

Course Last Updated [01/25/2024]



Media and Conflict

Section I: Course Overview

Course Code: COM370

Subject Area(s): Communication, Journalism

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

Course Description

The course will provide a structured approach to addressing different media systems. It will explore the dynamics of news, politics, conflicts and freedom of the press. With a specific emphasis on current, globally significant crises, the course will scrutinize how different international media outlets cover topics such as armed conflicts and human rights abuses. Moreover, it will examine the dynamics governing news, media, environment and structures. Students will try to understand why different audiences from different cultural spheres perceive the same news in sometimes a diametrically opposed way. Students 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. This course will look at the ways and means by which courageous journalists try to circumvent these obstacles.

Learning Objectives

Upon successful completion of this course, students will be able to:

- Identify the tools to frame the main issues pertaining to the role of the media in a time of conflict.
- Evaluate the political, economic and cultural environment in which media operate.

- Discuss the historical background of the media evolution in time of conflict.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Master Presentation - 20%

Mid-Term Exam - 20%

Response Papers - 10%

Final Exam - 30%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Master Presentation (20%): Students will be required to research an ongoing conflict throughout the semester. Students will collect information from multiple sources throughout the semester to culminate a final presentation covering the chosen issue.

Mid-Term (20%) and Final Exam (30%): Students will be tested on their knowledge of media literacy throughout the semester. Both exams will include article analysis as well as multiple choice questions. Both exams will cover the entire course up to the point of the day of examination.

Response Papers 10%: Students will be required to write a short response to one of the articles assigned to each class. These responses are due at the beginning of every class.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Barcelona Speaks: Graffiti & Street Art Tour
- Visit to the Bomb Shelter

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Abrams, F. (2010). Why Wikileaks is Unlike the Pentagon Papers. *The Wall Street Journal*.
<http://online.wsj.com/news/articles/SB1000142405297020452780457604402039660> 152 8

Aday, S. (2020). Media, War and Public Opinion. In Robinson, P. et al., *Routledge Handbook of Media, Conflict and Security* (pp. 106-117). Routledge.

Elsberg, D (2013). Snowden Made the Right Call. *The Washington Post*.

Fischer, H. (2019). *Facets of the Vietnam War in American Media*. LIT.

Massing, M. (2004). Now They tell Us: The American Press in Iraq. *The New York Review of Books*.

Miller, D. et al. (2020). Propaganda and Persuasion in Contemporary Conflict. In Robinson, P. et al., *Routledge Handbook of Media, Conflict and Security* (pp. 308-320). Routledge.

Robinson, P. (2020). The CNN Effect and Humanitarian Action. In Robinson, P. et al, *Routledge Handbook of Media, Conflict and Security*, Routledge, London, 2020, 186-196.

Robinson, P., Seib, O. & Frohlich, R. (2020). *Routledge Handbook of Media, Conflict and Security*. Routledge.

Scahill, J. (2015). AQAP develops its own version of Reddit's AMA and Twitter's blue checkmark verification. *The Intercept*.

Shoenfeld, G. (2010). Rethinking The Pentagon Papers. *National Affairs* 4.
<http://www.nationalaffairs.com/publications/detail/rethinking-the-pentagon-papers>

Schulhofer-Wohl, S. & Garrido, M. (2011). Do Newspapers Matter? Short-Run and Long-Run Evidence from the Closure of The Cincinnati Post, *NBER Working Paper* 686.

Stelter, B. (2013). Al Jazeera America Shifts Focus to U.S. News. *The New York Times*.

Walton, M. (2010). The Non Profit Explosion. *American Journalism Review*.

Recommended

Connelly, M., Fox, J., Schmidt, U, Goelbel, S. (eds.) (2019). *Propaganda and Conflict*. Bloomsbury.

Doyle, M. (2019). Reporting the Genocide. In Thompson, A. (ed.), *Media and Mass Atrocity: The Rwanda Genocide and Beyond* (pp. 33-52). CIGI.

Eder, Jens et al. (eds.) (2017). *Image Operations*. MUP.

Puddephatt, A (2006). *Conflict and the Role of Media*. IMS.

Singer, P. W. & Brooking, E.T. (2019). *Like War: The Weaponization of Social Media*, Cambridge University Press.

Course Calendar

Session 1	
Topics	Introductions
Activity	<ul style="list-style-type: none"> Syllabus overview Introductions
Readings & Assignments	Gain access to readings in CANVAS

Session 2	
Topics	Model of media systems (I): The North Atlantic or Liberal Model
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> Robinson, P., Seib, O. & Frohlich, R. (2020). <i>Routledge Handbook of Media, Conflict and Security</i>. Routledge. (Chapter 1). Schulhofer-Wohl, S. & Garrido, M. (2011). Do Newspapers Matter? Short-Run and Long-Run Evidence from the Closure of The Cincinnati Post, <i>NBER Working Paper 686</i>. Walton, M. (2010). The Non Profit Explosion. <i>American Journalism Review</i>.

Session 3	
Topics	Model of media systems (II) The Mediterranean Model
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> Robinson, P., Seib, O. & Frohlich, R. (2020). <i>Routledge Handbook of Media, Conflict and Security</i>. Routledge. (Chapter 2). Aday, S. (2020). Media, War and Public Opinion. In Robinson, P. et al., <i>Routledge Handbook of Media, Conflict and Security</i> (pp. 106-117). Routledge.

Session 4	
Topics	Model of media system (III): The North Central European Model
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> Robinson, P., Seib, O. & Frohlich, R. (2020). <i>Routledge Handbook of Media, Conflict and Security</i>. Routledge. (Chapter 3).

Session 5	
Topics	History of War Reporting/Reporting Vietnam
Activity	Lecture and Discussion
Readings & Assignments	Fischer, H. (2019). <i>Facets of the Vietnam War in American Media</i> . LIT.

Session 6	
Topics	How Iraq changed War coverage
Activity	Lecture and Discussion
Readings & Assignments	Massing, M. (2004). Now They tell Us: The American Press in Iraq. <i>The New York Review of Books</i> .

Session 7	
Topics	Whistleblowers and National Security From “The Pentagon Papers” to Snowden
Activity	Lecture and Discussion
Readings & Assignments	<p>Abrams, F. (2010). Why Wikileaks is Unlike the Pentagon Papers. <i>The Wall Street Journal</i>. http://online.wsj.com/news/articles/SB10001424052970204527804576044020396601528</p> <p>Elsberg, D (2013). Snowden Made the Right Call. <i>The Washington Post</i>.</p> <p>Shoenfeld, G. (2010). Rethinking The Pentagon Papers. <i>National Affairs</i> 4. http://www.nationalaffairs.com/publications/detail/rethinking-the-pentagon-papers</p>

Session 8	
Mid-term Exam	

Session 9	
Topics	War reporting: The reporters
Activity	Film Viewing and Discussion
Readings & Assignments	Watch Documentary: <i>War Zone Diaries</i>

Session 10	
Topics	Mass Media, Public Opinion and Foreign Affairs: The CNN effect
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> Miller, D. et al. (2020). Propaganda and Persuasion in Contemporary Conflict. In Robinson, P. et al., <i>Routledge Handbook of Media, Conflict and Security</i> (pp. 308-320). Routledge.

	<ul style="list-style-type: none"> Robinson, P. (2020). The CNN Effect and Humanitarian Action. In Robinson, P. et al, Routledge Handbook of Media, Conflict and Security, Routledge, London, 2020, 186-196.
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Session 11	
Topics	The Control Room
Activity	Film Viewing and Discussion
Readings & Assignments	Watch Documentary: <i>The Control Room</i>

Session 12	
Topics	The Al Jazeera Phenomenon
Activity	Lecture and Discussion
Readings & Assignments	Stelter, B. (2013). Al Jazeera America Shifts Focus to U.S. News. <i>The New York Times</i> .

Session 13	
Topics	Covering Terrorism
Activity	Lecture and Discussion
Readings & Assignments	Scahill, J. (2015). AQAP develops its own version of Reddit's AMA and Twitter's blue checkmark verification. <i>The Intercept</i> .

Session 14	
Master presentations	

Session 15	
Final Exam	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.