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# Rotten trees, bad apples? Understanding the intergenerational transmission of extremism

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# APPENDIX

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ACKNOWLEDGEMENTS

CURRICULUM VITAE

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# APPENDIX 2. TOPIC LIST I

## Topic list for interviews with (former) extremist children[11]

### 1. Introduction

a. Researcher introduces themselves and the research topic.
b. Informed consent, anonymity and confidentiality are discussed.
c. Permission is asked to record the conversation on a recorder.

### 2. General upbringing

a. Where did the participant grow up?
b. What was the family like? What was the relationship with siblings like?
c. What kind of child was the participant?
d. Did the participant go to school? Hobbies? Extracurriculair activities?

### 3. Relationship with parents

a. What was the occupation of the parents? What was their social circle like?
b. How would the participant describe their father? What was the relationship like with the father as a child?
c. How would the participant describe their mother? What was the relationship like with the mother as a child?
d. To what extent the participant feel loved? Why/why not?
e. To what extent did the participant look up to his parents? Why/why not?

### 4. The family ideology

a. When did the family ideology first appear? Are there other people in the family who adhere to the ideology (uncles, aunts, grandparents, etc.)?
b. What are the first memories of the ideology?
c. What were the rules? What was allowed/not allowed?
d. To what extent did the participant 'understand' the family ideology as a child?
e. To what extent did the participant feel 'different' as a child because of the family ideology?
f. How was the outside world perceived?
g. Were there also 'nice' things about the family ideology?

[11] As registered on the Open Science Forum page for this study: https://osf.io/84aje/?view_only=925e06df65c340388062fa782ad00ced

## 5. Ideological socialization

a. What was the role of ideology in education?
b. Who was responsible for the transmission or the ideological upbringing – father or mother? Why? What was the role of siblings in this?
c. What punishments or rewards were used?
d. To what extent was the participant allowed to interact with 'outsiders'?
e. Was there homeschooling involved?
f. What was the worst that could happen if ideology was not adhered?

## 6. Leaving the ideology

a. Did the participant ever doubt the family ideology? How did that doubt come about?
b. What was the desistance process like?
c. How long did it take to break away? What helped with this? What did not help?
d. Does the participant feel that the process of breaking away is completed by now?
e. Have others in their environment disengaged- siblings, for example? Why/why not?
f. Did the participant ever hesitate to return?

## 7. Today

a. What is the contact like with parents after breaking away? And with siblings?
b. What traces has the upbringing left? What role does the participant's past still play today?
c. How do they look back on their childhood today?
d. How do they view closed communities or religious/ideological groups in general today?
e. Does the participant have children themself? What is the participant like as a parent? (if applicable)

## 8. Concluding

a. Are there any things left undiscussed?
b. Possible follow-up appointments.
c. Suggestions for new participants?

# APPENDIX 3. TOPIC LIST II

## Topic list for interviews with (former) extremist parents[12]

### 1. Introduction

a. The researcher introduces themselves and the research topic.
b. Informed consent, anonymity, and confidentiality are discussed. (*if applicable*: it is emphasized that this conversation will have no impact on participants' legal process).
c. Permission is asked to record the conversation on a recorder.

### 2. Family background in general

a. Where did the participant grow up?
b. What was their family like? How was their relationship with siblings (if applicable)?
c. What kind of child was the participant?
d. How do the parents view the participant's life choices (*if applicable:* what do they think of the fact that the participant is in prison and/or traveled to conflict areas)
e. What is grandparents' relationship with the grandchildren like?

### 3. Parenthood

a. Can the participant tell something about their child(ren)? (Age, place of birth, etc.)
b. To what extent was parenthood planned? Did the participant want to become a father/mother at the time? If so, why?
c. Who is the father/mother of the child(ren)?
d. What was their relationship like in the past? What is the relationship like today?
e. What was the relation with the child(ren) like in the past? What is the relation with the child(ren) like today?
f. If applicable: who does currently have parental authority? What does the participant think of this?
g. To what extent did participant's family relations change after (de)radicalization?
h. What role did/does their ideology play in their children's upbringing? What did/does this look like in practice?

[12] As registered on the Open Science Forum page for this study: https://osf.io/84aje/?view_only=925e06df65c340388062fa782ad00ced

## 4. If applicable…

a. To what extent does imprisonment affect participants' family relationships? What challenges are experienced?
b. What has the participant told their child(ren) about their imprisonment?
c. What has the participant told their child(ren) about the situation in Syria and Iraq?
d. It is often said about children who have been in Syria and Iraq that they are 'traumatized'. What does the participant think of that statement?

## 5. Parenting values

a. Does the participant consider themselves a 'good' parent?
b. When is upbringing considered 'successful', according to them?
c. *If applicable:* How does the participant envision parenthood after detention? What challenges do they expect to encounter?
d. What kind of parent does the participant hope to be for their child(ren)? What values does the participant find important in upbringing?
e. What kind of future does the participant envision for their child(ren)? How do they contribute to this?
f. Are there things that the participant would have liked to do differently in the upbringing of their child(ren)?

## 6. Concluding

a. Are there any things left undiscussed?
b. Possible follow-up appointments.
c. Suggestions for new participants?

# APPENDIX 4. CODING SCHEME

## Coding scheme - Case files and court rulings[13]

Date of review:

Municipality/district:

District number:

File number:

Court:

Date court ruling:

| General description of case: |
|---|
| |

| CATEGORY | THEME | DESCRIPTION |
|---|---|---|
| GENERAL INFO CHILD | Age | |
| | Living situation | |
| | Job/education | |
| | Peer relations | |
| | Hobby's | |
| | Description of personality traits | |
| | Mental wellbeing | |
| | Indicators of radicalization (i.a.) | |
| | Other/comments | |
| GENERAL INFO PARENTS/ HOUSEHOLD | Family structure | |
| | Socio-economic status | |
| | Job/education level parents | |
| | Parental relationship | |
| | Ideology | |
| | Parental network | |
| | Other/comments | |

[13] As registered on the Open Science Forum page for this study: https://osf.io/84aje/?view_only=925e06df65c340388062fa782ad00ced

| CATEGORY | THEME | DESCRIPTION |
|---|---|---|
| TRANSMISSION MECHANISMS (DIRECT) | Discursive | |
| | Moral-educational | |
| | Socio-spatial | |
| | Temporal | |
| | Symbolic | |
| | Other/comments | |
| TRANSMISSION MECHANISMS (INDIRECT) | Multigenerational transmission (i.a.) | |
| | Loyalty | |
| | Role of siblings | |
| | Resistance/rebellion | |
| | Other/comments | |
| GENERAL PARENTING PRACTICES | Parenting style | |
| | Attachment | |
| | Maltreatment/abuse | |
| | Expressions of love | |
| | Other/comments | |
| NARRATIVES OF PARENTHOOD | Parenting values | |
| | Contradictions (i.a.) | |
| | Ideological conflicts (i.a.) | |
| | Gendered narratives | |
| | Other/comments | |
| AFTERMATH | Breaking away | |
| | Trauma/mental health | |
| | Other/comments | |
| OTHER COMMENTS / OBSERVATIONS | | |