

# Faculty of Law, Humanities and the Arts

School of the Arts, English and Media

## Subject Outline

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### BCM 390

### Media, War and Peace

8 Credit Points

Autumn Session 2014

Wollongong (On Campus)

Pre-requisites: 24 credit points at 200 level

Co-requisites: Nil

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### Teaching Staff

Position	Name	Room	Telephone	Email	Consultation Times
Subject Coordinator	Prof Brian Martin	19.2016	4221 3763 work 4228 7860 home Website: <a href="http://www.bmartin.cc/">http://www.bmartin.cc/</a>	<a href="mailto:bmartin@uow.edu.au">bmartin@uow.edu.au</a>	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
Tutor	Ian Miles				In class

### Discipline Leader

Position	Name	Room	Telephone	Email	Consultation Times
Discipline Leader – Creative Industries	Professor Sue Turnbull	19.2098	4221 2392	<a href="mailto:sturnbul@uow.edu.au">sturnbul@uow.edu.au</a>	Monday & Tuesday 1:30 – 4:30pm

## Faculty Contact Details

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## Copyright

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# Subject Information

## Subject Description

War and violence are staples of media coverage. Explaining the content and style of coverage requires understanding both of media dynamics and international politics. Through case studies of war and peace journalism, military censorship and media management, and the psychology and politics of denial and acknowledgement of atrocities, students will learn how to interpret and intervene in media coverage on war and peace, violence and nonviolence. Use will be made of frameworks from communication theory, politics, and peace research.

## Subject Objectives/Learning Outcomes

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

- demonstrate knowledge of war and peace journalism, military censorship and media management
- understand and apply theories explaining media dynamics and international politics
- investigate media coverage on war and peace, violence and nonviolence
- contribute to public debates about war and peace, violence and nonviolence.

## Graduate Qualities

Successfully completing the learning and assessment tasks in this subject will assist students in developing the following Graduate Qualities:

### Informed

Have a sound knowledge of an area of a disciplinary study or interdisciplinary area of study offered by the Faculty of Law Humanities and the 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.

For further information on graduate qualities please refer to: <http://lha.uow.edu.au/future-students/graduate-qualities/index.html>

## Attendance

This subject requires an 80% attendance at all tutorials unless this is unavoidable on medical or compassionate grounds and evidence of this is provided through SOLS. Attendance that falls below the 80% requirement, irrespective of the cause, may require you to complete additional written work to complete the subject. If in doubt, consult the Subject Coordinator.

## Timetable

For current timetable information please refer to the online Subject Timetable on the Current Students webpage: <http://www.uow.edu.au/student/timetables/index.html>

## Weekly Outline: Tutorials and workshops

There are no formal lectures. 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>

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

- You will be expected to sign an honour statement for your assignments.
- You have a lot of choice in picking the topics for your assessment tasks.
- Be prepared for a few unusual teaching methods — and to have some fun!

Week / Date	Workshop	Tutorial	Task Due
Week 1 Commencing 3 March		Introductions  1-minute reports: bring to your tutorial an article about a conspiracy theory or about conspiracy theories generally and be ready to talk about it for 30-60 seconds.  Group exercise on conspiracy theories  Decide 1-minute report topics for weeks 2 to 6	1-minute report

<p>Week 2 Commencing 10 March</p>	<p>Workshop</p>	<p>Introductions</p> <p>1-minute reports</p> <p>Exercise on nonviolent action There's a large amount of writing about nonviolent action.</p> <p>Some entry points:</p> <ul style="list-style-type: none"> <li>• Gene Sharp. See especially his classification of methods of nonviolent action and his framework called the dynamics of nonviolent action. Publications are available at <a href="http://www.aeinstein.org/">http://www.aeinstein.org/</a>. A copy of Sharp's monumental <i>The Politics of Nonviolent Action</i> (in three parts) is in Short Loans.</li> <li>• International Center on Nonviolent Conflict (<a href="http://www.nonviolent-conflict.org/">http://www.nonviolent-conflict.org/</a>), with copies of many articles.</li> <li>• Kurt Schock, "Nonviolent action and its misconceptions" (available online).</li> <li>• Brian Martin and Wendy Varney, "Nonviolence and communication," <a href="http://www.bmartin.cc/pubs/03jpr.html">http://www.bmartin.cc/pubs/03jpr.html</a></li> </ul>	<p>1-minute report</p>
<p>Week 3 Commencing 17 March</p>		<p>Introductions</p> <p>1-minute reports</p> <p>Exercise on backfire Some attacks backfire against the attackers. Articles about this theory are available at <a href="http://www.bmartin.cc/pubs/backfire.html">http://www.bmartin.cc/pubs/backfire.html</a></p> <p>Form class activity groups</p>	<p>1-minute report</p>
<p>Week 4 Commencing 24 March</p>	<p>Workshop</p>	<p>Sharing</p> <p>1-minute reports</p> <p>Exercise on deciphering violence Karen Cerulo has analysed standard ways that violence is described in stories. Her book <i>Deciphering Violence: The Cognitive Structure of Right and Wrong</i> (New York: Routledge, 1998) is in Short Loans. A key extract from this book is an e-reading. Bring to your tute a newspaper or magazine with news stories about wars, murders or other violent events.</p>	<p>1-minute report</p>

<p>Week 5 Commencing 31 March</p>		<p>Sharing</p> <p>1-minute reports</p> <p>Class activity</p> <p>Exercise on lying "Telling lies for a better world?" <a href="http://www.bmartin.cc/pubs/03sa.html">http://www.bmartin.cc/pubs/03sa.html</a> Dan Ariely, <i>The (Honest) Truth about Dishonesty: How We Lie to Everyone — Especially Ourselves</i> (New York: HarperCollins, 2012) Paul Ekman, <i>Telling Lies: Clues to Deceit in the Marketplace, Politics, and Marriage</i> (New York: Norton, 1985). Charles V. Ford, <i>Lies! Lies!! Lies!!! The Psychology of Deceit</i> (Washington, DC: American Psychiatric Press, 1996). John J. Mearsheimer, <i>Why Leaders Lie: The Truth about Lying in International Politics</i> (New York: Oxford University Press, 2011) W. Peter Robinson, <i>Deceit, Delusion and Detection</i> (London: Sage, 1996). Paul H. Weaver. <i>News and the Culture of Lying</i> (New York: Free Press, 1994).</p>	<p>1-minute report</p>
<p>Week 6 Commencing 7 April</p>	<p>Workshop</p>	<p>Sharing</p> <p>1-minute reports</p> <p>Class activity</p>	<p>1-minute report</p> <p>Assessment 2: Draft short due by 7pm Monday 7 April</p>
<p>Week 7 Commencing 14 April*</p>		<p>Sharing</p> <p>1-minute reports</p> <p>Class activity</p>	<p>1-minute report</p> <p>Assessment 2: Comments on shorts due by 7pm Monday 14 April.</p> <p>Assessment 2: Final short due by 7pm Friday 18 April</p>
<p>Week Commencing 21 April</p>	<p>MID-SESSION RECESS</p>		

Week 8 Commencing 28 April	Workshop	Sharing 1-minute reports Class activity Preparation for the project	1-minute report
Week 9 Commencing 5 May		Sharing 1-minute reports Class activity Preparation for the project	1-minute report
Week 10 Commencing 12 May		Sharing 1-minute reports Class activity Preparation for the project	1-minute report
Week 11 Commencing 19 May		Sharing 1-minute reports Class activity Preparation for the project	1-minute report
Week 12 Commencing 26 May		Sharing 1-minute reports Preparation for the project	1-minute report  Assessment 4: Draft information pack due by 2pm Wednesday 28 May
Week 13 Commencing 2 June		Sharing 1-minute reports Preparation for the project	1-minute report  Assessment 4: Comments on other students' draft information packs due by 2pm Wednesday 4 June
Week 14 Commencing 9 June	Study recess		Assessment 4: Final project report due by 2pm Wednesday 11 June
Week 15 Commencing 16 June	Examination Week 1		

Week 16 Commencing 23 June	Examination Week 2	
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\* Friday 18 April is a public holiday.

## Recent Changes and Subject Improvements

2013	In 2014, there will be four 3-hour workshops instead of 12 1-hour lectures. In 2014, compared with 2013, the short is worth 5% more and the project 5% less.	Professor Brian Martin
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## Assessment Information

### Assessment

The Faculty of Law, Humanities and the Arts reserves the right to scale marks in accordance with the University's *Assessment Guidelines - Scaling*. Marks are not final until declared by the Faculty Assessment Committee.

### Referencing

Referencing is an essential component of academic writing or presentation since it enables the reader to follow up the source of ideas and information presented in your work, and to examine the interpretation you place on the material discovered in your research. Reliable referencing clearly indicates where you have drawn your own conclusions from the evidence presented. Importantly, much of the material you will use is covered by copyright which means that you must acknowledge any source of information, including books, journals, newsprint, images and the internet.

It is obligatory for students to reference all sources used in their written work including electronic material. Students should consult the University library website for a detailed explanation and examples of how to reference electronic material correctly: <http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>

Different programs use different referencing styles to reflect the needs of their discipline. It is the student's responsibility to check which referencing style is used.

Clear examples of how to reference correctly, across a wide variety of source materials, can be found on the UOW Library website:

- Library Resources - Referencing and Citing  
<http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>

### Plagiarism

Students are responsible for submitting original work for assessment, without plagiarising or cheating, abiding by the University's Academic Integrity and Plagiarism Policy as set out in the University Handbook, the University's online Policy Directory and in Course Handbooks and Subject Outlines. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement.

Plagiarism is the use of another person's work or ideas as if they were your own. The other person may be an author, artist, critic, lecturer or another student or material on a website. When it is desirable or necessary to use other people's material, you must include appropriate references and attribution. Do not pretend the ideas

are your own. Take care not to plagiarise unintentionally. Failure to acknowledge all your source materials adequately not only ignores scholarly ethics, but violates the requirement that all students reference appropriately. Plagiarism has severe consequences. Penalties for plagiarism can include 0% fail for the assignment, 0% fail for the subject or expulsion from the University.

Students should refer to:

- Student Conduct Rules  
<http://www.uow.edu.au/about/policy/UOW058723.html>
- Academic Integrity and Plagiarism Policy  
<http://www.uow.edu.au/about/policy/UOW058648.html>

## Submission, Receipt & Collection of Assessment Tasks

Assessments are to be submitted on the due dates and via the submission method specified in each assessment task listed in this Subject Outline. Penalties apply for late submission.

For all student enquiries please go to LHA Central - located in 19.1050 or 25.113.

It is the responsibility of the student to keep a copy of all work submitted for assessment. Acknowledgements for work submitted online are optional and issued by the tutor upon request.

Assignments sent by fax will not be accepted unless by prior agreement between the lecturer and student.

The University's Code of Practice Teaching and Assessment requires that at least one assignment be assessed and returned before Week 9 of session.

Assignments submitted during session will be returned to you by your lecturer or tutor. LHA Central does not hold any assignments during session.

## Late Submission of Assessments

Late work (i.e. any work required for assessment that has not been given an extension) will be subject to a 10% penalty per working day. The penalty is applied to the mark awarded. Work submitted after seven calendar days will not be marked and will be given a mark of 0.

## Electronic Submission of Assessments

Where assessments must be submitted electronically (i.e. through an eLearning site or via email) the procedures for doing so will be in accordance with the Code of Practice — Teaching and Assessment, and specified in each assessment task listed in this Subject Outline. It is imperative that students retain receipts of materials submitted electronically. As a general rule, assessments will not be accepted or marked if submitted by fax except in special cases where the Subject Coordinator has given prior approval.

## Retention of Assessments

Assessment work (with the exception of theses) will be retained at least until the end of the academic appeal period. The appeal period is 21 days after distribution of marks or release of final grades. For further information please refer to Academic Grievance Policy - Coursework & Honours Students on the UOW website.

- Academic Grievance Policy - Coursework and Honours Students  
<http://www.uow.edu.au/about/policy/UOW058653.html>

Theses submitted or completed by students for the purposes of assessment or evaluation will be retained for a minimum of 3 years after date of submission. For further information please refer to Academic Grievance Policy (Higher Degree Research Students) on the UOW website.

- Academic Grievance Policy (Higher Degree Research Students)  
<http://www.uow.edu.au/about/policy/UOW058652.html>

## Subject Assessment Tasks

### Concepts and theories

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#### 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

## Assessment 1: Participation

Marking:	Marked out of 100 - 15%
Description:	<p>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.</p> <p>The topic for week 1 is conspiracy theories. Topics for later weeks will be decided in your tute class.</p> <p><i>Suggestions from previous classes</i> Some favourite topics are protest music, culture jamming, genocide, assassination, riots, euthanasia, torture, serial killers and honour killing.</p> <p>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!</p> <p>This is a great opportunity to practise becoming a better speaker. This is a very useful skill.</p>
Due Date:	Weeks 1 to 13
Graduate Quality developed:	Informed/ Independent learners/ Problem solvers/ Effective communicators/ Responsible
Format:	30-60 seconds verbal report each week, bringing an object, plus participation in tutorials
Assessment Criteria:	<p>You will be marked only on whether you give a report and whether you bring an object, <i>not</i> 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.</p> <p>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.</p> <p>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%</p> <p>You're welcome to attend more than one tutorial in a week during weeks 5 to 12.</p>
Submission Method:	In class. Verbal report and object plus participation in tutorials
Must Attempt:	Yes

## Assessment 2: Short

Marking:	Marked out of 100 - 25%
Description:	<p>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,” above).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Check out some previous top shorts at <a href="http://www.bmartin.cc/classes/mwp_top_shorts.html">http://www.bmartin.cc/classes/mwp_top_shorts.html</a></p> <p>You are expected to comment on the draft shorts of at least three other students. This is part of what's assessed. You should comment on specific aspects of other draft shorts, saying what is good and what might be improved.</p> <p><i>Checklist for your short</i></p> <ul style="list-style-type: none"> <li>• I've presented a specific media item.</li> <li>• I've discussed two or more sources about the theory/concept.</li> <li>• My short is less than 10 minutes</li> <li>• I've included an honour statement giving acknowledgements for all assistance received.</li> </ul>
Due Date:	<p>Your draft short must be posted by 7pm Monday 7 April.</p> <p>You must post your comments on other students' draft shorts by 7pm Monday 14 April.</p> <p>The final version of your short must be posted by 7pm Friday 18 April.</p>
Graduate Quality developed:	Informed/Independent learners/Problem solvers/ Effective communicators
Format:	Your short should be recorded on video and posted online for viewing by other class members.

Assessment Criteria:	<ul style="list-style-type: none"> <li>• Selection and understanding of the media item</li> <li>• Understanding of theory/concept</li> <li>• Application of theory/concept to the media item</li> <li>• Quality of expression and presentation</li> <li>• Insight and value of comments on other shorts, with special attention to suggestions about theory and about the media item, relevance of the theory to the media item, and how the short might communicate its message more effectively</li> </ul>
Submission Method:	In tutorials, we will decide about where we will post videos and decide about privacy settings and related matters.
Must Attempt:	Yes

## Assessment 3: Class Activity

Marking:	Marked out of 100 - 20%
Description:	<i>This is an activity, not a presentation</i>
	<p>You can work individually or in a team of two or three students to run an activity for 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 above. 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.</p> <p>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. The workbook should include an honour statement describing the contribution made by each team member and acknowledgements for assistance from anyone else.</p> <p>A few specific points:</p> <ul style="list-style-type: none"> <li>• Identify sources for any quotes.</li> <li>• Practise in advance to iron out difficulties and check timing. Keeping to time can be a big challenge.</li> <li>• 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.</li> <li>• If you show potentially disturbing images (such as of torture), provide a warning so no one is obliged to view them.</li> </ul> <p>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.</p> <p>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.</p> <p>Sample 2</p>

	<p>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.</p> <p>Sample 3</p> <p>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.</p> <p>Suggestions</p> <ul style="list-style-type: none"> <li>• <i>Don't</i> talk to the class about the case study or theory. <i>Why not?</i> Because it's low on audience involvement, and it's inefficient. <i>Instead,</i> use a handout with the same information. People can read text in a fraction of the time it takes to say it out loud.</li> <li>• <i>Don't</i> give verbal instructions. <i>Why not?</i> Because half the class won't be listening and some people won't hear them correctly. <i>Instead,</i> provide written instructions in a handout, on a poster or a slide. Only give instructions verbally, if necessary, to explain or reinforce written instructions.</li> <li>• <i>Don't</i> show a video for more than a minute or two at a time. <i>Why not?</i> Because it's low on audience involvement. Viewers quickly switch into passive entertainment mode. <i>Instead,</i> 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.</li> <li>• <i>Don't</i> tell the class to "get into groups." <i>Why not?</i> Because self-selected groups may not be the size or composition that you want. <i>Instead,</i> 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 in a different group.</li> </ul>
Due Date:	Class activities are given in class in weeks 5 to 11. The week for your activity will be decided in class in week 3.
Graduate Quality developed:	Informed/Independent learners/Problem solvers/Effective communicators/Responsible
Format:	Activity conducted in class

Assessment Criteria:	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
Submission Method:	Activity conducted in class
Must Attempt:	Yes

## Assessment 4: Project Report

Marking:	Marked out of 100 - 40%
Description:	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.
	<i>How to become a great writer</i> See <a href="http://www.bmartin.cc/classes/writing.html">http://www.bmartin.cc/classes/writing.html</a>
	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.
You should include an honour statement saying who has done the work (including team members if relevant) and acknowledging ideas and assistance from others.	
Have a look at good dialogues, and good reports, at <a href="http://www.bmartin.cc/classes/mwp_tops/">http://www.bmartin.cc/classes/mwp_tops/</a>	
Supplement the pack with a 1500-word dialogue between you, your group members and anyone else relevant about: <ul style="list-style-type: none"> <li>• how you chose your case study</li> <li>• how you gathered materials</li> <li>• the response to the initial version of your pack</li> <li>• what you discovered about the strengths and weaknesses of your theory</li> <li>• any unexpected findings</li> <li>• difficulties</li> </ul>	

	<ul style="list-style-type: none"> <li>• future topics for investigation</li> <li>• anything else of interest.</li> </ul> <p>The dialogue should be interactive, like a conversation. It is fictional: you write the dialogue rather than recording an actual one.</p> <p>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.</p> <p><i>Checklist for your project report</i></p> <ul style="list-style-type: none"> <li>• I've posted an information pack.</li> <li>• My information pack has my student number and a pseudonym — but not my name.</li> <li>• My information pack has my tutor's name.</li> <li>• I've emailed my dialogue to my tutor. It has my student number and pseudonyms for me and my team members — but not my name.</li> <li>• I've included an honour statement giving acknowledgements for all assistance received.</li> </ul>
Due Date:	<p>A draft of your information pack must be posted online by 2pm Wednesday 28 May.</p> <p>Your comments on other students' draft information packs are due by 2pm Wednesday 4 June.</p> <p>The final version of your project report (information pack plus dialogue) is due by 2pm, Wednesday 11 June</p>
Graduate Quality developed:	Informed/Independent learners/Problem solvers/Effective communicators/Responsible
Format:	2500 word report. 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).
Assessment Criteria:	<ul style="list-style-type: none"> <li>• Understanding of the case study</li> <li>• Understanding of theory</li> <li>• Use of sources (about case study and theory)</li> <li>• Expression and appearance</li> <li>• Comments on other students' information packs</li> </ul>
Submission Method:	<p>Post your draft information pack online. If it is an object, post a photo or other image online.</p> <p>Post your comments on other students' draft information packs online.</p> <p>Post the final version of your information pack online. Email your dialogue to your tutor, with a copy to e-learning.</p> <p>If your information pack is an object (poster, T-shirt, etc.), post a photo or other image online and give the object to Brian.</p> <p>No special cover sheet is needed.</p> <p>Put your student number and a pseudonym on the information pack and the dialogue.</p> <p>Put your tutor's name on the report.</p> <p>Do not put your own name on the information pack or dialogue.</p> <p>In the dialogue, use a pseudonym for yourself and any other BCM390 student.</p>

Must Attempt:	Yes
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## Performance Grades & Descriptors

HD	High Distinction	85 – 100%
D	Distinction	75 – 84%
C	Credit	65 – 74%
P	Pass	50 – 64%
F	Fail (unsatisfactory completion)	0 - 49%
TF	Technical Fail	Where a student gains a mark of 50 or greater and does not meet a specified level in an assessment task required to pass the subject a Technical Fail grade shall be used.
	Supplementary Assessment	Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject (45% - 49%), and are identified as meriting an offer of a supplementary assessment. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made. Students who satisfactorily complete a supplementary assessment will be awarded a grade of 50% (Pass Supplementary)

# Subject Resources and Materials

## Set Texts

Nil.

## Recommended Reading / Viewing / Listening

Students are encouraged to use the Library catalogue and databases to locate additional resources and supplement the recommendations with resources you discover through your own research, both online and in hard copy.

- UOW Library website  
<http://www.library.uow.edu.au/index.html>

More information about the subject

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

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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

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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

## General Advice Guide

Each session the Faculty of Law, Humanities and the Arts produces a guide to Faculty and University policies, programs and resources.

Students are encouraged to access a copy of the General Advice Guide at the start of each session.

The General Advice Guide can be accessed from the Faculty website at <http://lha.uow.edu.au/taem/current-students/UOW093156.html>