

CANADIAN SCHOOL OF PEACEBUILDING

CANADIAN MENNONITE UNIVERSITY

COMM/PCTS-2950C Journalism and Peacebuilding
SESSION I: JUNE 12-16, 2017

Course Syllabus

Instructor: David Balzer, MA (California State University, Fresno)
Office: C15, south side near the chapel
Email: dbalzer@cmu.ca
Telephone: 204-487-3300 ext 322
Lecture times: 8:30am-5:00pm, Monday to Friday
Office hours: After class

Last date for voluntary withdrawal without academic penalty: July 15, 2017

COURSE DESCRIPTION

There is evidence on a daily basis of the power of media to fuel or mitigate conflict in our world. This course will provide an overview of journalism theory, emphasizing its ideals and commitments. Lynch and McGoldrick (2005) define peace journalism as “when editors and reporters make choices – of what to report, and how to report it – that create opportunities for society at large to consider and value non-violent responses to conflict.” A series of case studies will investigate theoretical models and strategies of peace journalism practice. These case studies will constitute a primary feature of the course by offering interaction with working journalists and communication professionals who will elaborate and exemplify peace journalism, conflict-sensitive reporting, participatory journalism and related issues.

The course is offered either for training or for 3 hours of academic credit.

OBJECTIVES

After successful completion of this course students should have:

1. Increased appreciation of essential standards in professional journalistic reporting.
2. Strengthened capacity to analyze conflict.
3. Strengthened capacity to differentiate between war and peace journalism, making various journalistic approaches more transparent to society.
5. Strengthened skills in use of reporting techniques and journalism strategies for peacebuilding.

REQUIRED TEXTBOOK

Lynch, J., & McGoldrick, A. (2005). *Peace journalism*. Stroud: Hawthorn Press.

It is the participants responsibility to order texts online, or as e-books or from local book-sellers ahead of time.

Amazon.ca: <https://www.amazon.ca/Peace-Journalism-Jake-Lynch/dp/1903458501>

Amazon.com: https://www.amazon.com/Peace-Journalism-Peacebuilding-Jake-Lynch/dp/1903458501/ref=sr_1_5?ie=UTF8&qid=1484707066&sr=8-5&keywords=peace+journalism+lynch

TEACHING APPROACH

In addition to lectures, there will be opportunity for interactive exercises, exploring case studies with guests, student interaction and a small group project. Students will be expected to keep up with readings and actively engage in class activities.

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to the instructor.

ASSIGNMENTS	DUE DATE	VALUE
1. Book Review	June 10, 2017	20%
2. Group Project	June 16, 2017	15%
3. Course Participation	June 16, 2017	10%
4. Reflection Paper	July 7, 2017	15%
5. News Story and Research Paper	August 4, 2017	40%

ASSIGNMENT DESCRIPTION

1. Book Review

Lynch, J., & McGoldrick, A. (2005). *Peace journalism*. Hawthorn Press Stroud.

The intent of this book review is to have you summarize in your own words several key concepts and definitions that Lynch and McGoldrick set out in their textbook. Structure your book review as a response to the following four questions, drawing particularly on the indicated textbook chapters:

- 1) What is the difference between peace and war journalism? (chapter 1)
- 2) How are conflict analysis and understandings of violence important for peace? (chapter 2-3)
- 3) Why does war propaganda work? (chapter 4)
- 4) Why is news the way it is? (chapter 7)

You may use the very occasional direct quotation from the textbook, but generally you should make your points in your own words.

Due: Saturday midnight, June 10, 2017 (preferably several days before)

Length: 3 pages (750 words)

An electronic version of this assignment (preferably in Word .doc or .docx format) is due by Saturday midnight, June 10, preferably several days before. Please email your assignment to dbalzer@cmu.ca. If you do not receive an acknowledgment that your work has been received then it is your responsibility to re-submit or contact the instructor.

2. Group Project

The class will work in small group teams to engage in research, prepare written materials, and participate in a live radio talkshow simulation. Groups will use Howard and Rolt's (2005) *Radio talkshows for peacebuilding* to guide their creative process. The intent of the project is to generate live conversation in a radio style around a significant conflict in a way that espouses the values of peace journalism. Groups will be challenged to construct content in a way that prompts intrigue in an audience. Groups will present their work by participating in a radio simulation experience on Friday, June 16. Project details will be provided in class.

Due: Friday, June 16, 2017

Length: Radio show strategic plan, script and delivery of a 15-minute radio talkshow segment.

3. Course Participation

Class attendance and contribution is critical to the learning process in this course. There will be numerous in-class activities and exercises along with a group project. Developing a supportive and open environment creates a safe space to experiment with creativity and nurture insight.

Due: June 16, 2017

4. Reflection Paper

Write a succinct critical reflection that draws on activities, conceptual frameworks, peacebuilding and communication theories discussed during the course. This paper provides an opportunity for you to reflect personally on what you have learned and where you find hope. Choose two or three themes that inspire, challenge and empower you, and are sources of hope for you. Your reflection must engage in a significant way with the material discussed during the course and in the textbooks.

Your engagement with each theme should:

1. Provide a clear summary of the theme.
2. Explain what it is about the theme that inspires you and gives you hope. How does this theme function in your life?
3. Explain the implications of the theme for your personal life, and/or the needs of the world in your context.

Due: Friday midnight, July 7, 2017

Length: 3 pages (750 words)

An electronic version of this assignment (preferably in Word .doc or .docx format) is due by Friday midnight, July 7. Please email your assignment to **dbalzer@cmu.ca**. If you do not receive an acknowledgment that your work has been received then it is your responsibility to re-submit or contact the instructor.

5. News Story and Research Paper – Re-reporting the News

5.1 News Story

Students will re-conceptualize and then re-write a current news story into an 800-word article appropriate for newspaper publication. Draw on the peace journalism guidelines at the end of Lynch and McGoldrick (2005) chapter 1 and all of chapter 6 to guide your research and writing process. Students are free to choose a current news story that is specific to their local context. Choose a story that you feel would allow for further research around the story that you can harness in your rewritten story.

5.2 Research Paper

Write an accompanying analytical research paper (2000 words) that provides the theoretical rationale and support for the creative decisions made in the rewritten news story. The paper should draw on assigned readings and further outside research to make a case for the design of the rewritten story. Make sure to analyze journalistic assumptions, notions of conflict and violence, framing and agenda-setting dimensions along with implications for the audience. Submit the original news story with your assignment.

Due: Friday midnight, August 4, 2017

Length: 800-word news story and 8-page research paper (2000 words)

An electronic version of this assignment (preferably in Word .doc or .docx format) is due by Friday midnight, August 4. Please email your assignment to **dbalzer@cmu.ca**. If you do not receive an

acknowledgment that your work has been received then it is your responsibility to re-submit or contact the instructor.

STYLISTIC REQUIREMENTS

CMU has adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago, MLA). You may choose the format but whichever you use, be sure to use it properly and consistently.

ADDITIONAL NOTES

1. All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar (also available online: <http://www.cmu.ca/academics.php?s=calendar>).
2. Assignments are due as scheduled. Assignments will be assessed a four percent (4%) late penalty per day until they are submitted. I will not accept assignments more than two weeks late except in cases of verifiable medical or family emergency.
3. I encourage all students to take up any concerns/questions regarding grades, first with the instructor, then with the Associate Dean of Program, Ray Vander Zaag. The CMU Calendar outlines its appeals process clearly.
4. Email: Substantive discussions are best done person to person, not electronically. During the CSOP, participants are encouraged to engage in substantive discussions in person.

EVALUATION

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	95-100	4.5	Exceptional
A	88-94	4	Excellent

B+	81-87	3.5	Very Good
B	74-80	3	Good
C+	67-73	2.5	Satisfactory
C	60-67	2	Adequate
D	50-59	1	Marginal
F	0-49		Failure

Criteria	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources
STRUCTURE (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions
CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

NOTE: The *CMU Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean's Office.

FINAL DATE FOR WITHDRAWAL

Final date to withdraw from this course without academic penalty is July 15, 2017.

If a student is unable to complete the requirements of a course by the end of the semester, the student must submit a written appeal for an "incomplete" to the Registrar's office: spenner@cmu.ca. The student

should seek the instructor's support for the appeal and submit the appeal before the last day of classes. If the student's appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by August 21st. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the grade will remain as originally entered. The maximum extension is: December 1, for courses ending in August.

SCHEDULE, TOPICS & READINGS*

*This schedule, along with assigned readings, may be adjusted slightly in response to pace of discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes.

Monday, June 12

Morning: Media Analysis – understanding the need for peace journalism

Afternoon: Case study and applying learnings of the day to the contexts of the students

Readings:

Lynch, J., & McGoldrick, A. (2005). The peace journalism model. In *Peace journalism* (pp. 1–32). Stroud: Hawthorn Press.

Loyn, D. (2007). Good journalism or peace journalism. *Conflict and Communication Online*, 6(2), 1-10.
Accessed: http://www.cco.regener-online.de/2007_2/pdf/loyn.pdf

Lynch, J. (2007). Peace journalism and its discontents. *Conflict and Communication Online*, 6(2), 1-13.
Accessed: http://www.cco.regener-online.de/2007_2/pdf/lynch.pdf

Tuesday, June 13

Morning: Propositions about conflict – understanding violence, conflict and peace

Afternoon: Case study and applying learnings of the day to the contexts of the students

Readings:

Knowlton, S., & McKinley, J. C. (2016). There's more to ethics than justice and harm: Teaching a broader understanding of journalism ethics. *Journalism & Mass Communication Educator*, 71(2), 133–145.

Lynch, J., & McGoldrick, A. (2005). Conflict Analysis - Anchorage for Journalists. In *Peace journalism* (pp. 33–56). Stroud: Hawthorn Press.

Lynch, J., & Galtung, J. (2010). Putting practice into theory. In *Reporting conflict: New directions in peace journalism* (pp. 25–49). St. Lucia: University of Queensland Press.

Wednesday, June 14

Morning: Propositions of news and journalism – understanding objectivity, the propaganda model and feedback loop

Afternoon: Case study and applying learnings of the day to the contexts of the students

Bratić, V. (2006). Media effects during violent conflict: Evaluating media contributions to peace building. *Conflict & Communication Online*, 5(1), 1–11. http://www.cco.regener-online.de/2006_1/pdf_2006-1/bratic.pdf

Hackett, R. A. (2006). Is peace journalism possible? Three frameworks for assessing structure and agency in news media. *Conflict and Communication Online*, 5(2), 1-13. http://www.cco.regener-online.de/2006_2/pdf/hackett.pdf

Lynch, J., & McGoldrick, A. (2005). Why is news the way it is? In *Peace journalism* (pp. 195–226). Stroud: Hawthorn Press.

Thursday, June 15

Morning: Practices of peace journalism – creating radio shows as peacebuilding, understanding conflict-sensitive reporting, citizen journalism and media interventions

Afternoon: Case study and applying learnings of the day to the contexts of the students

Readings:

Howard, R., & Rolt, F. (2005). Radio talkshows for peacebuilding: A guide, 2nd Edition. Search for Common Ground. Retrieved from https://www.sfcg.org/programmes/rfpa/pdf/Talkshows_EN_color.pdf

Lynch, J., & McGoldrick, A. (2005). Doing peace journalism. In *Peace journalism* (pp. 161–194). Stroud: Hawthorn Press.

Friday, June 16

Morning: Future considerations – understanding future possibilities and challenges in peace journalism

Group Project Presentations

Afternoon: Debriefing the course and applying learnings of the day to the contexts of the students

Readings:

Shinar, D. (2007). Epilogue: Peace journalism – The state of the art. *Conflict and Communication Online*, 6(1), 1–9. http://www.cco.regener-online.de/2007_1/pdf/shinar_2007.pdf

Lynch, J., & McGoldrick, A. (2005). Epilogue: Struggles and opportunities. In *Peace journalism* (pp. 227–232). Stroud: Hawthorn Press.

SCHEDULE NOTES:

Coffee Breaks are normally 10:30-11:00 am and 3:30-4 pm.