

# The Potential Role of News Literacy in Security Studies Curriculum

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## ABSTRACT

(The full paper will be published in an academic journal.)

The contemporary international security environment is undergoing dynamic changes. Proliferation of asymmetric and hybrid forms of conflict, growing global interconnectedness, and the important role of public opinion in national and international decision-making processes has led to a growing appreciation of information's role in security issues. In fact, during the last several years we have witnessed a clear securitization of news. This is evident in the growing popularity of the "Information Security" concept. The mediasphere has become another battlefield of international conflict. Different actors, such as governments, terrorist groups, NGOs and activists, are harnessing the power of the web and the 24/7 news cycle to further their political aims. Leading world powers are increasingly incorporating information operations into their grand strategy toolkit.

In this context, News Literacy can acquire new relevance, as part of a security studies curriculum. Teaching critical absorption of media content can empower students to become better-informed and independent social actors. This indirectly supports national security objectives by (at least partially) lifting the proverbial "fog of [information] war". This paper aims to identify key challenges for both security and media studies arising from the process of the securitization of news. In a further step it will map out opportunities for adopting and incorporating elements of the News Literacy course into the security studies curriculum. The need for such a match between media and security studies has been clearly articulated by both numerous research organizations and practitioners, including the NATO and EU strategic communications communities.

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