



# DOMESTIC TERROR: A TEST OF RESPONSIBILITY ON MANY LEVELS

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On a personal level, every American has to take responsibility for raising awareness and educating their families, friends and community about the implications of domestic terrorism. We are an incredibly busy people, whether in the more affluent classes striving to achieve in our own careers (or supporting high achieving children), or the working poor just trying to survive from paycheck to paycheck. People are just plain occupied, and whatever time is left over is dedicated to church or other community activities. Where is the time to read and discuss the meaning of an issue even as horrible as September 11, once the initial shock has worn off? For the vast majority of Americans living outside New York City and the Pentagon, has September 11 already dissolved into the history books, relegated to tearful commemorations by rousing renditions of God Bless America by celebrities at public events? Is this inevitable until it all starts hitting closer to home in our neighborhoods, stores, and other local gathering places? I say this because I don't see domestic terrorism being discussed at my children's schools, in my church (unfortunately Catholics are preoccupied with other horrific issues these days), or at social gatherings. What will it take for us to awaken and realize that we are not an island? Or are we

simply doomed to repeat the past and only react to horrible events after they occur? Awareness must start at the grassroots level with every individual taking responsibility for pulling his or her head out of the sand and engaging a very unpleasant but unavoidable subject.

On a professional level, what are we doing in our workplaces, without prodding by the government, to address domestic terrorism? Certainly this responsibility varies by the nature of the profession. At a university where I work, for example, we clearly have a special responsibility to devote class time and conduct community forums to educate and build awareness. However, even at a university, I am amazed to hear students say they have never discussed September 11 or domestic terrorism in their classes. Is staying on the original course syllabus that critical? It's hard for me to imagine any class at a university not having some relevance to such a phenomenon. The relevance to disciplines such as psychology, sociology, communications, and political science are perhaps more obvious, but the implications of domestic terrorism to information technology, business, biology and chemistry are also there (e.g., privacy, international trade, bioterrorism).

Of equal importance at a university, or any workplace for that matter, is the protection of free speech. When our national security is at stake, we have a tendency in this

country to muzzle free expression of ideas (i.e., criticism of U.S. policies) in the name of patriotism. Thoughtful questions and dialogue about our country's role in creating the conditions for the terrorism we (or others in the world) are experiencing is not unpatriotic or a desecration of the memory of those who have been victimized. Faculty who raise such questions in public forums have been treated harshly in this community. This treatment is unethical both for those directly responsible as well as those who stand by and are silent about the violation of first amendment protections.

Finally, at the societal level, I was struck by the comments of a guest speaker at our campus last fall. He is a former Israeli commando, who spent years fighting terrorists against the Israeli state. His message to the audience was that Americans must understand that there are terrorists in the world that cannot be negotiated with — you ultimately must root them out and kill them. He noted that after September 11, Americans are now a part of the wider world of terrorism, and should get accustomed to losing a thousand people a year on our soil to terrorist acts. I shuddered at these words in disbelief, but now in the wake of anthrax scares and suicide bombers in the Middle East, I realize these words are not unrealistic. At the same time, I am even more frightened by the prospects of a

society that resigns itself to such an existence, and the ethics of accepting killing as almost a natural state. Citizens of any country should not tolerate political leadership that takes such a stance, no matter how justified the retribution might seem. Thus, while it may be ethical to bring to justice the perpetrators of terrorism, as a society we must hold our elected representatives accountable for moral leadership that never gives up on the ultimate goal of learning how to live together in peace.

At each of these levels, domestic terrorism presents a test of our ability to fight through the strong tendency towards complacency and denial and take responsibility for a world where evil exists. The manifestation of this evil is violence, death, and fanaticism, but the deeper root is poverty, despair, persecution, and hatred. Americans have an obligation to do more than tighten borders and build better security systems — we have a much more fundamental moral obligation to reflect on our place in such a world — and thereby ensure that our political leadership does likewise. Otherwise, if we don't look at the root causes of terrorism, we can expect a future of homeland insecurity.

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## Call for Papers

Journal of Public Affairs Education

Symposium on Social Equity and Public Affairs Education

Co-editors: Samuel L. Myers, Jr. and Susan Gooden

The Board of Trustees of the National Academy of Public Administration (NAPA) approved the creation of the Standing Panel on Social Equity at their February 2000 meeting. This panel produced an issue paper that details the importance of social equity to Public Administration. As this issue paper discusses:

Efficient and economical management of government agencies characterizes the ethics that guided much of the early reasoning in American public administration. The logic of ethics allowed public administrators to assume that the effects of good management, efficiency and economy would be evenly and fairly distributed among our citizens. Gradually, however, beginning in the 1960s, public administrators began to acknowledge that many public programs were implemented much more efficiently and effectively for some citizens than for other citizens. Indeed, public administrators could not logically claim to be without responsibility for some practices that resulted in obvious unfairness or injustice. Armed with this understanding, an argument emerged for social equity as an ethic in public administration. Social equity took its place along with efficiency and economy as the "third pillar" of public administration.

The phrase "social equity" has evolved to apply to many issues associated with justice and equality in public administration. Such issues include race, gender, ethnicity, sexual preference, disabilities, language and economic circumstance.

Samuel Myers and Susan Gooden will edit a special symposium in an upcoming edition of the Journal of Public Affairs Education that will consider how public affairs programs address social equity issues. It will provide an opportunity to assess the past, present and future of social equity in the curriculum through original research, essays, and commentaries on what social equity is, how it is measured, and how it is incorporated into the 1) public affairs curriculum; b) training of executives and administrators; and c) research and practice in public policy, public affairs, public administration and management.

Manuscripts may address any aspect of these areas. Authors are expected to read and consider the National Academy of Public Administration (NAPA) working paper on social equity, available at [http://www.napawash.org/aa\\_social\\_equity/index.html](http://www.napawash.org/aa_social_equity/index.html). Manuscript contributions in one of the following areas are particularly encouraged:

- Curriculum approaches to social equity (What and how are we teaching our students about social equity?)
- Educational initiatives to encourage innovative strategies for implementing social equity indicatives and assuring their long-term survival and acceptance
- Educational strategies for teaching students how they can develop evidence on the costs and benefits associated with implementation of social equity policies
- The effectiveness of approaches to prepare students to deal with "chilly climates" and the impacts of affirmative action retrenchment on workplace sensitivity to social equity
- Incorporation in the curriculum of availability and utilization analysis as an appropriate technique for good-faith compliance with anti-discrimination and equal employment opportunity statutes.
- Assessments of stand alone courses and integration throughout the curriculum as alternative strategies for preparing students to deal with social equity concerns
- The place of a variety of public policy initiatives in the curriculum, such as measures adopted by the Federal Transit Authority to implement goals for disadvantage business enterprise and the United Nations World Conference Against Racism declarations concerning the creation and production of racial discrimination indicators
- The impact of program structure, student composition, and curriculum design on student knowledge about and attitudes towards social equity.

We particularly encourage proposals for joint consideration as panels or papers to be presented at the Annual Research meetings of the Association for Public Policy Analysis and Management (APPAM), November 7-9, 2002 and /or the National Association for Schools of Public Affairs and Administration (NASPAA) October 2002.

Manuscripts should be submitted by December 1, 2002. Indicate in your cover letter that your submission is intended for the Symposium on Social Equity and Public Affairs Education. Use the regular guidelines and procedures for submission to J-PAE. The preferred method is to send a copy of the manuscript as an email attachment to: [JPAA@lsv.uky.edu](mailto:JPAA@lsv.uky.edu) or to [pub714@uky.edu](mailto:pub714@uky.edu). Otherwise send four copies to Edward T. Jennings, Jr., Editor, J-PAE, Martin School of Public Policy and Administration, University of Kentucky, 437 Patterson Tower, Lexington, KY 40506-0027. Send an additional copy to each of the co-editors of the symposium, Samuel L. Myers Jr., Roy Wilkins Professor of Human Relations and Social Justice, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, 301 19th Avenue South, Minneapolis MN 55455 U.S.A. and Susan Gooden, Assistant Professor, Center for Public Administration and Policy, Virginia Tech, 104 Draper Road, Blacksburg, VA 24060.