

BCM390: Media, war and peace

SUBJECT OUTLINE

Autumn session 2013

8 credit points, prerequisite 24 credit points at 200 level

Faculty of Arts

University of Wollongong



Subject coordinator and tutor

Brian Martin, room 19.2016

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Tutor

Ian Miles

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(other contact information and office hours provided in tutorials)

You are welcome to contact me by phone (at work any time; at home after 7am and before 9pm, please) or email, to discuss any issue or make an appointment.

Office hours: to be announced

Assessment Summary

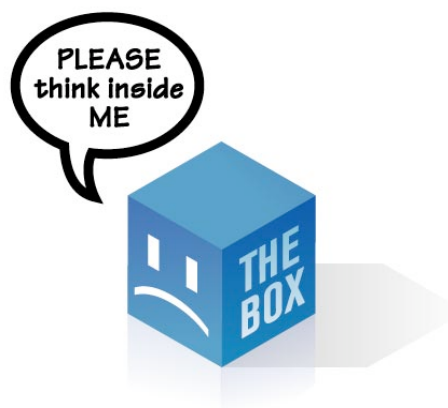
	Assessment	Format	Length	Due Date	Weighting
1	Participation	Weekly oral reports plus participation	See notes	Weeks 1–13	15%
2	Short	Presentation	10 minutes maximum	Draft: 7pm, 12 April Final: 7pm, 19 April	20%
3	Class activity	Class time organised by student group	See notes	Allocated in tute	20%
4	Project plan	Summary	100 words	Week 10	10%
5	Project report	Information pack and dialogue	2500 words or equivalent	2pm Wednesday 12 June	35%

Class Contact Details

Class times and locations are available from the university's website. Please note that class times on the timetable are provisional.

If possible, enrol via SOLS before week 1. If you have timetabling difficulties, see Brian.

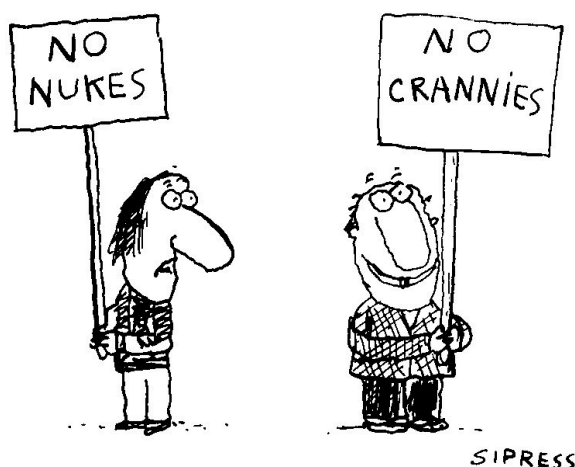
Generic information relating to all Arts Faculty subjects such as services, codes of practice, rules and policies can be found at Arts Central's webpage, under the link Subject Outlines:
www.uow.edu.au/arts/current/artscentral/UOW061165.html



Subject description

BCM390 includes material relating media to war and peace, in the wide sense including violence and nonviolence. It includes news coverage — or lack of news coverage — of wars, peace initiatives, interpersonal violence and peaceful living. It also includes war, peace, violence and nonviolence in the media outside the news, such as advertisements, dramas, comedies and music. It includes mass media and alternative media. It includes the social forces that shape the form and content of the media. And much else.

We can look at this content from various angles, called theories or perspectives. We will cover five theories in weeks 1 to 5. The goal in covering both content and theory is to understand theory by applying it to case studies and to see media/war/peace through new perspectives.



Job skills

According to employers, the most important attributes for success are

- motivation, self-discipline and self-understanding
- ability to get along with others and work in teams
- communication skills: verbal, written and using communication technologies
- skills in critical thinking.

Knowledge — the factual material you learn in classes — is less important. BCM390 emphasises self-directed learning and working in teams, as well as communication skills and critical thinking. But don't rely on university education to give you everything you need for job success. Most university courses are built around individual work, not teamwork, and impose external incentives (marks) that can undermine internal motivation.

Advice to you from previous students

Top 5 responses from three classes, in order of frequency

From class 1

- Be prepared for class (especially 1-minute reports)
- Bring good snacks
- Have an open mind
- Be prepared for alternative learning styles
- Don't stress about the subject outline; it's vague — relax!

From class 2

- Be open to new learning methods
- Be prepared for independent learning (you get out what you put in)
- Be prepared for class (especially 1-minute reports)
- Speak up in class
- Bring good snacks

From class 3

- Be open and prepared to be active
- Have fun
- Be prepared for class (especially 1-minute reports)
- Value searching and studying by yourself
- Bring good snacks

Learning outcomes; graduate qualities

BCM390 will expose you to a wide range of information about peace and war in the local and global media environment (informed). All the assessment tasks require you to find materials for yourself and to connect theory and case studies in original ways (independent learners). Through designing a presentation, an activity for the class and an information pack, you will solve problems in communicating about peace and war (problem solvers). Through the 1-minute reports and short you'll develop skills in verbal communication; through the project you'll develop skills in written communication (effective communicators). By addressing issues of war, peace, violence and nonviolence that are vital to individuals and the world community, you will develop a greater appreciation of your role in society and how you can act responsibly (responsible).

Informed Have a sound knowledge of an area of a disciplinary study or interdisciplinary area of study offered by the Faculty of Arts through its majors with an understanding of its current issues, their contexts and developments over time.

Independent Learners Engage with new ideas and ways of thinking, enquiry and critical analysis of issues and research through a sequence of subjects that culminates in the ability to reflect broadly on their field of study. Acknowledge the work and ideas of others.

Problem Solvers Take on challenges and apply the relevant skills required to respond effectively to the central issues raised. Be flexible, thorough and innovative and aim for high standards.

Effective Communicators Articulate ideas and convey them effectively using a variety of modes. Engage collaboratively with people in different settings. Recognise how culture can shape communication.

Responsible Understand how decisions can affect others, and make ethically informed choices. Appreciate and respect diversity. Act with integrity as part of local, national, regional, global and professional communities.

Special features of BCM390

BCM390 is run a bit differently from most other subjects. Please read the subject outline carefully rather than assuming things are like other classes.

- There's an extra oral assessment if you attend fewer than 10 tutorials.

- You will be expected to sign an honour pledge for your assignments.

- You have a lot of choice in picking your assessment topics.

- Be prepared for a few unusual teaching methods — and to have some fun!

There are no formal lectures, even in the time slot called “lecture.” Educational research shows that lectures are no better than other learning modes, such as reading, for learning information, and worse for deeper forms of understanding. In BCM390, the aim is to encourage you to learn to learn for yourself, both by finding and analysing sources, by working in groups and by helping others to learn.

A lot of class time is interactive, including activities designed by groups of students — this includes you! As is commonly said, the best way to learn something is to teach it. However, if you feel that because you aren't taking notes on lectures, you aren't learning much, see “Learning and taking notes” at <http://www.bmartin.cc/classes/notetaking.html>.

Subject schedule

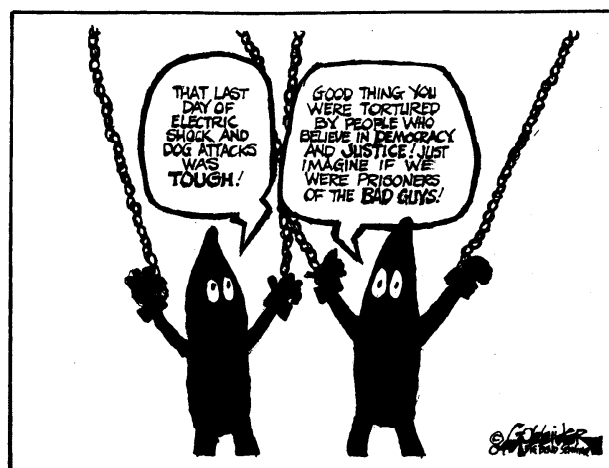
Week starting		
1	4 March	lecture; tutorial
2	11 March	lecture; tutorial
3	18 March	lecture; tutorial
4	25 March	lecture; tutorial (except Friday)
5	1 April	lecture; tutorial (except Monday)
6	8 April	lecture; tutorial Draft short due Friday 7pm
7	15 April	lecture; tutorial Final short due Friday 7pm
	22 April	mid session recess
8	29 April	lecture; tutorial
9	6 May	lecture; tutorial
10	13 May	lecture; tutorial Project plan due
11	20 May	lecture; tutorial
12	27 May	lecture; tutorial
13	3 June	lecture; tutorial (Monday and Friday only)
14	10 June	Project report due Wednesday 2pm

Concepts and theories

Peace/war/violence/nonviolence

You can pick any of these for the short, the class activity and the project report. For other possibilities, check with Brian. Options marked * must be linked with case studies involving violence.

aggression
assassination
backfire* (see week 3)
centre of gravity (in Clausewitz's framework)
conflict resolution
conspiracy theories* (see week 1)
culture jamming
deciphering violence (see week 4)
disarmament
enlightenment (in Buddhism)
euthanasia
forgiveness
genocide
grammar of war discourse (see e-readings by Annabelle Lukin)
just war theory
lying* (see week 5)
mediation
militarism
military-industrial complex
nonviolent action (see week 2)
pacifism
peacebuilding
peace conversion
peacekeeping
positive peace
protest music
realism (in international relations)
reconciliation
riots
satyagraha (Gandhian nonviolence)
social defence
social justice
terrorism
torture



learning is from other students, and other students learn from you.

You are not required to attend the lectures. They are run as workshops and will be designed to follow the interests of those attending.

Participation

Due date Weeks 1–13

Weighting 15%

Length 30–60 seconds verbal report each week, bringing an object, plus participation in tutorials

Each week, you are expected to read a substantial article (more than 1000 words) on the week's topic — or the equivalent in another medium — and give a verbal report on it to the class lasting 30 to 60 seconds. Describe the article, tell what it says and explain its significance. As well, bring along an object or drawing or wear something related to the topic of your article.

The topic for week 1 is conspiracy theories. Topics for later weeks will be decided in your tute class.

Suggestions from previous classes Some favourite topics are protest music, culture jamming, genocide, assassination, riots, euthanasia, torture, serial killers and honour killing.

The most important skill for you to learn and practise is to speak to the others in the class without reading. Jot down a few notes to remind you about key points, or go entirely from memory. If you tend to be nervous, practise by yourself one or more times. One minute goes by very quickly!

You will be marked only on whether you give a report and whether you bring an object, *not* on how well you do it. So go ahead and experiment with different forms of delivery: for example, be dramatic, or draw everyone in by starting with intriguing details.

This is a great opportunity to practise becoming a better speaker. This is a very useful skill.

Each tutorial at which you give a 1-minute report and participate throughout the class counts as 1 point. Your participation mark is calculated as follows.

13 points, 100%
12 points, 85%
11 points, 75%
10 points, 65%
9 points, 50%
8 points, 35%
7 points, 20%
6 points or less, 0%

You're welcome to attend more than one tutorial in a week during weeks 5 to 12.

Short

Due dates Shorts are video-recorded and posted online. A draft must be posted by 7pm Friday 12 April. The final version must be posted by 7pm Friday 19 April.

Weighting 20%

Length 5 to 10 minutes

Assessment criteria for shorts

- Selection and understanding of the media item
- Understanding of theory/concept
- Application of theory/concept to the media item
- Quality of expression
- Insight and value of comments on other shorts

A short is a brief presentation relating a media item to a theory or concept. Choose a media item and tell how it relates to a theory or concept related to peace/war/violence/nonviolence (see examples under "Concepts and theories," page 3).

Your media item can be a newspaper or magazine article, video clip, email message, webpage, photo, blog, tweet, etc. Tell a little bit about the item, for example who created it, where it's available, how you found it and what its significance is. You're welcome to supplement the media item with others.

You should also discuss at least two sources — normally books or scholarly articles — about the theory/concept. Tell what these sources say as well as giving the full references.

Short reports should be spoken from memory or dot-point notes. Reading from text is usually less effective. When you put text on the screen, let the viewer read it — in silence. Don't read it out loud. Use fewer than 100 words per slide.

The maximum time for an individual short is 10 minutes. If you wish, you can do your short jointly with one other person. Maximum time for two-person shorts: 14 minutes.

Your short should be recorded on video and posted online for viewing by other class members. In class, we will form groups to assist you with recording your short. We will decide about where we will post videos and decide about privacy settings and related matters.

Check out some of last year's top shorts at http://www.bmartin.cc/classes/mwp_top_shorts.html

You are expected to comment on the draft shorts of at least three other students. This is part of what's assessed.

Checklist for your short

- ☐ I've presented a specific media item.
- ☐ I've discussed two or more sources about the theory/concept.
- ☐ My short is less than 10 minutes.

Class activity

Due date Class activities are given in class in weeks 5 to 11. The week for your activity will be decided in class.

Weighting 20%

Length Allocated time will be

- individual, 20 minutes
- team of two, 38 minutes
- team of three, 54 minutes

Assessment criteria for class activities

1. Understanding of theory
2. Use of case study
3. Audience involvement
4. Aids (handouts, slide show, posters, videos, costumes, props, music)
5. Method of evaluating how well the class understood your message

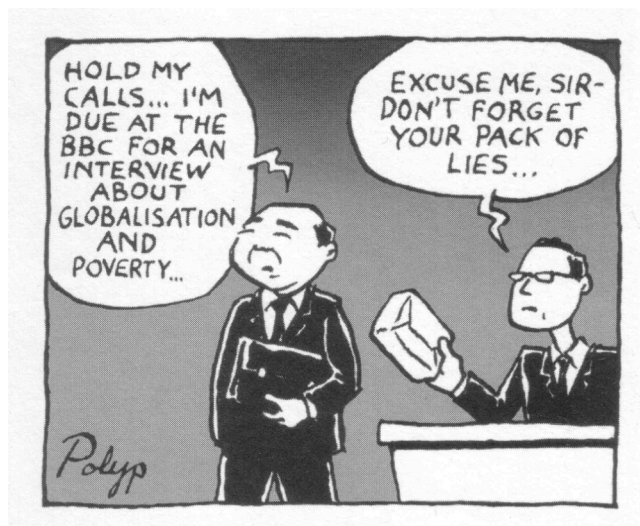
This is an activity, *not a presentation*.

You can work individually or in a team of two or three students to run the class on a topic agreed by your tutor. Normally the topic will cover both a case study and a peace/war concept or theory — your choice: see the list on page 3. The case study will normally include a connection with the media but, unlike the shorts, there is no need to focus on a particular media item. For example, you might cover the Kennedy assassination from the point of view of conspiracy theories (or assassination) or a peace rally from the point of view of nonviolent action.

You should provide every student with a take-away workbook that includes a summary of the activity, tasks linking theory with case studies, and annotated references and links for further study of the topic.

A few specific points:

- Identify sources for any quotes.
- Practise in advance to iron out difficulties and check timing. Keeping to time can be a big challenge.
- Plan every detail. For example, if you want responses to a question, you might display the instruction “Everyone write down a response on a slip of paper” rather than “What do you think?” Planning details will make your workshop more engaging.
- If you show potentially disturbing images (such as of torture), provide a warning so no one is obliged to view them.



Here are some examples of activities that were effectively organised to involve the audience, use many aids and evaluate what the class has learned (the 3rd, 4th and 5th assessment criteria). You show understanding of the theory and case study (the 1st and 2nd assessment criteria) by the content and organisation of materials used.

Sample 1

Students are put into groups of three according to the team's prearranged plan. The groups deal with a series of tasks: studying a handout and filling in a questionnaire; drawing a diagram; watching a two-minute video clip and writing a critic's summary comment; playing a game; and preparing questions for the other groups. At the end, each student answers a single probing question; the team picks up the answers.

Sample 2

Each student, on entering the classroom, is given an animal token and a questionnaire. After filling out the questionnaire and depositing it in a box, students go to one of four groups according to their token. Each group spends 12 minutes at each of four stations around the room. At each station, there is an activity: a video followed by discussion, a game, a set of handouts followed by a quiz, and construction of a diagram. Each team member runs a station; the fourth station runs on its own. At the end, students fill out the same questionnaire in order to see how much they learned.

Sample 3

Each student is given a workbook, with text, pictures, cut-outs and quizzes. Slides are automatically projected on the screen; posters are on the walls; music is playing; a pile of cards is on a table. Some of the workbook exercises require use of information or clues from the slides, posters, songs and cards. Team members are available to answer individual queries. At the end, the team collects the pages of the workbooks filled out by students, leaving the main content of the workbooks for students to take away.

Suggestions

- *Don't* talk to the class about the case study or theory.

Why not? Because it's low on audience involvement, and it's inefficient.

Instead, use a handout with the same information. People can read text in a fraction of the time it takes to say it out loud.

- *Don't* give verbal instructions.

Why not? Because half the class won't be listening and some people won't hear them correctly.

Instead, provide written instructions in a handout, on a poster or a slide. Only give instructions verbally, if necessary, to explain or reinforce written instructions.

- *Don't* show a video for more than a minute or two at a time.

Why not? Because it's low on audience involvement. Viewers quickly switch into passive entertainment mode.

Instead, have a quiz or other exercise to fill out during the video, or show a minute's worth of the video, have a break for discussion, then show another minute, etc.

- *Don't* tell the class to "get into groups."

Why not? Because self-selected groups may not be the size or composition that you want.

Instead, decide in advance the size of groups and — possibly — who you want in each one. You can allocate people to groups by some arbitrary criterion, such as birthdays, height or random numbers. Or you can allocate people according to their views about specific issues, such as about war. Or you can select the groups in advance, to get a desired mix of personality types. For example, to foster balanced participation, you might put the most talkative students in a group together, and the quietest ones.

Project plan

Due date: at least 24 hours before the beginning of your week 10 tutorial

Weighting: 10%

Length: 100 words

Submission: email your plan to your tutor, with a copy on e-learning

The project plan is a summary of what you plan to do in your project. Describe your case study, your theory and how you'll carry out the project.

If it's submitted on time, your mark for the plan will be the same as for the project report. If it's late, you lose 10% per day. If you don't hand it in, you get zero for this component. If it's not satisfactory, we'll ask you to prepare a revised version, and you'll receive the same marks.

The main purpose of the project plan is to get you thinking about the project early. By all means submit your plan before the due date!

Project report

Due date: 2pm, Wednesday 12 June

Weighting: 35%

Length: 2500 words

Submission: Email to your tutor, with a copy to e-learning

If your submission is an object (poster, T-shirt, etc.), submit it at Arts Central.

No special cover sheet is needed.

Put your student number on the report.

Put your tutor's name on the report.

Do **not** put your own name on the report.

In the dialogue, use a pseudonym for yourself and any other BCM390 student.

Project report assessment criteria

- Understanding of the case study
- Understanding of theory
- Use of sources (about case study and theory)
- Expression and appearance

Prepare an information pack for the general public to help people understand what is and isn't covered in media portrayals of an issue concerning war, peace, violence or nonviolence.

Use a theory or concept covered in the subject, or another theory with Brian's approval. Include a case study to illustrate the application of the theory or concept.

The information pack can be a written text, slide show, leaflet, poster, website, video or any other suitable format. For a written text, the maximum length is 1000 words. Other formats should cover the equivalent of 1000 words. Use footnotes to give references and to explain points that are complex or not fully treated in the text. (Footnotes do not count in the word total.) When using graphics, include acknowledgement of sources (e.g. web addresses). Your case study can be historical or contemporary.

How to become a great writer

See <http://www.bmartin.cc/classes/writing.html>

For example, you might examine war reporting on the Afghanistan war using Cerulo's framework. You might examine violence against LGBTI (Lesbian, gay, bisexual, transgender and intersex) people using theories of aggression. You might explain the low number of news reports on nonviolent protests in Israel/Palestine using nonviolence theory. You may wish to supplement the war/peace theory with media theories, for example news values or agenda-setting theory re Israel/Palestine protests.

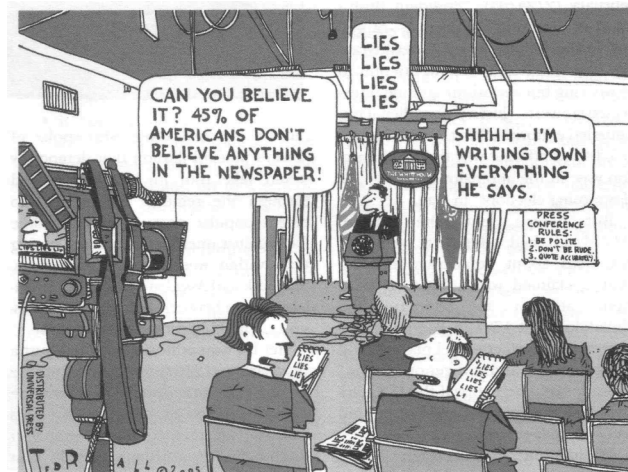
After developing an initial version of your information pack, you should test it out on some members of the public — this includes anyone not at the university — and modify it in light of their comments.

Have a look at good dialogues, and good reports, at http://www.bmartin.cc/classes/mwp_tops/.

Supplement the pack with a 1500-word dialogue between you, your group members and anyone else relevant about

- how you chose your case study
- how you gathered materials
- the response to the initial version of your pack
- what you discovered about the strengths and weaknesses of your theory
- any unexpected findings
- difficulties
- future topics for investigation
- anything else of interest.

The dialogue should be interactive, like a conversation. It is fictional: you write the dialogue rather than recording an actual one.



We encourage you to work in a team on the project, sharing information collected about case study, theory and feedback from members of the public. You may choose to write your own individual report. Alternatively, two or three team members may submit a jointly written pack and separate dialogues or submit separate packs and a jointly written dialogue. Jointly written packs and dialogues should be the same length as individually written ones.

Afterwards

Brian will email you comments on your report and will keep project reports in his office until the end of week 3 of spring session. Other tutors will tell you how to obtain comments and reports.

Sources for cartoons

Polyp (Paul Fitzgerald), *Big bad world: cartoon molotovs in the face of corporate rule* (Oxford: New Internationalist Publications, 2002).
 Ted Rall, lies: in *Extra!*, May/June 2005, p. 13.
 Rothco, "We're looking ...": *Punch*, reproduced in Em Griffin, *Making Friends*, p. 117.
 Sipress: *Wishful thinking*, Cartoons by David Sipress (New York: Harper & Row, 1987).
 The box, <http://sha3teely.com/wp-content/uploads/2006/08/box>.