

Term Information

Effective Term Spring 2023
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Inclusion of COMM 3597.02 in the new GE theme area of Citizenship for a Diverse and Just World.

What is the rationale for the proposed change(s)?

Course aligns with the expected learning outcomes of this GE theme area.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Communication
Fiscal Unit/Academic Org	School Of Communication - D0744
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3597.02
Course Title	Media and Terrorism
Transcript Abbreviation	Media Terror
Course Description	Focuses on the portrayal of terrorism in the media and on how terrorists use the media to influence public opinion.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: Jr or Sr standing.

Exclusions

[Previous Value](#)

Not open to students with credit for 597.01.

Electronically Enforced

Yes

[Previous Value](#)

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

09.0102

Subsidy Level

Baccalaureate Course

Intended Rank

Junior, Senior

Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new); Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

General Education course:

Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new)
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Synthesize and apply knowledge from diverse disciplines in considering the portrayal of terrorism in news and entertainment media and its implications on public opinion
- Demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors
- Write about research related to media and terrorism

Content Topic List

- Overview of media and terrorism
 - Media sociology, censorship and news
 - International perspectives of terrorism
 - Martyrdom and media framing
 - Editorial cartoons and animation
 - Arab media and Muslim-Americans
 - Communication, government and public opinion
 - National identity and patriotism
 - American exceptionalism and religion
 - Fear, risk and threat
 - Entertainment and terrorism
 - Images of terror in photography and advertising
 - Blogging, internet and online communication
 - Media responsibility and conclusions
- No

Sought Concurrence

Attachments

- 3597_02_Syllabus_07_01_V2_FINAL.docx: Syllabus
(Syllabus. Owner: Ralph, Matthew)
- Regional campus GE memo.docx: Regional Campus Memo
(Memo of Understanding. Owner: Ralph, Matthew)
- Comm Curriculum Map UPDATED 2020.docx: Curriculum Map
(Other Supporting Documentation. Owner: Ralph, Matthew)
- 3597_02_GE Goals ELOs_07-01_V3_FINAL.docx: GE Course Submission Form
(Other Supporting Documentation. Owner: Ralph, Matthew)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ralph, Matthew	07/01/2022 10:01 AM	Submitted for Approval
Approved	Ralph, Matthew	07/01/2022 10:03 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2022 02:44 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/08/2022 02:44 PM	ASCCAO Approval



October 18, 2021

MEMO

TO: College of Arts and Sciences Curriculum Committee

FROM: Susan Kline, Undergraduate Program Committee Chair, School of
Communication

RE: COMM 3597.02 GE Theme Submission

Regarding the availability of this course for the OSU regional campuses, it is our understanding that the offering of this course by non-tenure-track faculty on the Ohio State regional campuses requires the approval of the home department.

The School of Communication would request that any regional campus wishing to offer this course first send their proposed course syllabus to the School Director for their review and comments prior to offering the class.

Sincerely,

Dr. Susan Kline
Associate Professor
Undergraduate Program Committee Chair
School of Communication

SYLLABUS: COMM 3597.02 MEDIA AND TERRORISM AUTUMN 2022

Instructor: Gerald Kosicki, Ph.D.

Email address: kosicki.1@osu.edu

Phone number: 614-354-2639

Office hours: On Zoom, Mondays, 9:15 to 10:15 a.m., and by appointment

Office location: 2038 Derby Hall.

[https://osu.zoom.us....\[to be provided\]](https://osu.zoom.us....[to be provided])

Class meetings: Tuesdays and Thursdays, 12:45pm – 2:05 p.m., Hitchcock Hall, Room 306.

Credit hours: 3

Preferred means of communication:

- My preferred method of communication for questions is email. Please use the normal, university (Outlook) mail to contact me, NOT the mail function built into Carmen.
- My class-wide communications will be sent through the Announcements tool in Carmen. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course description

This course will help you understand the problem of terrorism in our contemporary, increasingly global, world. Our approach is communication-based but we draw upon literature from many disciplines to help explain the key issues related to domestic and international terrorism, counterterrorism and issues of public communication that are relevant to public understanding of terrorism and terrorists. Terrorism is examined as a tactic used by people to press various grievances with governments. You will learn to differentiate terrorism from related concepts with which it is often confused, for example, guerilla war, insurgency, and interstate industrial war, as well as hybrid, asymmetric and unrestricted war. Like many complex social and political problems, terrorism is a matter that has been studied people trained in many disciplines. Terrorism a problem that is not going to be solved by one discipline. The course is grounded in the assumption that by reading materials generated by different disciplines, talking about the problem with classmates from varying backgrounds and perspectives, thinking about these experiences and writing your own ideas, you will hopefully come to a good understanding of the complex nature of the problem and the multidimensional solutions that are necessary to bring it under control. Students from many disciplines across campus are enrolled in our course. This course can be an important opportunity to examine scholarship from different perspectives and to

interact with students from different majors. You are expected to learn about the nature of terrorism, as well as learn about who are terrorists, what kinds of goals they pursue, and what are the best ways for societies and governments to combat terrorism.

The course begins [Weeks 1-3] with some basic definitions and distinctions. Terrorism is often confused with other related phenomenon such as guerilla war, insurgency, interstate industrial war, hybrid war, asymmetric war, small wars and unrestricted war. By the end of the course, you will be able to distinguish these phenomena from each other as well as explain why in domestic American politics all these different phenomena are often collapsed into “war on terrorism.”

Terrorism is a tactic usually aimed at collapsing governments. You will learn to identify the way this is pursued – often by prompting governments to over-react. Terrorists also try to disrupt communities and societies by causing economic hardship, attacking ordinary people to create fear in the population and causing them to demand increased security from their governments. It is difficult for governments to provide perfect security against committed foes like terrorists who operate in secrecy, exploit ethnic, class or religious differences, create chaos and fear, and blend into the society. You will learn to recognize these tactics as parts of the terrorists’ toolkit.

The next section [Weeks 4-6] will revisit the history of U.S. experience with wars in Iraq, Afghanistan and Syria, in which terrorism played a key part. Understanding the accurate history and context of these wars is vital in order to fully understand these conflicts and their impact on the U.S. economy, domestic politics and the status of U.S. global leadership. We will examine the costs of these conflicts along numerous dimensions, including deaths, injuries and both direct and indirect costs. Using our advanced weapons against low-level targets taught future opponents about our military’s vulnerabilities. Future possible adversaries have adapted themselves using successful strategies and tactics of irregular fighters. This section concludes with the consequences of war, including the impact of millions of refugees who were forced to flee their homeland during these wars.

We then initiate a two-week module (Weeks 7-8) on domestic terrorism, followed by a five-week module (Weeks 9-13) on communication, broadly defined, ranging from media and journalism to soft power, and including Russian “active measures” and even warfare conducted via internet communication (the Stuxnet worm) and the surveillance of communication and everyday life. Examining communication and journalism in a free society, we touch on understanding the tensions between media freedom and censorship when covering terrorism and related national security issues. There are many new forms of media and some terrorists have become very skilled in their use. How do groups like ISIS and al Qaeda use the internet and social media to recruit followers, motivate them, and try to justify their actions? Under what circumstances is it ever acceptable for governments or technology firms to censor terrorists’ communication on social media or on the internet generally?

Weeks 14 and 15 will constitute a module examining torture and other human rights abuses as an important part of the U.S. response in the 21st Century to terrorism. This includes several very controversial remedies for terrorism – rendition, torture, and dragnet surveillance of populations. Some argue that these phenomena negatively affects democracy itself. Part of this module examines the portrayals of terrorists and counter-

terrorism in popular entertainment. Here we also examine the activities of various leading global Human Rights organizations, and how the U.S. made the turn to terrorism in the days after September 11, 2001.

The course concludes (Week 16) with research that examines historical data on how terrorist campaigns end in one of six ways. Terrorism is a tactic taken up by various actors motivated by novel grievances and making themselves known through various actions to seek attention. The unit shows clearly that all terrorism campaigns end, but the social problems and ambitions pursued by violent extremists may be ongoing unless fundamental issues of equity and grievances can be addressed effectively.

Course learning goals and outcomes

This course has been approved as meeting requirements for General Education courses on the theme of Citizenship for a Just and Diverse World. This section describes the Goals and Expected Learning Outcomes.

GE Requirements:

Citizenship for a Just and Diverse World: Goals and Expected Learning Outcomes

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level.

1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

The anticipated learning outcomes will include the following:

- A. The students will reach a higher level of cognitive competency in understanding about terrorism, domestic and international, and related issues.
- B. The students will have increased cultural sensitivity and literacy, as well as increased understanding, tolerance, and respect for peoples and cultures different from their own.
- C. Students will become better informed and engaged, and more responsible citizens of American society and the greater international communities to promote peace and civility.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

The anticipated learning outcomes will include the following:

D. Students will demonstrate a better understanding of the concept of citizenship and application to their personal lives through the 4 scaffolded and purposefully sequenced essay assignments. Specifically, The first essay assignment will enable students to demonstrate their new understanding and ability to identify the problem, i.e., terrorism, its relevant history, perspectives, information, and uncertainties. The second essay assignment will enable the students to personalize and articulate their own way to control their personal biases, to identify and analyze the alternatives, and to explore and examine different viewpoints. The third essay assignment will enable the students to demonstrate their ability to identify important issues, risks, clarifying values used to judge across alternatives, and ability to establish a personal plan for communication and implementation. The fourth essay assignment will enable students to demonstrate their new learning and ability to review and analyze the limitations of the proposed solutions, to develop working strategies for generating new knowledge, and to commit to and be engaged in life-long learning.

2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

The anticipated learning outcomes will include the following:

D. The students will be able to use the 4-step better-thinking approach (by CL Lynch and SK Wolcott) they have experienced in the class to apply to the real-world issues and challenges, including the ongoing domestic and international terrorism, as well as inter-racial and inter-cultural biases and conflicts. They will be able to do the following in dealing with those challenges and difficult situations in their personal lives:

Step 1: Identify the problem, find relevant information, and resolve uncertainties

Step 2: Explore interpretations and connections and how one's responses may be affected by personal bias and financial or ideological commitments

Step 3: Identify alternative solutions and effectively communicate conclusions

Step 4: Integrate, monitor, and refine strategies for re-addressing the problem as required if proposed solutions don't work or the problem changes

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

The anticipated learning outcomes will include the following:

- E. Through the purposefully structured class activities, writing assignments, and group exercises, including the Media Diary assignment, the students will develop the skills to critically review and examine their own behaviors and conduct as community members and dutiful citizens, and use these insights to structure their involvement in civic duties and public affairs generally.
 - F. The students will demonstrate a better understanding of the importance of keeping well informed by trusted media on current events, finding and using useful contextual and background information. Students will understand that immediacy is an important news value that is prioritized by social media. But a lesson of the course will be that the ability to reframe this is useful. Students will also become aware that information speed also comes with dangers of being wrong, lacking context and background, and the risks of being ill-informed.
3. Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.

3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities. Thinking through the complex reasons that motivate terrorism, students will practice formulating solutions and criteria for choosing them.

The anticipated learning outcomes will include the following:

- G. The students will develop cultural awareness and competency in examining, critiquing, and evaluating various expressions and implications of diversity, equity, inclusion, and exploring a variety of lived experiences. This involves seeing diversity as a strength in counter-terrorism.
- H. The students will have a much better appreciation of American society as a complex, multi-cultural society, in which people with diverse cultural backgrounds, speaking different languages, and holding different cultural values live in the same communities to form a uniquely American culture and society, and demonstrate the ability to value and cherish this unique culture. Students will also understand the damage that violence does to the public perceptions of marginalized groups. Violence is an accelerant for groups and grievances that embrace it. They become widely known quickly, but this has devastating consequences for long-term success and public acceptance.
- I. The students will become more keenly aware of their own biases and prejudice against other cultures and peoples, as well as their roles and responsibilities as dutiful citizens of the U.S. and in the world. They will learn clearly about fundamental human rights and how torture violates them and is counter-productive. Violating human rights causes many reputational problems that may be irreparable.

- J. The students will have a much better understanding that all citizens have some responsibilities for staying informed about events and issues, and participating in effective, respectful discussions based on relevant and validated information; and that it is vital to citizenship, especially when dealing with controversial matters. Democratic society is about confronting differences of opinion with logic and facts. Lying and reality distortion are profoundly anti-democratic.

3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

The anticipated learning outcomes will include the following:

- J. Students will become familiar with the appropriate ways to obtain information on the present-day local, national, and international affairs. This includes understanding the limitations of social media and other user generated content found online and the power of professionally written and edited material by organizations with national and global reach. Students will understand that to fully participate as citizens and to advocate effectively for their preferred policies, they need to be well informed and be able to state their preferences clearly and concisely.
 - K. The students will be able to communicate clearly with others their evidence- and literature-based perspectives regarding terrorism and other social/cultural issues, including communicating with friends and family members. Students are encouraged to discuss facts and conclusions of the course with friends and family. Anticipating objections and learning to communicate effectively to overcome them is an important life skill.
 - L. The students will be able to increase their understanding and awareness of how a culture shapes individual citizens' values and beliefs, as well as their own perceptions, biases and behaviors. Students will improve their understanding of how and why some people may be more likely than others to be misled by charismatic leaders. Understanding how radicalization occurs may be an important antidote for the problem of self-radicalization. Given that many radicals are recruited by family or friends, it's important to know how to resist.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.

The anticipated learning outcomes will include the following:

K. The students will become much more keenly aware that living and working as a responsible citizen in a complex and diverse society requires considerable empathy for individuals and groups different from themselves; and the importance of cultural tolerance for differences and necessity to work for solutions to problems that do not unduly burden others. Discovering how refugees can lose everything in an instant through no fault of their own can help students identify with them. Seeing refugees as victims and relatable individuals makes them sympathetic and more as humans with rights.

4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

The anticipated learning outcomes will include the following:

M. By examining the use of surveillance and control systems as they are implemented in a democratic society like the U.S., and other forms of governance, students will develop the understanding that technology itself is neutral and can be used to develop and foster democratic society, equality, justice, and citizenship, respecting differences, or it can be used to destroy such systems and values. They will also come to understand that this depends on the values and power structures that control it and the purposes for which it is used.

Mode of delivery

This course will be presented in person with twice a week meetings at fixed times. Extensive use is made of Carmen for streaming films, completing assignments and tests, and maintaining reading materials. This class makes significant use of documentary films that require significant time outside of class. This deserves some reduced class time for those assignments. All quizzes and testing will be done on Carmen.

How this course works

This course meets as described above each week for the semester. Information relevant to the course will be delivered in multiple formats: lectures, discussions, readings, PowerPoint slides, and videos. All your exams, quizzes, and other assignments will be completed online, and all the teaching materials are provided online within Carmen.

Note that every effort has been made to create a syllabus that is as comprehensive and accurate as possible. But each class is a living entity and changes likely will arise. Please understand that occasionally it might be necessary to make small changes in the order in which we'll cover course subject material. In all instances as much advance written notice as possible will be given about changes.

Course materials

Required

Sandler, T. (2018). *Terrorism: What everyone needs to know*. New York: Oxford University Press. Note there is a Kindle edition of this book available from amazon.com at an ultra-low price that I recommend.

In addition to the required textbook (listed above), PDFs, internet links of selected class materials, links, and other useful content will be posted on Carmen for each class. Students are expected to complete all readings prior to class so that they will be prepared to discuss the material in class prepare for the post-class quiz each week. If any student is interested in diving deeper into assigned or related topics, please contact me and I can suggest additional resources.

In order to contextualize and fully appreciate the challenges that terrorism poses to our society I suggest that you should be an engaged, informed consumer of current news. I strongly suggest that you follow a respected, credible global news outlet such as The New York Times, Washington Post, or Smartphone apps such as Apple News for these and other media outlets are readily available and easy to navigate. Many of these apps have home sharing features, which means they can be used by multiple people in a household.

Note that an important part of the class involves media – news and entertainment that touches on the themes of our course. I will try hard throughout the semester to share with you examples of good quality media from highly reputable sources. If you have reservations about these sources, I'd suggest that you schedule some time with me so we can discuss your concerns. No sources of information are perfect, but high quality media have certain things in common -- highly trained and experienced writers and editors, resources that permit high-quality work to be performed, recognition by peers in the way of prestigious awards for high-quality journalism, and a willingness to admit errors and mistakes, and to correct them in a timely way. Propaganda media sources typically don't admit errors or correct them.

Grading and faculty response

Grading

Following are the point values and/or percentages for each assignment:

Assignments	Percentage
Brief autobiographical essay	1%
Relevant news story of the week [4@1% each]	4%
Scaffolded papers to demonstrate learning [4@10% each]	40%
Reading/Film Response Essay [2@5%]	10%
Post-class quizzes [4@5%]	20%
Media Diary	5%
Final Exam	20%
Total	100%

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within 2-3 days.

E-mail

I will reply to e-mails within 24 hours on school days but be sure to use the regular Ohio State University email system and your official name.number address. Do not use the email built into Carmen.

Assignments

Attendance and participation: This course includes readings, films and various PowerPoint decks as the primary course materials. PowerPoint slides will be made available in most cases before the class meeting and you should look through them before class. Typically we will discuss the slides and we will try to clear up any questions you might have about the material. This might involve some traditional lecturing as needed, but I would prefer to use the time for discussion and questions, assuming you have become familiar with the material. On the course schedule of readings and assignments, I have indicated the ones to be completed by Tuesday (T) and Thursday (R).

Note that attendance is required at all class sessions. During most weeks of the semester, you will have some assignment to complete before the end of the week. The specific format of these will vary from week to week, but most typically will involve writing a brief essay or answering a few objective or short-answer questions. You will have a few days following the final class of the week to complete assignment, but it must be completed during this time period. All such papers will be due no later than the following Monday at 11:59pm.

You will need to participate actively in order to get maximum benefit from the course. Evidence clearly shows that students who attend class regularly and engage in discussion learn more and generally do better in the class. This means you will need to come to the class, stay for the entire period, and be prepared for it by reading the assigned materials in advance. Please make an effort to be on time for the class. Let me know in advance if you are going to be absent.

Four Scaffolded Papers

Over the course of the semester you will write four papers that demonstrate your growing awareness and understanding of a problem in international or domestic terrorism and analyze a specific aspect of the problem and suggest relevant solutions: 1) Defining and identifying the problem, relevant history, and uncertainties; 2) The second will deal with controlling understanding one's own biases with respect to the problem and exploration of

different viewpoints on the issue; 3) The third paper will discuss solutions to the problem addressing the values involved, propose a solution to the problem, address the values used in making the decision, and discussing a plan for communication and implementation of the decision. 4) The final paper will anticipate any limitations of the solution chosen in part 3, and to for making any modifications to the plan over time in case the problem needs to be re-addressed in the future in light of experience.

Specific guidelines and some sample topics related to course content will be presented in the second week of the course. When the drop box for the papers is posted, it will contain guidelines each of these papers along with a rubric for the grading of each one.

Finding Relevant News

Students should get into the habit of looking for relevant news stories that relate to one or more of the topics of each week's class. A link or copy of the material can be uploaded to a drop box along with a brief document along with a sentence or two about its relevance and merit. Students will upload at least four of these to obtain the full credit over the course of the semester.

Four Post-class Quizzes

After four classes you will complete a post-class quiz. These will have a varied format but most typically will require you to answer a few brief objective questions or possibly write a few selected conclusions about the material. It's possible that I may combine these essays with a few brief objective questions and answers (multiple choice, or T/F format questions). These will be due by Monday night at 11:59 pm most weeks. Check the module for the exact deadline, but I will try to keep these consistent throughout the semester. These low-stakes quizzes are meant to provide incentives to keep up with class material and review and consolidate the material after each week's instruction is concluded. The quizzes must be completed in one sitting, but are not timed.

Two Reading/Film Response Essays

We have a number of documentary films assigned for the class this semester. You will pick two and write a detailed paper about each and its relationship to the readings assigned that week, if any. The idea here is to think about the main points of the film and the readings and to discover a cross-cutting theme that relates to the material. Say what that theme is, and then discuss it, providing examples from the readings. The goal of these essays is to demonstrate your knowledge and understanding of the films and their context. These papers should be about one page, roughly 500 words. Specific paper requirements will be available for each drop box along with specific grading rubrics that you should check very carefully.

Media Diary

To help you become more informed and more capable of following current events information high-quality news outlets, you will keep track of the media you consume for a typical day, answer a few questions, and write a reflection about your media habits and how they might be reinforced to help you better understand current events and useful context and background material that citizens should know about public affairs. The media material we consider in Week 9 should be helpful in your analysis of your media use habits.

Noe that ALL course material -- quizzes, papers, midterm and final exam -- will be turned in online to the appropriate drop box in order to be graded. The Number 1 class rule is that I cannot grade any paper sent to me via email or handed to me in person. Do not email papers to me. Only papers in the appropriate drop box can be graded. Note that the drop boxes will be set on timers to close at the deadline for the assignment.

Final Exam

The final exam will be an opportunity designed to encourage you to review and hopefully consolidate all the material of the class. The final exam will be in two sections: One will be a brief set of objective questions that will measure your learning about some of the most important points in the class. This must be completed in one sitting, but will not be timed. The second part will be an essay in which you will need to write between 700 and 850 words. A brief document with a prompt for your essay will be provided. A grading rubric will be provided for the essays.

Brief Autobiographical Essay

This one-page paper will be your opportunity to introduce yourself to your professor. Check the paper assignment on the Modules or the Assignments tab and be sure to look carefully at the rubric before completing the paper to make sure it conforms to all the requirements.

Late assignments

Each assignment, quiz or paper to be completed in this class will have some flexibility built into it to give you the chance to complete it when it is most convenient for you. But this flexibility has limits. Accordingly, please note that all post-class weekly quizzes must be completed during the designated days/times each week. Please note late papers will be flagged. This means that you must plan accordingly and get your work in well ahead of the published deadlines. The quizzes are meant to be timely, and relatively low stakes (5% each).

Generally speaking, other work must be completed during the designated intervals. There is no extra credit work for completing research studies in the C-rep subject pool or via any other arrangement.

Grading scale

93–100: A	80–82.9: B-	67 –69.9: D+
90–92.9: A-	77–79.9: C+	60 –66.9: D
87–89.9: B+	73–76.9: C	Below 60: E
83–86.9: B	70 –72.9: C-	

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I cannot manually round up grades.

Attendance, participation, and discussions

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Student participation requirements

Because this is a hybrid course, the following is a summary of everyone's expected participation:

- Attending lectures:
Attend two weekly lectures and actively participate in discussions and activities
- Weekly assignments
Keep up with readings and assignments posted on Carmen.
- Office hours:
I am available to help you to learn, understand, and grow as individuals. Office hours are digital via Carmen Zoom.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- Citing your sources: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Carmen:
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
 - [Carmen accessibility](#)
- Carmen Zoom:
 - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
 - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.
 - [Carmen Zoom](#) help guide
- Common Academic and Commercial Streaming Services
- There are many commercial sources for streaming video in today's world, including Netflix, Amazon Prime Video channels. The assigned films will be available through streaming services at university libraries, such as Kanopy and Films on Demand. There may become available new films that I can recommend that can be streamed free or from other sources such as PBS or rented for a low price on commercial services.
- Turnitin:
 - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of

sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Other course policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Melissa Mayhan, at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

COVID-19 and Illness Policies

University COVID policies

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student illness or absence

If you are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings for sessions that will be conducted online, as well as slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the instructor is too ill to teach the course for a period of time, the School of Communication will make arrangements for the class to be covered. You will be notified via email from the School of Communication.

Academic integrity policy

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules;
- Violation of program regulations;
- Knowingly providing or receiving information during a course exam or program assignment;

- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies information for an academic assignment. It also includes instances where a student submits data or information (such as a term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor;
- Submitting plagiarized work for a course/program assignment;
- Serving as or asking another student to serve as a substitute while taking an exam.

Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Accessibility accommodations for students with disabilities

Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Course schedule (tentative)

See Carmen course module to locate each of these articles or videos.

Week and Dates	Week Overview	Assignments
1 8/23-25	<p>Instructor, course and syllabus introduction; Definitions of terrorism; How terrorism works.</p> <p>Sandler, Chapter 1, A primer on terrorism, pp. 1-23. [Tuesday]</p> <p>Hunter, R.E. (2012). Terrorism and war. The Oxford Handbook of War. pp. 1-16. [Thursday]</p> <p>The Spy Factory, Nova. https://fod-infobase-com.proxy.lib.ohio-state.edu/p_ViewVideo.aspx?xtid=151388 [Thursday]</p>	<p>Watch The Spy Factory before class on 8/25.</p> <p>Complete Week 1 Post-class Quiz by 8/29 at 11:59 p.m.</p> <p>Complete biographical essay by 9/1.</p>
2 8/30 - 9/1	<p>War among the people; Theories of unrestricted, hybrid and asymmetric warfare; Dragons and Snakes.</p> <p>Sandler, Chapter 6, Asymmetries and terrorism, pp. 93-111. [Tuesday]</p> <p>Puttre, M. (2020). Winning on the battlefield is not enough. Discourse Magazine, May 13. [Tuesday]</p> <p>Kilcullen, D. (2020). Liminal maneuver and conceptual envelopment: Russian and Chinese non-conventional responses to Western military dominance since 1991. University of New South Wales, Canberra. [Thursday]</p>	

3 9/6-8	<p>Causes of terrorism, and Accidental Guerilla Syndrome. Process of political radicalization and terrorist recruitment. Sandler, Chapter 2, Causes of terrorism, pp. 24-45. [Tuesday]</p> <p>Sandler, Chapter 3, Role of terrorist groups, pp. 46-69. [Tuesday]</p> <p>Violent extremism in America: Can it be stopped? RAND Corp. Video, about 3.3 minutes. [Tuesday]</p> <p>McCauley, C. & Moskalenko, S. (2008). Mechanisms of political radicalization: Pathways toward terrorism. <i>Terrorism and Political Violence</i>, 20,3, 414-433. [Thursday]</p> <p>Bennhold, K. (2015). Jihad and girl power: How ISIS lured three London girls. <i>New York Times</i>, August 17. [Thursday]</p> <p>McCauley, C. & Moskalenko, S. (2017). Understanding political radicalization: The Two-Pyramids Model. <i>American Psychologist</i>, 72, 3, 205-217. [Thursday]</p>	Complete Post-class quiz Week 3 by 9/12 at 11:59 p.m.
4 9/13-15	<p>Understanding the Iraq War, 1989-present; ISIS and the Syrian Civil War.</p> <p>Wood, G. (2019). ISIS is like a chronic disease: It can be managed, but never really cured. <i>New York Times</i>, March 25. [Tuesday]</p> <p>Iraq War History TBA [Thursday]</p> <p><u>[Note: Tuesday=T and Thursday=R hereafter in the syllabus.]</u></p>	
5 9/20-23	<p>Understanding the Long War in Afghanistan: Four decades of war. Understanding Bin Laden and al-Qaeda</p> <p>The U.S. war in Afghanistan: 1999-2021. Council on Foreign Relations. https://www.cfr.org/timeline/us-war-afghanistan [T]</p> <p>Coll, S. & Entous, A. (2021). The secret history of the US diplomatic failure in Afghanistan. <i>New Yorker</i>, Dec. 10. [T]</p> <p>Rubin, A.J. (2021). Did the war in Afghanistan have to happen? <i>New York Times</i>. August 26. [R]</p> <p>Filkins, D. (2021). The last exit from Afghanistan. <i>New Yorker</i>, March 1. [R]</p>	
6 9/27-28	<p>Consequences of War: Injury, Death, Refugees and Financial and Reputational Costs.</p> <p>Sandler, Chapter 6, Economic consequences of terrorism, pp. 112-132. [T]</p>	Complete Film Response Essay by 10/3 at 11:59 p.m.

	<p>McCoy, A.W. (2018). Micro-militarism and decline of democracy. <i>The Progressive</i>. June 13. [T]</p> <p>McCoy, A. (2019). The end of our world order is imminent. <i>The Nation</i>. Feb. 28. [T]</p> <p>Landmines in Afghanistan Article TBA [T]</p> <p>Frontline (2018). Exodus: The Journey Continues. University Library resource. [R]</p> <p>No class 9/28. Watch film and complete written assignment.</p>	
7 10/4-6	<p>US history of domestic terrorism.</p> <p>Parker, C. (2018). The radical right in the United States of America. <i>Oxford Handbook of the Radical Right</i>, pp. 1-23. [T]</p> <p>Bail, C. The Fringe Effect: Civil Society Organizations and the Evolution of Media Discourse about Islam since the September 11th Attacks. <i>American Sociological Review</i>, 77(6) 855-879.</p> <p>Haberman, C. (2015). Memories of Waco siege continue to fuel far-right groups. <i>New York Times</i>, July 12. [T]</p> <p>Alter, A. (2021). How the Turner Diaries incites white supremacists. Jan. 12. <i>New York Times</i>. [T]</p> <p>Peltier, E. & Kulish, N. (2019). A racist book's malign and lingering influence. <i>New York Times</i>, Nov. 22. [T]</p> <p>Kulish, N. & McIntire, M. (2019). Why an heiress spent her fortune trying to keep immigrants out. <i>New York Times</i>. Aug. 14. [T]</p> <p>Required: If a Tree Falls.... Available through OSU Libraries, Films on Demand. Film as a finalist for the Documentary Film Academy Award. [R]</p>	Complete Scaffolded Paper #1 by 10/17 at 11:59 p.m.
8 10/11	<p>Lone-wolfs and leaderless resistance. Domestic anti-government terrorism.</p> <p>Watch: Frontline: America After 9/11, University Libraries. [T]</p> <p>NO CLASS October 13-14. Autumn Break.</p>	Paper/Film Response Paper #2 due 10/12.
9 10/18-20	<p>Changing nature of media and their response to crises.</p> <p>Winkler, C. (2017). Media responsiveness in times of crisis. <i>Oxford Handbook of Political Communication</i>. pp. 1-17. [T]</p> <p>Ellinas, A.A. (2018). Media and the radical right. <i>Oxford Handbook of the Radical Right</i>, pp. 1-20. [T]</p>	Turn in personal Media Dairy reflection by 10/24 at 11:59 p.m.

	<p>Ohlheiser, A. (2018). Algorithms are one reason a conspiracy theory goes viral. Another reason might be you. Washington Post. February 22. [R]</p> <p>Aral, S. (2018). How lies spread online. New York Times. March 8. [R]</p> <p>Manjoo, F. (2018). For two months, I got my news from print newspapers. Here's what I learned. The New York Times. March 7. [R]</p> <p>Archetti, C. (2015). Terrorism, communication and new media: Explaining radicalism in the digital age. Perspectives on Terrorism, 9, 1, 49-59. [R]</p>	
10 10/25 -27	<p>Media and censorship: The Pentagon Papers case and its enduring relevance.</p> <p>Watch: The Post (2017). This is the story of the Pentagon Papers case told from the point of view of the Washington Post. Available on various commercial streaming services TBA. [T]</p> <p>No class 10/27 due to film and paper.</p>	Second scaffolded paper due 11/2 at 11:59 p.m.
11 11/1-3	<p>Privacy and surveillance in democratic and nondemocratic societies, information technology.</p> <p>Lepore, J. (2013). Annals of Surveillance: The Prism: Privacy in an age of publicity. New Yorker, June 24. [R]</p> <p>Millward, J. A. (2018). What it's like to live in a surveillance state. New York Times, Feb. 3. [R]</p> <p>Buckley, C. (2018). China is detaining Muslims in vast numbers. The goal: Transformation. New York Times, Sept. 8. [R]</p> <p>Poitras, L. The program. The story of William Binney, longtime NSA employee. NYT Films. (See module for link.)[R]</p>	
12 11/8-10	<p>Counter-terrorism tactics: Soft power and public diplomacy; Winning hearts and minds with communication and persuasion; Benefits and limits of drone warfare.</p> <p>Nye, J.S. Jr. (2009). Get smart: Combining hard and soft power. Foreign Affairs, July/August, pp. 1-4. [T]</p> <p>Watch: Nye, J. (2010). Global power shifts. TedTalk http://www.ted.com/talks/joseph_nye_on_global_power_shifts [R]</p>	Complete Week 12 post-class quiz by 11/14 at 11:59 p.m.

	<p>Sandler, Chapter 4, Effectiveness of counterterrorism, pp. 70-92. [T]</p> <p>Koumpilova, M. (2016). How Denmark is trying to subvert the call to terror. Minneapolis Star Tribune. [R]</p> <p>Schmidt, E. (2014). US is trying to counter ISIS' efforts to lure alienated young Muslims. New York Times. Oct. 4. [R]</p>	
13 11/15 -17	<p>Cyberwar and weaponized disclosure of information.</p> <p>Gibney, A. (2016). Zero Days. Magnolia films. This film explains the Stuxnet computer virus and its deployment against an Iranian nuclear enrichment plant, including coherent explanations of the various technologies built into it to evade detection. https://library.ohio-state.edu/record=b8730425 [T]</p> <p>Abrams, S. (2016). Beyond Propaganda: Soviet active measures in Putin's Russia. Connections: The Quarterly Journal, 15, 1, 5-31. [T]</p> <p>Chivvis, C.S. (2017). Understanding Russian "hybrid warfare" and what can be done about it. Testimony presented before the House Armed Services Committee, March 22. [T]</p> <p>No class 11/17. Film and paper.</p>	Complete third scaffolded paper by 11/22 at 11:59 p.m.
14 11/22	<p>Counter-terrorism tactics: Torture and domestic and international law.</p> <p>Watch: Cheney's Law. Frontline. (2007). [https://www.pbs.org/wgbh/pages/frontline/cheney/view/ [T]</p> <p>Johnson, D. A., More, A., & Schmidt, A. (2016). The strategic costs of torture. How "enhanced interrogation" hurt America. Foreign Affairs. [T]</p> <p>Mayer, J. (2005). Outsourcing torture: The secret history of torture: The secret history of America's "extraordinary rendition" program. The New Yorker, February 14, 2005. http://www.newyorker.com/magazine/2005/02/14/outsourcing-torture [T]</p> <p>Filkins, D. (2015). How did Abu Zubaydah lose his eye? The New Yorker. [T]</p> <p>Schmidt, A. +& Sikkink, K. (2018) Partners in crime: An empirical evaluation of the CIA rendition, detention and interrogation program. Perspectives on Politics, 16, 4, 1014-1033. [R]</p> <p>Recommended: Hersh, S.M. (2004). Torture at Abu Ghraib. The New Yorker, May 10, 2004.</p>	Complete Post-class Quiz #4 by 11/28 at 11:59 p.m.

	http://www.newyorker.com/magazine/2004/05/10/torture-at-abu-ghraib [R]	
15 11/29 -12/1	<p>Torture, entertainment media, and reality.</p> <p>Bufacchi, V. & Arrigo, J. M. (2006). Torture, terrorism and the state: A refutation of the ticking time bomb argument. <i>Journal of Applied Philosophy</i>, 23,3, 355-376. [T]</p> <p>Human Rights First. (ND). Interrogators agree: Torture is counterproductive. (See Carmen Module for video link.) [T]</p> <p>Human Rights First. (2009). Primetime Torture Project: An ad for torture. (See Carmen Module for video link.) [T]</p> <p>Tobar, H. (2019). Hollywood's obsession with cartels. <i>New York Times</i>. Jan. 5. [T]</p> <p>Mayer, J. (2007). Whatever it takes: The politics of the man behind 24. <i>New Yorker</i>. Feb. 19. [T]</p>	Complete fourth scaffolded paper by 12/5 at 11:59p.m.
16 12/6	<p>How does terrorism end?</p> <p>Sandler, Chapter 7, The future of terrorism, pp. 133-150. [R]</p> <p>Readings TBA</p>	<p>Final take-home exam will be made available online after the last class.</p> <p>Please complete your online SEI (instructor evaluation).</p>
	Final Exam due date: Friday, Dec. 9, 2022, 9:45 a.m.	NOTE: All final exams (both parts) must be turned into Carmen no later than the date and time indicated, which is set by the registrar.

**SCHOOL OF COMMUNICATION - GE THEME COURSE APPLICATION
June 2022**

THEME: Citizenship for a Just and Diverse World

COURSE: Communication 3597.02: Media and Terrorism

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Comm 3597.02: Media and Terrorism, has been taught as a GE course for years in the category of Cross-Disciplinary Seminar and GE Diversity: Global Studies. The focal theme of this course is to help students, regardless of their majors, learn and develop a better understanding about the concept of terrorism, domestic and international, in contemporary societies, and the roles media play in influencing the general public’s knowledge and opinions about terrorism and related issues. The overall learning goals and objectives of this course are to enable students to become better informed and engaged, and more responsible citizens of American society and international communities, and to actively participate in civic activities and duties (e.g., jury duty, special task forces, voting, volunteering, providing education and training, supporting counterterrorism initiatives, prevention of radicalization of self and others, and participating in local community watch programs, e.g., “See Something, Say Something”).

The course reference materials include lectures and selected readings (available on Carmen as PDF documents) and multi-media reviews (e.g., videos, films, and web-based reference materials), which will provide up-to-date and classic scholarly studies and publications on terrorism and related issues. Students will have regular quizzes to assess their essential learning. An advanced level of learning and analysis will be achieved through weekly participation of classroom discussions, including break-out small group discussions and large-group reporting, and 4 special scaffolded essay assignments. In completing these exercises, the students will be required to synthesize information from lectures and reading materials, referencing/citing at least one peer-reviewed source and at least one validated newspaper source (e.g., *New York Times*, *Washington Post*, *Wall Street Journal*, and/or *Columbus Dispatch*) they have been provided with or have found outside of class materials. These activities/ assignments will enable students to demonstrate their levels of understanding the concepts presented in lectures, and their ability to apply those concepts to the real-world situations in the United States and around the world. The course also strives to enable the students to identify and incorporate additional, relevant information they’ve obtained from the course

reading materials and/or scholarly reference materials from outside the class, to synthesize all the information available to *form* an evidence-based sound judgment and to function as well-informed and engaged citizens in their participation in civic engagements.

ELO1.1 Engage in critical and logical thinking about the topic or idea of the theme.

This course is organized as a series of weekly themes/special topic presentations in the form of interactive lectures, including use of assigned readings and literature reviews, PowerPoint presentations, videos/films, multi-media, and internet references. Students will be actively engaged in information processing and in-depth discussions of those weekly themes and special topics. Students will also participate in small break-out group discussions and large-group reporting of small-group discussion outcomes on various topics related to the course theme, and their new perspectives as the result of their learning in this course. As a result, the students will have increased cultural sensitivity and literacy, as well as increased understanding, tolerance, and respect for peoples and cultures different from their own. They will become better informed and engaged, and more responsible citizens of the American society and greater international communities to promote peace and civility.

To engage students in critical and logical thinking about the concept of terrorism and related issues, the course begins with introduction to research-based definitions and conceptualizations about terrorism through assigned readings of both classic and contemporary scholarly writings, followed by a systematic examination and analysis of social, economic, and political factors contributing to the rise or terrorism in the world and in the U.S. The class uses extensive examples of quality journalism and documentary film to help students make connections between the more abstract scholarly writing and contemporary issues that are current and relatable to students.

The course contents and topics are divided and carefully sequenced into 16 weekly special-topic lecture presentations and classroom discussions as follows:

Week 1: Definitions of terrorism and how terrorism works

Week 2: Theories of unrestricted, hybrid and asymmetric warfare

Week 3: Causes of terrorism, Accidental Guerilla Syndrome, and Process of political radicalization and terrorist recruitment

Week 4: Understanding the Iraq War, ISIS, and the Syrian Civil War

Week 5: Understanding the Long War in Afghanistan and Understanding Bin Laden and al-Qaeda

Week 6: Consequences of War: Injury, Death, Refugees and Financial and Reputational Costs

Week 7: US history of domestic terrorism

Week 8: Lone-wolfs and leaderless resistance: Understanding domestic anti-government terrorism

Week 9: Changing nature of media and their response to crises

Week 10: Media and censorship: The Pentagon Papers case and its enduring relevance

- Week 11:** Privacy and surveillance in democratic and nondemocratic societies, information technology
- Week 12:** Counter-terrorism tactics: Soft power and public diplomacy; Winning hearts and minds with communication and persuasion; and Benefits and limits of drone warfare
- Week 13:** Cyberwar and weaponized disclosure of information
- Week 14:** Counter-terrorism tactics: Torture and domestic and international law
- Week 15:** Torture, entertainment media, and reality
- Week 16:** How do terrorism campaigns end?

Lecture material will be organized into 10- to 15-minute segments and some will be recorded on video and made available for viewing before class. In these cases, class time will be devoted to answering questions and promoting discussion as well as pursuing the implications of the materials for policy. Students will be encouraged to submit questions in advance, which will be given priority. Questions during class time will also be accepted and answered. PowerPoint slides meant to accompany lectures will be provided to students (via Carmen) for their reference. This provides them with easy access to the course materials to promote self-learning, continuing information processing, and critical thinking.

A textbook, lecture presentations, as well as supplemental academic and journalistic readings and documentary films will be available electronically on Carmen and through the University Libraries. Together these reference materials will explain the background, context, and concepts related to the course theme, on which students are quizzed regularly throughout the semester.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Advanced levels of analysis in this course will be achieved by carefully sequenced interactive special-topic lectures and guided in-depth classroom discussions on the lecture contents, as well as by selective reading and writing assignments. Specifically, there will be four (4) specially-designed essay assignments throughout the course that will demonstrate students' learning and increasing ability to understand terrorism and related issues in significant and complex ways. The first essay assignment will deal with the students' new understanding and ability to identify the problem, i.e., terrorism, its relevant history, perspectives, information, and uncertainties related to terrorism (#1 essay due by Week 7). The second paper will deal with the students' learning on how to control their own biases, identification and analysis of alternatives, analysis of assumptions, and exploration of different viewpoints (#2 essay due by Week 10). The third paper will ask the students to identify the most important issues, risks, clarifying values used to judge across alternatives, and to establish a personal plan for communication and implementation (#3 essay due by Week 13). The fourth and final paper will ask the students to review and analyze the limitations of the proposed solutions, to develop

working strategies for generating new knowledge, and to commit to and be engaged in life-long learning (#4 essay due by Week 15). Rubrics will be devised for each of these assignments using criteria designed to measure students' development of skills in the problem-solving process, improving clarity and complexity of thought and understanding, as well displaying improved writing skills.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

To accomplish Goal 2, the teaching strategies to be used in students' learning process will include modeling and teaching students following critical-thinking steps/cycles suggested by Cindy Lynch and Susan Wolcott (Idea Paper #37). This will produce a series of scaffolded papers.

Step 1: Identify the problem, relevant information, and uncertainties (low cognitive complexity)

- A. Identify problem (i.e., international terrorism in the world and U.S. domestic terrorism) and acknowledge reasons for enduring uncertainty and absence of single "correct" solutions
- B. Identify relevant information and uncertainties embedded in the information

Step 2: Explore interpretations and connections (moderate cognitive complexity)

- C. Interpret information:
 1. Recognize and control for own biases regarding terrorism
 2. Articulate assumptions and reasoning associated with alternative points on terrorism and related issues
 3. Quantitatively interpret evidence from a variety of points of view
- D. Organize information in meaningful ways that encompass problem complexities

Step 3: Prioritize alternatives and communicate conclusions (high cognitive complexity)

- E. After thorough analysis, develop and use reasonable guidelines for prioritizing factors to consider and choose among solution options.
- F. Communicate appropriately for a given audience (e.g., friends and family members) and setting

Step 4: Integrate, monitor, and refine strategies for re-addressing the problem (highest cognitive complexity)

- G. Acknowledge and explain limitations of endorsed solution

- H. Integrate skills into on-going process for generating and using information to monitor strategies and make reasonable modifications

The 4-step approach will be applied to the weekly classroom activities, including the lectures, reviewing reference materials and small/large group discussions. The approach will also be applied to students' essay assignments, as specified previously. They will be asked to use and demonstrate these steps in their thought process and essay writing.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

To help students develop or enhance sense of self as a learner through reflection, self assessment, and creative work, building on prior experiences to respond to new and challenging contexts, one course assignment is to ask each student to keep their own personal Media Diary for a day as an exercise. The rationale for this course assignment is that one of the most challenging changes in contemporary American life is the reliance on social media as a primary means/source to inform oneself about public-affairs information and politics, which may or may not be the most trusted and reliable source for data gathering and decision making. The personal Media Diary assignment will ask students to record systematically their regular media use over a single day of their choosing, and then do a thoughtful self-reflection and self-analysis of this experience by answering a number of questions about the sources they rely on for getting the news, their ways of thinking about news, and potential limitations of their approach. This exercise will be completed after students have experienced some relevant lectures and read a series of essays about media use, and biases and media issues such as freedom and responsibilities of the press, at which time students will have some basis for comparisons of their choices with those of certain knowledgeable others and some systematic data from the RAND (2020) survey about news and democracy.

Course Assignment Description:

Media Diary

To help you become more informed and more capable of following current events information high-quality news outlets, you will keep track of the media you consume for a typical day, answer a number of questions, and write a thoughtful reflection about your media habits and how they might be reinforced to help you better understand current events and useful context and background material that citizens should know about public affairs. The media material we consider in Week 9 should be helpful in your analysis of your media use habits.

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

To help students learn how to explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship, the course provides a wide variety of scholarly references, multi-media content, and journalistic reporting that provide information on the present-day local, national, and international affairs related to the issue of terrorism, from cultural, political, economic, information technology, educational, and other perspectives. Students will be instructed and guided to complete course assignments that will help them reflect on their experiences and to heighten their awareness of the meaning of citizenship.

Assignment: Looking for relevant news that relates to the topic of the week

Rationale: All citizens have some responsibilities for being informed about events and issues, and participating in effective, respectful discussion as discussed earlier. This depends on having a relevant store of information, which is going to originate with news. It is vital to citizenship, and especially when dealing with controversial matters. Students will gain knowledge and experience in accessing, understanding and synthesizing high-quality, scholarly materials on the topic of terrorism. However, learning to use reputable journalism to understand some important aspects of public affairs is vital to the responsibilities of citizenship. Acquiring and practicing such skills are an important part of education as most people who no longer attend school are for the most part dependent on various media to learn about current events once they leave school.

Assignment: Students will be asked to monitor media they use with the goal of finding one piece of journalism that relates to the course themes each week and upload a link or a PDF of it, along with a brief sentence or two about how it is relevant to the week's materials in class. The best ones will be shared with the class. We will take some time to discuss their choices.

ELO1.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

To help students develop the knowledge, skills, and capacity to achieve intercultural competence as a global citizen, the course strives to help students increase cultural self-understanding and awareness of how culture shapes individual citizens' values and beliefs, as well as their own perceptions, biases and behaviors.

One dimension of the course is to help students develop cultural empathy through gaining understanding of people whose cultures are different from their own, and through practicing behaviors in ways that are culturally sensitive and appreciative in recognizing the perspectives of other cultural groups. Several movies have been selected for review and discussion in this class. Two sample assignments are provided below.

Sample Course Exercise #1:

Students will view a PBS Frontline produced Emmy Award-winning documentary film, *Exodus: The Journey Continues* on their own by streaming it from the University Library's collection or other sources. The film follows refugees displaced by their homes by war as they travel on their journey across the Middle East and into Europe seeking asylum. Producers of the film provided some of the migrants with camera phones and asked them to use the camera to film some of their experiences along the journey. Various bits of this video were combined with other material into the documentary. This is a required film for week 6, along with other pieces that explore various long-term consequences of war.

After the students have watched the film, they will write a brief paper that engages their reactions as well as addresses some questions:

- Q1. Define the words migrant, emigrant, immigrant and refugee. What are the similarities and differences among the words? Why are the words sometimes used interchangeably?
- Q2. Locate on Google Maps the nations referred to in the video – Gambia, Syria, Afghanistan, Turkey, Greece, Serbia, Croatia, Germany and the UK and compare the distances between the African or Middle Eastern countries and the European countries. How do these distances compare to more familiar distances in the United States?
- Q3. Thinking about the refugees that you saw, how were their circumstances similar? What have you learned about refugees from watching this video? What things surprised you the most? Would you recommend the film to your friends and family? Explain your answer and give reasons.

Sample in-class Exercise #2:

During the class, an Academy Award-nominated film, *If a Tree Falls...*, will be shown to the students. The film is about a group of radicals known as the Earth Liberation Front, and their campaign of domestic terrorism by arson against old-growth loggers and sawmills in the Pacific Northwest, against vehicle dealers specializing in SUVs and other crimes.

To drive home lessons learned from the film, students will be engaged in discussing in class the following seemingly simple but thought-provoking questions:

- Q1. Is Daniel McGowan a terrorist? Please provide the reasoning for your answer.
- Q2. How do you explain how the people featured in the movie *IF a Tree Falls....* as participants in ELF became radicalized?

Q3. Thinking about McCauley and Moskalenko's Two Pyramids Model, how might that be applied to the facts contained in the film? How might you respond to a relative or friend who saw the film and now talks loudly about how in his mind all people who recycle are at risk of becoming domestic terrorists?

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

To help students gain knowledge and develop competency in examining, critiquing, and evaluating various expressions and implications of diversity, equity, inclusion, and exploring a variety of lived experiences, the course content includes opportunity to critique nationalist political ideals in the US and around the world, which are typically built around ideas of nationhood imagined on a base of common culture, language and often race, as many countries/societies of the world have done. The class activities and exercises will specifically examine and analyze the American society as a multi-cultural society, in which people with diverse cultural backgrounds, speaking different languages, and holding different cultural values live in the same communities to form a uniquely American culture and society. The course activities will help students to develop a better understanding of the most common types of domestic terrorism in the U.S. in the past several decades, including hate groups and anti-government groups that the students have learned about. Through the exercise and self-reflections, the students will become more keenly aware of their own biases and prejudice against other cultures, as well as their citizen roles and responsibilities in the U.S. and in the world.

Sample Course Lecture/Discussion

Examination of the mainstreaming anti-Muslim hatred in the U.S. The course will introduce to the students research regarding the rise and mainstreaming of anti-Muslim hatred after the events of 9/11, and the "Fringe Effect" through specially assigned readings. The lectures and discussion will examine and analyze the role social media has played in bringing various disparate groups together, which can be for pro-social purposes, but can also be used for promoting hate and repression. The readings on this topic will be grouped together with other literature and social science research into ways white supremacy and anti-immigrant messages have been subsidized and promoted by fringe groups and pushed into mainstream political and social discourse. This material will be the subject of class discussion with questions distributed ahead of time.

Sample reading assignments:

Bail, C. The Fringe Effect: Civil Society Organizations and the Evolution of Media Discourse about Islam since the September 11th Attacks. *American Sociological Review*, 77(6) 855-879.

Alter, A. (2021). How the Turner Diaries incites white supremacists. Jan. 12. *New York Times*.

Peltier, E. & Kulish, N. (2019). A racist book's malign and lingering influence. *New York Times*, Nov. 22.

Kulish, N. & McIntire, M. (2019). Why an heiress spent her fortune trying to keep immigrants out. *New York Times*. Aug. 14.

In addition, one possible post-class quiz can be assigned to students as follows:

Check out the Southern Poverty Law Center map of the United States:

<https://www.splcenter.org/hate-map?year=2020>

Find Ohio on the map and use the buttons on the far left of the screen to see what you can learn about the groups operating there. Using the slider at the lower left, see if these groups have become more numerous and less numerous over time? What kinds of group are most common closest to where you live in Ohio? How does Ohio compare to its neighboring states and to the US as a whole? What have you learned as a result of this exercise?

ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

To help students develop the knowledge and skills in analyzing and critiquing the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change, this course has built in one special topic presentation and discussion exercise, i.e., communication technology's effects and contributing factors, e.g., who is using it and for what purposes. Specifically, the students will be guided to examine and analyze the use of surveillance system and counter-terrorism in the US and in the world. Discussion topics will include how internet and surveillance technology can be used to promote democratic communication and provide a measure of security and safety; and how it can also be used for unjustified surveillance and control of certain populations labeled as "terrorists."

The discussions will be paired with lectures in Week 11, with issues closer to home looking at the issue in a lecture that combines historical, literary and artistic treatments of surveillance using an assigned reading by historian Jill Lepore, *Privacy in the Age of Publicity*. Two brief NY Times films will be used, which are about excesses of dragnet surveillance in the years after 9/11 in the United States. These films, used previously in this class, are shown to be very effective at demonstrating what are threats to privacy from excessive surveillance.

Possible Essay Topics:

Specific readings from the syllabus that deal with Chinese population surveillance as a counter-terrorism measure includes Buckley (2018), China is detaining Muslims in vast numbers. The goal: Transformation. New York Times, September 8; Milward (2018) What it's like to live in a surveillance state. New York Times, Feb. 3; and Xiao (2022) China's surveillance state is growing. These documents reveal how. New York Times. June 21.

Following the discussion of the technology of these issues, we also consider issues in cyberwar--the practice of weaponization of computer and communication technologies. For this, a key text is the documentary film Zero Days that discusses the development and use of the Stuxnet virus. The film has excellent visuals that explain clearly how various technological exploits are combined to create devastating weapons of war from computer code. Students are assigned to watch the Zero Days film on their own streamed from the University Libraries through Carmen.

Possible Final Exam Essay:

The Stuxnet virus seemed to many experts to initiate a new era of warfare characterized by repeated attacks on critical computer systems, infrastructure, etc., in both the public and private sectors. These have been characterized as spying, cybercrimes, identity theft, intellectual property theft, and in other ways.

How serious is the threat of cyberwar-like hacks against our government agencies, medical centers, local city governments, political parties, leading media firms, businesses and universities? Are there concrete ways in which the United States political system has been damaged by cyber attacks, either domestically or from international actors? Who or what do you think is ultimately responsible for maintaining cyber security? If you were in charge of it, what things would you do, if anything, to defend individuals, companies, government agencies and others from such attacks? Why do you think those would work?

Another option would be this assignment:

Widespread surveillance of people has largely been associated with authoritarian regimes on both the extreme right and extreme left since the time predating the French Revolution of 1789 as King Louis XVI tried to hang on to power in the face of a growing population demand for a more democratic government. In the 20th Century, surveillance of domestic populations characterized the German Third Reich and the communist regimes under the USSR and in China. Widespread surveillance was authorized by President Bush on his own authority without congressional approval in the wake of 9/11 in the US. This was justified by officials as a necessary counter-terrorism initiative to protect populations. Others question whether such schemes are compatible with the norms of democratic government and the long-term survival of democratic society. Evaluate the pros and cons of a government having its people under surveillance.

Based on your study and understanding so far, do you think population surveillance can be compatible in the long run with a democratic society? What safeguards should be in place to protect people's privacy, if any? Explain your answer.