

SYLLABUS: COMM 3597.02 MEDIA AND TERRORISM 2021 AUTUMN

Instructor: Dr. Gerald Kosicki

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Office hours: On Zoom, Tuesdays, 10-11 a.m., and by appointment.

Class meetings: Mondays, 10:20 a.m. to 12:10 p.m.

Course description

This is a hybrid course in which instruction will be delivered in person and online. When we are online we will do so in a synchronous (live) format. One Zoom link will be published for access to the class meetings with a password. Another Zoom link will be published for office hours throughout the semester. You can always find these on Carmen's Announcements.

This course helps 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, counter-terrorism 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 not a problem that can be solved by people trained in any one discipline. 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.

Course learning goals and outcomes

1. 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.

2. Terrorism is often confused with other related phenomenon such as guerilla war, insurgency, interstate industrial war, hybrid war, asymmetric war, small wars and unrestricted war. By the end of the course you ought to be able to distinguish these phenomena from each other.
3. 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. Terrorists often create or exploit ethnic, class or religious differences, creating chaos and fear, and occasionally try to assassinate leaders. You will learn to recognize these tactics as parts of the terrorists’ toolkit.
4. Free, independent media have a vital role in democratic societies. You will develop an understanding of the tensions between media freedom and censorship when covering terrorism and related national security issues. There are many new forms of media and some terrorists have become very skilled in their use. How do groups like ISIS and al Qaeda recruit followers, motivate them, and try to justify their actions? Is it ever acceptable for governments or technology firms to censor terrorists’ communication on social media or on the internet generally?
5. Controversial remedies for terrorism – rendition, torture, dragnet surveillance of populations, and similar issues that some people believe negatively affects privacy and perhaps democracy itself -- will be examined, along with the implications of their portrayals in popular entertainment and news.
6. We will also consider the role of soft power and smart power along with the limitations of conventional warfare when confronting insurgencies and shadowy terrorist organizations at home and abroad.
7. Finally, we will consider the case of American domestic terrorism and options for countering such threats within the United States.

GE Requirements: 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:

1. *Social Diversity in the U.S.:* 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.
 - a. 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.
 - b. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
2. *Global Studies:*
 - a. 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.
 - b. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

3. *Cross-Disciplinary Seminar*: 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.
 - a. Understand benefits and limitations of different disciplinary perspectives.
 - b. Understand benefits of synthesizing multiple disciplinary perspectives.
 - c. Synthesize and apply knowledge from diverse disciplines to topic of interest.

Mode of delivery

This course will be presented in a hybrid format with synchronous class meetings once a week at fixed times. These will be live and in-person for 26 percent of the time. The remaining 74 percent will be delivered live via Zoom or Teams. The live distance learning component will take place every Monday from 10:20AM to 12:10PM throughout the semester. The instructor will send an announcement which includes the recurring meeting link a for of the first meeting.

How this course works

This course meets for a single 1 hour and 50 minutes session 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. The Zoom sessions will supplement your learning, as I will provide further explanations of material, and also challenge you in intelligently discussing complex concepts with your peers in class.

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. In particular, as U.S. and international guest speakers may become available on short notice, please understand that occasionally it might be necessary to make small changes in the order in which we'll cover course subject material. In all instances as much advance written notice as possible will be given about changes.

Course materials

Required

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

In addition to the required textbook (listed above), PDFs of selected chapters and articles, links, and other materials 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 and turn in all assignments on time. 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 you must be an engaged, informed consumer of current news. I strongly suggest that you follow a respected, credible global news outlet such as BBC or Reuters DAILY, and/or a national newspaper online 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 persons, resources that permit high-quality work to be performed, recognition by peers in the way of prestigious awards for high-quality journalism, seasoned, experienced editors, and a willingness to admit errors and mistakes, and to correct them in a timely way.

Grading and faculty response

Grading

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

Assignments	Points and/or Percentage
Midterm Exam	25%
Final Exam	25%
1-page Response Papers (2 @ 10% each)	20%
Weekly post-class quizzes (14 x 2% each)	28%
Brief autobiographical essay	2%
Total	100%

Assignments

Attendance and participation: This hybrid 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.

Note that attendance is required at all class sessions. After the last class of the week, you will complete a brief quiz about the material for that week. These will include about five questions in varying formats, but mainly multiple choice and questions that require you to write a few sentences. You will have a few days following the final class of the week to complete this each week, but it must be completed during this time period.

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. Let me know in advance if you are going to be absent.

1-Page Response Papers: Each of you will sign up in advance to write response papers regarding one week's set of readings and films. These papers should deal with the themes contained in those materials. Each paper should be around 500 words (about one page, single-spaced). The papers will be uploaded to Carmen before the first class of the week that you are writing about. I want your reactions to the course materials – not the lectures or class discussions – so the idea is that you will write these before hearing the lectures or classroom discussion. Please DO NOT consult the online PowerPoints in preparing these essays.

In preparing the essay, first read all chapters, articles or other written materials, and view any video material such as documentary movies that are assigned for that day. Think about these experiences and try to identify a crosscutting theme that runs through these materials. In your essay, say what that theme is, provide a concise description of the theme, and explain what you mean by it. Offer your reaction to the theme, and back up your findings with facts or conclusions from the various experiences. It is very important to write absolutely accurate, factual information.

The best essays will articulate a point of view with respect to the materials and then use facts from the materials 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, how it compares to what you thought about the topic before you read it, 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 must contain all the elements of any well-written essay: A good, creative title, strong lead that introduces the topic and sets up your approach to it,

appropriate transitions and a sensible conclusion. I will post a specific grading rubric on Carmen for these papers. Check that for the specific quality criteria for which points are assigned.

Note that although the expectation for these papers is about 500 words, I am not going to count the words or penalize you for writing more if you feel the need to write longer in order to adequately express your responses to the readings.

Quizzes and exams:

All quizzes, papers, midterm and final exam will be turned in online to the appropriate drop box in order to be graded. The number 1 class rule is that I cannot grade any paper sent to me via email or handed to me in person. Do not email papers to me. The quizzes and exams will be conducted online using Carmen's quiz function and will deal with the readings, videos, and lecture materials. Instructions about quizzes and exams will be prior to those activities.

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 taken during the designated days/times each week. Please note that there is no exception to this policy and 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 (2-3% 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 100% distance-education course, your attendance is based on your online activity and participation. 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. If your question is something that you believe may be of interest to others in the class, please post to the "Ask the instructor" discussion board. Office hours are digital via Carmen Zoom.

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 **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

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](#)
- **Secured Media Library**
 - Some of the videos for this course will be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.
 - [Secured Media Library](#) help guide
- **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 Commercial Streaming Services**
- **There are many commercial sources for streaming video in today's world, including Netflix, Amazon Prime Video channels. Most 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 can be streamed free from other sources such as PBS.

- **Turnitin:**
 - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

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

Necessary software

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

Other course policies

Student Academic Services

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

Student Services

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

Copyright Disclaimer

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

Diversity

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

Title IX

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

Vaccination

The COVID-19 vaccine is the single best way to protect yourself and others from the disease. Widespread vaccination also offers us our best chance of ending the pandemic and getting back to a pre-pandemic lifestyle. If you haven't already, please get vaccinated. It is safe, effective, and [free](#).

Masks and social distancing

The university requires that everyone on campus wears masks indoors (for more information, see <https://safeandhealthy.osu.edu/>). Wearing a mask that covers your mouth and nose is important because it can help slow the spread of COVID-19. There are several reasons to do this, even if you are vaccinated. First, the "Delta variant," which is the dominant version of the virus that causes COVID in the U.S. today, is highly contagious, and has caused a huge increase in cases recently. Second, even if you are vaccinated, there have been some cases of "breakthrough" infection, where a vaccinated person becomes ill. These cases are much less severe than cases among unvaccinated individuals, but you still don't want to go through it if you don't have to. Finally, and most importantly, if you get COVID-19 you can spread it to other people, including young children and others who cannot take the vaccine. In short, masks help protect you and they help you protect other people.

Social distancing may also help slow the spread of COVID. Although classrooms are no longer configured to ensure that students can spread out, doing so may still be helpful if you have the opportunity.

Attendance

Given the continued high prevalence of COVID, including breakthrough cases among vaccinated individuals, **students should not attend class if they are feeling sick**. It is very important that individuals avoid spreading the virus to others. Most students should be able to complete a successful semester despite illness-induced absence. If you are absent due to illness, including but not limited to COVID, I will give you a reasonable opportunity to make up missed work. **You do not need to provide a physician's document of illness, but you should advise me via email as soon as you are safely able to do so.**

Recordings of class sessions

I intend to post recordings of our class sessions on Carmen. These recordings are not a substitute for the in-person learning experience. Instead, they are a tool to help those who are forced to miss class on account of illness to catch up. As such, recordings may fail to capture in-class activities, they may be incomplete in other ways, or they be entirely missing (e.g., in the event of a problem with the recording technology).

Other related resources

COVID-19 Accommodations. 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.

Food Security (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

COVID-19 emergency financial assistance (<https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>) Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or child care. Please visit the website for more information.

Academic integrity policy

Academic Misconduct

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

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

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

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

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

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

Accessibility accommodations for students with disabilities

Requesting accommodations

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

Course schedule (tentative)

Courses with synchronous meetings

Week and Dates	Week Overview	Assignments
<p>1 8/30</p>	<p>Instructor, course and syllabus introduction; Definitions of terrorism; How terrorism works.</p> <p>The Spy Factory, <i>Nova</i>. https://fod-infobase-com.proxy.lib.ohio-state.edu/p_ViewVideo.aspx?xtid=151388</p> <p>Sandler, Chapter 1, A primer on terrorism, pp. 1-23.</p> <p>Hunter, R.E. (2012). Terrorism and war. <i>The Oxford Handbook of War</i>. pp. 1-16.</p> <p>Recommended:</p> <p>Lind, W.S., Nightengale, K., Schmitt, J.F., Sutton, J.W. & Wilson, G.I. (1989). The changing face of war: Into the Fourth Generation. <i>Marine Corps Gazette</i>, pp. 22-26. (Carmen)</p>	<p>Watch The Spy Factory before class on 8/30.</p> <p>Complete Week 1 post-class quiz before class on 9/7.</p>
<p>2 9/6</p>	<p>Labor Day, no class. University is closed.</p> <p>Read:</p> <p>Paybarah, A. (2021). What is the Islamic State Korasan, a.k.a. ISIS-K? Founded in 2015, the Afghan branch of the Islamic State counts both U.S. forces and the Taliban as its foes. <i>New York Times</i>. August 27.</p> <p>Highly Recommended: The Battle of Algiers: https://osu.kanopy.com/video/battle-algiers-0</p>	

<p>3</p> <p>9/13</p>	<p>US security dilemma in the 21st Century: The dragons and the snakes. Terrorism and related concepts: interstate industrial war, guerilla war. Theories of unrestricted, asymmetric, and hybrid warfare.</p> <p>Puttre, M. (2020). Winning on the battlefield is not enough. Discourse Magazine, May 13.</p> <p>Kilcullen, D. (2020). Liminal manoeuvre and conceptual envelopment: Russian and Chinese non-conventional responses to Western military dominance since 1991. University of New South Wales, Canberra.</p>	<p>Complete Week 3 post-class quiz before class on 9/20.</p>
<p>4</p> <p>9/20</p>	<p>Causes of terrorism. Process of political radicalization and terrorist recruitment. Accidental Guerilla Syndrome.</p> <p>Sandler, Chapter 2, Causes of terrorism, pp. 24-45.</p> <p>Sandler, Chapter 3, Role of terrorist groups, pp. 46-69.</p> <p>Kilcullen, D. (2009). <i>The accidental guerilla: Fighting small wars in the midst of a big one</i>. New York: Oxford University Press. Chapter 1, The accidental guerilla, pp. 1-38.</p> <p>McCauley, C. & Moskalenko, S. (2008). Mechanisms of political radicalization: Pathways toward terrorism. <i>Terrorism and Political Violence</i>, 20,3, 414-433.</p> <p>Bennhold, K. (2015). Jihad and girl power: How ISIS lured three London girls. <i>New York Times</i>, August 17.</p> <p>Violent extremism in America: Can it be stopped? RAND Corp. https://www.rand.org/multimedia/video/2021/07/07/violent-extremism-in-america-can-it-be-stopped.html</p> <p>NBC News. (2021). Capitol rioters face FBI arrests and prosecution. How not to make them martyrs in the process. https://www.nbcnews.com/think/opinion/capitol-rioters-face-fbi-arrests-prosecution-how-not-make-them-nca1266878</p> <p>Recommended:</p> <p>American Terrorist. Frontline (2015). http://www.pbs.org/wgbh/frontline/film/american-terrorist/</p>	<p>Complete Week 4 post-class quiz before class on 9/27.</p>
<p>5</p> <p>9/27</p>	<p>Understanding the Iraq War, 1989-present; ISIS and the Syrian Civil War. Opportunity costs for the United States.</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>	<p>Complete Week 5 post-class quiz before class on 10/4.</p>

	<p>Sandler, Chapter 6, Economic consequences of terrorism, pp. 112-132.</p> <p>McCoy, A.W. (2018). Micro-militarism and decline of democracy. <i>The Progressive</i>. June 13.</p> <p>Recommended: Watch: <i>Shock and Awe</i> film.</p>	
6 10/4	<p>Understanding the Long War in Afghanistan: Four decades of war and counting. 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</p> <p>Rubin, A.J. (2021). Did the war in Afghanistan have to happen? New York Times. August 26.</p> <p>Bergen, P. (2021). The last days of Osama bin Laden: Revelations from the Abbottabad files show a terrorist leader scrambling for relevance in a world that had moved on. Wall Street Journal. July 31.</p> <p>Richardson, L. (2021). A fuller picture of Osama bin Laden’s life. New York Times. August 3.</p>	<p>Complete Week 6 post-class quiz before class on 10/11.</p> <p>Midterm exam begins February 1, after class. The exam will be available until February 24, at 9:30 a.m.</p> <p>NOTE: The exam has <u>two</u> parts.</p>
7 10/11	<p>Media, hybrid war and Active Measures.</p> <p>Media and censorship: The Pentagon Papers case and its enduring relevance.</p> <p>Abrams, S. (2016). Beyond Propaganda: Soviet active measures in Putin’s Russia. <i>Connections: The Quarterly Journal</i>, 15, 1, 5-31.</p> <p>Chivvis, C.S. (2017). Understanding Russian “hybrid warfare” and what can be done about it. Testimony presented before the House Armed Services Committee, March 22.</p> <p>Ghosh, D. & Scott, B. (2018). #Digitaldeceit: The technologies behind precision propaganda on the internet. New America Foundation.</p> <p>https://d1y8sb8igg2f8e.cloudfront.net/documents/digital-deceit-final-v3.pdf</p> <p>For Reference:</p> <p>Ghosh, D. & Scott, B. (2018). #Digitaldeceit II. A policy agenda to fight disinformation on the internet. New America Foundation.</p>	<p>Complete Week 7 post-class quiz before class on 10/18.</p>

	<p>https://d1y8sb8igg2f8e.cloudfront.net/documents/Digital_Deceit_2_Final.pdf</p> <p>Recommended:</p> <p>Watch: <i>The Post</i> (2017). This is the story of the Pentagon Papers case told from the point of view of the <i>Washington Post</i>. Available on various commercial streaming services.</p>	
8 10/18	<p><i>US history of domestic terrorism.</i></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> <p>Peters, J., et al. (2019). How the El Paso gunman echoed the words of right-wing pundits. <i>New York Times</i>, August 12.</p> <p>Watch: <i>If a Tree Falls....</i> Available at OSU Secured Media Library.</p> <p>Recommended:</p> <p>Documenting hate: New American Nazis. <i>Frontline</i>. November 20, 2018.</p>	Complete Week 8 post-class quiz before class on 10/25.
9 10/25	<p>Lone-wolfs and leaderless resistance. Domestic anti-government terrorism.</p> <p>Watts, C. (2019), How to fight the new domestic terrorism. <i>Wall Street Journal</i>, August 9.</p> <p>Haberman, C. (2015). Memories of Waco siege continue to fuel far-right groups. <i>New York Times</i>, July 12.</p> <p>Watch: Documenting hate: Charlottesville. <i>Frontline</i>, August 7, 2018. https://www.pbs.org/wgbh/frontline/film/documenting-hate-charlottesville/</p> <p>Recommended:</p> <p>Watch: Oklahoma City. <i>American Experience</i>. On OSU Secured Media Library.</p>	Complete Week 9 post-class quiz before class on 11/1.
10 11/1	<p>Changing nature of media and their response to crises.</p> <p>Winkler, C. (2017). Media responsiveness in times of crisis. <i>Oxford Handbook of Political Communication</i>. pp. 1-17.</p> <p>Ellinas, A.A. (2018). Media and the radical right. <i>Oxford Handbook of the Radical Right</i>, pp. 1-20.</p>	Complete Week 10 post-class quiz before class on 11/8.

	<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> <p>RAND. (2020). What Americans think of the news – and what that means for democracy. April 18. https://www.rand.org/blog/articles/2020/04/what-americans-think-of-the-news--and-what-that-means.html</p> <p>Recommended:</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>	
<p>11 11/8</p>	<p>Privacy and surveillance in democratic societies, information technology, cyberwar, secrecy and weaponized disclosure of information.</p> <p>Matthews, M, Migacheva, K., & Brown, R.A. (2021). Superspreaders of malign and subversive information on Covid-19. Russian and Chinese efforts targeting the United States. RAND Corp.</p> <p>Perloth, N., Sanger, D.E., & Shane, S. (2019). How Chinese spies got the NSA's hacking tools and used them for attacks. <i>New York Times</i>, May 6.</p> <p>Sanger, D. & Schmidt, E. (2017). US cyberweapons, used against Iran and North Korea, are a disappointment against ISIS. <i>New York Times</i>, June 12.</p> <p>Lepore, J. (2013). Annals of Surveillance: The Prism: Privacy in an age of publicity. <i>New Yorker</i>, June 24.</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>Watch: <i>Zero Days</i> in OSU Secured Media Library.</p>	<p>Complete Week 11 post-class quiz before class on 11/15.</p>
<p>12 11/15</p>	<p>Counter-terrorism tactics: Soft power and public diplomacy; Winning hearts and minds with communication and persuasion; Benefits and limits of drone warfare.</p> <p>Nye, J.S. Jr. (2009). Get smart: Combining hard and soft power. <i>Foreign Affairs</i>, July/August, pp. 1-4.</p>	<p>Complete Week 12 post-class quiz before class on 11/22.</p>

	<p>Watch: Nye, J. (2010). Global power shifts. <i>TedTalk</i> http://www.ted.com/talks/joseph_nye_on_global_power_shifts</p> <p>Sandler, Chapter 4, Effectiveness of counterterrorism, pp. 70-92.</p> <p>Watch: <i>National Bird</i> documentary film (2017). Available at OSU Secured Media Library.</p>	
<p>13</p> <p>11/22</p>	<p>Counter-terrorism tactics: Torture and domestic and international law.</p> <p>Watch: Cheney's Law. <i>Frontline</i>. (2007). https://www.pbs.org/wgbh/pages/frontline/cheney/view/</p> <p>Johnson, D. A., More, A., & Schmidt, A. (2016). The strategic costs of torture. How "enhanced interrogation" hurt America. <i>Foreign Affairs</i>.</p> <p>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. http://www.newyorker.com/magazine/2005/02/14/outsourcing-torture</p> <p>Recommended: Hersh, S.M. (2004). Torture at Abu Ghraib. <i>The New Yorker</i>, May 10, 2004. http://www.newyorker.com/magazine/2004/05/10/torture-at-abu-ghraib</p> <p>Filkins, D. (2015). How did Abu Zubaydah lose his eye? <i>The New Yorker</i>.</p>	<p>Complete Week 13 post-class quiz before class on 11/29.</p>
<p>14</p> <p>11/29</p>	<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>Secrets, Politics and Torture. <i>Frontline</i> (2015). http://www.pbs.org/wgbh/frontline/film/secrets-politics-and-torture</p>	
<p>15</p> <p>12/6</p>	<p>How does terrorism end?</p> <p>Sandler, Chapter 7, The future of terrorism, pp. 133-150.</p> <p>Wright, R. (2017). Sixteen years after 9/11, how does terrorism end? <i>The New Yorker website</i>, September 11, 2017.</p> <p>Weinberg, L. & Perliger, A. (2010). How terrorist groups end. <i>CTC Sentinel</i>, 3, 2, 16-18.</p>	<p>Final take-home exam will be made available online at the last class. NOTE: All final exams (both parts) must be</p>

	<p>Recommended:</p> <p>Mueller, J. (2005). Six rather unusual propositions about terrorism. <i>Terrorism and Political Violence</i>, 17, 487-505.</p>	<p>turned into Carmen no later than the final exam day/time set by the Registrar, <u>Wednesday, Dec. 9, 10-11:45a.m.</u> Part 1 will be multiple choice; Part 2 will be a 750-800 word essay.</p> <p>Please complete your online SEI (instructor evaluation).</p>
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