



## BCLA COMM 3350 Media and Conflict

### CAPA BARCELONA PROGRAM

#### **Course Description**

The course will provide a structured approach to address different media systems. It will explore the dynamics of news, politics, conflicts and freedom of the press. Focusing on ongoing, international crises of global importance, we will examine how various international media report on topics including armed conflicts, human rights abuses. We will study the dynamics governing news media environment and structures. We will try to understand why different audiences from different cultural spheres perceive the same news in sometimes a diametrically opposed way. We will examine the rich arsenal of repression tools used by authoritarian and even democratic regimes to suppress press freedom or spin news to their advantage. We will look at the ways and means by which courageous journalists try to circumvent these obstacles.

Given the rapidly evolving nature of the subjects studied, this syllabus is subject to change as well.

#### **Course Rationale**

Security/Stability Vs. Freedom of Expression is the tension at the core of the relationship between governments and the media. This tension is heightened in time of conflict. Were the media and the whistleblowers who inform them, right to expose the truth about US engagement in Vietnam, Iraq, the NSA surveillance program? Weren't they demoralizing the troops and helping the enemy? Weren't they providing the public opinion with necessary information to judge and sanction the government actions to avoid bad policies and preserve the citizens' freedoms? Are Authoritarian regimes entitled to clamp down on freedom of the press in the name of stability? What tools do they use to control the media? When do media cross the line and become propagator of hatred? How should the media deal with media savvy terrorist organizations? This course is about providing a conceptual framework to think through this type of questions.

#### **Requirements and Prerequisites**

There are no prerequisites for this course.

#### **Learning Outcomes**

1. The student will acquire the analytical tools to frame the main issues pertaining to the role of the media in time of conflict.
2. The student will be acquainted with the political, economic and cultural environment in which media operate.
3. The student will acquire the historical background of the Media evolution in time of conflict.

#### **Assessment/Grading Policy**

• <u>Master presentation</u>	30%
• <u>Mid-term exam</u>	20%
• <u>Response papers and quizzes</u>	10%
• <u>Final exam</u>	30%
• <u>Class participation</u>	10%

Overall grade	100%
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descriptor	alpha	numeric	GPA	Requirement/Expectation
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 – 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 – 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

## Course Materials

There are no required books. Readings are book chapters and Academic journal articles that will be emailed to students at the beginning of the course.

### Suggested Online Resources:

- Committee to Protect Journalists <http://www.cpj.org>
- Crimes of War Project <http://www.crimesofwar.org>
- Freedom Forum “Today's Front Page” <http://www.newseum.org/todaysfrontpages>
- Freedom House <http://www.freedomhouse.org>
- Human Rights Watch <http://www.hrw.org>
- Institute for War and Peace Reporting <http://www.iwpr.net>
- Journalist Express: News and research portal for reporters <http://www.journalistexpress.com>
- National Press Club: <https://www.press.org/>
- Nieman Reports Online <http://nieman.harvard.edu/reports/contents.html>
- Online Newspapers (Worldwide) <http://www.onlinenewspapers.com>

- Reporters without Borders <http://www.rsf.org>
- U.S. State Department Human Rights Country Reports <http://www.state.gov/g/drl/hr/c1470.htm>

## **Weekly Course Schedule**

### **Week 1:**

[Introduction](#)

### **Week 2:**

[Model of media systems \(I\): The North Atlantic or Liberal Model](#)

- Hallin, D. and Mancini, P. (2004) *Comparing Media Systems* Ch 7, P. 298-250 (Cambridge University Press)

[Model of media systems \(I\): The North Atlantic or Liberal Model](#)

- Schulhofer-Wohl, Sam. and Garrido, Miguel . "Do Newspapers Matter? Short-Run and Long-Run Evidence from the Closure of The Cincinnati Post" *NBER Working Paper* 686, April 2011
- Walton, Mary, "The Non Profit Explosion" *American Journalism Review* Sept. 2010
- Starr, Paul. "Goodbye to the Age of Newspapers" *The New Republic* March 4, 2009

### **Week 3:**

[Model of media systems \(II\) The Mediterranean Model](#)

- Hallin, D. and Mancini, P. (2004) *Comparing Media Systems* Ch 5, P. 89-142 (Cambridge University Press)

[Model of media system\(III\): The North Central European Model](#)

- Hallin, D. and Mancini, P. (2004) *Comparing Media Systems* Ch 6, P. 143-297 (Cambridge University Press)

### **Week 4:**

[History of War Reporting/Reporting Vietnam](#)

- Hallin, Daniel C. "The Media, The War in Vietnam and Political support: A Critique of The Thesis of An Oppositional Media" *The Journal of Politics* 46(1) 2-24, Feb. 1984

### **Week 5:**

[How Iraq changed War coverage](#)

- Massing, Michael. "Now They tell Us: The American Press in Iraq" *The New York Review Of Books* 2004.

### **Week 6:**

[Whistleblowers and National Security From "The Pentagon Papers" to Snowden](#)

- Vultee, Fred "The second casualty: effects of interstate conflict and civil war on press freedom", *Media, War & Conflict* Vol. 2(2): 111-127
- Hudson, David "The First Amendment: A Wartime Casualty?" *Freedomforum.org* (Feb 15, 2002)
- Springer, S. et al. "Leaky Geopolitics: The Ruptures and Transgressions of Wikileaks" *Geopolitics*, 17:681-711, 2012
- Nichols, John. « [Journalists Begin, Finally, to Stand Up in Defense of WikiLeaks and Freedom of Information](#) » *The Nation* Dec. 14, 2010
- Elsberg, Daniel. « [Snowden Made the Right Call](#) » *The Washington Post*, July 8, 2013
- Shoenfeld, Gabriel. "Rethinking The Pentagon Papers" *National Affairs* 4 Summer 2010 <http://www.nationalaffairs.com/publications/detail/rethinking-the-pentagon-papers>
- Abrams, Floyd. "Why WikiLeaks is Unlike the Pentagon Papers" *The Wall Street Journal*, Dec. 2010 <http://online.wsj.com/news/articles/SB10001424052970204527804576044020396601528>

### **Week 7:**

[Review For Midterm](#)

[Midterm exam](#)

### **Week 8:**

[War reporting: The reporters](#)

- Documentary: "War Zone Diary"
- Kurtz, Howard. "[In Iraq Journalist Richard Engel Sticks to the Story](#)" *Washington Post* Oct. 26, 2006
- "[The principles of War Coverage](#)" *Nieman Reports* Winter 2001.

- Ricchiardi, Sherry. "The Most Dangerous Place In The World For Journalists" *American Journalism Review* Winter 2012

#### The power of Images

- Sontag, Susan. "Regarding the Pain of Others" Ed. Farrar, Straus and Giroux. 2003 Entire book
- Griffin, Michael. "Images of War" *Media, War & Conflict* Vol 3 (1) 7-41 2010
- Sharkey, Jacqueline. "When pictures drive foreign policy." *American Journalism Review* 15.10 (1993)

#### **Week 9:**

##### Mass Media, Public Opinion and Foreign Affairs: The CNN effect....

- Gowing, Nick. "Time to move on: new media realities – new vulnerabilities of power » *Media, War & Conflict* Vol 4 (1) 13-19 (2001)
- Strobel, Warren P. "CNN Effect" *American Journalism Review* May 1996
- Livingston, Steven. "Clarifying the CNN Effect" *The Shorenstein Center, Harvard University Research Paper* R-18 June 1997

#### **Week 10:**

##### Documentary: The Control Room

- Documentary: "Control Room" Director: Jihane Noujaim

##### The Al Jazeera Phenomenon

- Powers, Shawn. And El-Nawawy, Mohammed. "Al-Jazeera English and global news networks: clash of civilizations or cross-cultural dialogue? » *Media, War & Conflict* 2(3) 263-284, 2009.
- Zayani, Mohammed. "Al Jazeera's Palestine Papers: Middle East media politics in the post-WikiLeaks era » *Media, War & Conflict* 6(1) : 21-35, 2013.
- Fahmi, Shahira. And Johnson, Thomas J. "How Embedded Journalists in Iraq viewed the Arrest of the Al Jazeera reporter Taysir El Alouni" *Media, War & Conflict* 2(1) 47-65, 2009.
- Stelter, Brian. « Al Jazeera America Shifts Focus to U.S. News » *The New York Times* May 26, 2013

#### **Week 11:**

##### Covering Terrorism

- Bockstette, Carsten. "Jihadist Terrorist Use of Strategic Communication Management Techniques" *European Center for Security Studies*, Issue 20, December 2008
- Lumbaca, Sonise and Gray, David. "The Media as an Enabler for Acts of Terrorism" *Global Security Studies*, Winter 2011, Volume 2, Issue 1
- Scahill, Jeremy. "AQAP develops its own version of Reddit's AMA and Twitter's blue checkmark verification" *The Intercept* January 2015
- "The Johannesburg Principles" Article 19
- "Iakome Morocco accuses Spain's El País of inciting terrorism" *Committee to Protect Journalists* April 8, 2014

##### Differing Perceptions: The Mohammed Cartoon controversy

- Hussain, Ali J. "The Media's role in a clash of Misconceptions: The Case of The Danich Cartoons" *The Harvard International Journal of Press/Politics*, 12(4): 112-130, 2007
- Powers, Shawn Kai. "Examining the Danish cartoon affair: mediatized cross-cultural tensions?" *Media, War & Conflict*, Vol 1(3), 2008
- Stille, Alexander "Why French Law treats Dieudonné and Charlie Hebdo differently" *The New Yorker* January 15, 2015
- Greenwald, Glenn "Charlie Hebdo: The Pen Award controversy- An exchange" *The Intercept* April 27, 2015

#### **Week 13:**

##### Presentations

#### **Week 14:**

##### Presentations

## **Attendance, Participation & Student Responsibilities**

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

**Missing classes for medical reasons:** If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting at the following e-mail: \_\_\_\_\_. Note that calling the CAPA Center (\_\_\_\_\_) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

**Academic Integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

**Use of electronic equipment in class:** All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

**Use of Electronic Translators:** In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

**Late Submission:** Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behavior during Examinations:** During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.