

TERRORISM AND COUNTERTERRORISM: ISRAEL

(Course Number)

Seminar

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Office hours: Mondays 2:00 to 4:00 p.m., Kerr Hall 655

Mondays, 7:00 p.m., in classroom, upon demand

Class meetings: Mondays 4:00 to 7:00 p.m.

(Term:)

Course Description

Would you like to understand terrorism and become an expert in counterterrorism? This course will introduce you to the major issues, dilemmas, and practices in coping with terrorism. We will use examples of political violence within Israel and against its targets abroad, in the past and the present, and will address what is unique and common in the Israeli experience with terror violence, compared to other states across the globe. We will discuss theoretical and policy debates on terrorism, to answer the following questions: Which violence can be defined as terror? Why do individuals and groups use terror? Can suicide bombing be a rational means to a political end? Are democracies more vulnerable to terror than other states? Is terrorism an effective mean of obtaining political goals? What strategies are available in the fight against terrorism? The course will combine lectures, discussions, practice with datasets on terror, and simulations of international terror crises.

Goals: After completing this course you will be able to:

- Provide independent, objective, and evidence-based analysis on current trends of terrorism in Israel, compared to other states across the globe
- Identify and address the dilemmas that states face in coping with terrorism, and suggest potential solutions to these dilemmas
- Explain the causes and consequences of terrorism through studying the debates about and applying the major theories regarding terrorism and political violence
- Access, use, synthesize, and derive meaningful conclusions from the data on terrorism and political violence
- Understand the complexities and difficulties of decision making in situations involving terrorism, such as in international terror crises

Work

All work for this class should be typed, double-spaced, and use black 12-point font. Follow the *Chicago Manual of Style*. Consult the instructor if you have questions. All work should be submitted both on paper in class the day they are due and electronically by e-mail to lublevinbanchik@ucdavis.edu in word and pdf formats. In the topic of the e-mail, mention the number and name of the course, followed by the exact name of the assignment as it appears in the syllabus. Please make sure your file has reached me, and resend it if you do not receive my confirmation in more than two days.

Late Policy and Word Limits

The word limit, as specified for each work in the syllabus, is the necessary requirement that aims to train you to express complex thoughts in a concise form—one of the essential skills for becoming an expert on terrorism. A work that exceeds the word limit will be returned for shortening before grading. Late work will be accepted, but dropped 1 point for each day it is late. If you have extenuating circumstances or need special accommodations, please contact me before the due date and I will be happy to accommodate you.

Disability

If you are a student with a documented disability who requires accommodations, or if you think you may have a disability and want to inquire about accommodations, please contact the Student Disability Center at sdcc@ucdavis.edu.

Ethics Policy

Please read the Code of Academic Conduct at <http://sja.ucdavis.edu/files/cac.pdf>. Unless specifically authorized by the instructor in writing, misconduct includes, but is not limited to, cheating on exams or other coursework, plagiarism, unauthorized collaboration, misuse of an instructor's course materials or the materials of others, lying or fraud, giving false excuses to obtain exceptions, forging signatures or submitting documents containing false information, submitting the same work in two or more different classes without the permission of the instructors, and other activities specified in the Code of Academic Conduct. Students who violate the University Code of Academic Conduct are subject to disciplinary sanctions that include censure, probation, suspension, deferred separation, or dismissal from the University of California.

Required Readings

Weekly readings are listed within the syllabus. All articles are available online through Google Scholar. Chapters from the books are available in the library. Consult the librarian if you need help in locating the reading.

Weekly Topics

Week 1: Syllabus and Get Acquainted
 Week 2: What Is Terrorism—Debates on Definition
 Week 3: What Is Terrorism—Types of Terror Attacks
 Week 4: Causes of Terrorism: Individuals
 Week 5: Causes of Terrorism: Terror Organizations
 Week 6: Suicide Terrorism—Can It Be Rational?
 Week 7: Terrorism and Democracy
 Week 8: Assessing Effectiveness of Terrorism
 Week 9: Assessing Effectiveness of Counterterrorism
 Week 10: Guest Lecture Symposium: Diverse Perspectives on Terrorism
 Week 11: The Future of Terrorism: Review Session
 Week 12: Final Exam

Assignments

Class participation

Each session involves in-class activities, and your attendance indicates your readiness to participate in these activities. Activities in class often serve as the basis for your individual homework assignments and thus require your attentive and active involvement. Unless you leave in the midst of a lesson, or express an unwillingness to participate, you will earn 1 point for each session you attend. You will earn 3 points for attending a guest lecture symposium (week 10). Participation expectations are explained in the weekly in-class activities section within the syllabus.

Weekly assignments: Homework exercises

Each week you will be asked to prepare and submit a brief written exercise on the material learned during that week. The length of the exercises is usually 1 page, and never exceeds 3 pages, as explained in instructions for each exercise. The instructions and the detailed rubric for evaluation of the weekly assignments is included within the syllabus.

Exercise	Week	Word limit (max)	Points
Exercise 1	1	200 words (1 page)	3
Exercise 3	2	500 words (2 pages)	6
Exercise 4	3	200 words (1 page)	3
Exercise 5	4	500 words (2 pages)	5
Exercise 6	5	200 words (1 page)	4
Exercise 7	6	200 words (1 page)	3
Exercise 8	6	200 words (1 page)	4
Exercise 9	7	500 words (2 pages)	7
Exercise 10	8	500 words (2 pages)	6

Exercise 11	9	500 words (2 pages)	6
Exercise 12	10	200 words (1 page)	3
Total			47
<i>Extra Credit</i>			
Exercise 2 (extra credit)	1	No limit	1
Exercise 4 (extra credit)	3	200 words (1 page)	2
Exercise 5 (extra credit)	4	200 words (1 page)	2
<i>Total extra credit</i>			5

Final paper

The final paper will be a research paper that engages with the theoretical literature, uses reliable real-life evidence, and provides a comparative analysis of any aspect of the Israeli experience with terrorism and counterterrorism, compared to any another country in the world you are interested in. The length of the paper is 8-10 pages (maximum 2,500 words). You can earn 40 points. Instructions and the rubric for the final paper appear at the end of the syllabus.

Exam

There will be multiple choice exam with 30 questions covering all the topics and readings in this syllabus. A few questions on the in-class activities, assignments, and guest lectures will be also included. Each question worth two points, 30 questions = 60 points. The exam will last for two hours.

Total Points (maximum 160)

Attendance: 13 points

Weekly assignments: 47 points

Final paper: 40 points

Exam: 60 points

Extra credit: 5 points

Note: Your grade will be calculated by dividing the total number of your earned points by 160, as illustrated in the table below.

Points	Grade (Points divided by 160)	Grade
156-160	98-100%	A+
150-155	94-97%	A
143-149	90-93%	A-
140-142	88-89%	B+
134-139	84-87%	B
127-133	80-83%	B-
111-126	70-79%	C
103-110	65-69%	D
0-102	0-64%	F

Weekly Schedule

Week 1: Syllabus and Get Acquainted (date)

Goals for this week

By the end of this week students should be able to:

- recognize the names of classmates and of instructor
- know where to find and how to use course syllabus
- understand the assignments, course requirements, and grading policy
- formulate individual expectations about the course
- understand how the individual expectations are related to the course goals
- feel comfortable to ask questions and take active part in discussions

Read for this week

- Syllabus
- Today's news (date): top five stories

This week's in-class activity

- Introductions: say your name and give one identifiable characteristic, then repeat the names of all persons before you. As we proceed, I will type names and clues and create a crossword of names using <https://crosswordhobbyist.com/>. I will project the crossword on the whiteboard, as it evolves, and you will be able to see and use it to recall and remember the names.
- Write down three things you expect from the course, and rank them based on their importance to you. Discuss and compare your expectations to those of a person next to you. Share your top ranked expectation about the course, and suggest what you think should be done to meet these expectations. I will then explain whether and how the course and your coursework will help you to meet expectations, and we will look together for the relevant sections in the syllabus.
- Read headlines of today's news, projected on the whiteboard, and suggest whether and how this news might be relevant to the topic of the course.
- Without mentioning your name, write down any question, even the simplest one, you always wanted to ask about terrorism or counterterrorism. Fold the paper and put it into the "hat." We will draw 3 questions, and probably more if time permits, and will discuss them together.

This week's assignments

- Exercise 1: Write down at least one question you still have about the syllabus, grading, or course goals, and suggest an answer. If you do not have a question, suggest one thing (topic, reading, assignment, etc.) that is not included in the syllabus and you believe can contribute to the course. Word limit: no more than 200 words.

- Exercise 2 (extra credit): Solve the crossword of names we created together during in-class activity. You will receive the crossword by e-mail after the class.

Rubric

Criteria	Points possible	Points
How to do the assignment right		
<i>Exercise 1</i>		
There is a clear indication of what part of the syllabus a student refers to, including the number of the page in the syllabus, the number of the week (if relevant), and the name of the section.	1	
<u>If you have a question about the syllabus/course:</u> the question is stated at the beginning of the assignment and is formulated as a question. The suggested answer is written in plain language, not copied from the syllabus. The answer does not need to be correct, but should indicate you gave thought to it (e.g., formulated in your own words) <u>If you do not have a question about the syllabus:</u> the suggested improvement (new assignment, reading, topic, or activity) should not be already included in the syllabus; only one improvement should be suggested. There is at least one argument that clearly explains why the suggestion is potentially beneficial for the course. The suggested improvement is relevant for the topic of the course.	2	
<i>Total</i>	3	
<i>Exercise 2 (extra credit)</i>		
Extra Credit: The crossword contains the names of at least five students.	1	

Week 2: What Is Terrorism—Debates on Definition (date)*Goals for this week*

By the end of this week students should be able to:

- understand dilemmas related to the definition of terrorism
- apply the most commonly used definitions of terrorism to critically evaluate examples of diverse violent political behaviors and identify instances of terrorism among them
- recognize ambiguous uses of the term “terrorism” in news reports, and suggest alternative classifications for the considered events

Read for this week

- Badey, Thomas J. 1998. "Defining International Terrorism: A Pragmatic Approach." *Terrorism and Political Violence* 10 (1): 90-107.

- Wolfendale, Jessica. (2007). "Terrorism, Security, and the Threat of Counterterrorism." *Studies in Conflict and Terrorism* 30 (1): 75-92.

This week's in-class activity

- Students will work in groups and discuss how they define terrorism. Each group will offer its own definition and write it on the whiteboard. We will then compare these definitions and discuss the possibility and the difficulties in unifying these different definitions into a single consensual definition.
- We will read a brief story describing violence between actors—no names, dates, or any other identifying details will be included in the story. Based only on the information provided in the story, we will discuss which of the activities it describes can be defined as terrorism, based on students' opinion or prior knowledge. We will then add different information, such as the names of states or groups to the story, one at a time, and discuss how our perceptions change even when there is no change in the activities described. We will use this story again toward the end of the lesson, after my lecture on definitions of terrorism and related political violence in the theoretical literature, and will decide whether and what of the activities we characterized as terror can be classified as terrorism, by the use of objective and universal criteria, and how we should refer to other related instances of political violence to avoid ambiguity in terms and subjective judgments.

This week's assignments

- Exercise 3: Find, read, and critically evaluate news articles about terrorism in or against Israel. Identify one instance where the event or action described in the news is terrorism, and one instance where the term terrorism is used inappropriately and describes another type of political violence. Word limit: no more than 500 words (maximum 2 pages; references not included in word count).

Rubric

Criteria	Points possible	Points
How to do the assignment right		
<i>Exercise 3</i>		
Each of the elements of the terrorism definition is briefly described in theoretical terms, without reference to a particular event, before it is applied to the specific event or action from the news item. The description is based on this week's readings but explained in a student's own words and written in a plain language.	1	
Regarding each definitional element identified in the theoretical description (above), it is clearly written whether the element is present or absent in the event/action analyzed. The rationale for the decision based on the presence or absence of each element is explained clearly and briefly.	1	

Analysis of each of the four elements is integrated to reach and explain the conclusion about which of the two instances is terrorism, and what is not.	2	
At least one of the actions/events analyzed makes ambiguous use of term terrorism. Suggest alternative terminology that might be more suitable when the term terrorism is ambiguous. At least one of the actions/events analyzed meets the definition of terrorism.	1	
The exercise is written in plain language, with a minimum of direct cites. The specific event or action chosen for application of the terror definition is highlighted in the full text. A single news item may be used if it refers to several actions/events. References at the end of the exercise include both the news item(s) and the theoretical articles on terror definition. The full text of the news items analyzed is attached in separate pages and placed after the analysis.	1	
Total	6	

Week 3: What Is Terrorism—Types of Terror Attacks (date)

Goals for this week

By the end of this week students should be able to:

- become familiar with the diversity of and the difference between types of terror attacks, such as suicide bombing, cyber terrorism, beheading, hostage taking, and hijacking
- find reliable data on terror attacks, and using this data independently conclude which were the most common types of terror attacks against Israel, compared to terror attacks against any other country.

Read for this week

- Kydd, Andrew H., and Barbara F. Walter. 2006. "The Strategies of Terrorism." *International Security* 31 (1): 49-80.
- Makarenko, Tamara. 2004. "The Crime-Terror Continuum: Tracing the Interplay Between Transnational Organised Crime and Terrorism." *Global Crime* 6 (1): 129-45.

Week 3 in-class activity

- work in groups to make a list of five previous terror attacks against Israel, and a list of five terror attacks against any other state (e.g., 9/11), based on your prior knowledge (and an Internet search during the class, if needed). On the whiteboard, you will see a separate column for each type of terror attack discussed in the literature on terror. For each example from your list, decide what type the terror attack is, and write it under the appropriate category on the whiteboard. We will then discuss why some types of terror attacks receive more attention and are more well known than others.

- spent five to ten minutes searching information in the Internet to answer “what is the most common type of terror attacks against Israel, and in the world?” Share your answer with classmates. Then, we will access the Global Terrorism Database (GTD) and practice using information from the dataset to easily answer the same question by use of scientifically rigorous data.

This week’s assignments

- Exercise 4: Choose a country (not Israel), and using the GTD find out what were the two most and the two least common types of terror attacks against this country in 2016. Do the same search for Israel. Is there a difference between Israel and the other country in the same year? Word limit: no more than 200 words (maximum 1 page).

Rubric

Criteria	Points possible	Points
How to do the assignment right		
<i>Exercise 4</i>		
The answer is written in plain language and compares the two states, rather than provides information on each state separately. There is a clear conclusion that integrates all data into one sentence.	2	
Print screens of search results in the GTD are included as separate pages at the end of the exercise. The title above each print screen briefly explains what the results show.	1	
<i>Total</i>	3	
Bonus: in 200 more words, explain why you think there is a difference/similarity in the type of attacks you find when comparing Israel to the other state.	2	

Week 4: Causes of Terrorism: Individuals (date)

Goals for this week

By the end of this week students should be able to:

- understand the major theories regarding psychological, economic, societal, and political factors that lead individuals to join terror groups and use terror violence
- understand the term “lone terrorist”
- synthesize theoretical literature to create a profile of a terrorist, and assess how well that theoretical model fits reality, when applied to a perpetrator of a terror attack in Israel.

Read for this week

- Victoroff, Jeff. 2005. "The Mind of the Terrorist: A Review and Critique of Psychological Approaches." *Journal of Conflict Resolution* 49 (1): 3-42.
- Krueger, Alan B., and Jitka Malečková. 2003. "Education, Poverty, and Terrorism: Is There a Causal Connection?" *Journal of Economic Perspectives* 17 (4): 119-44.
- Kimhi, Shaul, and Shemuel Even. 2004. "Who Are the Palestinian Suicide Bombers?" *Terrorism and Political Violence* 16 (4): 815-40.
- Post, Jerrold, Ehud Sprinzak, and Laurita Denny. 2003. "The Terrorists in Their Own Words: Interviews with 35 Incarcerated Middle Eastern terrorists." *Terrorism and Political Violence* 15 (1): 171-84.

Week 4 in-class activity

- work in groups. Each group receives cards with different possible causes of terrorism (e.g., a human right violation, poor education, mental disorder). Each group needs to rank these causes, from the most to least important for explaining why an individual might be inclined to become a terrorist. For the three most and three least important factors, the group has to provide an explanation: "this factor will most likely lead to terrorism because . . .," "this factor will most likely not lead to terrorism because . . ." Then groups that chose different causes will work together, debate, and reach a joint conclusion about which of the factors are the most and least important. We will then compare the results from students brainstorming to that included in the literature on terrorism.
- on the whiteboard, students will see pictures of different people, some of them terrorists, others not. We will "guess" who is the terrorist, first only by looking at the pictures. I will then disclose additional information about each person (e.g., "this person was born in France"), and we will try to guess who is the terrorist based on each piece of additional information. At the end of the activity, we will discuss stereotyping, and the difficulty of recognizing terrorists.
- watch a video recording of several terror attacks in Israel, perpetrated by lone terrorists (no graphic images will be shown). Discuss what might lead a person who is not affiliated with a terror group to use terror violence, and what difficulties this poses for counterterrorism.

This week's assignments

- Exercise 5: based on this week's readings and in-class discussion, identify at least five personal characteristics of a potential terrorist. Choose a terror attack in Israel, and compare the theoretical profile of a terrorist you created based on the literature to the personal characteristics of the terrorist in the case you chose. Word limit: no more than 500 words (maximum 2 pages).

Rubric

Criteria	Points possible	Points
How to do the assignment right		
Exercise 5		
Information from this week's readings and the lecture is integrated into a single profile of a terrorist. There is a reference to the readings but a minimum of citation from the text, that is, it's written in a plain language.	1	
At least three personal characteristics are included in a theoretical profile. For each of the characteristics, an argument is provided explaining why this characteristic is especially likely to lead to terrorism. The answer addresses which of the characteristics must be present altogether (i.e., will likely lead to terrorism when present at the same time), and why.	2	
In the application of the theoretical profile to a real terror event, the focus is on the perpetrator of the attack, not on the attack itself. The details on the attack are brief and include the date of the terror attack, the place, the name of the terrorist, and a reference for additional information on the attack. In the analysis of a terrorist, for each of the three theoretical characteristics it is clearly indicated and explained whether it was present or absent, and evidence is provided with a reference to a reliable source of information. It is clearly indicated whether the theoretical profile, as a whole, fits the case analyzed.	3	
Total	5	
Bonus: in no more than 200 more words, explain what additional personal characteristics you identify in the case analyzed but that were not included in your model, and whether and how inclusion of these characteristics can improve the theoretical profile. It should be clear whether the additional characteristics substitutes for or supplements other characteristics in the original theoretical profile.	2	

Week 5: Causes of Terrorism: Terror Organizations (date)*Goals for this week*

By the end of this week students should be able to:

- understand the major theories on factors that lead political parties, and other political, ethnic, religious, and nationalist groups, to turn to terror violence
- become aware of collaborations and interconnections that exist between terror groups, and how such interconnections, or “networks,” affect the spread of terrorism across states
- suggest alternative solutions to prevent vulnerable and extreme groups from turning to terror

Read for this week

- Crenshaw, Martha. 1981. "The Causes of Terrorism". *Comparative Politics* 13 (4): 379-399.
- Asal, Victor, and R. Karl Rethemeyer. 2008. "The Nature of the Beast: Organizational Structures and the Lethality of Terrorist Attacks." *Journal of Politics* 70 (2): 437-449.
- Ganor, Boaz. 2008. "Terrorist Organization Typologies and the Probability of a Boomerang Effect." *Studies in Conflict & Terrorism* 31 (4): 269-83.

Week 5 in-class activity

- work in groups. All groups receive a brief intelligence report describing a suspicious organization that is likely to turn to terror violence. The text of the report is identical, except that different motives are described (e.g., in some reports the organization is said to have religious aspirations, in others it is said to have economic grievances, and so forth). Each group of students has to evaluate how likely the organization is to turn to the use terror on a scale from 1 to 5, and to decide on three things that should be done to prevent the organization from turning to terrorism. We will then discuss the evaluations and policy suggested by each group, and address how knowledge about the causes of terror changes the ways we evaluate terror threats and potential solutions.
- a practical experience with data on terror organizations and terror networks. Students work with computers, and follow the same steps as I show them by using of the projector. We will learn how to access and use the Big, Allied, and Dangerous (BAAD) dataset on terrorist organizations. We will identify groups that used terror violence against Israel, access a profile of one of the organizations, see the visualization of collaborations this organization had with other terror organizations in different years, and learn how to interpret what we see when we compare networks of terror organizations over time.

This week's assignments

- Exercise 6: assess the evolution of a terror organization that used terror against Israel. Choose a terror organization for analysis, and use BAAD data to describe whether the collaborations of this organization with other terror groups have changed over time. Word limit: no more than 200 words (maximum 1 page, not including print screens)

Rubric

Criteria	Points possible	Points
How to do the assignment right		
Exercise 6		
Provide readable print screens from the BAAD dataset. Make reference to the dataset according to the reference style. It should be clear what	1	

organization is analyzed, and when this organization used terror against Israel.		
The organization in the analysis is different from one that we analyzed in the class. The comparison should include at least two years—the earliest and the latest year the organization used terror against Israel, as available in the dataset. If the organization used terror against Israel before or after the years available in the dataset, you should mention this explicitly. The answer is written in plain language and compares the organization over time, rather than describes each year separately. It should be clear if there is a change in the network of the organization, and what the change is. The answer should be written in language accessible to a reader who is <i>not</i> familiar with the BAAD data.	3	
Total	4	

Week 6: Suicide Terrorism—Can It Be Rational?

Goals for this week

By the end of this week students should be able to:

- understand and debate about the strategic logic of suicide terrorism
- evaluate the unique challenges of suicide terrorism, compared to the other terror tactics discussed in week three and in the previous lectures
- identify trends of suicide bombings against Israel and compare them to the global trends of suicide terrorism

Read for this week

- Pape, Robert A. 2003. "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97 (3): 343-61.
- Moghadam, Assaf. 2003. "Palestinian Suicide Terrorism in the Second Intifada: Motivations and Organizational Aspects." *Studies in Conflict and Terrorism* 26 (2): 65-92.
- Crenshaw, Martha. 2007. "Explaining Suicide Terrorism: A Review Essay." *Security Studies* 16 (1): 133-62.

Week 6 in-class activity

- debate. Students are divided into three groups. Chairs in the classroom will be arranged in a U format. Students will be asked to choose where they want to sit based on their opinion on suicide terrorism. Students that believe suicide terrorism is irrational will sit opposite of the students who believe suicide terrorism can be understood as a rational behavior. Students who are not sure or have no opinion will sit in the middle, observe the

debate, ask questions, and then vote on the most persuasive team. Students in each group, each in their turn, will need to convince their opponents and observers that their opinion is more compelling. All students can change their opinion and are permitted to switch teams during the debate. I will lead the debate by asking provocative questions about suicide terrorism and other terror events, stimulating the observers to ask questions, and using examples of suicide terrorism in Israel and in the world. We will have an oral debriefing after the debate to conclude what we have learned.

This week's assignments

- Exercise 7: What was the most and the least convincing arguments of the opposing team in the debate we had on suicide terrorism? Word limit: no more than 200 words.
- Exercise 8: Is there a decline in suicide terrorism in Israel? Why? Word limit: 200 words.

Rubric

Criteria	Points possible	Points
How to do the assignment right		
Exercise 7		
Indicate which your team was, and which was the opposing team (if you were an observer, choose any team as opposing). Write the argument briefly and explain why this argument was the most or the least convincing. Use examples from the real terror attacks against Israel to support your claim. At least two arguments should be addressed—at least one of them is classified as most convincing, and at least one is classified as the least convincing.	2	
Clearly state whether your opinion has changed after the debate, and how. If no change in the opinion, explain why you continue to hold your opinion despite the debate. Remember, there is no correct or wrong answer, but you should indicate that you gave thought to these issues. Briefly explain your opinion in your own words, assuming the reader has never heard about the debate in the classroom.	1	
Exercise 8		
Write an interpretation of your findings from the graph as if they are directed toward a decision maker who has no prior knowledge of suicide terrorism. Clearly indicate if there is a decline, increase, or mixed pattern in suicide bombing in Israel, and when. Choose at least one point of change in your graph (increase or decrease), and using evidence from news sources or other literature provide a possible explanation for the change in the trend.	3	
Use data from datasets on terror learned during the course (GTD, BAAD). Provide readable print screens from at least three datasets used. Make	1	

reference to the datasets according to the reference style. Include a graph to show the trend in suicide terrorism in Israel. (Contact me during office hours if you have no prior knowledge in Excel or other programs and need assistance in creating a graph). Include a separate table with the data on which the graph is based.		
Total	7	

Week 7: Terrorism and Democracy

Goals for this week

By the end of this week students should be able to:

- independently assess the relationship between terrorism and democracy based on reliable evidence
- identify unique challenges of the democratic states in coping with terrorism and suggest possible solutions to the dilemmas

Read for this week

- Wilkinson, Paul. 2011. *Terrorism versus Democracy: The Liberal State Response*. Abingdon, UK: Taylor & Francis, 194-211.
- Cohen, Samy. 2016. *Democracies at War against Terrorism: A Comparative Perspective*. London: Springer, 147-72.
- Eyerman, Joe. 1998. "Terrorism and Democratic States: Soft Targets or Accessible Systems." *International Interactions* 24 (2): 151-70.

Week 7 in-class activity

- color and match maps: students work in pairs; each pair receives two identical maps of countries (the maps are not colored), a list with names of ten countries, including Israel, and crayons—red and blue colors. In one map, students need to find and color in blue countries from the list they believe are democratic states, and in red countries that are nondemocratic. Then, in the second map, students are asked to color in red countries from the list they believe are often attacked by terror, and in blue countries they think are rarely attacked. The students then need to compare the two maps and see if there is a match in colors in the two maps, for each state and as a general picture. Based on the comparison, each pair needs to make a conclusion if democracies are more attacked than nondemocratic states. After discussion on the maps, we will find information on terrorism for one of the countries from the list using data from GTD (also learned during week 3), will characterize the regime in that state by use of a widely used dataset on political regimes (Polity IV), and will try interpret and make a preliminary conclusion, based on only this case, if there is a link between terrorism and diplomacy.

- Iranian plane simulation: students split into groups of at least four and each student is assigned a role of Israeli decision maker (prime minister, defense minister, foreign minister, attorney general), and all other students play the role of consultants. Playing the decision makers in Israel, students need to decide how to respond to a civilian Iranian airplane that entered Israeli airspace and is heading toward Dimona, while the windows of the airplane are closed and it is unclear who is on the plane. Students receive updates from me on developments in the situation. There will be a countdown timer on the whiteboard and students must make a decision in 20 minutes. Each group will need to decide how to announce their decision, and whom to address in the announcement. After the simulation we will have a debriefing session and will discuss how being a democratic state affected their decision making. Then, I will show a historical analogue of the scenario.

This week's assignments

- Exercise 10: reassess the democracy-terrorism connection by use of reliable data on the ten countries from the list in the classroom exercise. Do democratic environments attract terror groups to strike? Words limit: no more than 500 words (maps, print screens, and references are not included in the word count). You can choose to prepare and submit this assignment as a joint work with the person you worked with in class.

Rubric

Criteria	Points possible	Points
How to do the assignment right		
<i>Exercise 8</i>		
Decide and clearly indicate what year you are analyzing. Use data from GTD and Polity IV to decide, for that year, which of the ten countries from the list distributed in class were democracies and which were nondemocratic states. List the number of terror attacks in each of the ten countries in the year you analyze.	1	
At least two competing theoretical arguments from the week's readings on the link between terrorism and democracy are included. The arguments are evaluated through the reference to the data on the ten states. There is a clear conclusion indicating which of the arguments is more compelling, the conclusion stems from and makes clear reference to the ten cases analyzed, and the preliminary nature of the findings is explicitly specified.	5	
Include print screens and data from the GTD and Polity IV datasets. Include two colored maps, but countries are now colored by use of the data from GTD and Polity. Make appropriate reference to the dataset's use.	1	
<i>Total</i>	7	

Week 8: Assessing Effectiveness of Terrorism (date)

Goals for this week

By the end of this week students should be able to:

- understand the importance of goal definition for assessment of terrorism effectiveness
- to assess the effectiveness of terror violence, compared to other strategies, including nonviolent tactics, that terrorists can use to obtain their political goals
- explain why groups continue to use terrorism even when other means may be more effective

Read for this week

- Abrahms, Max. 2012. "The Political Effectiveness of Terrorism Revisited." *Comparative Political Studies* 45 (3): 366-93.
- Gould, Eric D., and Esteban F. Klor. 2010. "Does Terrorism Work?" *Quarterly Journal of Economics* 125 (4): 1459-1510.

Week 9 in-class activity

- role play: students split into teams, half of the teams represent different terror organizations (such as Fatah, Hamas, Hizbullah), and half of the teams represent different divisions of a newly formed (and highly motivated) nongovernmental organization named "There is Another Way" (TAW). Teams representing terror organizations need to formulate their three political goals (the use of BAAD dataset learned during week 5 will be encouraged), and then suggest at least three *nonterror* activities that can help the organization to reach each of the goals. Teams representing TAW will do the same: to assess the goals of a terror organization and think of alternative peaceful and more effective ways they can suggest for the terror groups to reach the same goal. After intra-team discussions, the teams of TAW will meet with teams playing terror organizations and will need to persuade them that the *nonterror* means are more effective. At the end of the exercise, each of the teams will write whether they think TAW had succeeded in their mission. The teams will then briefly summarize their negotiations in front of the class, and I will reveal what each team wrote and whether the terror organizations decided to continue using terror tactics despite the other available methods to reach their goal. The debriefing will focus on understanding why terrorism is used despite the existence of other methods that can reach the same political goal.

This week's assignments

- Exercise 12: write a dialogue with a leader of a terror organization where you try to persuade him/her that terrorism is not the only, and not necessarily an effective, means to achieve their political goal. Word limit: no more than 500 words.

Rubric

Criteria	Points possible	Points
How to do the assignment right		
Exercise 9		
The answer is written in a dialogue format; for every argument there is a counterargument. The arguments are written in a clear and persuasive way, and both sides in the dialogue use appropriate, respectful language. This is your chance to change the mind of a terrorist (even if only imaginary); use it wisely.	2	
Arguments include supporting evidence and examples from real life, and should integrate claims from theoretical literature and findings from this week's readings. Appropriate references included.	3	
There is a concluding paragraph, not a part of a dialogue, that explains whether you believe you succeeded in persuading the leader, or not. You do not need to persuade the leader to get the points. Briefly explain your point: Why do you think you succeeded in persuading or did not persuade the leader that other nonterror means may be more effective? Use respectful language in your response.	1	
Total	6	

Week 9: Assessing Effectiveness of Counterterrorism*Goals for this week*

By the end of this week students should be able to:

- get familiar with major theoretical approaches to counterterrorism
- suggest the difficulties involved in preventing terrorism and identify dilemmas related to retaliation against terror groups and their sponsors, including dilemmas of overreaction
- debate for and against negotiation with terrorists, linking theoretical arguments from the literature to examples of Israeli counterterror practices

Read for this week

- Crenshaw, Martha, and Gary LaFree. 2017. *Countering Terrorism: No Simple Solutions*. Washington, DC: Brookings Institution Press, 165-94.
- Hoffman, Bruce. 2005. "Does Our Counter-Terrorism Strategy Match the Threat? No." RAND-CT-250-1. Santa Monica, CA: RAND Corporation, 2005.
- Frisch, Hillel. 2006. "Motivation or Capabilities? Israeli Counterterrorism against Palestinian Suicide Bombings and Violence." *Journal of Strategic Studies* 29 (5): 843-69.

Week 10 in-class activity

- simulation of the 1972 Munich Olympics terrorist attack crisis: students will play the roles of Israeli and German decision makers, and will need to decide how to respond to each development in the crisis: from discussing the possibility there might be a terror attack and the need for preventive measures, to getting news on hostage taking, receiving the terrorist's demands, the need to make a decision to organize a rescue operation, getting confirmation that Olympic athletes were killed, and the decision on possible relation against terrorists and their alleged host and sponsor states. At each step students will need to discuss what counterterror measures they can use, address at least one dilemma related to using this measure, and decide whether they think their measure was effective in preventing the crisis from worsening, and why. We will debrief the simulation and link the theoretical arguments in the literature on overreacting and terrorism effectiveness to the decisions of students in the simulation.

This week's assignments

- Exercise 13: watch *Munich*, a 2005 movie directed by Steven Spielberg. Does the movie address the dilemmas of counterterrorism you faced in the simulation of the 1972 Munich Olympics terror crisis? Word limit: no more than 500 words.

Rubric

Criteria	Points possible	Points
How to do the assignment right		
<i>Exercise 10</i>		
Specify what team you played in the simulation, and address three main counterterrorism dilemmas your team had. One dilemma should be related to terrorism prevention, another dilemma should be related to the immediate response to terrorism during the event, and the third dilemma should be regarding the retaliation. It should be clearly explained why you classify an issue as a dilemma—both the pros and cons of a counterterror action should be addressed.	3	
Specify whether the movie addresses the same three counterterror dilemmas you had in the simulation. Choose at least one dilemma that is included both in the movie and in the simulation: briefly specify how the movie describes the dilemma, when this happens (minute in the video), and what solution you can suggest for this dilemma based on the weekly readings.	3	
<i>Total</i>	6	

Week 10: Guest Lecture Symposium: Diverse Perspectives on Terrorism

Three guests from different academic disciplines will be invited to give mini-lectures and lead a discussion on terrorism from different angles. Guest lecturers will include experts from psychology, economics, geography, history, arts, engineering, or other disciplines.

Goals for this week

By the end of this week students should be able to:

- be familiar with diverse perspectives on terrorism
- participate in a scholarly discussion on terrorism
- formulate questions and raise critiques

Read for this week

- relevant readings will be chosen by the guest lecturers and will be sent out in advance

Week 8 in-class activity

- each guest lecturer will give a twenty-minute presentation. Students will need to write down at least one question on each of the three presentations. After the presentations, each of the guest lecturers will sit at a different table. Students will be split into three groups, and each group will be rotating tables to discuss for twenty minutes the questions they have with each of the guest lecturers. After all three groups have discussed their questions with the three guest lecturers, I will wrap up the discussion.

This week’s assignments

- Exercise 11: What have you learned from the guest lecturers? Words limit: no more than 200 words.

Rubric

Criteria	Points possible	Points
How to do the assignment right		
<i>Exercise 11</i>		
The answer is written in plain language. At least one, but no more than three, new things you’ve learned are included. Explain how the new knowledge changes the way you think about terrorism. If you learned nothing new: mention at least one, but no more than three, arguments presented during the guest lecture, and explain why this information is not new for you (include reference to past research on topic if relevant).	3	
<i>Total</i>	3	

Week 11: The Future of Terrorism: Review Session

Goals for this week

By the end of this week students should be able to:

- get a holistic view, a big picture, of the material covered throughout the course
- review and understand the topics learned in the course
- self-evaluate achievement of the course goals
- suggest potential directions in terrorism and counterterrorism in the near future

Read for this week

- Syllabus
- Today's news (date): top five stories

This week's in-class activity

- trivia game: questions on concepts, readings, examples, data, and assignments from the course will be asked in the format of a trivia game ("who wants to become a millionaire," e.g., questions like "the 9/11 terror attacks took place in (a) 1972; (c) 2001; (d) 2003; (d) 2011.
- we will use the "hat" with questions from the first lecture, drawing five questions we wrote during the first week, and will answer them together based on the material we learned thus far.
- students will receive an anonymous checklist with course and all weekly goals, will review syllabus, check V near every goal they believe they accomplished, and for one goal they did not accomplish briefly write what they think should be done.
- students will anonymously complete the following sentence on a piece of a paper: "in two years from now, terrorism in Israel will . . . and the counterterrorism will . . ." We will put them into our "hat," draw three of them to read in class and discuss together the potential direction of terrorism in the future. Two years after that lecture, my phone will remind me to send all students enrolled in the class a list of all the responses, so they can use skills gained in the course to assess whether any of the predictions fits the reality.

Week 11 assignment

- Get ready for the final exam.

Week 12: Final Exam (date)

Good luck!

Instructions and Rubric for the Final Paper

The final paper will be a research paper that engages with the theoretical literature, uses reliable real-life evidence, and provides a comparative analysis of any aspect of the Israeli experience with terrorism and counterterrorism, compared to any another country in the world you are interested in. The length of the paper is 8-10 pages (maximum 2,500 words). You can earn 40 points.

Instructions

You are a young expert in terrorism and counterterrorism and you own a new for-profit company, “Anti-Terror Pro”, that, among other things, provides consultations on issues related to terrorism and counterterrorism. Today was supposed to be an ordinary morning, but you were just informed that a suicide bombing has taken place in Israel, and that many of the victims were citizens of another country. No one has claimed responsibility for the terror attack, but various terror organizations across the globe, including Palestinian Islamic Jihad, Hizbullah, and ISIS praised the terror attack and threatened that more terror attacks will come in the near future in Israel and in that other country. The foreign ministry of Israel and the foreign ministry of the other country whose citizens were among the victims announced that they will organize a joint session on assessing the terror threat and planning joint counterterror measures. You are invited, among other experts across the globe, to share your opinion and give a consultation to the leaders of Israel and leaders of the other country. As a prerequisite to attend the high-rank conference, you need to send in advance your independent analysis and evaluation of the situation. Your brief should be no longer than 2500 words. The document has to focus on two questions: 1) What are the possible reasons for the recent terror attack? 2) What counterterror measures can the two states implement to prevent similar attacks in the future? This is a unique professional opportunity for you to use and demonstrate your expertise on terrorism and counterterrorism.

Before the analysis, choose the second country, in addition to Israel, you would like to analyze in a comparative perspective.

Paper outline

- 1) A cover sheet with course details and name of your report (not included in word count)
- 2) Abstract of no more than 200 words (about 1 page) summarizing the main argument
- 3) A comparative overview of past terrorist events and counterterrorism of Israel and of the other country (no more than 500 words; about 2 pages)
- 4) Assessment of the terror attack: answer to first research question (no more than 750 words; about 3 pages)
- 5) Assessment of the counterterrorism plans: answer to the second question (no more than 750 words; about 3 pages)
- 6) Conclusions: your recommendations (no more than 300 words; about 1.5 pages)
- 7) References to the literature and sources used (not included in word count)

8) Appendixes (if needed; not included in the word count but should be limited to 5 pages)

Rubric

Criteria	Points possible	Points
How to do the assignment right		
<u>General:</u> A cover sheet includes all necessary details: course number, course name, student ID, date the paper is submitted. The paper meets the word limit. All sections in the paper have subtitles. References follow <i>Chicago Manual of Style</i> . All literature items used in the paper have references. The work is written in language accessible for non-experts on terrorism. The work is written in a plain and respectful language. There are smooth transitions between sections and from one sentence to the other.	4	
<u>Abstract:</u> The abstract includes the main argument, indicates what countries were compared, briefly explains what evidence was used, and provides a brief answer to the two questions addressed in the paper.	3	
<u>A comparative overview:</u> Formatted as a table, provides information on past terror attacks against Israel and past terror attacks against the other states, including information on the number of past terror attacks, when they happened, who was responsible, whether there were terror attacks by the same organizations against both states, whether at least one of the terror organizations that used terror attack against Israel was affiliated with a terror organization that used terror against the other country, and other information if relevant for the comparison between the two states.	2	
The evidence is based on BAAD and GTD data, in addition to other sources if relevant. A figure with a trend of terror attacks over time in Israel and in the other state is included.	2	
A separate paragraph explaining whether and how the two states cooperated previously in counterterrorism	1	
A separate paragraph written in plain language explaining in a clear way what we can learn from the comparison of information in the table and figure on the past experience of Israel and the other country with terrorism. At least three arguments (things we can learn) should be specified.	2	
<u>Assessment of the terror attack</u> There is an opening sentence that provides a clear answer to the question “What are the possible reasons of the terror attack”. The rest of the section provides more details and clearly explains why the reasons mentioned in the first sentence are the main possible factors for the terror attack. No more than three factors should be explained.	1	

Each factor should be linked to the theoretical literature on terrorism and should engage with the readings of the course. Each factor should be linked to the evidence on past terror attacks against Israel and the other country, as detailed in comparative overview section. The theoretical literature is connected to past evidence on the terror attacks. The rationale for the choice of each factor as possible for explaining terror attack should be clearly linked and derived from the integration of the readings and past evidence.	7	
In one paragraph, address other potential reasons mentioned in the theoretical literature and evident from the evidence on the past, and briefly explain why you think these are less relevant in the case of the terror attack analyzed.	2	
Assessment of the counterterrorism plans There is an opening sentence that provides a clear answer to the question “What counterterror measures can the two states use to prevent similar attacks in the future?” The rest of the section provides more details and clearly explains what states can do to prevent future terror attacks. No more than three counterterror measures should be suggested.	1	
Each counterterror measure should be linked to the theoretical literature on counterterrorism and should engage with the readings of the course. Each counterterror measure should be linked to the evidence on past counterterror practices of Israel and the other country, as detailed in the comparative overview section. The theoretical literature should be connected to the past evidence. The rationale for the choice of each counterterror measure should be clearly linked and derived from the integration of the reading and the past evidence.	6	
For each counterterror measure, there is awareness of the dilemmas related to the use of this measure. At least one dilemma for each counterterror measure should be addressed. Both terrorism prevention and retaliation should be addressed.	3	
In one paragraph, explain whether the two states should cooperate in fighting against terrorism and why. Link the answer to the literature, past evidence and comparative overview section.	1	
In one paragraph, address other potential counterterror measures mentioned in the theoretical literature and evident from the evidence on the past and briefly explain why do you think these are less relevant in the case of a terror attack analyzed.	1	
Conclusions: your recommendations		
Provides a big picture of the paper and summarizes the main findings. Links answer to the first and the second questions and why the proposed reasons for the terror attack will be addressed most effectively by the three counterterror measures. It should clear what you mean by the counterterror effectiveness.	4	
	40	