

Media and Terrorism

COMM 3597.02 (Hybrid)

Autumn 2020

Instructor: Ms. Rebecca Frazer

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Office hours: 9:00 – 11:00 AM Tuesdays (by Zoom; access details on Carmen)

Please note: This semester will doubtless present unique challenges as we continue to navigate a global pandemic together. But, rest assured, we can do this. If we keep calm, listen well, and remain flexible, it will all work out. We've got this. I'm here for you. –Rebecca Frazer

General Course Information

Course description

Comm 3597.02 focuses on the portrayal of terrorism in the media and on how terrorists use the media to influence public opinion. Prereq: Jr or Sr standing. Not open to students with credit for 3597.01. GE diversity global studies* and cross-disciplinary seminar course.** (see last page for GE details)

This course will help you understand the problem of terrorism and its connection to mass media in modern world. My approach is communication-based, but we will draw upon literature from many disciplines to help explain the key issues related to domestic and international terrorism, counterterrorism, and mass media.

Terrorism is a tactic used to press various grievances with governments and other entities. A thorough understanding of the challenges that terrorism poses to our country and to key elements of our democracy – including freedom of speech – will help you to meet your obligations as stakeholders in a democratic society.

Course goals and outcomes

1. You will 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. You will also learn to distinguish terrorism from other related phenomenon (guerilla war, insurgency, etc.).
2. You will learn to identify the ways terrorism is pursued. Terrorists often seek to disrupt communities and societies by causing economic hardship, creating or exploiting racial or religious differences, creating chaos and fear, and targeting leaders with assassination. You will learn to recognize these tactics.
3. Free media have a vital role in democratic societies. You will develop an understanding of the tensions between media freedom and censorship when covering terrorism. You will further learn to navigate complex ethical and professional issues surrounding the

coverage of terrorism in mass media. By applying key theories of psychology and communication, you will be able to formulate answers to difficult questions regarding appropriate tactics for media coverage of terrorism.

4. There are many new forms of media, and some terrorists have become very skilled in their use. How do groups like ISIS and al Qaeda recruit followers, motivate them, and try to justify their actions? What responses are useful and acceptable for governments or technology firms to combat terrorist recruitment in mass media? This course will help you formulate answers to such complex societal questions.
5. You will learn to identify and evaluate the ways in which mass media is used in counterterrorism. Controversial remedies for terrorism – rendition, torture, population surveillance and similar issues that some people believe negatively affects privacy and perhaps democracy itself -- will be examined, along with the implications of their portrayals in popular entertainment and news.

Mode of delivery

This hybrid course will be presented partially in-person and partially online. After 11/28, the university has mandated that all classes and exams will move online. Please see the course schedule for how to attend class that week.

- In-person lectures will be held, as scheduled from 9:10 – 10:05 each Wednesday and Friday that the university remains open and I am cleared to be on campus.
- In the event that classes cannot be held in person at any point in the semester (i.e., if I have to quarantine or the university mandates a temporary or permanent move to online instruction), lectures will continue to be held at the scheduled times live via Carmen Zoom.

How this course works

All course content not offered during class time will be presented in the Carmen Modules for this course, organized by week. Familiarize yourself with the online layout of the Carmen Modules for this course and follow the directions in each module carefully in order to succeed.

[While I strive for consistency, in the event that course instructions differ between the information in the Carmen Modules and the syllabus, defer to the Carmen Modules as correct (and please consider notifying me of the discrepancy by email).]

COVID-19 and other emergency policies

Student illness or absence

In the event *you* must quarantine because of exposure to someone diagnosed with COVID-19 OR you are feeling ill with COVID-19 symptoms, you still will be able to make progress in this class. Please contact your me right away, as some accommodations may require extra set-up or planning. The quarantine plan for this course is to **join class remotely via Zoom. This requires a minimum of 1 hour advance notice to me (by email) for device and room set-up.**

Exceptions for crisis/emergency situations: If *you* are too ill or injured to join a class session live on Zoom or to complete an online assignment due to a crisis/emergency situation, contact me as soon as you are able (and no more than 1 week after the missed class/deadline) in order to discuss excused absences or extensions. I will require documentation of your crisis/emergency situation in order to excuse you from class participation or give you an extension on an assignment or an alternate assignment. Course materials will be made available on Carmen, including slides.

Please note: Examples of a crisis/emergency situation include sudden and serious illness/injury, death of a close friend or family member, natural disasters that seriously disrupt your life, etc. **While computer crashes, WIFI disruptions, relational issues, minor illnesses, travel, etc. can certainly be stressful and disruptive, these situations are sadly an inevitable part of life and do not constitute extraordinary or crisis/emergency circumstances.** Have backup plans for accessing the course and finish your assignments well before the deadline in order to avoid your grade being impacted by such unexpected situations that may arise.

Instructor illness or absence

If the *instructor* is quarantined or is experiencing respiratory symptoms but is well enough to teach, the in-person sessions will be moved online to Zoom. You will be notified via email as soon as possible, but no later than one hour before class.

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Campus closure

Should The Ohio State University Main Campus move to full online instruction due to closure, please wait for me to email directions for the next session. Our in-person classes will be moved to Zoom and links to the meetings will be provided.

Course Content and Grading

Required Textbook

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.

Grading

The following are the points and percentage values for each assignment:

Assignments	Points / %
Reading Response Papers (3 papers; 10 pts each)	30 pts / 30%
Podcast	10 pts / 10%
Quizzes (5 quizzes; 3 pts each; lowest score dropped)	12 pts / 12%
Integration Tasks (5 tasks; 2 pts each; lowest score dropped)	8 pts / 8%
Analysis Paper	20 pts / 20%
Final Exam	20 pts / 20%
TOTAL	100 pts / 100%

ATTENDANCE PENALTY: More than 2 unexcused absences will result in a 3% total grade reduction for each additional absence. Absences will only be excused if documentation is provided that the absence was due to a crisis/emergency (see “COVID-19 and Other Emergency Policies” section above for details on this policy).

- Attendance of class on Zoom due to Covid-19 quarantine/symptoms (see “COVID-19 and Other Emergency Policies” section above) will NOT be counted as an absence, provided that the student actively participates (i.e., leaves web-camera on and participates in class discussions when requested).
- Persistent tardiness or leaving class early without prior permission may result in 1/3 absence for each tardy (whether attendance is via Zoom or in person).

EXTRA CREDIT (up to 1 pt / 1%): 2 credits of participation in C-REP (see details below) = 1 pt / 1% added to your total course grade.

Grading scale

93–100: A; 90–92.99: A-
 87–89.99: B+; 83–86.99: B; 80–82.99: B-
 77–79.99: C+; 73–76.99: C; 70–72.99: C-
 67–69.99: D+; 60–66.99: D;
 Below 60: E

*I do not round grades.

Assignment overviews

Reading Response Papers (3): I will ask each of you to sign up in advance to write three response paper, each regarding a selected week's set of readings and videos. These papers should deal with the themes contained in those materials. Each paper should be at least 500 words (about one page, single-spaced). The papers will be uploaded to Carmen before class for the week you are writing about. I want your reactions to the course materials – not the lectures or class discussions – so the idea is that you will write these before hearing the lectures or classroom discussion. In preparing the essay, first read all chapters, articles or other written materials, and view any visual material such as movies that are assigned for that week. Think about these experiences and try to identify a crosscutting theme that runs through these materials. In your essay, say what that theme is, provide a concise description of the theme, and explain what you mean by it. Offer your reaction to the theme, and back up your findings with facts or conclusions from the various experiences. It is very important to write absolutely accurate, factual information. The best essays will articulate a point of view with respect to the materials and then use facts from the materials to support this argument. These papers should not be a summary of the main points. I am more interested in your reaction to the information. This might involve the usefulness of the information, how it compares to what you thought about the topic before you read it, the level of interest you have in it, anything that you found particularly surprising or disappointing, etc. Note that although these essays are short, they must contain all the elements of any well-written essay: A good, creative title, strong lead that introduces the topic and sets up your approach to it, appropriate transitions and a sensible conclusion. I will post a specific grading rubric on Carmen for these papers. Check that for the specific quality criteria for which points are assigned.

Podcast: You will collaborate with a small group of your classmates to record an audio podcast (<25 minutes) discussing themes from Unit 2 of our course, as though you were members of a professional political radio talk show. You will be able to record this without meeting together in person using virtual meeting software (i.e. Zoom). Specific details for the assignment, discussion topics, and grading expectations will be provided via Carmen.

Quizzes (5): You will take five brief online quizzes in this course. Each quiz is open note / open book, but not open friend. ☺ Quizzes will assess your preparation for lectures by testing your comprehension of the readings and other materials for the week on which the quiz is assigned. Your lowest quiz score will be dropped from your final grade. Quizzes will have a brief time limit once started, but students will have a 48-hour window in which to start the quiz.

Integration Tasks (5): These very brief assignments will vary in format and are intended to help you integrate your own unique experiences, environments, and/or perspectives with course materials. Each task is intended to take no more than two hours to complete (often less) and will result in some type of typed deliverable submitted through Carmen. Specific instructions for each task will be posted in the Carmen Module of the week the task is assigned. Your lowest integration task score will be dropped from your final grade.

Analysis Paper: You will write a ~4 page paper providing a reasoned analysis of ethical issues related to news coverage of terrorism, as covered in Unit 3 of the course. This paper will require you to combine both course materials and outside research to support and articulate your reasoned analysis. Specific details and grading expectations will be made available via Carmen.

Final Exam: The final exam will assess your comprehension of key course concepts and applications from the semester. It will feature both objective and essay items and will be taken online using Proctorio. A study guide will be provided in order to guide your preparation for the exam. Carefully attending to the course and notetaking throughout the semester will ease last-minute preparation anxiety and elevate your performance on the exam.

Extra Credit: All students enrolled in COMM 3597.02 may participate in the Communication Research Experience Program ("C-REP"). C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. An extra credit point for your total grade can be earned by:

- Completing two hours of C-REP research studies, OR
- Completing two C-REP alternative written assignments, OR
- Completing a combined total of two hours of research studies and alternative writing assignments.

You should NOT wait until the last minute to sign up for participation. It is wise to complete this as early as possible, when demands on your time are the lightest. Please take the time to read the detailed C-REP Student Guide posted on the course Carmen site and listed under "Announcements". Please direct any questions regarding C-REP to Shannon Poulsen at poulsen.6@osu.edu.

Course Schedule (tentative)

Week & Dates	Week Overview	Graded Assignments
Unit 1: What is Terrorism?		
1 8/25-8/29	<ul style="list-style-type: none"> Course Intro Terrorism: definitions, tactics, motivations, groups vs. lone wolf [In-person lectures Wednesday and Friday]	Integration Task 1 (due Fri., 8/29) *Choose 3 response paper weeks* (due Fri., 8/29)
2 8/30-9/5	<ul style="list-style-type: none"> Domestic vs. International terrorism Intro to counterterrorism [In-person lectures Wednesday and Friday]	Quiz 1 (due Tues., 9/1)
3 9/6-9/12	<ul style="list-style-type: none"> Al Qaeda and effects on terrorism policy 9/11 [In-person lectures Wednesday and Friday]	Integration Task 2 (due Tues., 9/8)
4 9/13-9/19	<ul style="list-style-type: none"> Iraq War and terrorism ISIS: past and future [In-person lectures Wednesday and Friday]	Quiz 2 (due Tues., 9/15)
Unit 2: Terrorist Use of Media		
5 9/20-9/26	<ul style="list-style-type: none"> Terrorist-owned media channels Terrorist use of mainstream media Intimidation/targeting of journalists [In-person lectures Wednesday and Friday]	Integration Task 3 (due Tues., 9/22)
6 9/27-10/3	<ul style="list-style-type: none"> Propaganda: content, mediums, and strategies Social media: disinformation, radicalization, and more [In-person lectures Wednesday and Friday]	<i>[No assignments due; work on coordinating podcast]</i>
Unit 3: News Media and Terrorism		
7 10/4-10/10	<ul style="list-style-type: none"> News coverage of international terrorism Journalistic risks/challenges [In-person lectures Wednesday and Friday]	Podcast due (Fri., 10/9)

8 10/11-10/17	<ul style="list-style-type: none"> News coverage of domestic terrorism Journalistic risks/challenges [In-person lectures Wednesday and Friday]	Quiz 3 (due Tues., 10/13)
9 10/18-10/24	<ul style="list-style-type: none"> Cultivation Theory Psychological and ethical implications of graphic coverage [In-person lectures Wednesday and Friday]	Integration Task 4 (due Tues., 10/20)
10 10/25-10/31	<ul style="list-style-type: none"> Agenda-Setting Theory Stigma and other ethical concerns [In-person lectures Wednesday and Friday]	<i>[No assignments due; work on Analysis Paper]</i>
Unit 4: Media and Counterterrorism		
11 11/1-11/7	<ul style="list-style-type: none"> Overview Government use of news media for counterterrorism [In-person lectures Wednesday and Friday]	Analysis Paper (due Tues., 11/3)
12 11/8-11/14	<ul style="list-style-type: none"> Controversial counterterrorism tactics Investigative journalism and censorship [NO LECTURE WEDNESDAY for Veteran's Day; In-person lecture Friday]	Quiz 4 (due Tues., 11/10)
13 11/15-11/21	<ul style="list-style-type: none"> Mass media as counterterrorism: social media, interactive trainings, counter-propaganda, and more [In-person lectures Wednesday and Friday]	Quiz 5 (due Tues., 11/17)
Unit 5: Entertainment and Looking Forward		
14 11/22-11/28 Thanksgiving	<ul style="list-style-type: none"> Entertainment media and terrorism [LIVE VIRTUAL lecture Wednesday; NO CLASS Friday (Thanksgiving holiday)]	<i>[No assignments due; happy Thanksgiving!]</i>
15 11/29-12/5	<ul style="list-style-type: none"> Future of terrorism and how terrorism ends [LIVE VIRTUAL class Wednesday and Friday]	Integration Task 5 (due Tues., 12/1)
Final Exam	ONLINE FINAL EXAM: THURSDAY, DEC 10th	<i>[Take the exam, then go forth and be merry!]</i>

NOTE: The above calendar is a broad overview. See weekly Carmen Modules for readings, videos, assignment details, etc. This calendar is subject to change.

Assignment Submission and Late Work Policy

All electronic files **must** be submitted **to Carmen**, in word (.doc, .docx) or .pdf format, by the assigned deadline unless otherwise stated.

*****NOTE: Only assignments submitted**

1) through Carmen AND

2) before the assigned deadline AND

3) in .doc, .docx, or PDF file format

will be accepted and graded! All assignments not conforming to the above guidelines will be given a grade of 0.***

Submissions emailed to me after the Carmen submission box has closed will NOT be graded, nor will I respond to these emails. **It is your responsibility to NOT wait until the last minute** to finish assignments, in order to avoid technical problems such as spotty internet connections, computer crashes, etc. that may interfere with timely submission.

The only exceptions to the above policy that will be considered are:

- 1) Extraordinary circumstances cleared with the instructor at least 48 hours prior to the assignment deadline (i.e., funeral attendance, required travel to an area without internet access) OR
- 2) Crisis/emergency situations (i.e., sudden and serious illness/injury, death of a close friend or family member, natural disaster) demonstrated to the instructor with documentation no more than 1 week after the missed deadline.

While computer crashes, WIFI disruptions, relational issues, minor illnesses, travel, etc. can certainly be stressful and disruptive, these situations are sadly an inevitable part of life and do not constitute extraordinary or crisis/emergency circumstances. Finish your assignments well before the deadline in order to avoid your grade being impacted by such unexpected situations that may arise.

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 course requires elements of distance-education, your attendance is partly based on your online activity and participation. The following is a summary of everyone's expected participation:

Attend lectures and actively participate

- Lectures are on Wednesdays and Fridays (see course calendar). You are expected to attend all lectures either in person or live by Zoom (see "COVID-19 and Other Emergency Policies" section above). When attending by Zoom, web-cameras should remain on. All students should remain attentive and actively participate, whether attending class in-person or via Zoom.

Complete weekly readings/videos before lectures

- Each week's Carmen Module will feature assigned readings and/or videos and/or other source materials. Unless noted otherwise, you are expected to come to class each Wednesday having already carefully read/watched these materials, in order to be prepared for lecture content and discussions.

Turn in assignments

- Graded assignment (i.e., quizzes, activities, or papers) are due nearly each week in this course. Review assignment details carefully on Carmen and complete assignments on time. All assignments will be completed or turned in via Carmen.

Seek help at office hours

- I am here to help you learn and grow in this course. I'm also here to help you work through issues that may be impeding your learning. I'd love to connect with you during office hours (or by appointment). Office hours are digital via Carmen Zoom. You are also welcome to send emails with questions; if I think a Zoom meeting would be best to fully answer your question, I'll let you know.

Check and read your email regularly

- Important announcements and changes to course content will be communicated through email. Particularly given the constantly changing pandemic situation, it is imperative that you check your email regularly (i.e., daily) and stay informed regarding course announcements.

Instructor response time

I strive to reply to e-mails within **36 hours on school days (Mon. – Fri.)** If you send me an email and do not receive a reply within 36 hours, please send me a follow up email—I probably missed your email and will appreciate the reminder.

(Remember that you can call **614-688-HELP** at any time if you have a technical problem with Carmen or other course technology.)

Discussion and communication guidelines

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

- **Tone and civility:** The topic of this course will—by nature—result in learning and discussions about politically/culturally controversial topics. 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 and is not always appreciated in-person. Profanity, personal attacks, discriminatory slurs, etc. are never appropriate in class communication.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say.

Course technology

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

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
 - [Carmen accessibility](#)
- **Secured Media Library**
 - Some of the videos for this course will be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.
 - [Secured Media Library](#) help guide
- **Carmen Zoom:**
 - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.

- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.
- [Carmen Zoom](#) help guide
- **Proctorio:**
 - Proctorio, an online proctoring tool, will be used for the Final Exam. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you **must be over 18 years of age**. Additionally, the tool has **limitations in its accessibility for students reliant upon screen readers and keyboard navigation**. **If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and recommended proctoring options are available.**
 - Proctorio offers free [24/7 student support](#) through web chat or email.
- **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 hybrid 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, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Other course policies

Student Academic Services

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

Student Services

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

Copyright Disclaimer

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

Diversity

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

diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

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

Mental Health

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

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

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

Academic Integrity Policy

Academic Misconduct

Cheating and plagiarism in any form will not be tolerated. The Ohio State University's *Code of Student Conduct* (Section 3325-23-04) defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process" (p. 2). Examples of academic misconduct included, but are not limited to, plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

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/>.

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 (COAM). If COAM determines you have violated the University’s *Code of Student Conduct*, 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 this policy or what constitutes academic misconduct, please contact me or visit <http://oaa.osu.edu/coam/home.html>.

Reminders for this course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow a respected citation style of your choosing (i.e., MLA, APA, Chicago) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in and give you suggestions for improvement, but no one should rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

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.

*GE: Diversity Global Studies

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

Expected Learning Outcomes:

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

**GE: Cross-Disciplinary Seminar

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

Expected Learning Outcomes:

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