



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:

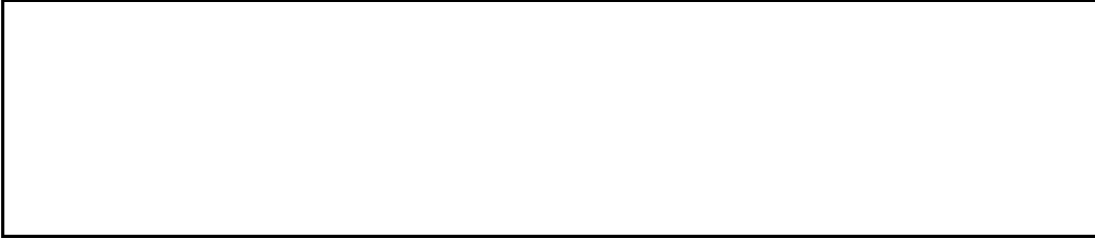
The internet has become a useful tool for many terrorist organizations. Different groups use the internet in different ways and to different ends. This block will discuss the various ways that terrorist groups use the internet as well as the content found on terrorist websites. The internet also provides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

Instructional Objectives:

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

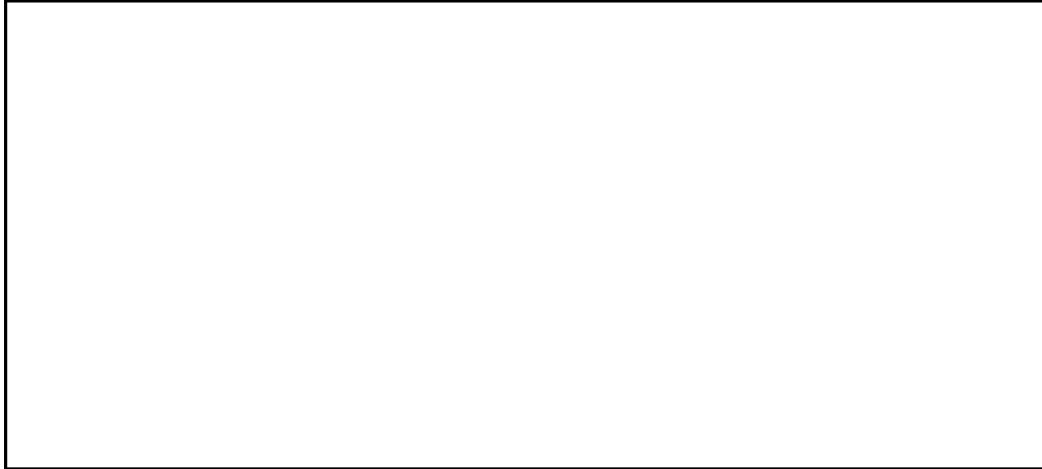
1. Explain how a regional terrorist organization's use of the internet varies from that of the global Salafi-jihadis
2. Explain the difference between static and dynamic websites
3. Explain the variety and quality of the content found on terrorist websites

Criterion Test Questions



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Criterion Test Answers



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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.

Bibliography

“Al-Qaida’s Online University: Jihad 101 for Would-Be Terrorists,” *Der Spiegel* (August 17, 2006), <http://www.spiegel.de/international/0,1518,432133,00.html>.

“Jihadis and the Internet,” *National Coordinator for Counterterrorism (NCTb)*, Netherlands (February 2007), http://english.nctb.nl/Images/Jihadis%20and%20the%20Internet_tcm127-139397.pdf.

“Online Terrorism,” *News Hour* (August 2, 2005), http://www.pbs.org/newshour/bb/terrorism/july-dec05/online_8-02.html.

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