

# Media, war and peace

STS390

Autumn session, 2004

## SUBJECT NOTES

*Final version, 28 February*

### Subject coordinator

Brian Martin, room 19.2016

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Sometimes you can find me in my office, especially in the afternoons. You are also welcome to contact me by phone (at home after 7am and before 9pm, please), fax or email, to discuss any issue or make an appointment.

### Objectives

On successful completion of this subject, students will be able to:

1. demonstrate knowledge of war and peace journalism, military censorship and media management
2. understand and apply theories explaining media dynamics and international politics
3. investigate media coverage on war and peace, violence and nonviolence
4. intervene, if desired, in public debates about war and peace, violence and nonviolence

### Additional information

The *Faculty of Arts Undergraduate Handbook 2004* is a supplement to these subject notes. See in particular:

- Staff consultation, student representation, p. 11
- Assignments, assessment, pp. 70-72
- Plagiarism, pp. 72-76 [Plagiarism will not be tolerated. For more information, see <http://www.uow.edu.au/handbook/courserules/plagiarism.html>]
- Sub-Dean matters, pp. 77-78.

See also Code of Practice—Teaching and Assessment,

[http://www.uow.edu.au/about/teaching/teaching\\_code.html](http://www.uow.edu.au/about/teaching/teaching_code.html)

You are not required to pass every component of assessment to pass the subject. The subject coordinator and tutors reserve the right to hold an additional oral examination for any piece of assessment.

## **Content and theories**

The content in this subject 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: advertisements, dramas, comedies, etc. 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 using in various ways, called theories or perspectives. We will cover four theories in weeks 2-5.

- **Week 2. Backfire** How attacks, such as the attack on Iraq or the beating of Rodney King, can recoil against the attackers. This is based on my own current research.

You can read articles about this theory at  
<http://www.uow.edu.au/arts/sts/bmartin/pubs/backfire.html>

- **Week 3. Deciphering violence** Karen Cerulo's analysis of the standard ways that violence is described in stories.

Cerulo's book is in the reserve collection: Karen A. Cerulo, *Deciphering Violence: The Cognitive Structure of Right and Wrong* (New York: Routledge, 1998). A key extract from this book is an e-reading listed under STS390.

- **Week 3. Nonviolence and communication** Nonviolent action seen from a communication perspective. This is based on work by Wendy Varney and me.

Our article is at <http://www.uow.edu.au/arts/sts/bmartin/pubs/03jpr.html>

- **Week 4. Lying** The role of lying in media productions (and elsewhere).

A relevant article of mine is at <http://www.uow.edu.au/arts/sts/bmartin/pubs/03sa.html>

The following books are in the reserve collection. Others are in the regular collection.

Barnes, J. A., 1994. *A Pack of Lies: Towards a Sociology of Lying*. Cambridge: Cambridge University Press. 177.3/4

Ekman, Paul, 1985. *Telling Lies: Clues to Deceit in the Marketplace, Politics, and Marriage*. New York: Norton. 153.6/24

Ford, Charles V., 1996. *Lies! Lies!! Lies!!! The Psychology of Deceit*. Washington, DC: American Psychiatric Press. 153.83/32

Robinson, W. Peter, 1996. *Deceit, Delusion and Detection*. London: Sage. 177.3/5

Weaver, Paul H., 1994. *News and the Culture of Lying*. New York: Free Press. 071.3/26

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.

## Assessment

Task	Format	Length	Weighting	Due Date
Attendance			penalty system	Every week except no class on 7/9 April
Class activity	Segment of class organised by student group	20+ minutes	20%	allocated in class
Short reports	Three verbal or written reports	5 minutes or 250 words	30%	Weeks 4, 8 and 11
Project report	Essay/report	2500 words	50%	noon 28 May

### Note re group work

University regulations restrict group work to no more than 30% of total assessment. For example, you can work in a group for the class activity (20%) and one short report (10%), in which case the remaining short reports should be individual contributions (which could be linked together around a theme).

### Attendance

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You should attend at least 80% of classes. (Classes are omitted from the calculation when a certificate is provided justifying absence on medical or compassionate grounds.) If you are present for only part of a class, that counts as fractional attendance. For those with less than 80% class attendance, a corresponding percentage will be subtracted from the overall mark. For example, with 71% attendance,  $80\% - 71\% = 9\%$  will be subtracted.

### Class activity

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You can work individually or in a group of two or three students to run a class on a topic agreed by me. Topics normally should involve theory and a case study. The class can be run as a presentation, debate, game, quiz, small group exercises or any other activity that helps others to learn. Facilitators should not just stand and talk, but should design one or more participatory activities. Consider using overheads, handouts, tapes and videos. You should also include some method to evaluate how well the class has *understood* what you are trying to get across (not just how well they liked the activity). This is important!

In designing your activity, point out the role of lying in some way.

Time allocated for each class activity will be at least 20 minutes times the number of group members, e.g. 60 minutes for a three-person group.

#### *Class activities will be assessed using these criteria (roughly equally)*

- knowledge of case study
- understanding of theory
- audience involvement
- aids (handouts, overheads, posters, videos, etc.)
- method of evaluating how well the class has understood your message.

## **Short reports**

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**Due dates:** In class on or before week 4 (17 or 19 March), week 8 (21 or 23 April), and week 11 (12 or 14 May)

**Length:** 5 minutes or 250 words

You will provide three short reports. For each one, report to the class on a current event in the media and how it relates to a theory (as covered in weeks 2 to 5) or to a concept such as militarism, pacifism, conflict resolution, genocide, nonviolent defence, aggression, just war. Be prepared to respond to comments and questions about your report.

You should present one or more relevant items from the media. These may be newspaper or magazine articles, video clips, email messages, etc.

You should also refer to at least two sources, such as books or scholarly articles, about the theory/concept.

Verbal reports must be spoken from memory or dot-point notes, not read from text.

You are entitled to redo any report that falls short of a pass.

***Short reports will be assessed using these criteria (roughly equally)***

- selection and understanding of media items
- understanding of theory/concept
- application of theory/concept to the media items
- organisation and expression.

## **Project report**

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**Due date:** noon 28 May

**Length:** 2500 words

**Submission:** Either (1) send by express post (posted by noon on 28 May) to Brian Martin, STS, University of Wollongong, NSW 2522, or (2) put under the door to my office (19.2016).

Put your name on a cover sheet but not elsewhere on the essay.

Undertake a project involving a case study in the field of media/war/peace, analysing it using a theory covered in the subject. For example, you might analyse texts using Cerulo's framework or analyse a war using the backfire framework. Your project should involve archival work (if you are dealing with a historical case) and/or interviews and/or observations and/or participation. If desired, you may undertake your project as a form of advocacy research or participatory action research. You may need to submit a human research ethics application.

You are encouraged to work in a team on the project, but you must write your own individual essay. If desired, essays in a team project can be linked together.

You are entitled to revise and resubmit any report that falls short of a pass.

***Project reports will be assessed using these criteria (roughly equally)***

- knowledge of case study
- understanding of theory
- use of sources
- organisation and expression.