

Media and Conflict

Course Details

Course Designator & Number: BCLA 3009

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Instructor: On-Site Faculty

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 and human rights abuses. 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 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 a 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.

Course Objectives

Learning Outcomes

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

Methodology

Lecture, workshop, discussion, group work, class exercises, and student oral presentation.

Required Reading / 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 <https://www.state.gov/state-gov-website-modernization/>

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Master presentation	30%
Midterm exam	20%
Response papers and quizzes	10%
Final exam	30%
Class participation	10%
Overall grade	100%

Course Content

Unit 1

Introduction

Unit 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)
- 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

Unit 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)

Unit 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

Unit 5

How Iraq changed War coverage

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

Unit 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>

Unit 7

Midterm exam

Unit 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. 4
- 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)

Unit 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

Unit 10

Documentary: The Control Room

- Documentary: "Control Room" Director: Jihane Noujaim

Unit 11

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

Unit 12

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

Unit 13

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

Unit 14

Presentations

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).