

**MEDIA AND TERRORISM
COMMUNICATION 3597.02
SP 2016**

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Classroom: Room 80 Derby Hall.
11:30 a.m. to 12:25 p.m. Wednesdays
10:20 a.m. to 12:25 p.m. Fridays

3 credits

Course description:

This course helps you understand the problem of terrorism in our increasingly global, contemporary world. Our approach is communication-based but we draw upon literature from many disciplines to help explain the key issues in understanding the key issues related to terrorism, counter-terrorism and communication.

Students from many disciplines across campus are enrolled in our course. This is an important opportunity to examine scholarship from different disciplines and to interact with students from different majors. You will do this in part by writing and talking about terrorism and media in the contemporary world.

We will be studying the nature of terrorism, and considering questions such as who are terrorists, what are terrorists' grievances with the larger society, and what are the best ways for societies and governments to combat terrorism. Because terrorism is a tactic that is calculated to create fear and influence public opinion, we are interested in the various roles of media. Of particular interest will be how people learn about events in society, how news reports about reality, and how officials and news workers attempt to explain the problem of terrorism.

Terrorism has unique links to communication and these will be explored in various ways – consideration of acts of terror, recruiting new terrorists, and issues in evaluating effective and ineffective means of fighting terrorism. We will also be interested, throughout the term, in media portrayals of terrorism and terrorists in news discourse as well as the forms of mediated communication such as motion pictures and televised dramatic portrayals. Controversial remedies for terrorism – rendition, torture, warrantless wiretapping and similar issues, will be examined, along with the implications of their portrayals in popular entertainment and news.

There are few topics in contemporary society as controversial as terrorism and we must be mindful of this as we proceed through the term. Communication media provide the tools for public officials to communicate with the public about terrorism, setting an agenda as well as framing the problem's causes and consequences. Issues of related interest involve media treatment of civil liberties and issues such as domestic surveillance, censorship, extraordinary rendition, and the use of torture. Public support for the war on terrorism is seen as a complex matter involving these issues as well as judgments about how successful the project is at any given time.

GE Requirements and Goals:

This course fulfills the General Education requirements for Cross-Disciplinary Seminar and GE Diversity: Global Studies. The Arts and Sciences Curriculum Committees have specified certain learning outcomes for the course. These are as follows:

Diversity

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Cross-Disciplinary Seminar

Goals: Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

Expected Learning Outcomes:

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

Requirements:

Attendance and participation:

The course will be conducted in a lecture and discussion format. Attendance is *required* at all class sessions. We will take attendance each day the class meets. You are responsible for signing the attendance sheet at each class meeting. Do not sign in for another person. Falsification of attendance records can be treated as an instance of academic misconduct.

You will need to participate actively in order to get maximum benefit from the course. Evidence clearly shows that students who come to 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. This is very important. Please make an effort to be on time for the class. Class is not the time to catch up on emails, texts, Tumblr, Instagram, SnapChat, TMZ, or other favorite social media or Internet sites.

Required readings:

Some weeks have supplemental required readings. These can be accessed on the web, at the OSU Libraries, or through the course web site at carmen.osu.edu. The required reading includes the following text:

Wilkinson, P. (2011). *Terrorism vs. democracy*. New York: Routledge.

Web site:

We will use Carmen for maintaining records such as the syllabus, course announcements, handouts, grades and other useful web-links and materials. Access this from on or off campus by pointing to <https://carmen.osu.edu>. All papers will be turned in to the appropriate Carmen dropbox.

Assignments:

We will have five quizzes and two midterm exams. These will be conducted online using Carmen's quiz function and will deal with the readings and lecture materials.

One-Page Papers. (3). Each of you will pick *three* week's readings and prepare one-page essays for each week dealing with the themes contained in those readings. Each paper should be one single-spaced page long (500 words) and printable on one side of a sheet of paper. You will sign up for a due date for these essays, and they should be uploaded to Carmen before the start of the first class of the week that you are writing about. We want your reactions to the readings and course materials –

not the lectures -- so the idea is that you write these before hearing lectures or experiencing other class events. Your papers should discuss something related to the main themes of the readings. The best essays of this type will articulate a *point of view* with respect to the materials and then use facts from the readings to support this argument. These papers should *not* be a summary of the main points. I am more interested in your reaction to the information. This might involve the usefulness of the information, the level of interest you have in it, anything that you found particularly surprising or disappointing, etc. Note that although these essays are short, they should contain the elements of any well-written essay: Title, introduction, transitions, and conclusion. Your point of view should be clearly identified and appropriate evidence should be cited.

Final paper: You will write a final paper for the class that sums up some key concepts. This will be due no later than at the time of the final exam. I will distribute some questions to guide your writing of this paper.

Grades:

The OSU "standard scheme" of points grading as implemented by Carmen is used and all grades will be kept on Carmen's grade book. Here is the OSU "standard scheme": 93 - 100 (A), 90 - 92.9 (A-), 87 - 89.9 (B+), 83 - 86.9 (B), 80 - 82.9 (B-), 77 - 79.9 (C+), 73 - 76.9 (C), 70 - 72.9 (C-), 67 - 69.9 (D+), 60 - 66.9 (D), Below 60 (E). Note that there is *no rounding* in the points system.

The following are the components of your grade for the term:

Quizzes: 25% (5@5 points each)

One-page response papers: 15% (3@5 points each)

Midterm exams: 50% (2@25 points each)

Final paper: 10%

Your grade will be determined according to your performance on these items. There will be no opportunities to re-take exams, redo assignments, or complete additional or extra credit work.

Quizzes must be taken on the designated days/times. No early or late exams are allowed except in the case of an illness or family emergency. In the rare event that an illness or emergency arises, it is your responsibility to inform me *prior* to the scheduled exam time, and provide me with written documentation of the emergency.

Academic Misconduct:

All students at the Ohio State University are bound by the Code of Student Conduct (see http://studentaffairs.osu.edu/resource_csc.asp). Suspected violations of the code in this class, especially pertaining to 3335-23-04 Section 1 on Academic Misconduct, will be taken through the procedures that the university has set up to deal with violations of the code.

The university's [Code of Student Conduct](#) defines academic misconduct as "any

activity that tends to compromise the academic integrity of the University, or subvert the educational process." 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:

1. Violation of course rules;
2. Violation of program regulations;
3. Knowingly providing or receiving information during a course exam or program assignment;
4. Possession and/or use of unauthorized materials during a course exam or program assignment;
5. 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;
6. Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies data or information for a laboratory experiment (i.e., a "dry lab") or other academic assignment. It also includes instances where a student submits data or information (such as a lab report or term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor of the course or supervisor of the research for which the work is being submitted;
7. Submitting plagiarized work for a course/program assignment;
8. Falsification, fabrication, or dishonesty in conducting or reporting laboratory (research) results;
9. Serving as or asking another student to serve as a substitute (a "ringer") while taking an exam;
10. Alteration of grades in an effort to change earned credit or a grade;
11. Alteration and/or unauthorized use of university forms or records.

NOTE: Students with disabilities

This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking assistance in a timely manner. Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs, or contact the office for disability services at 292-3307 in Room 150 Pomerene Hall to coordinate your documented disabilities.

Technology in the Classroom

If you want to use it to take notes or access reading materials and PDF files containing the course readings, your laptop computer is welcome in class. Otherwise, please stow it at the start of class, along with your other electronic devices such as smart phones, tablets, etc. We all love our devices but these too often become distractions both to you and those around you. They they must be put away during class. That means you should not be using such devices or smart phones for web surfing, texting, using Skype, playing games or whatever else that is not related to our class discussions and activities. I reserve the right to ban your individual use of any such devices from the classroom, or ban the use of devices and computers generally, if this rule is abused.

In addition, please turn off phones, PDAs, or other devices that make noise during class. When you are in class, it is important to give your full attention to any person who is speaking (e.g., professor, TA or another student). During class, avoid reading newspapers, sending text messages or email, browsing online, sleeping, talking while others are talking, etc. If you engage in these or other disruptive behaviors during class, you will be asked to leave.

Use of Email and Carmen for class announcements

You are responsible for all information sent to you via your OSU email account and/or posted on the Carmen website. It is important for you to check your OSU email account regularly and to clear out unnecessary material so that new messages can get through. Check your spam settings to be certain that class emails from us are getting through to your mailbox. Check Carmen regularly for any updates or announcements posted there.

Attendance while having flu and other flu-like illnesses:

You should *not* attend class while ill with influenza. Students with flu-like symptoms will be asked to leave class. The illness and self-isolation period will usually be about a week. It is very important that individuals avoid spreading the flu to others. Most students should be able to complete a successful quarter despite a flu-induced absence. If you are absent due to the flu, you will be provided with a reasonable opportunity to make up missed work. Completion of all assignments and exams assures the greatest chance for students to develop heightened understanding and content mastery. The opportunity to complete all assignments and exams supports the university's desire to enable students to make responsible situational decisions, including the decision to avoid spreading a contagious virus to other students, staff, and faculty, without endangering their academic work. Students with the flu do not need to provide a physician's certification of illness. However, ill students should inform their teachers (but not through personal contact in which there is a risk of exposing others to the virus) as soon as possible that they are absent because of the flu.

COMMUNICATION 3597.02: MEDIA AND TERRORISM

CLASS SCHEDULE AND ASSIGNMENTS (SUBJECT TO REVISION AND ADDITIONS)

Week 1, January 13, 15

Instructor, course and syllabus introduction

On the nature of terrorism: Definitions of terrorism

Wilkinson, Chapter 1, Terrorism, insurgency and asymmetrical conflict, pp. 4-21.

Mueller, J. (2005). Six rather unusual propositions about terrorism. *Terrorism and Political Violence*, 17, 487-505.

Recommended:

Bin Laden, O. (1996). Declaration of war against the Americans occupying the Land of the Two Holy Places.

Week 2, January 20, 22

On the nature of conventional war, guerilla war and terrorism in the 21st Century

Theories of unrestricted and asymmetric warfare

Accidental Guerilla Syndrome

Lind, W.S., Nightengale, K., Schmitt, J.F., Sutton, J.W. & Wilson, G.I. (1989). The changing face of war: Into the Fourth Generation. *Marine Corps Gazette*, pp. 22-26. (Carmen)

Wilkinson, Chapter 2, The emergence of modern terrorism, pp. 22-40.

The Rise of ISIS. *Frontline*.

Week 3, January 27, 29

Al-Qaeda's war against the United States

Wilkinson, Chapter 3, Origins and key characteristics of al-Qaeda, pp. 41-49.

Wilkinson, Chapter 9, Aviation security, pp. 129-148.

Quiz 1 online on Carmen's quiz function. The exam window will open after class on January 29, and remain active until Feb. 3, at 10 a.m.

Week 4, February 3, 5

Understanding the Iraq War, 1989-present

Wilkinson, Chapter 4, Terrorist-backed insurgencies, pp. 49-63.

Losing Iraq. *Frontline*.

Week 5, February 10, 12

Understanding political radicalization

Religion, ideology and hate as sources of terrorism

Suicide Terrorism

McCauley, C. & Moskalenko, S. (2008). Mechanisms of political radicalization: Pathways toward terrorism. *Terrorism and Political Violence*, 20,3, 414-433.

Kurzman, C. & Schanzer, D. (2015). The other terror threat. *New York Times*, June 16.

Bennhold, K. (2015). Jihad and girl power: How ISIS lured three London girls. *New York Times*, August 17.

Haberman, C. (2015). Memories of Waco siege continue to fuel far-right groups. *New York Times*, July 12.

American Terrorist. *Frontline* (2015).

Quiz 2 online on Carmen's quiz function. The exam window will open after class on February 12, and remain open until Wednesday, February 17, at 10 a.m.

Week 6, February 17, 19

Role of traditional and "new" media

Wilkinson, Chapter 10, Media and terrorism, pp. 149-162.

Hoffman, A.M. et al. (2012). How does the business of news influence terrorism coverage? Evidence from The Washington Post and USA Today. *Terrorism and Political Violence*, 22,4, 559-580.

Quiz 3 online on Carmen's quiz function. The exam window will open after class February 19, and remain open until Wednesday, February 24, at 10 a.m.

Week 7, February 24, 26

WikiLeaks and secrecy

Khatchadourian, R. (2010). No secrets: Julian Assange's mission for total transparency. *The New Yorker*: June 7.

WikiSecrets: The inside story of Bradley Manning, Julian Assange and the largest intelligence breach in U.S. history. *Frontline*.

First midterm exam begins February 26 online at Carmen after class. The exam will be available until Wednesday, March 2, at 10 a.m. NOTE: The exam has two parts.

Week 8, March 2, 4

Information technology and cyberwar

Paletta, D., et al. (2015). Cyberwar ignites a new arms race: Dozens of countries amass cyberweapons, reconfigure militaries to meet threat. *Wall Street Journal*, Oct. 11.

Hersh, S.M. (2010). The online threat: Should we be worried about a cyber war? *The New Yorker*, Nov. 1.

Week 9, March 9, 11

Soft power and public diplomacy: Fighting terrorism with communication and persuasion

Wilkinson, Chapter 4, Politics diplomacy and peace processes. Pathways out of terrorism, pp. 64-74.

Wilkinson, Chapter 121, International cooperation against terrorism, pp. 163-181.

Nye, J.S. Jr. (2009). Get smart: Combining hard and soft power. *Foreign Affairs*, July/August.

Obama, B. (2009). On a new beginning. Remarks in Cairo, Egypt. June 4.

Rauf, F.A. (2010). Building on faith. *The New York Times*, September 7, 2010.

Week 10, March 16, 18

Spring Break. No classes. University is closed.

Week 11, March 23, 25

Counter-terrorism: Domestic spying/Terrorist surveillance

Lepore, J. (2013). Annals of Surveillance: The Prism: Privacy in an age of publicity. *New Yorker*, June 24.

Gorman, S. & Valentino-Devries, J. (2013). New details show broader NSA surveillance reach: Programs cover 75% of nation's traffic, can snare emails. *Wall Street Journal*, August 20.

United States of Secrets. Part 1. *Frontline*.

Recommended:

United States of Secrets, Part 2. *Frontline*.

Week 12, March 30, April 1

Counter-terrorism: Drones and targeted killing

How effective is decapitation of terrorism leaders?

Should police or military lead in the fight against terrorism?

Wilkinson, Chapter 6, Law enforcement, criminal justice and the liberal state, pp. 75-100.

Wilkinson, Chapter 7, The role of the military in combating terrorism, pp. 101-111.

Coll, Steve. (2014). The unblinking stare: The drone war in Pakistan. November 24.

Week 13, April 6, 8

Can torture be justified?

What about the “ticking time bomb” scenario?

Secrets, Politics and Torture. *Frontline* (2015).

Bufacchi, V. & Arrigo, J. M. (2006). Torture, terrorism and the state: A refutation of the ticking time bomb argument. *Journal of Applied Philosophy*, 23,3, 355-376.

Filkins, D. (2015). How did Abu Zubaydah lose his eye? *The New Yorker*.

Mayer, J. (2014). Torture and the truth. *New Yorker*, December 22.

Davidson, A. (2014). The Torture Report: Inhumane scenes from the CIA’s prisons. *New Yorker*. Dec. 9.

Cheney’s Law. *Frontline*. (2007).

Recommended:

Mayer, J. (2005). Outsourcing torture: The secret history of America’s “extraordinary rendition” program. *The New Yorker*, February 14, 2005.

Hersh, S.M. (2004). Torture at Abu Ghraib. *The New Yorker*, May 10, 2004.

Second Midterm Exam begins April 8, after class, on Carmen and will remain active until Wednesday, April 13, at 10 a.m. Note the exam as two parts.

Week 14, April 13, 15

Torture and terrorism as shown in entertainment programming

How ISIS and al-Qaeda end, Part 1

Ali, R. (2015). How Homeland helps justify the war on terror. *New Yorker* blogs.

Mayer, J. (2007). Whatever it takes: The politics of the man behind “24.” *The New Yorker*, Feb. 19.

Green, A. (2005). Normalizing torture on 24. *New York Times*.

Quiz 5 online on Carmen’s quiz function. The exam window will open after class April 15, and be available until Wednesday, April 20, at 10 a.m.

Week 15, April 20, 22

How al-Qaeda and ISIS end, Part 2
Review and final comments

Wilkinson, Chapter 12, The future of terrorism, pp. 182-193.

Wilkinson, Chapter 13, Conclusion: Towards a response to terrorism based on democratic principles and respect for human rights, pp. 194-211.

Distribute final paper questions.

Please be sure to complete your online course/instructor evaluation for Comm 3597.02.

Final Exam Week

All final papers due no later than Wednesday, April 27, at noon.