

**The Ohio State University
General Education Curriculum (GEC)
Request for Course Approval Summary Sheet**

1. Academic Unit(s) Submitting Request

COMMUNICATION

2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)

COMM 597.01 Media and Terrorism

3. GEC areas(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

Category 8, Issues of the Contemporary World. Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course.

4. Attach:

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

5. Proposed Effective Date Summer 2006

6. If your unit has faculty members on any of the regional campuses, have they been consulted? Yes

7. Select the appropriate descriptor for this GEC request:

Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to ascurofc@osu.edu.

9. Approval Signatures

Cell [Signature] 05-03-06
Academic Unit Date

College Office/College Curriculum Committee Date

Colleges of the Arts and Sciences Committee on Curriculum and Instruction Date

Office of Academic Affairs Date

How does the course proposed meet the general principles of the model curriculum and the specific goals of the category for which it is being proposed?

Category 8, Issues of the Contemporary World. Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course.

The proposed COMM 597.01, "Media and Terrorism" is designed to meet a growing demand among Ohio State students for courses that address important contemporary world issues, trends, events, and developments. This type of academic course is often grouped under the rubric of "globalization," a term that describes the convergence of technology, systems, science, economics, and commerce worldwide, and how this convergence affects political systems, diplomacy, social organization, and even the quality of daily life. Mass communication, as a social/cultural and commercial institution, influences all of the aforementioned aspects of convergence because it plays an important role not only in the near instantaneous transmission of news of events worldwide, but also in the transmission of commercial, economic, political, scientific, and cultural information on a global scale. Because of the rapid exchange of information through the media and other information systems, political turmoil in one part of the world affects the confidence of stock traders in markets in other parts of the world on the same day. The stability or weakness of one nation's monetary system influences valuations of currency in other monetary systems. And, the future prospects of candidates for public office in countries such as Spain or the United States, may be more affected by events and issues thousands of miles away than by events taking place at home.

In the modern world mass communication is often the common denominator in cross-cultural and multinational issues. In fact, in its modern usage, "mass communication" is, by definition, cross-cultural and multinational, i.e., a system of linked technologies that is unbounded by national borders or language barriers.

The study of mass communication as a scholarly discipline is, by nature, interdisciplinary. Scholars of communication bring the expertise of various older academic disciplines to their study of communication at the interpersonal and mass society levels. Among the fields of study which have influenced, and continue to influence, the study of communication are: political science, sociology, psychology, culture, anthropology, economics, history, literature, and the arts. Therefore, the proposed course would be appealing to students from an array of academic majors campus-wide and would afford the opportunity for those students to meet and exchange ideas with others from different academic backgrounds.

a) How does the course meet the requirements of the GEC?

We have addressed this question by examining how the course meets the four conditions outlined in the model curriculum document posted on the Arts and Sciences Curriculum website.

(1) The first requirement is that the course should address issues of the contemporary world.

A course that focuses on the portrayal of terror and terrorists in the media adequately meets this requirement.

(2) Worldwide significance and global interdependence is another condition that is emphasized in the capstone model curriculum.

Terrorism is an integral part of international news and discourse. It is a lens that reveals differences between cultures and worldviews. The media serve as a common denominator in these cross-cultural issues. In fact, in its modern usage, “mass communication” is, by definition, cross-cultural and multinational, i.e., a system of linked technologies that is unbounded by national borders or language barriers. It appears that an examination of the portrayal of terrorism in the mass media can serve as fertile ground to highlight social, economic and cultural contexts wherein a terrorist to some is seen as a martyr by others.

(3) Capstone courses should promote interaction among students

Given the current social and political climate, we believe that a course on media and terrorism would be of interest to students from various disciplines. To foster interaction among students, students will write three essays over the course of the quarter and competing ideas and common themes from these essays will be discussed in class. Also, different students will be identified as discussion leaders for each essay and they will be asked to lead an online discussion in Carmen by posting blogs. These online discussions will be pursued further in the classroom. By allocating 30% of the grade to class participation, which includes points for online postings and class discussion, students will be motivated to exchange ideas.

(4) What prerequisites will be specified for the course?

No prerequisites will be required.

(5) Capstone courses should have a writing or research component.

Students will research and write a 10-15 page term paper, formally footnoted and referenced, that is a case study and analysis of an actual terrorist incident, from the past or present, and the media treatment of it, or students may choose to write their paper on how media, such as film or TV portray terrorists and the ethnic group, ideology or religion the terrorists are associated with.

(6) Will class size be limited to 40 students?

Yes

b) Assessment Plan

Goals/Rationale:

Thematic upper-division course work, drawing upon multiple disciplines, enriches student's experiences of the contemporary world.

Objective 1. Students synthesize and apply knowledge from diverse disciplines to contemporary issues.

Implementation 1

Terrorism is a contemporary issue and the readings will expose students to multiple perspectives. The readings begin with a *historical* perspective with the book *Confronting Fear: A History of Terrorism*. The book by Reich and Laqueur, *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind*, would provide just the right mix of perspectives to follow up on the historical perspectives. Only after this rather broad inter-disciplinary introduction to terrorism will media be introduced into the mix. The two books on media, *Terrorism, War and Peace* and *Framing Terrorism: The News Media, the Government and the Public*, also make strong connections between terrorism, media, and political realities. In summary, the readings for the

course strong emphasize an interdisciplinary approach to a contemporary issue. The interdisciplinary approach will be further reinforced by drawing students from different majors.

Implementation 2

Students will be asked to write three short synthesis papers on terrorism that demonstrate application of knowledge from diverse disciplines.

Assessment

In addition to traditional grading criteria, each of the essays will be assessed on two 5-point scales (*1 = strongly disagree, 5 = strongly agree*).

This paper provides *multiple perspectives from diverse disciplines* on the relationship between media and terrorism.

This paper provides a *strong synthesis of multiple perspectives* on the topic of media and terrorism.

Objective 2. Students write about or conduct research on the contemporary world.

Implementation 1

Prior to class discussion, students will write short blogs in Carmen and engage in discussions. Incentives to write and post online are built into the class discussion points, which account for 30% of the grade.

Implementation 2

Students will research and write a 10-15 page term paper, formally footnoted and referenced, that is a case study and analysis of an actual terrorist incident, from the past or present, and the media treatment of it, or students may choose to write their paper on how media, such as film or TV portray terrorists and the ethnic group, ideology or religion the terrorists are associated with.

Assessment

In addition to traditional grading criteria, the final paper will be assessed on two 5-point scales (*1 = strongly disagree, 5 = strongly agree*).

This paper provides *multiple perspectives from diverse disciplines* on the relationship between media and terrorism.

This paper provides a *strong synthesis of multiple perspectives* on the topic of media and terrorism.

Summary Assessment from Student

At the end of the quarter, along with the SEIs, students will be asked to rate the course on the following two 5-point (*1 = strongly disagree, 5 = strongly agree*) scale items.

This class provided *multiple perspectives from diverse disciplines* on the relationship between media and terrorism.

This course provided a *strong synthesis of multiple perspectives* on the topic of media and terrorism.

Data Usage

Along with the grades, the six items will be entered into a spreadsheet and analyzed every quarter. Based on the feedback, appropriate adjustments will be made to the structure of the course to ensure that the course meets the objectives.