



Faculty of Arts

School of Social Sciences, Media and Communication

Media, war and peace

STS390

Subject Outline: Spring 2007

Credit Points	8
Pre-requisites	24 cp at 200 level

Subject coordinator	Brian Martin
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Consultations	To be confirmed in week 1 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.

for Arts Enquiries	▶ staff contact details
Arts Central	▶ timetable
room 19.1050	▶ assignment coversheets
Monday-Friday, 8.30am-5.30pm	▶ handbooks
phone 4221 5328	▶ assignment submission
www.uow.edu.au/arts	▶ administrative forms
fac_arts@uow.edu.au	▶ general information

STS390 Subject Schedule

Week	Week Beginning		
1	Mon 23 July		Conspiracy theories
2	Mon 30 July		Backfire
3	Mon 6 August		Deciphering violence; shorts
4	Mon 13 August		Nonviolent action; shorts; class activities
5	Mon 20 August		Lying; shorts; class activities
6	Mon 27 August		Just war theory; shorts; class activities
7	Mon 3 September		Shorts; class activities
8	Mon 10 September		Shorts; class activities
9	Mon 17 September		Shorts; class activities
	Mon 24 September	Mid session recess	
10	Mon 1 October***		Project preparation; class activities
11	Mon 8 October		Project preparation; class activities
12	Mon 15 October		Project preparation
13	Mon 22 October		Evaluation
***	Public Holidays during session:	NB: No classes are run on public holidays	

Subject Description

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, 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 six theories in weeks 1 to 6. 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.

Teaching methods

Be prepared for a few unusual teaching methods in STS390. And be prepared to have some fun!

There are no 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 STS390, 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.

However, some students may feel that because they are not taking notes on lectures, they are not learning much. If you feel this way, please read the following comments about taking notes.

Learning and taking notes

Different people learn in different ways. Here are some suggestions for maximising your learning by taking notes.

In educational research, there is common distinction between “surface learning” and “deep learning.” Surface learning is when you learn something at a relatively superficial level. For example, you might memorise a text, but not understand all that much about what it means. Multiple choice questions usually test surface learning.

“Deep learning” is when you have a more comprehensive grasp of something, integrated into your own systems of understanding. With deep learning, you can readily deploy your understanding in new situations. Designing your own response to a complex task can demonstrate deep learning.

With surface learning of the backfire model (covered in week 2), you can list the five methods of inhibiting outrage. With deep learning, you can — for example — detect the methods in a new situation, and perhaps notice how the methods vary from situation to situation. And you might notice weaknesses in the backfire framework.

Let’s say you’re reading something, an article or a book. If you simply read what the author says, perhaps agreeing or disagreeing and picking up key points, you are coasting along on the surface. Still, that’s far better than not reading at all!

For deep learning, you need to process the material, namely transform it using your own thinking. Putting what you read into your own words is a useful initial step. Instead of writing out the five methods of inhibition as listed in the text, you can express them in a different way.

You can force yourself to do this by putting them into a different mode of expression, for example rap lyrics or a set of diagrams.

Another approach is to explain the ideas to others, in terms specifically suited to them. This forces you to process the ideas, promoting deep learning. This is basis for the common saying that the best way to learn something is to teach it. This works even when your “pupil” knows nothing whatever about the topic.

For really deep learning, you need to grapple with the concepts themselves, as well as with ways to express them. To do this, you need to come at them with your own ways of thinking and with your own agenda.

One of the best ways to do this is to have one or more burning questions that you want to answer, or goals that you’d like to achieve. When you approach a new text, you look at it from the point of view of your questions or goals.

Let’s say that your burning question is, “What methods of communication really have an influence?” When you look at the backfire model, you notice that communication to receptive audiences is an essential condition for backfire occurring, but that doesn’t tell you what methods of communication have an influence. (There’s a limitation of the backfire model already.) You notice that cover-up is a key method of inhibiting outrage, so if a method of communication is going to have an influence, it needs to overcome cover-up. If you already know why some methods of communication have more influence, you can patch that into the backfire model, making it more comprehensive. And so on.

Let’s say your personal goals are to become a top executive and make lots of money. When you look at the backfire model, the first thing you notice is that if you do something that backfires, that’s bad for you! So in climbing the career ladder, you need to make sure to avoid backfires. Maybe you can advise the boss on tactics and get some brownie points. Or if you’re more devious, you can let the boss walk into a disastrous backfire, so you can step in afterwards and fix things up. You notice that the backfire model is oriented to those with less power. So you look at things from the other side. But you’re not cynical — you want to get ahead legitimately. So you look for ways to prevent backfire by doing the right thing as a boss.

Let’s say your personal goal is to help poor people — the ones who never had a chance due to upbringing, lack of skills and lack of opportunity. The first thing you notice about the backfire model is that it has mainly been used to analyse sudden injustices, such as a police beating or an invasion. But poverty is a slow-motion injustice. There’s not much to bring it to people’s attention as a source of outrage. So you think about ways to make the injustice of poverty more dramatic. In a sense, it’s covered up by being routine, below the media horizon.

And then there's the problem that poor people are devalued. How can that be changed? The backfire model says devaluation needs to be challenged, but doesn't give much guidance on how.

In each of these cases, you use your own questions and goals to probe the ideas. You are searching for answers and hints. In the course of your search, you learn a tremendous amount about the ideas, especially their strengths and weaknesses for serving your purpose.

Perhaps you don't have any burning questions or ambitious goals. Well, just pick one out and use it as if it's your personal question. That's right! Just pretend. For learning purposes, it's nearly as good as having an authentic question. Furthermore, if you keep pretending this way, in a matter of months the question may very well become authentic for you. So pick something worthwhile — like helping poor people! Research shows that helping others is highly satisfying.

Back to deep learning: how can you foster your own deep learning as you listen to lectures, read articles, serve customers or talk with your mates? One of the very best ways is taking notes or, more simply, writing.

Writing is not just a way of putting down what you're thinking: it's actually a process of thinking itself. Writing is especially good for clarifying ideas. So a good way to pursue your questions and goals is to write.

If you've just read an article, you can take notes. It's convenient to start with a one or two sentence summary of the key point of the article. Then tell about how the ideas in the article relate to your personal questions and goals. Note down particular points from the article that are relevant to your interests. If the article seems totally irrelevant, then explain what's missing and how it could be improved — from your point of view, of course.

You can also take notes while listening to someone talk. You can take notes after watching a film. And after you've observed a stressful situation at work, you can write about it, trying to understand what happened and why people reacted the way they did. This is also an excellent way to deal with your own emotions.

If you start taking notes like this, before long you will have an excellent collection, all oriented to your own personal interests. Of course, your interests might change, but that's not a drama. The main thing is that you are developing your capacity for deep learning, by doing it. You can then use that capacity in different circumstances.

Happy note taking!

Further reading

Louise DeSalvo, *Writing as a way of healing: how telling our stories transforms our lives* (London: Women's Press, 1999): the case for writing to promote emotional healing.

Michael J. A. Howe, *Genius explained* (Cambridge: Cambridge University Press, 1999): the case that genius is founded on hard work, not innate ability.

Terry Orlick, *In pursuit of excellence: how to win in sport and life through mental training* (Champaign, IL: Leisure Press, 1990): psychology for peak athletic performance, with spin-offs for other life challenges.

Paul Ramsden, *Learning to teach in higher education* (London: Routledge, 1992): an approach to teaching based on fostering deep learning by students.

Robert Restak, *Mozart's brain and the fighter pilot: unleashing your brain's potential* (New York: Harmony Books, 2001): research showing that the brain is highly plastic throughout life, and can be transformed through practice.

John Whitmore, *Coaching for performance* (London: Nicholas Brealey, 1996): how to bring out the best in people, in sports, business and elsewhere.

Assessment Summary

Assessment	Format	Length	Due Date	Weighting
1 Attendance			Every week	See Notes
2 Participation	Weekly oral reports plus participation	30-60 seconds	Each Week	10%
3 Shorts	Two presentations	10 minutes maximum	See Notes	20%
4 Class Activity	Class time organised by student group	14 minutes times group size	Allocated in class	20%
5 Project Plan	Summary	100 words	Week 10	10%
6 Project Report	Briefing paper and dialogue	2500 words or equivalent	2.00pm Monday 22 October	40%

Class Contact Details

- Contact details for the subject coordinator are on page 1.
- Class times and locations are available from the University's website. Please note that class times on the timetable are provisional.
- Students should enrol in classes via SOLS before the start of session.
- Those with timetabling difficulties should contact the subject coordinator.

Subject Requirements

- **Attendance requirements:** Attendance is required. If you attend less than 80% of classes, for whatever reasons – health, work, etc. – you will be given an extra assignment, whose satisfactory completion will be required to pass the subject. If you are present for only part of a class, that counts as fractional attendance. If you can't attend your usual class, you are welcome to attend one of the other classes during the week instead. To make up for missed classes, you can attend more than one class in a week during weeks 5 to 12.
- **Completing the subject:** To pass the subject, you must obtain at least 50% overall from the assessment components (participation; shorts; class activity; project plan; project report) and satisfy the attendance requirements stated above.
- **Extensions for written work:** Extensions can be granted only when applications for special consideration are made through SOLS.
- **Penalty for late submission of work:** 10 marks per day out of 100.

Failure to meet these requirements can lead to a technical fail in the subject.

STS390 Class Schedule and Readings

- **Week 1. Conspiracy theories**

Bring to class an article about a conspiracy theory or about conspiracy theories generally and be ready to talk about it for 30-60 seconds (see Task 1 for more information).

- **Week 2. Backfire**

Some attacks backfire against the attackers. Articles about this theory are available at <http://www.uow.edu.au/arts/sts/bmartin/pubs/backfire.html>. A copy of the book *Justice Ignited: The Dynamics of Backfire* is in the Short Loans Collection.

- **Week 3. Deciphering violence**

Karen Cerulo has analysed the standard ways that violence is described in stories. Her book is in the Short Loans 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. Bring to class a newspaper or magazine with news stories about wars, murders or other violent events.

- **Week 4. Nonviolent action**

There's a large amount of writing about nonviolent action. Some entry points:

- Mohandas Gandhi and his interpreters (Joan Bondurant, Richard Gregg, Krishnalal Shridharani)
- Gene Sharp. See especially his classification of methods of nonviolent action and his framework called the dynamics of nonviolent action. Publications are available at <http://www.aeinstein.org/>. A copy of Sharp's monumental *The Politics of Nonviolent Action* (in three parts) is in the Short Loans Collection.
- International Center on Nonviolent Conflict (<http://www.nonviolent-conflict.org/>), with copies of many articles.
- Kurt Schock, "Nonviolent action and its misconceptions" (available online).
- Brian Martin and Wendy Varney, "Nonviolence and communication," <http://www.uow.edu.au/arts/sts/bmartin/pubs/03jpr.html>

- **Week 5. Lying**

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

The following books are in the Short Loans 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

- **Week 6. Just war theory**

There are lots of sources online.

- **Some other concepts related to peace/war/violence/nonviolence**

aggression
assassination
centre of gravity (in Clausewitz's framework)
conflict resolution
disarmament
enlightenment (in Buddhism)
genocide
mediation
militarism
military-industrial complex
pacifism
peacebuilding
peace conversion
peacekeeping
positive peace
realism (in international relations)
reconciliation
social defence
social justice
terrorism
torture

Assessment Tasks - in detail

Task 1 - Participation

- due:** weeks 1 to 13
weighting: 10%
content: An oral report of 30-60 seconds plus participation in the class

Your class will decide a sequence of topics. Each week, you are expected to read a substantial article (more than 1000 words) on the 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.

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 get 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, *not* on how well you do it. So this is your chance to practise becoming a better speaker. This is a very useful skill.

Your participation mark starts out at 10 out of 10. You lose one mark for every week you do not give a one-minute report or participate in the class. You can make up for missed classes by attending more than one class in a week, in weeks 5 to 12.

Task 2 - Two shorts

Short 1 is given in class in weeks 3 to 6.

due: Short 2 is given in weeks 7 to 9, or sooner if you want.
The weeks for you to give your shorts will be decided in class.

weighting: 20% (10% for each short)

length: 5 to 10 minutes per short

Each short is a brief report. You choose an event in the media and tell how it relates to a theory (as covered in weeks 1 to 6) or to a concept related to peace/war/violence/nonviolence (see examples on page 9).

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

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

Short reports must be spoken from memory or dot-point notes, not read from text. When you put text on the screen, let the audience read it – in silence.

Timing: The maximum time per person per short is 10 minutes. You may be cut off at that time. Practise beforehand: you'll find 10 minutes is quite short!

Check list

- I've displayed, distributed and/or described a specific media item.
- I've discussed two sources about the theory/concept.
- I'm prepared to talk to the class. I won't read text from my notes or my slides.
- I've organised my material to finish in less than 10 minutes.

If you get really nervous speaking without reading, then write down what you plan to say on your slides (not more than 100 words per slide, please), and let the audience read them.

Shorts 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.

Task 3 - Class Activity

due: Assigned in class

weighting: 20%

length: 14 minutes per person

You can work individually or in a group of two or three students to run a class on a topic agreed by your teacher. Topics normally should involve theory (see pages 8-9) and a case study. The class can be run as a debate, game, quiz, small group exercises or any other activity that helps others to learn.

You should **not** stand and talk, but instead should design one or more participatory activities. Consider using posters, handouts, costumes, props, music and videos.

You should include some method to evaluate how well each member of the class has *understood* what you are trying to get across (not just how well they liked the activity). This is important! One option is to use a questionnaire.

Maximum time for each class activity is 14 minutes times the number of group members, e.g. 42 minutes for a three-person group. Less time than this is fine!

Once you've planned your activity, it's a good idea to check with your teacher to make sure you've covered all the assessment criteria.

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

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

Task 4 - Project Plan

due: 24 hours before your week 10 class

weighting: 10%

length: 100 words (approximately)

A summary of what you plan to do in your project is due 24 hours before your week 10 class begins. Describe your case study, your theory and how you'll carry out the project.

You can send it to your teacher by email.

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

The main purpose of task 4 is to get you thinking about the project early. By all means submit your plan before the due date!

Task 5 - Project Report

due: 2.00pm Monday 22 October 2007
weighting: 40%
length: 2500 words or equivalent

Submission: Either

- (1) send by express post (posted by 2.00pm 22 October) to Brian Martin, Arts Faculty, University of Wollongong, NSW 2522, or
- (2) put under the door to Brian's office (19.2016).

Put your student number and class time on the report but not your name. In the dialogue, use a pseudonym for yourself and any other STS390 student.

Undertake a project involving a case study in the field of media/war/peace, analysing it using a theory covered in the subject, or another theory with your teacher's approval. For example, you might examine war reporting using Cerulo's framework or assess a peaceful protest using lying.

You are encouraged to work in a team on the project, but you must write your own individual report. If desired, reports in a team project can be linked together. See your teacher about this.

Format: Prepare a brief for a policy, position or campaign. The brief is for internal use by an organisation, such as a business, church, government body, charity, trade union or activist group – but not a media organisation. Your organisation should be hypothetical, but can be modelled on an actual organisation such as the US Army or Greenpeace Australia.

The brief can be a written text, a powerpoint show, a leaflet, a poster or any other format that is suitable for the organisation. 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).

Supplement the brief 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, how you found out about your type of organisation, what you discovered about the strengths and weaknesses of your theory, any unexpected findings, difficulties, future topics for investigation, etc. The dialogue should be interactive, like a conversation.

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

- Knowledge of the case study and relevance to the type of organisation
- Understanding of theory
- Use of sources (about case study, theory and the type of organisation)
- Expression and appearance

Learning Outcomes/Tertiary Literacies

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.

Students will acquire the following information, and generic skills/competencies as a result of their participation in this subject: A commitment to continued and independent learning, intellectual development, critical analysis and creativity; Coherent and extensive knowledge in a discipline, appropriate ethical standards and, where appropriate, defined professional skills; Self confidence combined with oral and written communication skills of a high level; A capacity for, and understanding of, teamwork; An ability to logically analyse issues, evaluate different options and viewpoints and implement decisions; An appreciation and valuing of cultural and intellectual diversity and ability to function in a multi-cultural or global environment; A desire to continually seek improved solutions and to initiate, and participate in, organisational, social and cultural change; An acknowledgment and acceptance of individual responsibilities and obligations and of the assertion of the rights of the individual and the community.

Plagiarism

Giving and gaining credit for ideas is so important that a violation of established procedures has a special name: plagiarism. Plagiarism means using the ideas of someone else without giving them proper credit. That someone else may be an author, critic, journalist, artist, composer, lecturer, tutor or another student. Intentional plagiarism is a serious form of cheating. Unintentional plagiarism can result if you don't understand and use the acceptable scholarly methods of acknowledgment. Plagiarism will not be tolerated. Irrespective, the University may impose penalties which can be very severe.

For full details about the University's plagiarism policy see:
www.uow.edu.au/handbook/courserules/plagiarism.html

Submission of Assignments

- Receipts are not required.
- Students must keep a copy of all work/assignments handed in.
- Assignments sent by fax or e-mail will not be accepted unless agreed between the teacher and student.

Return of Assignments

- The University's Code of Practice Teaching and Assessment requires that at least one assignment be assessed and returned before Week 9 of session. (You are expected to complete both shorts by week 9.)
- For shorts and class activities, you or one of your group members will receive written comments and marks at the end of the class. Don't leave without the comments!
- For your project plan and report, your teacher or marker will email you comments and your mark. We won't write comments on your written submission and will not return it unless you ask for it.

Special Consideration

Students who miss a deadline, or fall below the minimum attendance requirements, or otherwise find their work in the subject affected by illness or serious misadventure should lodge a formal request for Special Consideration via SOLS. The procedures for lodging a request are available at:

www.uow.edu.au/handbook/courserules/specialconsideration.html

Codes of Practice, Rules and Guidelines

The University has in place codes of practice, rules and guidelines that define a range of policy issues on both educational and student matters. The policies relevant to the Faculty of Arts and their web addresses are as follows:

Code of Practice Teaching & Assessment: www.uow.edu.au/handbook/codesofprac/teaching_code.html

Code of Practice Honours: www.uow.edu.au/handbook/honourcode.html

Code of Practice Students: www.uow.edu.au/handbook/codesofprac/cop_students.html

Code of Practice Student Discipline: www.uow.edu.au/handbook/generalrules/student_discipline_rules.html

EEO Policy: staff.uow.edu.au/eed/eeopolicy.html

Special Consideration Policy: www.uow.edu.au/handbook/courserules/specialconsideration.html

Non-Discriminatory Language Practice & Presentation: staff.uow.edu.au/eed/nondiscrimlanguage.html

Occupational Health and Safety: www.uow.edu.au/about/policy/ohs.html

Intellectual Property: www.uow.edu.au/handbook/courserules/ownershipofwork.html

Human Ethics Research Guidelines: www.uow.edu.au/research/rso/ethics/

Student Academic Grievance Policy: www.uow.edu.au/handbook/courserules/studacgrievpol.html

Support Services

Both the Faculty and the University offer support services to its undergraduates.

Arts Central

Building 19 Room 1050
phone: 02 4221 5328 fax: 02 4221 5341
Mon - Fri: 8.30am to 5.30pm
Email: fac_arts@uow.edu.au
www.uow.edu.au/arts

Sub Dean

to make an appointment to see the Sub Dean,
contact the Sub Dean's Assistant at Arts Central or
phone: 02 4221 4838

Course Readers and Textbooks

UniShop - Building 11
phone: 02 4221 8050 fax: 02 4221 8055
unishop.uow.edu.au

Student Administration

Student Central - Building 17
phone: 02 4221 3927 fax: 02 4221 4322
e-mail: studentq@uow.edu.au
www.uow.edu.au/student/centre
www.uow.edu.au/student/sols

Disability Liaison Officer - Building 11
third floor of the UniCentre building
phone: 02 4221 3445 fax: 02 4221 5667
www.uow.edu.au/student/services/ds

University Library, including the Faculty Librarian

Building 16
phone: 02 4221 3548
library.uow.edu.au

Student Equity and Diversity Liaison Officer

Viv McIlroy - Room 19.1075
Phone: 4221 3635

The Student Equity & Diversity Liaison officer provides support
when dealing with:

- student welfare, both domestic & international;
- EdStart (grants for financially disadvantaged students);
- Liaison for the Disability program, Counselling, Learning Development, Careers etc.
- Developing social networks for students within faculties.

Learning Assistance

Learning Resource Centre - 19.G102
phone: 02 4221 3977
www.uow.edu.au/student/services/ld

Careers Service - Building 11

phone: 02 4221 3325
www.uow.edu.au/careers

Counselling Service - Building 11 (level 3)

phone: 02 4221 3445
www.uow.edu.au/student/services/cs

Woolyungah Indigenous Centre - Building 30 (Aboriginal Education Centre)

phone: 02 4221 3776 fax: 02 4221 4244
www.uow.edu.au/aec

Faculty Handbook

The Faculty issues a Handbook free of charge to all students enrolled in an Arts Subject. It contains information on the structure of the Faculty's degrees, the majors offered, the more important University policies and other matters that may affect your time as a student in the Faculty.