

**POS 346/PADM 446: Counterterrorism and Human Rights.  
Fall 2010 Semester  
Professor Erickson**



Professor: Christian Erickson (cerickso@roosevelt.edu - <http://faculty.roosevelt.edu/erickson/>)

Meeting Times: Monday 6:00 to 8:30pm.

Class Location: AUD 308.

Office Hours and Location(s):

- o Downtown - AUD 757: Monday and, Wednesday, 4:00 - 5:45pm and by appointment.

Phone Number: (312) 341 3707 (office/voice mail for either campus).

### **Course objectives**

This class explicitly examines the way in which human rights are affected by both counterterrorism and counterinsurgency activities of the security (governmental and private) apparatus of various states. This class begins with a review of relevant international and national human rights law as it is applicable for understanding the regulation of the treatment of dissidents, “terrorists”, and insurgents during violent conflict. It then moves on to examine how different nation-states (including the United States, Russia, United Kingdom, and Israel) balance counterterrorism and counterinsurgency within the legal and ethical boundaries defined by human rights. This class will also examine the way in which both national and international human rights organizations attempt to regulate the conflict between regimes and “terrorists/insurgents” by exposing human rights abuses during periods of conflict. Finally the class will spend some time examining the privacy and civil liberties implications of the surveillance response to the threat posed by terrorism.

### **Course texts and other materials**

All books are available at the Roosevelt University bookstore.

#### **Required Readings: Undergraduate and Graduate**

- Tsang, Steve, ed. 2007a. *Intelligence and Human Rights in the Era of Global Terrorism*. Westport, CT: Praeger Security International.
- Art, Robert J. and Louise Richardson, eds. 2007. *Democracy and Counterterrorism: Lessons From the Past*. Washington, DC: US Institute for Peace.
- Zureik, Elia and Mark B. Salter, ed. 2005. *Global Surveillance and Policing: Borders, Security, Identity*. Portland, OR: Willan Publishing.
- Landman, Todd. 2005. *Studying Human Rights*. New York: Routledge.

#### **On-line Required and Recommended Readings**

I will be using the course website to provide links to required and recommended articles.

**Course website:** <http://faculty.roosevelt.edu/Erickson/courses/pos346-446/>

The syllabus is posted on this site. The course website will be used for announcements, research links and links to supplemental reading materials, archiving of lecture materials, and

other purposes as we decide over the course of the semester. Currently, I have no plans to use Blackboard for this class; therefore, all material will be posted on my faculty server space.

### Course Assignments

This course places equal emphasis on readings and lecture/discussion.

Total class grade will be derived from your participation in several ways:

Class participation	30% of the total class grade
	<ul style="list-style-type: none"><li>• 15% in-class participation/exercises/research</li><li>• 15% in-class presentation</li></ul>
Midterm examination	20%
Research/Term paper	30%
Cumulative final exam	20%

There will be no make-up examinations without medical excuse or prior arrangement with the professor.

### Course Participation Expectations

Both undergraduate and graduate students are expected to in class on time, having done the assigned readings, and are prepared to discuss the assigned readings, and do other types of in-class assignments related to the assigned readings, or discussion questions for the week that are distributed. For September 11th, the discussion question is on the syllabus.

During class I expect that all cell phones, PDAs, Blackberry's, etc. will be on either "silent," or if need be, "vibrate" mode. If you are awaiting an important call, please leave the room for the conversation. I would expect that this would only be a rare event. Excessive absences, late arrival, early departure, repeated use of cell phone in class (including audible ringing), and other disruptive behavior will adversely impact class participation.

### Current Events Requirement

Students are expected to keep up with current events touching on "counterterrorism" and/or "human rights" generally, and particular attention to organizations, countries, regions, and transnational dynamics which are assigned for any particular week. Links to relevant news sources will be provided from course website for classes starting August 30<sup>th</sup>, 2010.

### Presentations

- *Undergraduates* - are required to do **one (1)** presentation and lead a discussion during class on a subject raised by the readings for no longer than 5 minutes during one class session.
- *Graduates* - are required to prepare **one (1)** presentation and lead a discussion during class on a subject raised by the readings for at least 15 minutes during one class session.

On September 13<sup>th</sup> a more detailed handout describing the presentation assignment and possible topics will be distributed in class. Students should select a week/topic by September 27<sup>th</sup>, and presentations can begin on September 27<sup>th</sup>. There are no presentations on October 11<sup>th</sup> (movie) and October 18<sup>th</sup> (midterm), and presentations on December 6<sup>th</sup> will be limited to two graduate presentations, or 6 undergraduate presentations.

Past presentations have included: profiles of profiles of counterterrorist organizations or programs; discussion of cinematic or televisual representations of terrorism/counterterrorism and human rights; discussion of "critical incidents" which seem to trigger escalatory processes leading to the outbreak of widespread political violence and terrorism; work of forensic anthropologists

uncovering the excesses of previous counterterrorist programs; review of major cases involving terrorist prosecutions.

### **Graduate Student Weekly Written Assignments**

Beginning September 13<sup>th</sup>, graduate students are required to submit via e-mail a 250-300 word (one page – double spaced) critical discussion of either the graduate reading, or if there is no specific graduate reading assigned for that week, a critical discussion of the assigned readings. A critical discussion is a summary of what you feel are the key points made by the readings and a discussion of the omissions or limits of the authors' argument. For the first assignment due September 13<sup>th</sup>, discuss the questions for the week on the syllabus.

Graduate readings are available for download from EBSCO via author/title search.

### **Research paper**

- *Undergraduates* - will write a term paper of 2500 to 2750 words (excluding bibliography and notes, ten to twelve typed, double-spaced pages 12 point font) on a topic of your choice that pertains to the themes of the course. The term paper should not just be a report on a subject, but rather should 1) address a theoretical *question* that is introduced by one of the readings for class, which is 2) backed up by empirical evidence. You must then 3) state your own opinion, and 4) substantiate your opinion with facts. A more detailed summary of the term paper assignment will be distributed on the second week of class (September 12th).
- *Graduates* - will write a research paper of 3750 to 5000 words (excluding bibliography and notes, 15 to 20 typed, double spaced pages), following the same general guidelines. However I will expect that the papers will involve more in-depth research and will include a literature review section that summarizes and critiques the state of the art literature covering the area of your research. Additionally you must identify a conference (e.g. APSA, ISA, etc.) in your academic discipline that you *could* submit a revised version of your research paper to the conference for consideration for either a panel, or poster session.

The research paper has 4 assignments:

1. Class 4 – September 27<sup>th</sup>: A paragraph long paper description with 3 sources (*Graduates*: 1 page, 6 sources). Assignment is worth 5% overall paper grade.
2. Class 9 – November 1<sup>st</sup>: One page paper description with 6 sources (*Graduates*: 2 pages 9 sources). Assignment is worth 5% overall paper grade.
3. Class 11 – November 15<sup>th</sup>: one and a half page description, annotated bibliography with 9 sources; outline (*Graduates*: 3 pages, annotated bibliography 12 sources, outline). Assignment is worth 10% overall paper grade.
4. Class 13 – December 6<sup>th</sup>: Final research paper. 80% of overall paper grade.

The kinds of questions both undergraduate and graduate students might ask could include a similar array as the presentations: profiles of profiles of counterterrorist organizations or programs; discussion of cinematic or televisual representations of terrorism/counterterrorism and human rights; discussion of “critical incidents” which seem to trigger escalatory processes leading to the outbreak of widespread political violence and terrorism; work of forensic anthropologists uncovering the excesses of previous counterterrorist programs; review of major cases involving terrorist prosecutions.

The above possible paper subjects are only suggestions; feel free to come up with your own and clear it with me.

### **Writing Center**

The Roosevelt University Writing Center provides one-on-one peer tutoring to all writers in the university community. It would be wise to schedule appointments early on in the semester if you have any writing/research problems, or areas you want to improve upon. Appointments are available by phone, e-mail, or stop by the Writing Center at AUD 650, Monday – Thursday 1:00pm – 7:00pm. X7141. On-line tutoring is also available.

For more information: <http://www.roosevelt.edu/writingcenter/>

### **Late Policy/Plagiarism**

Without a valid medical or other excuse or prior permission of instructor late papers will be penalized 3 points (on a 100 point scale) for each 24 hour period the paper is late, and 5 points for each 24 hour period after 48 hours. Students are required to review Roosevelt University policies on plagiarism and will be held to standards of scholarship outlined in these policies. If plagiarism is detected the student will be reported as specified in the Roosevelt University plagiarism policy, and will receive an F in the class. All students are required to submit both a hard copy and an electronic copy of their papers for scanning by plagiarism detection software.

### **Academic Dishonesty**

Acts of academic dishonesty violate the very spirit of the University. Academic dishonesty is taken very seriously at Roosevelt University, with consequences ranging from failing the assignment or the course, to being expelled by the university.

Roosevelt University students are responsible for following the “Code of Student Conduct,” which is available at this url: <http://www.roosevelt.edu/current/judicial/code.htm>.

All students should review code of conduct.

### **Accommodation of Persons with Disabilities**

Students with disabilities or other conditions that require special accommodations are encouraged to identify themselves to the instructor and/or to the Academic Success Center/Office of Disability Services at 312 341-3810.

### **Class Topics and Readings**

#### **Class One – August 30<sup>th</sup>: Introduction to the Course and the issues.**

Overview of the course. Discussion of definitions of terrorism, counterterrorism, and human rights.

Syllabus distributed.

#### **September 6<sup>th</sup> No class Labor Day Holiday.**

**Class Two - September 13<sup>th</sup>: Definitions of Terrorism, Counterterrorism, and Human Rights.**

Discussion questions: What are the different definitions of terrorism, counterterrorism, and human rights proposed, or used, by each author? Are these definitions objective or clouded by ideology or methodology?

Readings:

- Art and Richardson (2007). Contents to Chapter 1 "Introduction: Democracy and Counterterrorism – Lessons from the Past."
- Tsang (2007). Preface to Chapter 1 "Stopping Global Terrorism and Protecting Rights."
- Landman (2005) v-18 Preface to Chapter 1 "The Scope of Human Rights."

Graduate Student Readings:

- Gearty, Conor. "Terrorism and Human Rights." *Government & Opposition*, Summer2007, Vol. 42 Issue 3, p340-362, available via EBSCO.

*Presentation and Research Paper Topic Proposal assignments distributed.*

**Class Three – September 20<sup>th</sup>: Introduction to Cases and Methods.**

Readings:

- Art and Richardson (2007). Chapter 2 "The Red Brigades."
- Landman Chapter 2 "The Terrain of Human Rights."

Graduate Student Readings:

- Ruggiero, Vincenzo. 2005 "Brigate Rosse: Political violence, criminology and social movement theory." *Crime, Law & Social Change*, Jun2005, Vol. 43 Issue 4/5, p289-307, 19p; Available via EBSCO.

**Class Four – September 27<sup>th</sup>: Case United Kingdom.**

Readings:

- Art and Richardson Chapter 3 "Britain and the IRA"
- Landman Chapter 3 "Social Theory and Human Rights."

Graduate Student Readings:

- Parkes, Roderick. 2007. "What Limits for Government Control? Civil Liberties and Anti-terror Measures after the Heathrow Bomb Plot." *Political Quarterly*, Apr-Jun2007, Vol. 78 Issue 2, p272-281, 10p, available via EBSCO.

**Due: Presentation topic/week selection Paper Assignment 1 – presentations begin.**

**Class Five – October 4<sup>th</sup>: Cases United States and United Kingdom.**

Readings:

- Tsang (2007). Chapters 4 "Political Supervision of the Intelligence Services in the United Kingdom" by John NL Morrison; and, Loch K. Johnson Chapter 5 "Intelligence Oversight in the United States."

Graduate Student Readings:

- Haubrich, Dirk. 2006. "Modern Politics in an Age of Global Terrorism: New Challenges for Domestic Public Policy." *Political Studies*, Jun2006, Vol. 54 Issue 2, p399-423, 25p., available via EBSCO.

*Midterm Review guide distributed and discussed.*

### **Class Six – October 11<sup>th</sup>: Cinema, Counterterrorism, and Human Rights.**

#### **Film:**

- Yacef, Saadi (Producer), & Pontecorvo, Gillo (Director). 2004 [1966]. *The Battle of Algiers* [DVD]. Criterion (1966 Casbah Films).

#### Readings:

- Art and Richardson (2007). Chapter 5 “France and the GIA.”
- Tsang (2007). Chapter 8 “Human Rights and Human Intelligence” by Alex Danchev.
- Kaufman, Michael. 2003. “What Does the Pentagon See in ‘Battle of Algiers’?.” New York Times. September 7, 2003. Accessed via Lexis/Nexis.

#### Graduate Student Readings:

- No additional readings.

*Midterm Review Guide discussed.*

*Paper assignment 2 distributed.*

### **Class Seven – October 18<sup>th</sup>: In class Midterm Exam.**

- No readings assigned, midterm exam.

### **Class Eight – October 25<sup>th</sup>. Cases: Russia and China.**

#### Readings:

- Art and Richardson (2007). Chapter 12 “Russia and Chechnya” by Audrey Cronin.
- Kan, Shirley. “U.S.-China Counterterrorism Cooperation: Issues for U.S. Policy” US Congressional Research Service <<http://www.fas.org/sgp/crs/terror/RL33001.pdf>>

#### Graduate Student Readings:

- Guild, Elspeth. “Inside Out or Outside In? Examining Human Rights in Situations of Armed Conflict.” *International Community Law Review*, Apr2007, Vol. 9 Issue 1, p33-58, 26p; available via EBSCO.

*Midterm exam returned.*

### **Class Nine – November 1<sup>st</sup>: Cases: Peru and Colombia.**

#### Readings:

- Art and Richardson (2007). Chapters 7 and 8 “Terror in the name of Mao”, “Colombia and the FARC.”

#### Graduate Student Readings:

- Landman Chapter 7.

**Due: Paper assignment 2.**

### **Class Ten – November 8<sup>th</sup>: Israel and Turkey.**

#### Readings:

- Art and Richardson (2007). Chapters 10 and 11 “Israel and Lebanese Hizballah” and “Turkey and the PKK.”

#### Graduate Student Readings:

- Klawitter, Simone. "Water as a Human Right: The Understanding of Water Rights in Palestine." *International Journal of Water Resources Development*, Jun2007, Vol. 23 Issue 2, p303-327; available via EBSCO.

*Paper assignment 3 distributed.*

**Class Eleven November 15<sup>th</sup>: Case – “Counterterrorist” Operations and Human Rights in Iraq and Afghanistan.**

Readings:

- Amnesty International. 2008. Annual Report on Human Rights in Iraq. <http://www.amnestyusa.org/annualreport.php?id=ar&yr=2008&c=IRQ> (accessed 08/30/2010).
- Amnesty International 2008. Annual Report on Human Rights in Afghanistan <http://www.amnestyusa.org/annualreport.php?id=ar&yr=2008&c=AFG> (accessed 08/30/2010).
- Human Rights Watch. 2008. The Human Cost: The Consequences of Insurgent Attacks in Afghanistan. Pages 1-25 <http://www.hrw.org/reports/2007/afghanistan0407/afghanistan0407web.pdf> (accessed 08/30/2010)
- News articles reflecting recent status of human rights assigned and distributed via course website.

Graduate Student Readings:

- Human Rights Watch. 2008. The Human Cost The Consequences of Insurgent Attacks in Afghanistan. Pages 1-25 and “Legal Analysis” and “Recommendations” pages 78-104 <http://www.hrw.org/reports/2007/afghanistan0407/afghanistan0407web.pdf>

**Due: Paper assignment 3.**

**No class November 22<sup>nd</sup> – Thanksgiving.**

**Class Twelve – November 29<sup>th</sup>: Global Surveillance and Policing**

Readings:

- Zureik and Salter vii-Chapters 1-3.

Graduate Student Readings:

- Zureik and Salter Chapter 4.

*Returned: Paper assignment 3.*

**Class Thirteen – December 6<sup>th</sup>: Future(s) of Counterterrorism and Human Rights.**

Readings:

- Art and Richardson (2007). Chapter 16 “Conclusion.”
- Tsang (2007). Chapter 13 “Setting Priorities in a World of Changing Threats” by Richard Aldrich.
- Zureick and Salter (2007). Chapter 14 “Freedom of Movement Inside ‘Fortress Europe’.”
- International Campaign Against Mass Surveillance (ICAMS). 2005. *The Emergence of a Global Infrastructure for Mass Registration and Surveillance*. April 9 (p. 1-20).
  - <<http://www.statewatch.org/news/2005/apr/icams-report.pdf>> (August 21, 2007)..

Graduate Student Readings:

- . International Campaign Against Mass Surveillance (ICAMS). 2005. *The Emergence of a Global Infrastructure for Mass Registration and Surveillance*. April 9 (read the

entire report). <<http://www.statewatch.org/news/2005/apr/icams-report.pdf>> (August 30, 2010).

**Due: Research Paper.**

***Final Exam Guide discussed.***

**Final Exam – December 13<sup>th</sup>, 6:00 - 8:30pm**

***Final Paper returned via e-mail, ideally before Final Exam.***

Grades submitted on-line and available via RU Access December 22<sup>nd</sup>, 2008 (early evening).