s and 1980s, Shi'a terrorism posed a significant threat to the United States 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. The course will explore Hizballah's origins, motivations, and significance to the United States both at home and abroad. Needs Statement: Before September 11th, Hizballah (and its precursor organizations) was responsible for more US deaths than any other terrorist entity. It has remained explicitly antagonistic to the US and its allies, and has formed a close partnership with Iran and Syria. Hizballah operatives have also been charged and prosecuted for criminal activities in the US. Thus, Hizballah remains a threat to the US both at home and abroad. This course provides an introduction to Hizballah and explores its origins and motivations, with the express	

purpose of arming agents and law enforcement officers with the fundamental knowledge necessary for the proper identification and investigation of Hizballah activity in the US.

Objective #1: Describe the political history of Lebanon and the reasons for its sectarian divide

The Sykes-Picot agreement of 1916 was endorsed by the award of a mandate for Lebanon and Syria to France at San Remo in 1920. Lebanon was constructed from part of the former Ottoman Greater Syria (the Levant). This new country was in effect a "Greater Lebanon," twice as large as its "little" predecessor (the Ottoman autonomous district in the mid-19th century, composed mostly of Maronite and Druze areas with a governor approved by France and England and a multi-confessional ruling council).

This new nation also had a more complicated sectarian diversity in which the Christian majority had been reduced from 79% (in little Leb.) to 51% of a population of around 600,000. It also included various Christian sects, Sunnis, Shias, Druze, and other smaller groups like the Armenians. No numerically dominant group formed an overwhelming majority. The difference between the three major groups (Maronite, Sunni, and Shia) was relatively small, with no single community accounting for even half the population.

Population statistics: A national census has not been conducted since 1932, before the founding of the modern Lebanese state. Consequently there is an absence of accurate data on the relative percentages of the population of the major religions and groups (source: US State Dept).

Christians were deemed a 51% majority, in the hopes that this majority would help orientate Lebanon towards France. Until losing its influence in 1943, France dominated the Lebanese scene as an imperial power and communal differences were deliberately reinforced.

Representation in the parliament is divided along religious lines, population, and the idea of a Christian majority. Accordingly, Christians held the majority of parliamentary seats, as well important state offices, including the

presidency. Consequently, almost half of the population of the new Lebanon felt disempowered and many refused to work within the system. This turned religious groups into de facto political parties, but there was no uniformity within these communities. So not only was the country divided, but there was internal conflict in the religious communities as well.

Objective #2: Describe the origins and ideological tenets of Hizballah

In the wake of the Lebanese civil war and the Israeli invasion of Lebanon in 1982, the revolutionary Shiite ideology of Iran's Ayatollah Khomeini began to gain popularity among Lebanese Shiites. Particularly influenced were the militants, with Hizballah formally adopting the belief in the Velayat-e Faqih and thus becoming religiously and politically obedient to Khomeini and his successor Khamenei.

In this way, young Shiite activists who also considered themselves revolutionaries in the Khomeinist line, began to come together and start an underground revolutionary movement, which followed the political platform outlined by Khomeini and the Islamic Republic of Iran. Most of these early actors were members of other Shia organizations. Hasan Nasrallah, the current leader of Hizballah, was part of the Amal movement and also associated with the Islamic Dawa Party. His mentor, and also a founding member of Hizballah, was Sayyaid Abbas Musawi, then a representative of Islamic Dawa Party based in Baalbek, Lebanon.

Objective #3: Describe the diverse nature of Hizballah as a militia, a political party, and a social movement

Hizballah is strong political and social movement, with an armed wing called the "Islamic Resistance." A recognized political party, 14 members of Hizballah were elected to parliament in 2005. It provides social services throughout Lebanon, and these services are available to all. Schools, hospitals, NGOs, and other welfare organizations serving the

country's poor bolster Hizballah's popularity.

Since the end of the civil war in 1990, Hizballah has been confronting major developments in Lebanon: prominently, the emergence of a pluralist public sphere and increasing openness toward other communities, political parties, and interest groups in Lebanon. This resulted in a change in Hizballah's discourse and priorities. The mixed confessional space in Lebanon led Hizballah to move from marginalization to *intifah* (opening up), by which the party became a major player in the Lebanese public sphere, thus altering its stance and changing the political rules from Islamization to Lebanonization by propagating a down-to-earth political program. Thus, since the 1990s, Hizballah gradually evolved into a mainstream political party having an extensive network of social services (accorded to both Muslims and Christians) and participated in parliamentary, municipal, and governmental work.

Objective #4: Describe Hizballah membership and the motivations for its supporters

Hizballah is the largest political party in Lebanon, with over 200,000, mostly Shia, members. There are two ways to become a member of Hizballah. First, the vertical method, is when an individual joins the party through a local Hizballah group (*majmu'ah*) and starts off at the bottom in terms of rank. The new recruit then undergoes two stages of indoctrination and training. The first stage (*taiba*) lasts a year and consists of ideological, religious, and political indoctrination. During this phase, the recruit learns the central tenets and key ideological precepts of Hizballah, their specific religious interpretation, and is taught the centrality of martyrdom to faith. In the second stage (*intizam*), which also lasts a year, the recruits begin physical and martial training. During this stage, recruits are divided by their particular talents and fulfill roles in the various departments of the party. The other way to become a member is horizontal and is relatively rare. This method is reserved for individuals with particular skills or training deemed valuable by party leaders. These individuals are recommended by the leadership for membership, and if approved, start at the intermediate level of the party. This method is reserved for

individuals such as doctors or engineers. In some ways these two methods are analogous to our own armed services, where it is possible to begin as a Private and work your way up, or if you've earned a degree or advanced degrees, you can enter the service as a CO.

While Hizballah members do go through ideological and martial training, supporters come from all walks of life and have diverse political and religious points of view. However, it is on the national and communal issues that they tend to agree with Hizballah's stance, and it is for this reason that they may end up supporting the party. This is particularly true with the Shia Lebanese community outside of Lebanon, such as those living in Dearborn, Michigan. In these communities it is not surprising to find staunch support for Hizballah (the party, not the terrorist organization), especially in relation to their operations against Israel. This does not necessarily make these people Islamists, however, nor does it make them supporters of terrorism. For the Lebanese community, Hizballah is first and foremost a political party that represents the interests of both Lebanon as a nation and the Shia as a community.

Objective #5: Describe Hizballah's experience with terrorism and martyrdom operations

Hizballah's most significant terrorist attacks occurred between 1983-1989, and revolved around Israel's occupation of Lebanon and the Lebanese civil war. These acts include: The 1983 suicide bombings of the US embassy and Marine Barracks in Beirut and numerous kidnappings, most notably those of journalist Terry Anderson (1985) and CIA Beirut Station Chief, U.S. Army Col. William Francis Buckley (1984).

Other attacks attributed to but never claimed by Hizballah are:

AIMA, Buenos Aires 1993:

The 1993 suicide truck-bombing of the Argentine Israelite Mutual Association building in Buenos Aires, Argentina. In

this case, the Argentine government has officially accused the Iranian government of directing Hizballah to carryout the bombing, though the investigation uncovered serious corruption of Argentine officials and uncovered little actual evidence linking either Iran or Hizballah to the attack. Both have denied responsibility.

Khobar Towers:

The 1996 bombing of the Khobar Towers in Dhahran, Saudi Arabia. This attack was orchestrated by Saudi Hizballah (*hizballah al-hijaz*) with the assistance of individuals from the Lebanese branch of the same group. The attack killed 19 US Air Force servicemen. (While Iran and members of its military wing are said to have provided funding and logistical support for this attack, no individuals were named in the US indictment of June 2001.)

"Husaynayn": HA stresses that jihad has two glorious outcomes: 1) Martyrdom (of the individual) and 2) Victory (of the umma).

Martyrdom vs. Suicide:

If someone performs a "martyrdom" act without permission from the ulama, then this is considered suicide. Self-martyrdom is a legal duty (*taklif shar'*) governed by rules of the organization and religion. Ayatollah Fadlallah has said, "there's no difference between dying with a gun in your hand or exploding yourself."

Objective #6: Describe Iran's influence on and support for Hizballah

While Syria is often noted as a key sponsor of Hizballah, their direct influence over the group has lessened considerably since the death of former Syrian president Hafez al-Bashar and has further decreased since Syria formally quit Lebanon. While Syria does provide some funding, training, and logistical support, it has mainly been a conduit for Iranian support of Hizballah.

Beyond being formally obedient to Ayatollah Khamenei—as the supreme leader of the Shia community—Hizballah also

receives crucial funding, support, and training from Iran.

Funding: Their funding comes from three main sectors: 1) Funds that come directly from the Iranian government and support Hizballah's various departments and social services. 2) Religious taxes (khums—1/5 of one's annual salary) paid voluntarily by members of the Shia community to the marja' Ayatollah Khamenei, but collected on his behalf by Hizballah—both Nasrallah and Shaykh Yazbak are official *wakils* (representatives) of Khamenei and are thus authorized to collect these taxes and spend them as they see fit. 3) Unofficial funding from Iranian agencies, most importantly from the IRGC, but also from Iranian charitable foundations (waqfs) under the direct control of Khamenei. In total, Iran is said to provide around 1 billion dollars in annual funds, and this does not include those funds, such as provided by the IRGC, which go toward Hizballah's military apparatus. It should be noted however that the stream of funding from Iran has not been consistent and can be influenced by domestic politics in Iran. For instance, under the relatively moderate leadership of former presidents Rafsanjani and Khatami, funding for Hizballah was cut by nearly 75% from what it had been under Khomeini.

Training: Iran's training of Hizballah members is run almost entirely by the IRGC. This training includes areas of intelligence, logistics, equipment, and general military activity. While Iran officially declared that the IRGC left Lebanon in the mid-1990s, it is well known that a small contingent that stayed behind remains central to Hizballah's operations. While most training takes place in Lebanon, the IRGC also brings some Hizballah members and higher-ups to Iran for more extensive training.

Equipping: Iran provides Hizballah with access to some of its own material and also helps the organization procure material from the open market.

Objective #7: Describe the wider scope of Middle East conflicts and Hizballah terrorist threat

Although Hizballah threat to the United States should not be discounted, its terrorist attacks against the US have historically occurred in response to US involvement in Lebanon and the conflict with Iran. Therefore, as long as Hizballah remains in close partnership with Iran, a conflict

with Iran will likely increase the possibility of renewed Hizballah terrorist attacks against US targets.

Summary/Conclusion: Key takeaways

- Shia of Lebanon: From the margins to the center of political power
- Conflict with Israel at center of Hizballah activism
- Importance of Lebanese state
- Belief in the democratic adoption of Islamic state
- Khomeinist ideology and Iran's influence on Hizballah
- State sponsorship: Funding, training, equipping
- Militia, political party, social movement
- Popular support
- Presence in North America

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Federal Bureau of Investigation

Title of Instruction:	Shi'i Islam: A General Introduction
Time of Instruction:	1 Hour
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff
Methods of Instruction:	Lecture with Q & A throughout the course of instruction
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

This block of instruction explores the history and development of Shia Islam, drawing specific attention to how the sect differs from Sunni Islam. Although there is much concern about Shia militant groups such as Hezbollah, it is important to understand differences in Shia and Sunni militancy differ – the former often resulting from the Shia's minority status. However, certain aspects of the Shia tradition (such as the glorification of martyrdom) have been utilized and exploited by militant extremists from both sects.

Instructional Objectives:

After 1 hours of instruction, the learner will be able to:

- Describe the origins and core tenets of Shi'i Islam
- Describe religious authority and hierarchy in Shi'i Islam
- Describe the religious grounding for martyrdom in Shi'i Islam
- Describe the importance of Iran and Iraq in Shi'i society
- Describe key differences between Shi'i and Sunni Islam

List of Items and Materials

Equipment / Aids Required for Instructor:

- Laptop/desktop computer with PowerPoint software
- Computer projector
- Projection screen
- Flip chart and easel, or white board with markers
- PowerPoint
- Laser pointer
- Clock

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline

1. Title Slide
2. Demographics of the Shi'a
3. Development of Shiism
4. The 12 Imams
5. Authority and Guidance in Shiism
6. The Importance of Geography
7. Significance of the Iranian Revolution
8. Iranian Revolution – Organizations
9. Martyrdom: Historical Roots
10. Points of Comparison and Controversy
11. Key Take-Aways

Handouts:

- PowerPoint slide handouts

Outline of Activities

Content	Instructor Notes
Introduction: Instructors introduce themselves and their credentials. Shiism, or Shia (Shi'i) Islam, is the smaller of the two major sects of the worldwide Muslim community, the larger sect being the Sunnis. By current estimates, the Shia account for approximately 15% of the total Muslim population. There are Shia in every country where significant numbers of Muslims reside, though in most Muslim countries the Shia are a small minority. Thesis Statement: While we have focused our energies on understanding Sunni Muslim extremism, the current conflicts in Iraq, as well as issues arising in Lebanon and Iran, have brought the issue of Shia Islam to the fore. This course explores the history and culture of Shia Islam and distinguishes between Shia and Sunni militancy. Needs Statement: In order to combat the threat of Muslim extremism in the US and foster a respectful and trusting relationship with the US Muslim community, it is essential to understand and appreciate Islamic history, culture, and politics – this includes an understanding of the distinction between Sunni and Shia Islam and the role of militancy within each sect. Objective #1: Describe the origins and core tenets of Shiism The crisis that led to the emergence of Shi'ism centered on question of who should succeed the Prophet Muhammad as leader of the Islamic community. When the Prophet	Begin the presentation with an overview of Shi'a demographics – internationally and domestically.

Muhammad died, a more-or-less ad hoc committee of prominent followers and tribal elders convened to decide this question. The gathered Muslims came to a general consensus that Abu Bakr, who was one of the first Muslims and who was at Muhammad's side for many of the critical events of the latter's prophetic career, should serve as the caliph (*khalifa*), or "deputy" of the departed leader. This election of Abu Bakr was, in a sense, the birth of Sunni Islam. An important absentee of this selection meeting was Ali, Muhammad's cousin, son-in-law, adopted brother, and sometime field commander. Tradition has it that 'Ali was preparing the body of Muhammad for burial during the election of Abu Bakr, and was unaware that a leader was being chosen in his absence. Some Muslims, including 'Ali, felt that the election of a caliph in 'Ali's absence was a grave error, and some recalled sayings and events in the lifetime of Muhammad that could be interpreted to mean that he had designated 'Ali as his chosen successor. These Muslims who opposed the election of Abu Bakr and championed the rights of 'Ali against other claimants as the rightful leader of Islam came to be known as the *shi'at 'ali*, or "the partisans of 'Ali," and this is where the name of the sect comes from. Eventually, the term was broadened to mean the partisans – the Shi'a – of the hereditary succession of descendants of 'Ali and his wife Fatima, the daughter of Muhammad. These hereditary leaders are known as the Imams, and the office itself is known as the Imamate, in contrast with the Sunni caliphs and the institution of the caliphate. For the majority of Shi'a today, the Imams number twelve in all: first 'Ali, then 'Ali's sons Hasan and Husayn, and then nine subsequent male descendants of Husayn, the last one of which is believed by the Shi'a to have disappeared in 874, and this Hidden Twelfth Imam is expected to return at the end of time as the Mahdi, or Shi'i Messiah.

Objective #2: Describe religious authority and hierarchy in Shiism

In Islam, all authority is grounded in the Will of God. The Shi'a agree with the Sunnis that the first and ultimate source for finding out God's will is the Qur'an, Islam's holy book, followed by the Prophet Muhammad. But the Shi'a part company with the Sunnis in the belief that the infallible Imams are the next and indispensable step in the hierarchy of authority, without whose guidance neither the Qur'an nor the Prophet's words and deeds (the *sunna* of Muhammad) can be

properly understood. In practical terms, this means that the Imams are the focal point of authority in Shi'ism, even in their absence. To understand and implement the gigantic literature of Imami guidance, there are the *'ulama*, literally "learned ones," a class of religious scholars who exercise an authority much greater than any counterpart in Sunni Islam.

Objective #3: Describe the religious grounding for martyrdom & suicide terrorism in Shiite Islam

One of the most important distinguishing characteristics of Shi'ism is the central role given to martyrdom, or sacred and sacrificial death. It colors every aspect of the religion and underlies much of the the dynamics of Shi'i belief and practice. The roots of this lie in the seventh-century, when the third Shi'i Imam met a tragic end on the plain of Karbala. In the year 680, the reigning Sunni caliph died at Damascus, having appointed his son Yazid to succeed him. In Kufa, in present day Iraq, from which Ali had ruled during his own troubled and short-lived caliphate, a group of partisans of Ali's family – the Shi'at Ali – saw this as an opportunity to put forth Ali's son Husayn as the rightful leader of the community. Having communicated to Husayn their willingness to support him if he made claim to leadership, Husayn gathered his family and a group of supporters and set out from Arabia to join his would-be champions at Kufa. Yazid learned of the plan and sent a large force to intercept them. Yazid's soldiers found Husayn's party camped on the plain of Karbala in present-day Iraq and surrounded them, cutting off their access to water. After three days without water, Husayn's group was left with the choice of surrender or death, and they chose death, coming out to meet the overwhelmingly superior force in battle. On the tenth of the month of Muharram, hopelessly outnumbered, Husayn and his supporters were slaughtered and decapitated. With their heads on pikes and their women and children enslaved, the party of Husayn was marched ignominiously into Damascus.

Objective #4: Describe the importance of Iran and Iraq in Shiite society

Many people associate Shi'ism with Iran, especially since the Iranian Revolution, and are surprised to learn that there

Explain the significance of the Iranian Revolution. Discuss the

are major Shi'i communities throughout the world. The connection between Shi'ism and Iran, however, goes to the very heart and origins of the sect. Unlike any other branch or sect of Islam, Shi'ism is inexorably intertwined with a single regional culture and history, that of Persia (a "culture sphere" that geographically comprehends more than simply the borders of modern Iran). After the incipient Shi'i revolt was crushed in Kufa following the martyrdom of Imam Husayn at Karbala, many of the remaining Kufan Shi'a moved to Qum, south of modern-day Tehran. It was from this city that the principal architects of Shi'i doctrine and law lived and wrote in the 9th and 10th centuries of the Common Era. To this day,¹ Qum is the most important center of Shi'a learning, and would-be scholars and clerics flock there from all over the world to receive the best and most prestigious of Shi'i religious education. This has ensured for Iran its place as *the* center of gravity for Shi'ism worldwide.

Objective #5: Describe key differences between Shiite and Sunni Islam

While there are many differences between Shiite and Sunni Islam, there are a few key differences which have led to conflicts between the two sects. First, is the historical Shiite practice of *sabb al-sahaba* or "reviling the pious companions." This practice included Shiite prayer leaders cursing important companions of the Prophet (such as Umar and Abu Bakr) for their role in preventing the Imam Ali from succeeding the Prophet. Second, is the historical and contemporary Shiite practice of *muta* or temporary marriage. Temporary marriage is forbidden in Sunnism but it is legal in Shiism and in some respects encouraged as a way to curb marital infidelity. Finally, in Shiite Islam only the Imam can declare an offensive jihad.

Summary/Conclusion: Key Takeaways

- Authority
Imamate, Hierarchy, and centralized clerical control
- Martyrdom
Husayn, Sacrifice, and Suicide
- Geography

significance of groups such as the Mojahedin-e Khalq and the Islamic Revolutionary Guard Corps.

Discuss the differences in Shia and Sunni militancy.

Importance of Iran & Iraq to Shiite society

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Federal Bureau of Investigation

Title of Instruction:	Investigating al-Qa'ida
Time of Instruction:	2 Hours
Target Group:	New Agent Trainees and Regional IT
Instructor:	CTC Staff: Retired Special Agent Dan Coleman
Methods of Instruction:	Lecture with Q & A throughout the course of discussion
Additional Information:	N/A
Date:	Habitual

Statement of Goals and Objectives

Instructional Goal:

In this section, retired Special Agent Dan Coleman will provide an overview of his experience investigating al-Qa'ida. Former Special Agent Coleman's Bureau career spanned a period of more than 31 years, during which time he was a counterintelligence and counterterrorism investigator, worked on the New York Field Office Joint Terrorism Task Force, and was detailed to the Central Intelligence Agency to assist in pursuing bin Laden. Former Special Agent Coleman's al-Qa'ida-related work involved investigation of the organization's role in Somalia in 1993, the U.S. Embassy attacks of 1998, the bombing of the USS Cole in 2000, and the attacks of September 11th. Former Special Agent Coleman will detail his experience with the case and provide trainees with information useful to conducting successful counterterrorism investigations.

Instructional Objectives:

After 1 hours of instruction, the learner will be able to:

- Explain essential aspects of how to build a conspiracy case against a terrorist entity
- Explain effective and ineffective measures taken against Sunni extremist organizations leading up to the 9/11 attacks
- Describe bin Laden's role in global terrorism from the early 1990s to the attacks of September 11th
- Describe various considerations related to interagency investigations, including investigations that require cooperation with foreign intelligence services

List of Items and Materials

Equipment / Aids Required for Instructor:

- Overhead Proxima projector
- Computer
- Pointer
- PowerPoint

Equipment / Aids Required for Students:

- CTC West Point handbook with note-taking space provided
- Pencil/pen

Power Point Slides or Outline:

Outline:

1. Title Slide
2. Headlines
3. Agenda for Discussion
4. Investigating al-Qa'ida
5. Jamal al-Fadl ("Junior")
6. Embassy Bombings
7. Ali Mohammed
8. Ihab Ali & L'Houissane Khertou ("Joe the Moroccan")
9. Interviews
10. Overseas Intelligence Services
11. AQ Lessons Learned

Handouts:

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