

**SYLLABUS: COMM 3597.02  
MEDIA AND TERRORISM  
AUTUMN 2024**

**SECTION #18275**

Instructor: Gerald Kosicki, Ph.D.

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Office hours: On Zoom, Mondays, 10 to 11 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, 2:20 p.m. – 3:40p.m., Denny Hall, Room 214.

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.
- Class-wide communications will be sent through the Announcements tool in Carmen. Please check your notification preferences ([go.osu.edu/canvas-notifications](http://go.osu.edu/canvas-notifications)) to be sure you receive these messages.

Course description

This course will help you understand the problem of terrorism in our contemporary, increasingly global, world. Our approach is communication-based but we draw upon literature from many disciplines to help explain the key issues related to domestic and international terrorism, counterterrorism and issues of public communication that are relevant to public understanding of terrorism and terrorists. Terrorism is examined as a tactic used by people to press various grievances with governments. You will learn to differentiate terrorism from related concepts with which it is often confused, for example, guerilla war, insurgency, and interstate industrial war, as well as hybrid, asymmetric and unrestricted war. Like many complex social and political problems, terrorism is a matter that has been studied by people trained in many disciplines. Terrorism 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 have, and what are the best counter-terrorism strategies for societies and governments to pursue.

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 wars. 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. You will also be expected to develop a greater understanding of the process of radicalization in both international and domestic contexts.

The next section [Weeks 4-6] will revisit the history of U.S. experience with its 21<sup>st</sup> Century wars in Iraq, Afghanistan, and Syria, in which terrorism played a key part. Understanding the accurate history and context of these wars is vital 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. 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. Migrants and refugees have been scapegoated in certain societies and in some places have been raised political tensions. An important lesson of the class is to understand and develop some empathy for the plight of these displaced persons.

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 the surveillance of communication and other aspects of everyday life, including unmanned aerial vehicles and sensors. 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 acceptable for governments or technology firms to censor 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 21<sup>st</sup> Century to terrorism. This

includes several very controversial remedies for terrorism – rendition, torture, and enhanced surveillance. Some argue that these phenomena negatively affect citizens' lives and perhaps democracy itself. Part of this module examines the portrayals of terrorists and counterterrorism 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 torture 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. We also look back at the early 2000s and ask whether the national response might have been an example of “a political moral panic” as suggested by Shafir & Schairer. The unit shows clearly that all terrorism campaigns end, but the social problems and ambitions pursued by violent extremists may be ongoing if societies act disproportionately to the threat.

Course learning goals and outcomes.

This course has been approved as meeting requirements for Legacy General Education courses under the categories of Diversity and Cross-Disciplinary Seminar. This section describes the legacy goals and Expected Learning Outcomes for such courses.

#### **Legacy GE Requirements:**

**GE Requirements:** This course fulfills the General Education Legacy 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:

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

- Social Diversity in the U.S. Expected Learning Outcomes:
  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.

Students will examine the history of immigration and race as a source of marginalization, exclusion, and accusations of terrorism/anarchism.

2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

The American experience with counter-terrorism after 9/11 shows the strengths of diversity (language competence, cultural understanding) in investigating the attack and its motives. The lack of diversity of such

competences may have contributed to the difficulty of detecting the attack. For example, the FBI had one agent who spoke Arabic on the morning of 9/11.

- *Global Studies Expected Learning Outcomes*
  3. 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.
  4. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- *Goals for 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.

#### *Expected Learning Outcomes*

1. Understand benefits and limitations of different disciplinary perspectives.
  1. Terrorism is a complex problem that will not be solved by any single academic discipline
2. Understand benefits of synthesizing multiple disciplinary perspectives.
  1. Radicalization can be prevented through learning new perspectives and persuasive communication to counter-act terrorist recruiting messages and propaganda.
3. Synthesize and apply knowledge from diverse disciplines to topic of interest.
  1. Military power alone cannot end terrorism campaigns. Killing/capturing committed radicals may be necessary, but does not negate attractive ideologies promoted by radicals. This requires communication of information as well as persuasive messages.

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.

NOTE: I will be submitting various proposed changes to this course during AU24 semester to try to meet the requirements for the New GE Program under the Theme of Citizenship for a Diverse and Just World. This has not yet been approved. Below are the goals and expected learning outcomes for the New GE Program courses.

New General Education (GEN) Goals and ELOs:

**Goals:**

Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]

2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

**Expected Learning Outcomes:**

Successful students can:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

### Mode of delivery

This course will be presented in person with two class meeting each week. Extensive use is made of Carmen for streaming films, completing assignments and tests, and maintaining reading materials. This is class makes significant use of documentary films that require time outside of class. All quizzes and papers will be done on Carmen outside of normal class times. None of these assignments is timed.

### 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 except the required textbook 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/Recommended Texts

There are no required textbooks this semester.

The reading list for the course includes a mix of peer-reviewed academic literature, and occasionally various examples of “gray literature” – publications that produced by all levels of government, business and industry in print and electronic formats, but which are not controlled by commercial publishers. This material can be more timely or appropriate for teaching purposes than traditional academic literature due to the long lag time typically involved with academic publishing, and a focus on general adult audiences rather than other scholars. We will also be looking at contemporary and historical media reports and documentary films produced by journalists. Readings for the week are published on Carmen’s course modules for each week of the semester. You are expected to complete all readings prior to class so that you will be prepared to discuss the material in class and prepare for the post-class quiz each week.

To contextualize and fully appreciate the challenges that terrorism poses to our society, it will be necessary for you to practice being an engaged, informed consumer of current news. Ohio State University now offers each student a free digital subscription to *The New York Times*, a leading, highly respected global news organization. [Activate your subscription with the instructions on USG's website.](#)

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 ask questions and/or schedule some time with me so we can discuss your specific concerns. No sources of information are perfect, but high-quality media have

certain things in common -- highly trained, qualified and experienced professional writers and editors, adequate resources, institutional integrity that permits and encourages high-quality work to be performed, recognition of high-quality work by peers by awarding prestigious awards, a willingness to admit errors and mistakes, and to do so in a timely way. Propaganda media sources, as well as user generated content, typically don't meet these criteria and particularly do not admit errors or correct them.

## Grading and faculty response

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

Assignments	Percentage
Brief autobiographical essay	5%
Response essays [2@15% each]	30%
Quizzes [8@5%]	40%
Media Diary	10%
Final Exam	15%
Total	100%

## Faculty feedback and response time

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

## Grading and feedback

For large weekly assignments, you can generally expect feedback within **a week**.

## 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, and do not use an alternative address or email system like Gmail.

## 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, 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. 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 assignments, but it must be completed during this time. Most such papers will be due by the following Monday at 11:59 p.m.

You will need to participate actively 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.

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

Quizzes: After eight 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 11:59 pm on Mondays when we have a quiz. That is, before the first class the following week. These low-stakes quizzes are meant to provide incentives to keep up with class material and review and consolidate the material after each week's instruction is concluded. The quizzes must be completed in one sitting, but are not timed.

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

Note that ALL course material -- quizzes, papers, midterm and final exam -- will be turned in online to the appropriate drop box 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.* Note that the drop boxes will be set on timers to close at the deadline for the assignment.

*Final Exam*: This will be in a take-home essay format. It is an opportunity designed to encourage you to review and hopefully consolidate all the material of the class. You will need to write between 750 and 1,000 words. A brief document with a prompt for your essay will be provided. A grading rubric will be provided.

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. You can find my essay on the first course module.

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).

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  
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

Please note: Your grade will be the sum of all the individual grades of the course. 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 an in-person course, the following is a summary of everyone's expected participation:

- **Attending class:**  
**Attend weekly classes 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 works very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and other 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](http://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](http://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.
- 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](mailto: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 Adobe and Microsoft Office products free of charge. To install, please visit [https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

#### *New York Times* Digital Subscription

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

#### CHATGPT AND RELATED ARTIFICIAL INTELLIGENCE PROGRAMS

There is currently a lot of media content surrounding these programs and some of you might be inspired to give them a try. While they can be useful, they are NOT a substitute for careful consideration of the course material, critical thinking, originality, and other qualities that distinguish superior college-level work. The assignments in the class have very exacting specifications. Do your own work and don't try to delegate it to a chatbot. But the use of ChatGPT or similar tools is allowed for your own use with the following considerations in mind:

Can you use Chat GPT? The answer is, "It depends." We have structured ways that we encourage the use of ChatGPT to maximize your writing and learning, and these assignments will be clear and evident in class.

Students are allowed to use ChatGPT and other similar tools for certain aspects of this course.

Purpose of Using ChatGPT: ChatGPT is designed to provide assistance in generating human-like text responses based on given prompts. In this course, you may use ChatGPT to brainstorm, generate ideas, improve your writing, or explore complex concepts. However, it is essential to remember that ChatGPT should complement your efforts, not replace critical thinking and the core learning process.

You are permitted to use ChatGPT in the following ways:

*Brainstorming:* Use ChatGPT to generate ideas, concepts, or potential solutions to specific problems or assignments.

*Writing Assistance:* Leverage ChatGPT to enhance your OWN writing, receive suggestions on sentence structure, grammar, and style and refine your written work.

*Concept Exploration:* Use ChatGPT to gain insights into challenging topics, explore different perspectives and deepen your understanding of course materials.

### Responsible Use and Academic Integrity:

While ChatGPT can be an invaluable resource, it is crucial to uphold academic integrity and responsible use. Plagiarism and cheating are strictly prohibited and will result in a report to COAM.

When using ChatGPT, you must always provide appropriate attribution if you incorporate any generated content into your assignments or projects.

### Limitations of ChatGPT

Keep in mind that ChatGPT is a machine-learning model and has its limitations. It may not always produce accurate or reliable information. As such, you must critically evaluate the responses generated by ChatGPT and verify the information from reliable sources before incorporating it into your work.

### Support and Guidance

If you are unsure about the appropriate use of ChatGPT or have any questions related to its implementation, please ASK before you use and submit!

### Experimentation and Feedback

This course encourages experimentation and learning through hands-on experiences. You are encouraged to explore the capabilities of ChatGPT, share your experiences with the class and provide constructive feedback on how it enhances or impacts your learning process.

## 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

### Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information:
  1. Any human resource professional (HRP);
  2. Anyone who supervises faculty, staff, students, or volunteers;
  3. Chair/director; and
  4. Faculty member.

## 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 at [titleix@osu.edu](mailto: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 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](http://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

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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Student illness or absence

If you are too ill to participate in this course due to COVID-19 or another illness, please contact me as soon as you are able. Alternate assignments or extensions may be arranged.

### Instructor illness or absence

If I become too ill to teach the course for a period, the School of Communication will make arrangements for the class to be covered. You will be notified via email from the School of Communication. If I can teach but feel the need to work from home, we may move certain class sessions online for a brief period. In that case, I will send you via Carmen's announcements function a Zoom link to use.

## Academic Integrity Policy

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.

## Statement on Disability Services

1. The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### 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 in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

### RELIGIOUS ACCOMMODATIONS

IT IS OHIO STATE'S POLICY TO REASONABLY ACCOMMODATE THE SINCERELY HELD RELIGIOUS BELIEFS AND PRACTICES OF ALL STUDENTS. THE POLICY PERMITS A STUDENT TO BE ABSENT FOR UP TO THREE DAYS EACH ACADEMIC SEMESTER FOR REASONS OF FAITH OR RELIGIOUS OR SPIRITUAL BELIEF.

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

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

### **Mental Health Statement**

*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 or someone you know are 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](http://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766) and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.*

### **Sexual misconduct/relationship violence**

*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 at [titleix@osu.edu](mailto:titleix@osu.edu).*

(ASC Syllabus Template approved by the ASC CCI 5/9/08; revised ASCC 4/11/14; revised 11/13/15, Summer 2016 and Summer 2017; revised 09/23/2022; revised 09/08/2023)

**CAMPUS FREE SPEECH POLICY**

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

#### **WEATHER OR OTHER SHORT-TERM CLOSING**

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

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

# Course schedule AU24\* (Subject to change)

\*Note that the Carmen Modules contain the most authoritative and current list of assignment deadlines.

Week and Dates	Week Overview	Assignments
<p>1 8/20-</p> <p>22</p>	<p><b>Instructor, course and syllabus introduction; Definitions of terrorism; How terrorism works.</b></p> <p>Hunter, R.E. (2012). Terrorism and war. <i>The Oxford Handbook of War</i>. pp. 1-16.</p> <p>PBS NOVA. (2009). The Spy Factory. 53 minutes. Available from Films on Demand at OSU Libraries. Requires sign in.  <a href="https://proxy.lib.ohio-state.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=97401&amp;xtid=151388">https://proxy.lib.ohio-state.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=97401&amp;xtid=151388</a></p>	<p>Watch PBS Nova (2009) The Spy Factory film by 8/27</p> <p>Complete autobiographical essay by 8/23.</p>
<p>2 8/27-29</p>	<p><b>War among the people; Unrestricted, hybrid and asymmetric warfare. The Dragons and Snakes.</b></p> <p>Puttre, M. (2020). Winning on the battlefield is not enough. <i>Discourse Magazine</i>, May 13.</p> <p>Kilcullen, D. (2020). Liminal maneuver and conceptual envelopment: Russian and Chinese non-conventional responses to Western military dominance since 1991. University of New South Wales, Canberra.</p>	<p>Complete Quiz 1. See Carmen modules for due dates/time for all course assignments.</p>
<p>3 9/3-5</p>	<p><b>Process of radicalization and terrorist recruitment.</b></p> <p>McCauley, C. &amp; Moskalenko, S. (2017). Understanding political radicalization: The Two-Pyramids Model. <i>American Psychologist</i>, 72, 3, 205-217.</p> <p>Bennhold, K. (2015). Jihad and girl power: How ISIS lured three London girls. <i>New York Times</i>, August 17.  <a href="#">Violent extremism in America: Can it be stopped? RAND Corp. Video, about 3.5 minutes.</a></p> <p><a href="#">NBCU. Violent extremism in America: Can it be stopped? NBCU Academy. (Website on Carmen module)</a></p>	<p>Complete Quiz 2</p>

4 9/10-12	<p>Understanding the 4-decade U.S. involvement in Iraq, 1989-present, ISIS and the Syrian Civil War.</p> <p>PBS Frontline: <i>Losing Iraq</i>. Available through OSU Libraries at this link: <a href="https://proxy.lib.ohio-state.edu/login?url=https://video.alexanderstreet.com/p/46235mpMJ">https://proxy.lib.ohio-state.edu/login?url=https://video.alexanderstreet.com/p/46235mpMJ</a></p> <p>Smith, C. (2022). Still at war: The United States in Iraq. <i>Just Security</i>.</p> <p>Wood, G. (2019). ISIS is like a chronic disease: It can be managed, but never really cured. <i>New York Times</i>, March 25.</p> <p>Connable, B. (2020). <i>An enduring commitment in Iraq</i>. RAND. [Read selectively for new information. The document is a pretty good brief history of the war.]</p>	
5 9/17-19	<p>The Long War in Afghanistan and How it Ended</p> <p>NOTE: On September 19, we will have a special guest speaker – Steve Herman. Mr. Herman is longtime journalist for VOA News, and former White House Bureau Chief. He is the author of a new book about his time covering the Trump Administration called <i>Behind the White House Curtain: A Senior Journalist's Story of Covering the President and Why It Matters</i>. Kent State University Press.</p> <p>The U.S. war in Afghanistan: 1999-2021. Council on Foreign Relations. <a href="https://www.cfr.org/timeline/us-war-afghanistan">https://www.cfr.org/timeline/us-war-afghanistan</a></p> <p>Coll, S. &amp; Entous, A. (2021). The secret history of the US diplomatic failure in Afghanistan. <i>New Yorker</i>, Dec. 10.</p> <p>Filkins, D. (2021). What we left behind in Afghanistan. <i>New Yorker</i>, August 23.</p> <p>RECOMMENDED: Rubin, A.J. (2021). Did the war in Afghanistan have to happen? <i>New York Times</i>. August 26.</p> <p><u><a href="#">RECOMMENDED: PBS Frontline (2021) Taliban Takeover. October 12.</a></u></p>	Quiz 3. Questions for Steve Herman.
6 9/24-26	Consequences of War: Injury, Death, Refugees and Financial and Reputational Costs.	Complete Essay 1

	<p>Frontline (2018). <i>Exodus: The Journey Continues</i>. University Library resource.</p> <p>Costello, C. (2017). <i>On refugeehood and citizenship</i>. Oxford Handbook on Citizenship.</p> <p>McCoy, A.W. (2018). Micro-militarism and decline of democracy. <i>The Progressive</i>. June 13.</p> <p>Gibbons-Neff, T. &amp; Padshaw, S. (2022). To survive, some Afghans sift through deadly remnants of old wars. <i>The New York Times</i>, May 14.</p>	
<p>7</p> <p>10/1-3</p>	<p><b>U.S. History of Domestic Terrorism.</b></p> <p>Frontline (2022). <i>America after 9/11</i>. PBS.</p> <p><a href="#">Bergen, P. &amp; Sterman, D. (2021). <i>Terrorism in America After 9/11</i>. New America Foundation.</a></p> <p>LaFrance, A. (2023). The new anarchy. <i>The Atlantic</i>. April.</p> <p>Parker, C. (2018). The radical right in the United States of America. <i>Oxford Handbook of the Radical Right</i>, pp. 1-23.</p> <p>Cai, W. &amp; Langdon, S. (2019). Attacks by white extremists are growing. So are their contacts. <i>New York Times</i>, April 3.</p> <p>Recommended: PBS <i>Frontline: American Patriot</i>. This is the story of the Bundy Ranch Standoff in Bunkerville, NV and the takeover of the Malheur National Wildlife Refuge near Bend, Oregon, by Sovereign Citizens, Oath Keepers and other extremists.</p>	<p>Complete Quiz 4</p>
<p>8</p> <p>10/8-10</p>	<p><b>The growth of anti-government sentiments.</b> Autum break is Oct. 10-11. No class on Oct. 10.</p> <p>New York Times Editorial Board. (2022). There are no lone wolves. <i>New York Times</i>, November 19.</p> <p>McCord, M.B. &amp; Glick, J. (2023). January 6 Report exposes ongoing, converging threat of anti-democracy schemes and paramilitary violence: And lessons on where to go next. <i>Just Security</i>, January 6.</p> <p><a href="#">Kriner, M. &amp; Lewis, J. (2021).The Oath Keepers and their role in the January 6 Insurrection. <i>CTC Sentinel</i>, 12.</a></p>	

	<p>Kriner, M., Conroy, M. &amp; Ashwal, Y, (2021). Understanding accelerationist narratives: 'There is no political solution.' ARC.</p> <p>PBS Frontline (2024). Germany's Enemy Within. <a href="https://www.pbs.org/wqbh/frontline/documentaries/?utm_source=legacy-site&amp;utm_medium=banner-button&amp;utm_campaign=2023-legacy">https://www.pbs.org/wqbh/frontline/documentaries/?utm_source=legacy-site&amp;utm_medium=banner-button&amp;utm_campaign=2023-legacy</a></p> <p>RECOMMENDED: Kirkpatrick D.D. (2024). Infiltrating the far right. <i>New Yorker</i>, August 26.</p> <p>RECOMMENDED: Kriner, M. &amp; Lewis, J. (2021). The evolution of the Boogaloo Movement. <i>CTC Sentinel</i>, February.</p> <p>RECOMMENDED: Parker, J. (2020). Accelerationism in America: Threat Perceptions. <i>Global Network on Extremism and Technology</i>.</p>	
<p>9 10/15-17</p>	<p>Winkler, C. (2017). Media responsiveness in times of crisis. <i>Oxford Handbook of Political Communication</i>. pp. 1-17.</p> <p>Ellinas, A.A. (2018). Media and the radical right. <i>Oxford Handbook of the Radical Right</i>, pp. 1-20.</p> <p>Archetti, C. (2015). Terrorism, communication and new media: Explaining radicalism in the digital age. <i>Perspectives on Terrorism</i>, 9, 1, 49-59.</p> <p>Ohlheiser, A. (2018). Algorithms are one reason a conspiracy theory goes viral. Another reason might be you. <i>The Washington Post</i>. February 22.</p> <p>Aral, S. (2018). How lies spread online. <i>The 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>NBCU (2022). Stop blaming mental illness for mass shootings. Look to hate. NBCU Academy. (Website link on Carmen module.)</p>	<p>Complete Media Diary</p>
<p>10</p>		

10/22-24	<p><b>Counter-terrorism tactics: Soft power and public diplomacy.</b></p> <p>Nye, J.S. (2010). <i>Global power shifts</i>. TEDTalk</p> <p>Nye, J.S. Jr. (2009). Get smart: Combining hard and soft power. <i>Foreign Affairs</i>, July/August, pp. 1-4.</p> <p>Koumpilova, M. (2016). How Denmark is trying to subvert the call to terror. <i>Minneapolis Star Tribune</i>.</p> <p>Gross, J. (2023). How Finland is teaching a generation to spot misinformation. <i>The New York Times</i>, January 10.</p> <p>Schmidt, E. (2014). US is trying to counter ISIS' efforts to lure alienated young Muslims. <i>New York Times</i>. Oct. 4.</p> <p>NBCU. (2023). <i>A quick and easy guide to spotting disinformation. Learn to identify and fact-check false information and stop the spread of harm.</i> NBCU Academy. Website link on Carmen module.</p>	Complete Quiz 5
11 10/29-31	<p><b>Privacy and surveillance in democratic and nondemocratic societies.</b></p> <p>Knappenberger, B. (2013). Why care about the NSA? <i>NYT Films</i>.</p> <p>Poitras, L. <i>The program</i>. <i>NYT Films</i>. [The story of William Binney, longtime NSA employee.]</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>Required: TEDTalk. Power of Metadata. Youtube.</p> <p>Recommended: Solove: D. Nothing to hide, nothing to fear? The Agenda, TVO Today. YouTube.</p>	Complete Quiz 6
12 11/5-7	<p><b>Drones and Targeted Killing.</b></p> <p>Kennebeck, S. (2016). <i>National Bird</i>. Documentary film about drone warfare.</p>	Complete Quiz 7.

	<p>Kennebeck, S. (2016). Director Sonia Kennebeck comments on the film. YouTube. <a href="https://www.youtube.com/watch?v=8xL00GUZeKM">https://www.youtube.com/watch?v=8xL00GUZeKM</a></p> <p>O’Connell, M.E. (2022). Notre Dame law professor discusses legality of US drone war program and implications for the Russia-Ukraine war. YouTube.</p> <p>RECOMMENDED: Pledger, T.G. (2021). <i>The role of drones in future terrorist attacks</i>. Land Warfare Paper, 137. February. The Association of the U.S. Army.</p> <p>FOR REFERENCE: Center for Civilians in Conflict. (2012). <i>The civilian impact of drones: Unexamined costs, unanswered questions</i>. Columbia Law School, Human Rights Clinic.</p>	
13 11/12-14	<p><b>Counterterrorism Measures: U.S. Experience with torture in the war on terrorism.</b></p> <p>PBS Frontline: <i>Cheney’s Law</i>. (2007). <a href="https://www.pbs.org/video/frontline-cheney-law/">https://www.pbs.org/video/frontline-cheney-law/</a></p> <p>Johnson, D. A., Mora, A., &amp; Schmidt, A. (2016). The strategic costs of torture. How “enhanced interrogation” hurt America. <i>Foreign Affairs</i>.</p> <p>Schmidt, A. &amp; Sikkink, K. (2018) Partners in crime: An empirical evaluation of the CIA rendition, detention and interrogation program. <i>Perspectives on Politics</i>, 16, 4, 1014-1033.</p> <p>Filkins, D. (2015). How did Abu Zubaydah lose his eye? <i>The New Yorker</i>.</p> <p>RECOMMENDED: Mayer, J. (2005). Outsourcing torture: The secret history of torture: The secret history of America’s “extraordinary rendition” program. <i>The New Yorker</i>, February 14, 2005.</p> <p>RECOMMENDED: Hersh, S.M. (2004). Torture at Abu Ghraib. <i>The New Yorker</i>, May 10, 2004.</p>	Complete Essay 2
14 11/19-21	<p><b>Torture and “entertainment.”</b></p> <p>Human Rights First. (2009). Primetime Torture Project: An ad for torture. YouTube.</p> <p>Human Rights First. (2009). Torture is counterproductive. YouTube.</p>	Complete Quiz 8

	<p>Bufacchi, V. &amp; 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>Tobar, H. (2019). Hollywood's obsession with cartels. <i>New York Times</i>. Jan. 5.</p> <p>RECOMMENDED: Mayer, J. (2007). Whatever it takes: The politics of the man behind 24. <i>New Yorker</i>. Feb. 19.</p>	
<p>15 11/26-28</p>	<p><b>War on terrorism as a moral panic. Thanksgiving Holiday begins November 27. No class on Nov. 28.</b></p> <p>Shafir, G., &amp; Schairer, C.E. (2012). The war on terror as political moral panic. Taylor &amp; Francis.</p>	<p>Final take-home exam available after class. Please complete online SEI.</p>
<p>16 12/3</p>	<p><b>How do terrorism campaigns end? What can citizens do about terrorism?</b></p>	<p>Last class day.</p>
<p>17 12/6</p>	<p>Take-home final exam is due Friday, Dec. 6, no later than 5:45pm p.m.</p>	<p>Upload take-home exam.</p>