

SYLLABUS: COMM 3597.02 MEDIA AND TERRORISM AUTUMN 2022

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Office hours: On Zoom, Mondays, 10:15 to 11:15 a.m., and by appointment. You can find the zoom link for office hours on Carmen under the announcements.

Office location: 3038 Derby Hall.

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

Credit hours: 3

Preferred means of communication:

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

Course description

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

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

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

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

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

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

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

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

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

Course learning goals and outcomes

This course has been approved as meeting requirements for Legacy General Education courses on the theme of This section describes the goals and Expected Learning Outcomes for such courses.

Legacy GE Requirements:

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.
 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.
2. *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.
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.
 1. Understand benefits and limitations of different disciplinary perspectives.
 2. Understand benefits of synthesizing multiple disciplinary perspectives.
 3. Synthesize and apply knowledge from diverse disciplines to topic of interest.

These legacy goals and learning outcomes will be achieved with a series of learning opportunities involving readings and films that students will reflect upon in a series of reading response essays, post-class quizzes, a media diary and a final exam. These reflective assignments will encourage you to think broadly about the course material and course goals and demonstrate understanding and development of critical thinking skills about these topics.

Mode of delivery

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

How this course works

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

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

Course materials

Required

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

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

In order to contextualize and fully appreciate the challenges that terrorism poses to our society I suggest that you should be an engaged, informed consumer of current news. I strongly suggest that you follow a respected, credible global news outlet such as The New York Times, Washington Post, or Smartphone apps such as Apple News for these and

other media outlets are readily available and easy to navigate. Many of these apps have home sharing features, which means they can be used by multiple people in a household.

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

Grading and faculty response

Grading

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

Assignments	Percentage
Brief autobiographical essay	2%
Reading Response essays [3@10% each]	30%
Film Response Essay [2@5%]	10%
Post-class quizzes [6@5%]	30%
Media Diary	8%
Final Exam	20%
Total	100%

Faculty feedback and response time

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

Grading and feedback

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

E-mail

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

Assignments

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

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

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

Reading Response Essays

You will write three of these on carefully during weeks described in the course schedule within this syllabus. These are weeks with complex readings that you should read and think about carefully.

Post-class Quizzes

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

Two Reading/Film Response Essays

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

Media Diary

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

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. The Number 1 class rule is that I cannot grade any paper sent to me via email or handed to me in person. Do not email papers to me. Only papers in the appropriate drop box can be graded. Note that the drop boxes will be set on timers to close at the deadline for the assignment.

Final Exam

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

Brief Autobiographical Essay

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

Late assignments

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

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

Grading scale

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

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

Attendance, participation, and discussions

Credit hour and work expectation

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

Student participation requirements

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

- Attending lectures:

Attend two weekly lectures and actively participate in discussions and activities

- Weekly assignments

Keep up with readings and assignments posted on Carmen.

- Office hours:

I am available to help you to learn, understand, and grow as individuals. Office hours are digital via Carmen Zoom.

Discussion and communication guidelines

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

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

Course technology

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

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

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

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

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

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

Necessary software

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

Other course policies

Student Academic Services

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

Student Services

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

Copyright Disclaimer

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

Diversity

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

Title IX

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

Mental Health

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

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

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

COVID-19 and Illness Policies

University COVID policies

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

Student illness or absence

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

Instructor illness or absence

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

Academic integrity policy

Academic Misconduct

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

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

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

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

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

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

Accessibility accommodations for students with disabilities

Requesting accommodations

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

Course schedule (tentative)

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

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

3 9/6-8	<p>Causes of terrorism, and Accidental Guerilla Syndrome. Process of political radicalization and terrorist recruitment. Sandler, Chapter 2, Causes of terrorism, pp. 24-45. [Tuesday]</p> <p>Sandler, Chapter 3, Role of terrorist groups, pp. 46-69. [Tuesday]</p> <p>Violent extremism in America: Can it be stopped? RAND Corp. Video, about 3.5 minutes. [Tuesday]</p> <p>McCauley, C. & Moskalenko, S. (2008). Mechanisms of political radicalization: Pathways toward terrorism. <i>Terrorism and Political Violence</i>, 20,3, 414-433. [Thursday]</p> <p>Bennhold, K. (2015). Jihad and girl power: How ISIS lured three London girls. <i>New York Times</i>, August 17. [Thursday]</p> <p>McCauley, C. & Moskalenko, S. (2017). Understanding political radicalization: The Two-Pyramids Model. <i>American Psychologist</i>, 72, 3, 205-217. [Thursday]</p>	Complete Post-class quiz Week 3 by 9/12 at 11:59 p.m.
4 9/13-15	<p>Understanding the Iraq War, 1989-present; ISIS and the Syrian Civil War.</p> <p>Wood, G. (2019). ISIS is like a chronic disease: It can be managed, but never really cured. <i>New York Times</i>, March 25. [Tuesday]</p> <p>PBS Frontline: Losing Iraq. Tuesday] https://fod-infobase-com.proxy.lib.ohio-state.edu/p_ViewVideo.aspx?xtid=114698&tScript=0</p> <p>Iraq War History TBA [Thursday]</p> <p><u>[Note: Tuesday=T and Thursday=R hereafter in the syllabus.]</u></p>	Complete Film Response Essay #1 by 9/16 at 11:59 p.m.
5 9/20-23	<p>Understanding the Long War in Afghanistan: Four decades of war. Understanding Bin Laden and al-Qaeda</p> <p>The U.S. war in Afghanistan: 1999-2021. Council on Foreign Relations. https://www.cfr.org/timeline/us-war-afghanistan [T]</p> <p>Coll, S. & Entous, A. (2021). The secret history of the US diplomatic failure in Afghanistan. <i>New Yorker</i>, Dec. 10. [T]</p> <p>Rubin, A.J. (2021). Did the war in Afghanistan have to happen? <i>New York Times</i>. August 26. [R]</p> <p>Filkins, D. (2021). The last exit from Afghanistan. <i>New Yorker</i>, March 1. [R]</p>	

6 9/27-28	<p>Consequences of War: Injury, Death, Refugees and Financial and Reputational Costs.</p> <p>Sandler, Chapter 6, Economic consequences of terrorism, pp. 112-132. [T]</p> <p>McCoy, A.W. (2018). Micro-militarism and decline of democracy. <i>The Progressive</i>. June 13. [T]</p> <p>McCoy, A. (2019). The end of our world order is imminent. <i>The Nation</i>. Feb. 28. [T]</p> <p>Landmines in Afghanistan Article TBA [T]</p> <p>Frontline (2018). <i>Exodus: The Journey Continues</i>. University Library resource. [R]</p>	
7 10/4-6	<p>US history of domestic terrorism.</p> <p>Parker, C. (2018). The radical right in the United States of America. <i>Oxford Handbook of the Radical Right</i>, pp. 1-23. [T]</p> <p>Haberman, C. (2015). Memories of Waco siege continue to fuel far-right groups. <i>New York Times</i>, July 12. [T]</p> <p>Alter, A. (2021). How the Turner Diaries incites white supremacists. Jan. 12. <i>New York Times</i>. [T]</p> <p>Peltier, E. & Kulish, N. (2019). A racist book's malign and lingering influence. <i>New York Times</i>, Nov. 22. [T]</p> <p>Kulish, N. & McIntire, M. (2019). Why an heiress spent her fortune trying to keep immigrants out. <i>New York Times</i>. Aug. 14. [T]</p> <p>Required: <i>If a Tree Falls....</i> Available through OSU Libraries, Films on Demand. Film as a finalist for the Documentary Film Academy Award. [R]</p>	Complete Reading Response Essay #1 by 10/17 at 11:59 p.m.
8 10/11	<p>Lone-wolfs and leaderless resistance. Domestic anti-government terrorism.</p> <p>Watch: Frontline: <i>America After 9/11</i>, University Libraries. [T]</p> <p>NO CLASS October 13-14. Autumn Break.</p>	Film Response Paper #2 due 10/12.
9 10/18-20	<p>Changing nature of media and their response to crises.</p> <p>Winkler, C. (2017). Media responsiveness in times of crisis. <i>Oxford Handbook of Political Communication</i>. pp. 1-17. [T]</p> <p>Ellinas, A.A. (2018). Media and the radical right. <i>Oxford Handbook of the Radical Right</i>, pp. 1-20. [T]</p>	Turn in personal Media Dairy reflection by

		10/24 at 11:59 p.m.
10 10/25 -27	<p>Media and censorship: The Pentagon Papers case and its enduring relevance.</p> <p>TBA</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. [R]</p> <p>Aral, S. (2018). How lies spread online. <i>New York Times</i>. March 8. [R]</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. [R]</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. [R]</p>	
11 11/1-3	<p>Privacy and surveillance in democratic and nondemocratic societies, information technology.</p> <p>Lepore, J. (2013). Annals of Surveillance: The Prism: Privacy in an age of publicity. <i>New Yorker</i>, June 24. [R]</p> <p>Millward, J. A. (2018). What it's like to live in a surveillance state. <i>New York Times</i>, Feb. 3. [R]</p> <p>Buckley, C. (2018). China is detaining Muslims in vast numbers. The goal: Transformation. <i>New York Times</i>, Sept. 8. [R]</p> <p>Poitras, L. <i>The program</i>. The story of William Binney, longtime NSA employee. NYT Films. (See module for link.)[R]</p>	Complete Week 11 post-class quiz by 11/4 at 11:59 p.m.
12 11/8-10	<p>Counter-terrorism tactics: Soft power and public diplomacy; Winning hearts and minds with communication and persuasion; Benefits and limits of drone warfare.</p> <p>Nye, J.S. Jr. (2009). Get smart: Combining hard and soft power. <i>Foreign Affairs</i>, July/August, pp. 1-4. [T]</p>	Complete Week 12 post-class quiz by 11/11 at 11:59 p.m.

	<p>Watch: Nye, J. (2010). <i>Global power shifts</i>. TedTalk http://www.ted.com/talks/joseph_nye_on_global_power_shifts [R]</p> <p>Sandler, Chapter 4, Effectiveness of counterterrorism, pp. 70-92. [T]</p> <p>Koumpilova, M. (2016). How Denmark is trying to subvert the call to terror. <i>Minneapolis Star Tribune</i>. [R]</p> <p>Schmidt, E. (2014). US is trying to counter ISIS' efforts to lure alienated young Muslims. <i>New York Times</i>. Oct. 4. [R]</p>	
13 11/15 -17	<p>Cyberwar and weaponized disclosure of information.</p> <p>Gibney, A. (2016). <i>Zero Days</i>. Magnolia films. This film explains the Stuxnet computer virus and its deployment against an Iranian nuclear enrichment plant, including coherent explanations of the various technologies built into it to evade detection. https://library.ohio-state.edu/record=b8730425 [T]</p> <p>Abrams, S. (2016). Beyond Propaganda: Soviet active measures in Putin's Russia. <i>Connections: The Quarterly Journal</i>, 15, 1, 5-31. [T]</p> <p>Chivvis, C.S. (2017). Understanding Russian "hybrid warfare" and what can be done about it. Testimony presented before the House Armed Services Committee, March 22. [T]</p>	<p>Second Reading response paper due 11/18 at 11:59 p.m.</p>
14 11/22	<p>Counter-terrorism tactics: Torture and domestic and international law.</p> <p>Watch: <i>Cheney's Law</i>. Frontline. (2007). https://www.pbs.org/wgbh/pages/frontline/cheney/view/ [T]</p> <p>Johnson, D. A., More, A., & Schmidt, A. (2016). The strategic costs of torture. How "enhanced interrogation" hurt America. <i>Foreign Affairs</i>. [T]</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 [T]</p> <p>Filkins, D. (2015). How did Abu Zubaydah lose his eye? <i>The New Yorker</i>. [T]</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. [R]</p>	<p>Complete third Reading Response paper by 11/18 at 11:59 p.m.</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 [R]</p>	
<p>15 11/29 -12/1</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. [T]</p> <p>Human Rights First. (ND). Interrogators agree: Torture is counterproductive. (See Carmen Module for video link.) [T]</p> <p>Human Rights First. (2009). Primetime Torture Project: An ad for torture. (See Carmen Module for video link.) [T]</p> <p>Tobar, H. (2019). Hollywood's obsession with cartels. <i>New York Times</i>. Jan. 5. [T]</p> <p>Mayer, J. (2007). Whatever it takes: The politics of the man behind 24. <i>New Yorker</i>. Feb. 19. [T]</p>	<p>Complete Post-class quiz #5 by 12/2 at 11:59p.m.</p>
<p>16 12/6</p>	<p>How does terrorism end?</p> <p>Sandler, Chapter 7, The future of terrorism, pp. 133-150. [R]</p> <p>Readings TBA</p>	<p>Final take-home exam will be made available online after the last class.</p> <p>Please complete your online SEI (instructor evaluation).</p>
	<p>Final Exam due date: Friday, Dec. 9, 2022, 9:45 a.m.</p>	<p>NOTE: All final exams (both parts) must be turned into Carmen no later than the date and time indicated, which is set by the registrar.</p>

