

MEDIA AND TERRORISM (3 CREDITS)
COMMUNICATION 3597.02
SU 2016

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Classroom: Room 80 Derby Hall.
12:25 p.m. to 3:35 p.m. Tuesdays and Thursdays

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 perspectives 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.

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:

Byman, Daniel (2015). *Al Qaeda, the Islamic State and the global jihadist movement: What everyone needs to know*. New York : Oxford University Press.

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, a midterm and a final exam. 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 class 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. We are 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.

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: 10% (2@5 points each)

One-page response papers: 30% (3@10 points each)

Midterm exam: (30 points)

Final exam: (30 points)

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.

Device Policy: Computers will be used for in-class activities only. Laptops, tablets, phones, and other mobile device use is otherwise prohibited. If you require a

computer for notetaking due to a disability, please see the disability portion below and make an appointment with me to discuss arrangements.

We will normally make available notes prior to class whenever possible. You are welcome to print them and bring them to class and make additional notes with a pen or pencil. Research shows that making notes enhances memory for the material.

Disruptions: Disruptions and distractions (including talking during lecture; text messaging or other phone use; or nonclass computer activity), threatening behavior, and negative participation (e.g., use of inappropriate language or derogatory speech) will not be tolerated. Any student who engages in such behavior may be asked to leave class, and be reported to the Dean of Students and/or University Police. Cell phones are considered a disruption. Turn your cell phone off completely before the start of class. Not just the ringer—completely off.

If you object to these policies or do not feel that you can adhere to them, please do not enroll in this class.

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. Additionally, emails should be written using standards of courtesy (address, proper tone, and signature, and include the course number in the subject line).

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.

Diversity statement:

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.

COMMUNICATION 3597.02: MEDIA AND TERRORISM

CLASS SCHEDULE AND ASSIGNMENTS (SUBJECT TO REVISION AND ADDITIONS)

Session 1, May 12

Instructor, course and syllabus introduction

On the nature of terrorism: Definitions of terrorism

How terrorism works

Terrorism and related concepts: Interstate war, guerilla war, Fourth Generation War

The Spy Factory, *Nova*.

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*.

Session 2, May 17

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

Theories of unrestricted and asymmetric warfare

Accidental Guerilla Syndrome

Cronin, A.K. (2009). *How terrorism ends: Understanding the decline and demise of terrorist campaigns*. Introduction, pp. 1-8.

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)

Byman, Chapter 8, The Islamic State, pp. 163-186.

The Rise of ISIS. *Frontline*.

Recommended:

Kilcullen, D. (2009). *The accidental guerilla: Fighting small wars in the midst of a big one*. New York: Oxford University Press. Chapter 1, The accidental guerilla, pp. 1-38.

Session 3, May 19

Al-Qaeda's war against the United States

Byman, Chapter 1, History, pp. 3-23

Byman, Chapter 2, Key attacks and plots, pp. 25-68.

Quiz 1 online on Carmen's quiz function. The exam window will open after class on May 19, and remain active until May 24, at noon.

Session 4, May 24

Understanding the Iraq War, 1989-present

Byman, Chapter 6, Friends and enemies, pp. 115-140.

Byman, Chapter 7, Beyond al Qaeda core, pp. 141-161.

Losing Iraq. *Frontline*.

Session 5, May 26

Political radicalization

Suicide Terrorism

Lone wolf terrorism

Byman, Chapter 4, Ideas and influences, pp. 69-87.

Byman, Chapter 5, Organization and recruitment, pp. 89-113.

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

Kurzban, R. & Leary, M. R. (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.

Recommended:

American Terrorist. *Frontline* (2015).

Session 6, May 31

Role of traditional and "new" media

Wilkinson, P. The media and terrorism: A reassessment. *Terrorism and Political Violence*, 9, 2, 5-64.

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.

Shane, S. & Hubbard, B. (2014). ISIS displaying a deft command of varied media. *New York Times*, August 30.

Session 7, June 2

WikiLeaks and secrecy

Information technology and cyberwar

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

Sanger, D.E. (2016). U.S. cyberattacks target ISIS in a new line of combat. *New York Times*, April 24.

Sanger, D.E. (2014). Obama lets NSA exploit some Internet flaws, officials say. *New York Times*, April 12.

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.

Sanger, D.E., Barboza, D. & Perlroth, N. (2013). Chinese army unit is seen as tied to hacking against U.S. *New York Times*, Feb. 18.

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

Recommended:

Mandiant. APT1: Exposing one of China's cyber espionage units. Undated.

First midterm exam begins June 2, online at Carmen after class. The exam will be available until Thursday, June 7, at noon. NOTE: The exam has two parts.

Session 8, June 7

Soft power and public diplomacy: Winning hearts and minds with communication and persuasion

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.

Jacobs, A. (2012). Pursuing soft power, China puts stamp on Africa's news. *New York Times*, August 16.

Session 9, June 9

Counter-terrorism: Surveillance and democracy

Counter-terrorism: Drones and targeted killing

Byman, Chapter 9, Counterterrorism, pp. 187-228.

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

Coll, Steve. (2014). The unblinking stare: The drone war in Pakistan. November 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 2. *Frontline*.

Quiz 2 online on Carmen's quiz function. The exam window will open after class on May 26, and remain open until Tuesday, June 14, at noon.

Session 10, June 14

Can torture be justified?

What about the “ticking time bomb” scenario?

Torture in entertainment media

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.

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

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

Recommended:

Cheney’s Law. *Frontline*. (2007).

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.

Session 11, June 16

How do ISIS and al Qaeda end?

Final summary comments

Mueller, J. & Stewart, M.G. (2016). *Chasing ghosts: The policing of terrorism*. New York: Oxford University Press. Chapter 2, Public perceptions: Perpetual anxiety and war wariness, pp. 53-66.

Final exam begins after class on June 16. The exam will remain available until June 18, at noon. Note the exam has two parts.