Politics of Counter-Terrorism
Political Science 486S
Spring 2017 Wednesday TU 219 5:50-8:50 PM
Instructor: Jeremy Matthew Berkowitz
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Office Hours: Thursday 2:30-4:30 LNG 77 and by appointment

Course Description
In recent decades, terrorism, or political violence against civilians by non-state actors, has become one of the most significant security concerns both within the United States as well as abroad. Although there is broad consensus on the belief that terrorism should be reduced or prevented, there is wide variance in proposals on how counter-terrorism should be conducted. This course is intended to offer students an in-depth introduction to the strategic and political considerations of counter-terrorism. Students will examine common approaches to counter-terrorism efforts, the success rates and costs of different methods, and how counter-terrorism policies are viewed and supported in political systems. Since debates on counter-terrorism policies are not isolated to the United States, students will be given exposure to counter-terrorism politics in a variety of other countries, encouraging them to consider global perspectives on this sensitive topic.

This Course Satisfies the G (Global Interdependencies), N (Social Sciences) and W (Writing) General Education Requirements, as well as the Upper-level Requirement for the International Relations Concentration.

Course Readings
The required readings for this class include both books and articles. The various books required for the course are available at the campus bookstore as well as online. If available, a library copy of the books will be held at the Reserve Desk in Bartle Library (those books held on reserve are marked with R in the section on course assignments). All journal articles assigned are available through the Binghamton University library webpage.


Course Objectives and Components

1) Participation: This class is a senior seminar, and students are expected to fully comprehend each week's readings and actively participate in class. Each week a group of academic readings will be
assigned. Students will be expected to have completed all of the readings prior to the beginning of class each week, and be able to engage with the material on a substantive level during in-class discussion. In addition, each student will be expected to act as discussion leader for one week of class, writing a series of discussion questions/topics and acting as moderator during that period of time. This level of participation is intended to provide students with experience in graduate-level discourse on academic topics, as well as to encourage discussion leaders to think critically about their selected topic and moderate between opposing viewpoints.

30 Percent of overall grade

2) Response Papers: You will be required to turn in a total of two (2) four to five page papers (11 or 12 point font, double-spaced) over the course of the class in response to the non-case study readings assigned during a given week. The response papers will be due before midnight on the Friday of the week you are responding to. I recommend that you focus on responding to one to two of the readings assigned during a week, although I expect your responses to show awareness of the various topics covered throughout the week and earlier in the class. The weeks each student will submit response papers will be decided in the first week of class, based on number of students and individual interests. You will be required to turn the Papers in via the relevant Turn-it-in assignment on Blackboard, as well as E-mail me a copy in either Microsoft Word or PDF format. These papers are not exclusively summaries of the articles or descriptions of the arguments, but will instead provide analysis of the strengths and weaknesses of these arguments, and/or suggest a related extension to the topic (examples would include theoretical or empirical suggestions on how to improve these analyses, or ideas for further research). I will return comments on these papers via private e-mail Monday of the next week.

20 Percent of overall grade

3) Case Study Analysis: You will be required to turn in one (1) two to three page case study analysis (11 or 12 point font, double-spaced) over the course of the class and present your analysis to the class. The case study analysis will be due before midnight on the Friday of the week you are analyzing. Each week, one of the assigned readings will be an empirical case study of a terrorist attack or counter-terrorism effort, which the student will briefly summarize and connect to the theories discussed in other articles assigned that week. The week each student will analyze a case study will be decided in the first week of class, based on the number of students and individual interests, but will not overlap with discussion leadership for that student. You will be required to turn the Case Study Analysis in via the relevant Turn-it-in assignment on Blackboard, as well as E-mail me a copy in either Microsoft Word or PDF format. These analyses and presentations are not exclusively summaries of the case study, but will instead connect the case study to the other articles, and examine how this empirical example relates to the theoretical arguments presented in the other articles. I will return comments on these papers via private e-mail Monday of the next week.

10 Percent of overall grade

4) Research Paper Proposal: You will be required to turn in a brief (one page double spaced) Proposal for your Research Paper by the beginning of class on March 22nd. This Proposal should detail a question you wish to investigate relating to Politics of Counter-Terrorism as well as a brief explanation for how you plan to research and determine an answer to your question. This will be extremely useful to you in preparing for your Final Paper. You will be required to turn the Final Paper Proposal in via the relevant Turn-it-in assignment on Blackboard, as well as E-mail me a copy in either Microsoft Word or PDF format. I will return comments on these papers via private e-mail during the next week.
5 Percent of overall grade

5) Research Paper: You will be required to turn in a Research Paper before Midnight on the final day of Class (May 3rd). The paper is required to be between fifteen (15) and twenty (20) pages long, at least 11 point font, double spaced, and conform to university standards of grammar, citation, and other compositional requirements. You will be required to turn the Final Paper in via the relevant Turn-it-in assignment on Blackboard, as well as E-mail me a copy in either Microsoft Word or PDF format. The Research Paper must present a research question relating to the broad field of Politics of Counter-Terrorism, discuss relevant literature, and answer this question in some empirically viable way. Case studies, formal modeling, and statistical analysis are all valid forms of empirical testing, although the techniques behind formal modeling and statistical analysis will not be taught in this class, and I do not encourage students to attempt these if they have not had prior training and experience. Students are strongly encouraged to use Binghamton University's digital book and journal collections, as well as other academically valid sources obtained outside of University facilities, in collecting literature and answering their question. A vital step to completing this research project is writing a serious and well-thought out Research Paper Proposal. Discussing your paper with me in person during office hours is strongly encouraged.

35 Percent of overall grade

Please Note: Due to the often-times sensitive and emotional content matter of a class on conflict, I strongly encourage students to be aware of and sensitive towards each other's personal experiences and opinions on the subject. If at any time you feel uncomfortable with the direct of the discussion, either inform the class or send me a private message. Any statements or actions that occur in class that violate the Student Conduct Code will result in the appropriate response from me and the University.

Grading

Letter Grades will be determined as follows:

- A = 93 and above
- A- = 90-92.9
- B+ = 87-89.9
- B = 83-86
- B- = 80-82.9
- C+ = 77 – 79.9
- C = 73-76
- C- = 70-72.9
- D = 60-69.9
- F = 59.9 and below

Academic Honesty

All students are expected to adhere to the highest standards of academic honesty and integrity and will be held to the code of conduct established in the Binghamton University Rules of Conduct and Academic Honesty Policy. Ignorance of the relevant rules pertaining to academic honesty is not a justifiable excuse. If you have not, please review these rules through Binghamton.edu if you have any questions, and complete the library's tutorial on Academic Honesty that is available through the Library tab on your Blackboard home page.

Disability Related Equal Access Accommodation Statement

Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify the instructor by the second week of class. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. Their website (www.binghamton.edu/ssd) includes information regarding their Disability Documentation Guidelines. The office is located in UU – 119.
Assignments

Session 1: Introduction (January 18th)
Please read through the syllabus carefully and come to class with any questions you might have

Session 2: Theories of Terrorism Part 1 (January 25th)
Hoffman. Inside Terrorism Chapters 1-2 .
Case Study: The Evolution of the Global Terrorist Threat Introduction and Chapter 1

Session 3: Theories of Terrorism Part 2 (February 1st)
Case Study: The Evolution of the Global Terrorist Threat Chapter 7

Session 4: Strategies of Counter-Terrorism (February 8th)
Readings: Cronin. How Terrorism Ends Introduction, Chapters 1-6

Session 5: The Effectiveness of Counter-Terrorism (February 15th)
Readings:
Case Study: How Terrorism Ends, Chapter 7

Session 6: International Studies Association Annual Conference/No Class (February 22nd)
Movie Assignment:
Watch One of the Below Options:
PBS Option: NOVA. 2016. “15 Years of Terror”
http://www.pbs.org/video/2365836519/
Netflix Option: Farouky and McEvoy. 2015. “Tell Spring Not to Come This Year.”
https://www.netflix.com/watch/80064296?trackId=13465851&tctx=9%2C1%2C4b6997c8-c331-4a3b-8214-24e1d01173c6-5114559

Session 7: Politics of Counter-Terrorism (March 1st)

Session 8: Counter-Insurgency as Counter-Terrorism (March 8th)
Case Study: The Evolution of the Global Terrorist Threat Chapter 18

Session 9: State Sponsorship of Terrorism (March 15th)
Case Study: The Evolution of the Global Terrorist Threat Chapter 24
Research Paper Proposal Due

Session 10: Signaling in Terrorism and Counter-Terrorism (March 22nd)
Hoffman. Inside Terrorism Chapters 6-7.
Case Study: The Evolution of the Global Terrorist Threat Chapter 17

Session 11: Social Network Analysis and Counter-Terrorism (March 29th)
Case Study: The Evolution of the Global Terrorist Threat Chapter 5

Session 12: The Human Impacts of Counter-Terrorism (April 5th)
Case Study: The Evolution of the Global Terrorist Threat Chapter 25

April 12th – Spring Break, No Classes

Session 13: International Norms and Counter-Terrorism (April 19th)
Case Study: The Evolution of the Global Terrorist Threat Chapter 9

Session 14: The Future of Counter-Terrorism (April 26th)
Readings: Inside Terrorism Chapter 9
The Evolution of the Global Terrorist Threat Conclusion

Session 15: May 3rd – Last Day of Class
Final Paper Due, Midnight