# INR 4084H - HONORS INT'L POLITICAL TERROR

**Section:** 0201

*College of Sciences*

School of Politics, Security, and Intl Affairs

## Course Information

**Term:** Fall 2024
**Class Meeting Days:** TR
**Class Meeting Time:** 13:30 - 14:50
**Class Meeting Location:** BA1 O225
**Modality:** P
**Credit Hours:** 3.00

## Instructor Information

Andrew Boutton
**Office Location:** HPH 302
**Office Hours:**
Monday-Wednesday 3-5pm
**Email:** Andrew.Boutton@ucf.edu

## Course Description

INR 4084H COS 3(3,0)Honors Politics of International Terrorism: PR: POS 2041 or ENC 1102, and consent of Honors. Examination of terrorism as a unique challenge, delving into and understanding terrorists' motivations/actions and considering the effectiveness of various counterterrorism policies. Fall

Concern about terrorism is a relatively recent development for US officials and citizens, having increased significantly since the early 1970s (and particularly since the September 11 attacks). However, for many countries around the world, political violence has been a persistent security concern--even a fact of daily life--for much of the past 150 years, and probably longer. Today, there are perhaps only a handful of countries for which terrorism is not a factor in one form or another. In many others, violent groups conduct decades-long campaigns, often killing thousands of people in the process. But many also hold and govern territory, establish institutions, and provide social services more efficiently than any government could hope to.

We will begin this course by discussing what exactly constitutes terrorism, as the definition has become heavily politicized and is often a point of contention. We will then discuss the history and evolution of terrorism over time. Then, we will move from individual- and group-level motivations for terrorism to a variety of issues including state sponsorship, the effect of political violence on politics, and the provision of public services by terrorist/insurgent groups. We will finish by covering counterterrorism strategies and some contemporary cases of terrorism.

This is an upper-level course, and thus will be both reading- and writing-intensive. You should be prepared to keep up with the reading and written assignments throughout the semester. In addition, stories and events related to terrorism are in the news on a daily basis, and we'll discuss many of them directly in class. Therefore, I strongly suggest that you keep up with current international events as well. This will put you in a better position to do well on exams and quizzes, and also to earn participation points in class. A good place to start is the World section of the New York Times website, but please ask me if you're interested in additional recommendations.

## Student Learning Outcomes

The overarching goal of this course is to develop broad knowledge about general patterns and regularities of terrorism, and then be able to apply them to specific cases. Specifically, by the end of the course, you should be able to:

- Critically engage with the concept of terrorism, addressing the question of who or what makes a terrorist and why the specific definition matters.

- Understand the psychological and strategic aspects undergirding the use of terrorism as a violent political tactic.
- Grasp the linkages between the use of terrorism and various other political dynamics, such as economic performance, regime type, civil war, state instability, and repression.
- Examine the nuanced public response to terrorism, including the role of the media, and the way in which preexisting beliefs condition political attitudes and voting in terrorism's wake.
- Appreciate the difficult challenges democracies face in fighting terrorism; grappling with how to balance issues of human rights, civil liberties, openness, and respect for life and protect national security and reducing terrorist violence.
- Recognize emerging threats from terrorism and develop informed views regarding potential strategies or policies states can pursue to mitigate these threats, while still preserving or upholding other important values and goals.
- Read and understand the basics of quantitative and qualitative research design, data collection, and research findings.

## Course Materials and Resources

**The Politics of Terror**
**Authors:** Erica Chenoweth & Pauline Moore
**Publisher:** Oxford University Press
**Publication Date:** 2018

## Course Assessment and Grading Procedure

The overall grade for this class will consist of three different categories of assignment: short written assignments, in-class participation, and final paper. These are explained in more detail below. The value of each assignment varies, but the total value of all assignments is 1,000 points. Thus, your final grade is based directly upon how many of the 1,000 points you earn throughout the semester.

### Substantive assignments: 200 points (4 @ 50 points each)

Each student will complete a total of four (4) substantive assignments. These will come in two forms:

1. **Film response papers:** During this semester, we will watch three (3) films/documentaries, each related to a different aspect of terrorism & political violence. After watching each film, students will write a short (i.e., +/- 1,500 words each) paper that responds to the prompts provided by the instructor. Students will select two (2) of the films and submit a response paper for each of them.
2. **In-class case study presentations:** During select class meetings, we will devote 15-20 minutes to case study presentations about an ongoing or historic violent campaign. Students will give these presentations in pairs; each student will select two (2) dates on which to present. The content of the presentation will vary depending on the case, but should generally cover proximate and historic causes, political goals and motivations of the actors, government responses, current status, and any other factors specific to the case that presenters feel their classmates should know about. More details about this assignment will be made available in class.

## Final project: 300 points

The final for this class will be an individual project. I'll provide more details about format later in the course. The final project is due sometime during finals week.

## Participation: 300 points

The course will be conducted as a seminar in which student participation is central. In fact, the quality of your experience in the class is, in part, dependent on your active, in-class engagement with the material alongside your classmates. It is therefore important that you come to class prepared each week, having read the readings carefully and being prepared to discuss them. As such, each student will receive a participation grade made up of two components:

1. **Attendance:** All students are expected to regularly attend class. If you need to miss a class due to a university-approved reason, please let me know ahead of time and we can plan for anything you will miss.
2. **In-class participation:** Students are expected to ask/answer questions in class and be actively involved in group activities and discussions. If you are concerned

about your ability to actively speak in class dialogues, please come talk to me early in the semester.

## Grading Scale

| Letter Grade | Percentage |
|---|---|
| A | 94-100% |
| A- | 90-93% |
| B+ | 87-89% |
| B | 84-86% |
| B- | 80-83% |
| C+ | 77-79% |
| C | 74-76% |
| C- | 70-73% |
| D+ | 67-69% |
| D | 64-66% |
| D- | 61-63% |
| F | 0-60% |

## Policies for Course Grade

### Makeup Work Policy

If you are unable to take an exam or quiz due to an emergency or a university-approved scheduling conflict, you must let me know as soon as possible and provide the relevant documentation. I will try to be as accommodating as possible for students [mark "D" on the syllabus quiz] with legitimate conflicts, but as a general rule, I will only consider allowing make-up exams if you contact me ahead of time (email is fine). Make-up quizzes/exams should be taken within one (1) week of the original exam date, and will not be given before the exam date.

### Missed/Late Assignments

You may submit late work without a university excuse up to five (5) days after the due date, but with a 20% deduction per day from your grade on that assignment. I will not accept anything beyond five days past the deadline.

### Attendance

Regular attendance is expected, and is a component of your participation grade (see above).

## Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing

misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a

leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

## Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty of staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes

every report seriously. For more information see the Reporting an Incident or Issue Webpage.

## Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text

alerts, however, it's a good idea to frequently ensure your contact information is up to date.

## Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## Class Schedule

| Week | Topic |
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| 1 | |
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