

Term Information

Effective Term Autumn 2024
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)
- 3597_02_Syllabus_FOR GE REVIEWERS.docx: Revised syllabus 2.2.24
(Syllabus. Owner: Jackson, Kylie M.)
- Letter to curriculum committee re_Comm 3597_02.docx: Cover letter addressing revisions
(Cover Letter. Owner: Jackson, Kylie M.)

Comments

- Please see Panel feedback e-mail sent on 09/30/22. *(by Cody, Emily Kathryn on 09/30/2022 02:40 PM)*

COURSE CHANGE REQUEST
3597.02 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/05/2024

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
Revision Requested	Cody, Emily Kathryn	09/30/2022 02:40 PM	ASCCAO Approval
Submitted	Jackson, Kylie M.	02/02/2024 08:36 AM	Submitted for Approval
Approved	Jackson, Kylie M.	02/02/2024 08:37 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/05/2024 11:55 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/05/2024 11:55 AM	ASCCAO Approval



February 1, 2024

Arts and Sciences Curriculum Committee

To the Committee:

Thank you for your review of my course, Communication 3597.02 Media and Terrorism for the Citizenship for a Diverse and Just World designation for the new GE. My understanding is that the committee did not vote on the course pending some requested changes. The notes I received indicated that the reviewing faculty were generally supportive of the course for the theme, but wanted to see the theme manifest more clearly throughout the proposal materials.

To address this important concern, I have modified the syllabus and added a number of new readings that focus on the nature of democracy and the roles/responsibilities of citizens. Here are some new readings, the rationale for each, and some key citations. I also try to explain how new materials connect to existing themes related to citizenship, social justice and diversity that have been represented in the class for years.

Citizenship Roles and Responsibilities and the Nature of Democracy

Ober (2008) has argued that the benefits of democracy includes making societies more capable of being competitive and successful compared to hierarchical rivals over because the costs of participatory political practices are overbalanced by superior returns to social cooperation. This cooperation produces advances in the creation and codification of useful knowledge and innovative practices. This kind of open society promotes learning-based social context that is reinforces democratic institutions and culture. It's important to highlight to opportunities and obligations of citizens in such societies.

Ober, J. (2008). *Democracy and Knowledge*. Princeton: Princeton University Press. Ch. 1, Introduction: Dispersed Knowledge and Public Action, pp. 1-38.

Democracy promotes innovation, information sharing, and prosperity by encouraging cooperative behavior and learning. These practices promote openness and reinforce democratic and social norms that are often built up through civil society institutions and associations. I will accompany this reading with another that provides an introduction to democracy itself drawing on the main themes from:

Robert Dahl (1998) *On Democracy*. New Haven, Yale University Press, Chapter 4, What is Democracy? Pp. 35-43.

I will lecture on these themes on the requirements for a democratic process: Effective participation, Voting equality, Enlightened understanding, Control of the agenda, and Inclusion of all adults. Dahl argues that these five criteria are essential for political equality. Feeling marginal or discriminated against is one pathway that can lead to violence that can be reduced through political reforms that promote inclusion.

Citizens also have social responsibilities to help preserve the democratic system. This occurs through taking steps to remain informed enough to discern one's personal interest but also to develop some empathy for people with different context and issues.

Haas, R. (2023). *The Bill of Obligations: The Ten Habits of Good Citizens*. New York: Penguin Press. Ch. 1, Be Informed, pp. 41-50, and Ch. X, Reject violence, pp. 87-94.

Personal Media Use and Goals of Being an Informed Citizen

The theme of citizenship in democracy, focusing on rights and responsibilities to be informed, is reinforced throughout the class within in a number of other topics such as a deep dive into their habitual choices of media rather than or in addition to social media. I try to encourage them to try the work of experienced professional writers and editors working in quality media outlets instead of the material created by user generated content and for-profit influencers who have their own, often unknown, agendas. Students are asked to keep a media diary for a day to keep track of their public affairs content. Part of the assignment is to say what media they use, where they access it, their reactions to it, and ideas about how they could improve. The diary assignment is set up with lectures about media roles and responsibilities, problems of social media, dangers of mis- and disinformation, and related items. The diary assignment is designed to ask students to become aware of their media habits, evaluate them in terms of being considered well-informed, and asking them to consider changes that might improve their understanding of current affairs and political issues in their communities.

Soft Power, Inclusiveness and Justice

We also approach these themes again in our module on Soft Power, the use of public diplomacy and other persuasive messaging to reinforce ideas of democracy, inclusiveness, and justice. One assignment I have used for that is to ask the students to read two news stories – one from Aarhus, Denmark and one from Columbus that focus on efforts to encourage young people in local Islamic communities associated with the Noor Mosque in Dublin to get engaged with community life and local organizations in an attempt to keep them from feeling isolated. After reading the material about soft power – several pieces by Joseph Nye of Harvard's Kennedy School of Government and a brief YouTube video of Professor Nye – ask them to compare and evaluate each community's activities.

Causes of Terrorism, Structural Barriers to Being an Informed Citizen

Related themes arise in our discussion of globalization as featured in existing portions of the current course: David Kilcullen's work *The Accidental Guerilla*. Kilcullen offers various explanations for the rise of 21st Century terrorism. He ties the various explanations to preferred counter-terrorism strategies. One issue he cites is our increasing globalized movement of ideas, people, consumer goods, and weapons of war around the world easily. Globalized media make everyone aware of the social and other inequities of the current economic system, for example, which can breed resentments. This does raise questions about justice and diversity. Globalized media via the internet implies a greater reliance on social media and user generated content and puts the production of high-quality video and graphics into many different hands, including major terrorist groups. These groups use internet access to communicate their grievances, unmet needs, ideologies, fundraising appeals, to global audiences with little friction. This is so because in a globalized media world, a great deal of content is unregulated and outside the reach of any government or even large media corporations. This has never happened before in world history. Some of the world's leading terrorist groups such as al-Qaeda and the Islamic State (ISIS) are models of lean, highly distributed, networked organizations that conduct a vast amount of their business online – providing information, recruiting, fundraising and other functions to audiences around the world. The rules and networks that facilitate the swift and efficient movement of people and consumer goods around the world also facilitates the movement of lethal arms, ammunition, high-intensity explosives, drones and other weapons of war. The same rules that facilitate sharing of educational materials, entertainment media and pro-democracy messages can also make it easier to share bomb-making information, computer hacking, and other tools of contemporary terrorism. These themes have been in the course for years.

Citizenship and Refugeehood: Planning for Refugees and Assisting Stateless Persons

All wars create refugees and it's vital for responsible governments to make adequate plans to care for such individuals and families. Without providing security and humanitarian assistance close to home, the problem can spread far beyond current battlefields. Wars in Afghanistan, Iraq and Syria have displaced millions of people who have dispersed throughout the region, burdening Jordan and other neighboring countries, but the problems are also felt acutely within almost every country in Europe and the UK.

The refugee problem raises serious questions about citizenship as discussed in this reading which I have recently added to the course:

Costello, C. (2017). On Refugeehood and Citizenship. In Ayelet Shachar (Ed.), et al., *The Oxford Handbook of Citizenship*, pp. 717-742.

Loss of citizenship is one of the most debilitating aspects of refugeehood. People who may have lost their documentation along with everything else often find it impossible to rebuild their lives or successfully transition to a new society willing to take them. Some enter a stateless existence in which it is impossible to return to their home societies and yet they are unable to settle in a new place. Costello broaches the impact of refugeehood as an intergenerational carrier of civic and social exclusion. These themes arise with the discussion of refugees, considering why people feel they must leave their homes, travel long distances to find a safer situation in a new country that they hope will be free from oppression and provide them with new opportunities to be successful. Proposed remedies include real innovations to benefit impacted populations in providing equal opportunities and solving political grievances with genuine reforms, not just persuasive messages.

To make these problems real to students, I pair the Costello reading with a famous episode of the long-running PBS documentary series, *Frontline*. The film is *Exodus: The Journey Continues* (2016). The innovative film follows a individuals and families on the harrowing journey from the Middle East to destinations in the EU. Some were issued smartphones by the producers and asked to use it to record photos and video from their experiences. People face all kinds of outcomes and challenges. Many students will describe this film as one of the most memorable experiences of the class. I have noticed that it does also help them bring new focus to the issues at the southern border of the United States and ask new questions about the enduring issues being confronted there. Students are asked to write one of three synthesizing essays in the class about their experience of watching the film, reading Costello's chapter, and other material on the problem of rebuilding communities that have suffered protracted war, especially when their communities have been surrounded by minefields and other dangerous Explosive Remains of War (ERW) as unexploded bombs, rockets and artillery shells are known. Consideration of refugees in the context of loss of citizenship helps focus on its meaning for those who might otherwise the idea for granted.

Torture as a Counterterrorism Tactic is Unjust

Enhanced interrogation tactics were introduced into the US "war on terrorism" and have remained controversial. The use of torture, extraordinary rendition and related ideas were exposed by courageous journalists and their organizations in the early 2000s, which helped expose the abuse and ultimately produced political pressure to end the practices. However, controversy continues over these "innovations" which are illegal under domestic U.S. law, as well as international law and various U.S. treaty obligations, including the Geneva Conventions and the United Nations Convention Against Torture. The recent U.S. experience of this contradicts hundreds of years of military practice from the orders of General George Washington to treat prisoners with dignity to President Lincoln's General Orders #100, which prohibited any use of cruelty towards prisoners during the Civil War. "Entertainment media" like the hit counter-terrorism program *24* and *Homeland*, among many others, are implicated in making torture seem effective and necessary.

I am using a variety of readings, films and materials to help make the case that torture is illegal, violates US treaty obligations, and is also ineffective, unjust and flies in the face of longstanding U.S. policy dating from the Revolutionary War, following recent scholarship by Elizabeth Grimm Arsenault.

Arsenault, E.G. (2017). *How the Gloves Came Off: Lawyers, Policy Makers, and Norms in the Debate on Torture*. New York: Columbia University Press. I will assign Ch. 2, History of POW Treatment in the United States, op. 31-56.

To drive the lessons home, I support this module of the class with a *Frontline* Film, *Cheney's Law*, a documentary that describes the development of the secret "torture memos," in the wake of the events of September 11, 2001.

Johnson, D.A., Mora, A., & Schmidt, A. (2016). The strategic cost of torture: How enhanced interrogation hurt America. *Foreign Affairs*.

From a social science perspective:

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.

Buffacci, V. & Arrigo, J.M. (2006). Torture, terrorism and the state. *Journal of Applied Philosophy*, 23, 3, 355-376.

To add human elements to the module, these are helpful pieces of journalism:

Filkins, D. (2015). How did Abu Zubaydah Lose His Eye? *The New Yorker*. June 19.

Tobar, H. (2019) Hollywood's obsession with cartels. *The New York Times*, January 5. This piece points to the dangers of ethnic stereotyping in "entertainment" villains, related to themes of justice and diversity.

I also use two very short videos by the anti-torture group Human Rights First:

Human Rights First (2009) *Torture is counterproductive*. YouTube. Interviews with experienced military and intelligence interrogators about how torture not only doesn't work, but prohibits the use of more sensitive and productive techniques that actually do work.

Human Rights First (2009). *Primetime Torture Project: An Ad for Torture*. YouTube. Criticizes the popular network TV show 24 for its portrayals of torture as a magic plot device that always advances the plot and never provides false information.

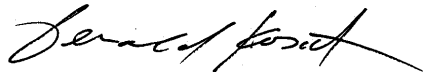
Students are asked to synthesize these disparate pieces into a coherent essay as their final major essay of the semester.

Taken together essay requirement to synthesize the assigned readings and films are designed to provide students with a wide range of academic and popular writing to help enhance their learning about citizenship, justice and diversity as well as providing exemplars of courageous behavior of honorable people in the government who pushed back against what they considered illegal efforts to introduce torture as an acceptable policy for U.S. personnel around the world. They worked within the system to effect legal change. It's an important lesson for students today.

I hope my explanations of the new course plan will be convincing that the course will continue to be a rigorous and meaningful part of OSU's General Education Curriculum as it has been for many years under the legacy criteria. I have made various changes to update the curriculum, modified the assignments, and enhanced the content about citizenship, justice and diversity in new and engaging ways. The study of terrorism and communication is more vital than ever and I am eager to see this class remain as a valued part of my school's curriculum as well as a course that can be taken by students from many students around campus in the new GE.

Thank you for your consideration.

Regards,



Gerald M. Kosicki, Ph.D.

Associate Professor
School of Communication
Chair, Journalism Program Committee
Vice Chair, Ohio State University Behavioral and Social Sciences IRB

SYLLABUS: COMM 3597.02 MEDIA AND TERRORISM AUTUMN 20XX

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 by people trained in many disciplines. Terrorism is 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. Our course is about Citizenship, Democracy, Justice and Diversity and these concepts will be explained in the beginning lectures with careful definitions. Terrorism is also defined, and compared and contrasted with similar phenomena with which it is often confused. These other ideas include such conflict 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. Week 3 will develop several alternative ways of thinking about the cause of terrorism. These explanations include viewing the problem as a failure of ideologies, public problems with globalization, civil war within Islam, or by looking at a range of social-psych theories about radicalization and terrorist recruitment. We conclude the module by examining the “Two Pyramids Model” of radicalization that separates radical thoughts from actions, as a simplifying assumption and aid to counter-terrorism enforcement.

The next section [Weeks 4-6] 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 conclude this section with a deep dive into the problem of refugees, citizenship and stateless people, a growing humanitarian concern throughout the world.

We then initiate a two-week module (Weeks 7-8) on domestic terrorism, followed by a five-week module (Weeks 9-12) on communication, broadly defined, ranging from disinformation, to good practices for enhancing citizenship through effective media use. We also take up soft power, public diplomacy, privacy and surveillance, and censorship, computer hacking and cyber conflict. Another topic examines leaking vs. whistleblowing, a highly charged topic in contemporary life that is of vast importance in journalism. This

includes an examination of the role of journalism in a free society, where we touch on understanding the tensions between media freedom and censorship when covering terrorism and related national security issues. Week 13 takes a final view of the growth of anti-government sentiments, and a new topic in counterterrorism innovation, the use of drones for targeted killing.

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 affect 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. We conclude by considering whether the first 2 decades of the 21st Century can be characterized as a moral panic regarding the topic of terrorism as Kilcullen suggested in Week 2.

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:

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
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.

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.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
 - 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
 - 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.
- 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.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 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.

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

There is no required text for the class.

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	5%
Scaffolded papers to demonstrate learning [3@10% each]	30%
Post-class quizzes [8@5%]	40%
Media Diary	10%
Final Exam	15%
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.

Three Essays

Over the course of the semester you will write three papers that demonstrate your ability to synthesize complicated information from films, readings and lectures into a coherent summary documents that are well written and concise. The papers will 1) define and identify the topic under consideration, the relevant history, and uncertainties; 2) Deal with controlling understanding one's own biases with respect to the problem and exploration of

different viewpoints on the issue; 3) Discuss solutions to the problem addressing the values involved, propose a solution to the problem, address the values used in making the decision, and implementation of the decision. 4) Anticipate any limitations of the solution chosen. The drop box for the papers will contain grading rubric.

Quizzes

After eight classes you will complete a 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. These assignments are designed to encourage you to keep up with the course material. 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.

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 should be helpful in your analysis of your media use habits.

Note 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. 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. This exam will be done in a take-home format. It 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 essay.

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

New York Times Digital Subscription

This is made available to ALL students, staff and faculty at the university courtesy of the Undergraduate Student Government. The goal is to improve access to news and current events among students and to facilitate incorporation of news into traditional coursework. This is an important resource for students that can help improve news literacy and knowledge of contemporary public affairs for all students. [Activate your subscription with the instructions on USG's website.](#)

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.

RELIGIOUS ACCOMMODATIONS

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

For more information about religious accommodations at Ohio State, visit <http://odi.osu.edu/religious-accommodations>

CAMPUS FREE SPEECH POLICY

Our [Shared Values](#) include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship." The [Campus Free Speech policy](#) adopted in May supports this commitment.

WEATHER OR OTHER SHORT-TERM CLOSING

Following [Policy 6.15](#) (Weather or Other Short-Term Closing), I will notify you about alternative course delivery systems that we will use if we cannot meet in person due to weather emergencies.

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via CarmenCanvas using the Announcement function. And the online session will be recorded so it can be shared with those who have not been able to attend.

Course schedule (tentative)

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

Week and Dates	Week Overview	Assignments
1-1	<p>Definitions of Citizenship, Democracy, Diversity and Justice; What is terrorism? How does terrorism undermine democratic society?</p> <p>Haas, R. (2023). <i>The Bill of Obligations: The Ten Habits of Good Citizens</i>. New York: Penguin Press. Ch. 1, Be Informed, pp. 41-50, and Ch. X, Reject violence, pp. 87-94.</p>	
1-2	<p>Citizenship Roles and Responsibilities in Democratic Society.</p> <p>Ober, J. (2008). <i>Democracy and Knowledge</i>. Princeton: Princeton University Press. Ch. 1, Introduction: Dispersed Knowledge and Public Action, pp. 1-38.</p> <p>Dahl, R. (1998) <i>On Democracy</i>. New Haven, Yale University Press, Chapter 4, What is Democracy? Pp. 35-43.</p>	Complete biographical essay.
2-1	<p>Terrorism and Contemporary Warfare: Theories of unrestricted, hybrid and asymmetric warfare.</p> <p>Hunter, R.E. (2012). Terrorism and war. <i>The Oxford Handbook of War</i>. pp. 1-16.</p> <p>Puttre, M. (2020). Winning on the battlefield is not enough. <i>Discourse Magazine</i>, May 13.</p>	Quiz 1

2-2	<p>The Dragons and Snakes.</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.</p>	
3-1	<p>Causes of Terrorism: Failure of Ideologies? Globalization? Accidental Guerilla Syndrome.</p> <p>McCauley, C. & Moskaleiko, S. (2008). Mechanisms of political radicalization: Pathways toward terrorism. <i>Terrorism and Political Violence</i>, 20,3, 414-433.</p> <p>RAND. Violent extremism in America: Can it be stopped? (3 minutes)</p>	
3-2	<p>Process of political radicalization and terrorist recruitment.</p> <p>McCauley, C. & Moskaleiko, S. (2017). Understanding political radicalization: The Two-Pyramids Model. <i>American Psychologist</i>, 72, 3, 205-217.</p> <p>Bennhold, K. (2015). Jihad and girl power: How ISIS lured three London girls. <i>New York Times</i>, August 17.</p>	Quiz 2
4-1	<p>Understanding the Iraq War, Gulf War to present; ISIS and the Syrian Civil War.</p> <p>Connable, B. (2020). <i>An enduring commitment in Iraq</i>. RAND. [Read selectively for new information. The document is a pretty good brief history of the war.]</p> <p>Smith, C. (2022). Still at war: The United States in Iraq. <i>Just Security</i>.</p>	
4-2	<p>What was the Iraq War about?</p> <p>PBS Frontline: <i>Losing Iraq</i>.</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.</p>	Quiz 3
5-1	Ending the Afghanistan War: What happened?	

	<p>Coll, S. & Entous, A. (2021). The secret history of the US diplomatic failure in Afghanistan. <i>New Yorker</i>, Dec. 10.</p> <p>Rubin, A.J. (2021). Did the war in Afghanistan have to happen? <i>New York Times</i>. August 26.</p> <p>Filkins, D. (2021). The last exit from Afghanistan. <i>New Yorker</i>, March 1.</p>	
5-2	<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>	
6-1	<p>Understanding the long war in Afghanistan and how it ended.</p> <p>Filkins, D. (2021). What we left behind in Afghanistan. <i>New Yorker</i>, August 23.</p> <p>RECOMMENDED: Rubin, A.J. (2021). Did the war in Afghanistan have to happen? <i>New York Times</i>. August 26.</p> <p>RECOMMENDED: PBS Frontline (2021) Taliban Takeover.</p>	Quiz 4
6-2	<p>Refugees and Citizenship.</p> <p>Costello, C. (2017). On refugeehood and citizenship. <i>Oxford Handbook on Citizenship</i>.</p> <p>Frontline (2018). Exodus: The Journey Continues. University Library resource. URL on Week 6 Module.</p> <p>Gibbons-Neff, T. & Padshaw, S. (2022). To survive, some Afghans sift through deadly remnants of old wars. <i>The New York Times</i>, May 14.</p>	Essay 1
7-1	<p>US history of domestic terrorism.</p>	

	<p>Frontline (2022). <i>America after 9/11</i>. PBS. URL in Carmen Module.</p> <p>Bergen, P. & Sterman, D. (2021). <i>Terrorism in America After 9/11</i>. New America Foundation.</p> <p>LaFrance, A. (2023). The new anarchy. <i>The Atlantic</i>. April.</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.</p>	
7-2	<p>US history of domestic terrorism 2</p> <p>Cai, W. & Langdon, S. (2019). Attacks by white extremists are growing. So are their contacts. <i>New York Times</i>, April 3.</p> <p>Recommended: PBS <i>Frontline: American Patriot</i>. This is the story of the Bundy Ranch Standoff in Bunkerville, NV and the takeover of the Malheur National Wildlife Refuge near Bend, Oregon, by Sovereign Citizens, Oath Keepers and other extremists.</p>	Quiz 5
8-1	<p>Lone-wolfs and leaderless resistance. Domestic anti-government terrorism.</p> <p>Watch: Frontline: America After 9/11, University Libraries.</p>	
8-2	Autumn Break. No classes.	
9-1	<p>Changing nature of media and mis- and disinformation.</p> <p>Winkler, C. (2017). Media responsiveness in times of crisis. <i>Oxford Handbook of Political Communication</i>. pp. 1-17.</p> <p>Ellinas, A.A. (2018). Media and the radical right. <i>Oxford Handbook of the Radical Right</i>, pp. 1-20.</p> <p>Archetti, C. (2015). Terrorism, communication and new media: Explaining radicalism in the digital age. <i>Perspectives on Terrorism</i>, 9, 1, 49-59.</p>	Media Dairy and reflection
9-2	<p>The challenges of being a well-informed citizen in an age of disinformation.</p>	

	<p>Ohlheiser, A. (2018). Algorithms are one reason a conspiracy theory goes viral. Another reason might be you. <i>Washington Post</i>. February 22.</p> <p>Aral, S. (2018). How lies spread online. <i>New York Times</i>. March 8.</p> <p>Manjoo, F. (2018). For two months, I got my news from print newspapers. Here's what I learned. <i>The New York Times</i>. March 7.</p>	
10-1	<p>Counter-terrorism tactics: Soft power and public diplomacy.</p> <p>Nye, J.S. (2010). <i>Global power shifts</i>. TEDTalk</p> <p>Nye, J.S. Jr. (2009). Get smart: Combining hard and soft power. <i>Foreign Affairs</i>, July/August, pp. 1-4.</p>	
10-2	<p>Soft power strategies in action.</p> <p>Koumpilova, M. (2016). How Denmark is trying to subvert the call to terror. <i>Minneapolis Star Tribune</i>.</p> <p>Gross, J. (2023). How Finland is teaching a generation to spot misinformation. <i>The New York Times</i>, January 10.</p> <p>Schmidt, E. (2014). US is trying to counter ISIS' efforts to lure alienated young Muslims. <i>New York Times</i>. Oct. 4.</p> <p>NBCU. (2023). <i>A quick and easy guide to spotting disinformation. Learn to identify and fact-check false information and stop the spread of harm</i>. NBCU Academy. Website link on Carmen module.</p>	Quiz 6
11-1	<p>Privacy and surveillance in democratic society.</p> <p>Lepore, J. (2013). Annals of Surveillance: The Prism: Privacy in an age of publicity. <i>New Yorker</i>, June 24.</p> <p>Poitras, L. The program. The story of William Binney, longtime NSA employee. <i>NYT Films</i>.</p> <p>Knappenberger, B. (2013). Why care about the NSA? <i>NYT Films</i>.</p>	Quiz 7

11-2	<p>Privacy and surveillance in nondemocratic societies.</p> <p>Millward, J. A. (2018). What it's like to live in a surveillance state. <i>New York Times</i>, Feb. 3.</p> <p>Buckley, C. (2018). China is detaining Muslims in vast numbers. The goal: Transformation. <i>New York Times</i>, Sept. 8.</p> <p>Required: TEDTalk. <i>Power of Metadata</i>. Youtube.</p> <p>Recommended: Solove: D. (Undated). Nothing to hide, nothing to fear? <i>The Agenda, TVO Today</i>. YouTube.</p>	
	<p>Media and Censorship: Pentagon Papers.</p> <p>Kahin, G.M. (2014). The Pentagon Papers: A Critical Evaluation. <i>American Political Science Review</i>. Published online August 1.</p>	
12-2	<p>Electronic Warfare, Leaks, Lone Wolves and Whistleblowers?</p> <p>Scheuerman, W.E. (2014). Whistleblowing as civil disobedience The case of Edward Snowden. <i>Philosophy & Social Criticism</i>, 40, 7, 609-628.</p> <p>Ceva, E. & Bocchiola, M. (2019). Theories of whistleblowing. <i>Philosophy Compass</i>, 15,1, 1-10.</p> <p>Landert, D. & Miscione, G. (2017). Narrating stories with leaked data: The changing role of journalists after WikiLeaks and Snowden. <i>Discourse, Context & Media</i>, 19, 13-21.</p>	
13-1	<p>The growth of anti-government sentiments.</p> <p>New York Times Editorial Board. (2022). There are no lone wolves. <i>New York Times</i>, November 19.</p> <p>McCord, M.B. & Glick, J. (2023). Ongoing, converging threat of anti-democracy schemes and paramilitary violence: And lessons on where to go next. <i>Just Security</i>, January 6.</p> <p><u>Kriner, M. & Lewis, J. (2021). The Oath Keepers and their role in the January 6 Insurrection. <i>CTC Sentinel</i>, 12.</u></p> <p>Kriner, M., Conroy, M. & Ashwal, Y. (2021). Understanding accelerationist narratives: 'There is no political solution.' ARC.</p> <p><u>RECOMMENDED: Kriner, M. & Lewis, J. (2021). The evolution of the Boogaloo Movement. <i>CTC Sentinel</i>, February.</u></p> <p>RECOMMENDED: Parker, J. (2020). Accelerationism in America: Threat Perceptions. <i>Global Network on Extremism and Technology</i>.</p>	

13-2	<p>Drones and Targeted Killing</p> <p>Kennebeck, S. (2016). <i>National Bird</i>. Documentary film about drone warfare.</p> <p>Kennebeck, S. (2016). Director Sonia Kennebeck comments on the film. YouTube. https://www.youtube.com/watch?v=8xL0OGUZeKM</p> <p>O’Connell, M.E. (2022). Notre Dame law professor discusses legality of US drone war program and implications for the Russia-Ukraine war. YouTube.</p>	
14-1	<p>Counterterrorism Measures: U.S. Experience with torture in the war on terrorism.</p> <p>Watch: Cheney’s Law. Frontline. (2007).</p> <p>Johnson, D. A., Mora, A., & Schmidt, A. (2016). The strategic costs of torture. How “enhanced interrogation” hurt America. <i>Foreign Affairs</i>.</p> <p>Schmidt, A. & Sikkink, K. (2018) Partners in crime: An empirical evaluation of the CIA rendition, detention and interrogation program. <i>Perspectives on Politics</i>, 16, 4, 1014-1033.</p>	Quiz
14-2	<p>Impact of Torture on People</p> <p>Filkins, D. (2015). How did Abu Zubaydah lose his eye? <i>The New Yorker</i>.</p> <p>RECOMMENDED: Hersh, S.M. (2004). Torture at Abu Ghraib. <i>The New Yorker</i>, May 10, 2004.</p> <p>RECOMMENDED: Mayer, J. (2005). Outsourcing torture: The secret history of torture: The secret history of America’s “extraordinary rendition” program. <i>The New Yorker</i>, February 14, 2005.</p>	Quiz 8
15-1	<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.</p> <p>Human Rights First. (ND). Interrogators agree: Torture is counterproductive.</p>	Essay 3

	<p>Human Rights First. (2009). Primetime Torture Project: An ad for torture.</p> <p>Tobar, H. (2019). Hollywood's obsession with cartels. <i>New York Times</i>. Jan. 5.</p> <p>Mayer, J. (2007). Whatever it takes: The politics of the man behind 24. <i>New Yorker</i>. Feb. 19.</p>	
16 12/6	<p>How do terrorism campaigns end?</p> <p>Shafir, G., & Schairer, C.E. (2012). The war on terror as political moral panic. Taylor & Francis.</p>	Please complete your online SEI.
	Final Exam due date: XX	

**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.