Instructor Contact Information: boudanasandrine@gmail.com
Reception hours: by appointment
Course Credits: 3 TAU Semester Credits

For course times/days and location, please visit the TAU International web site (Study Abroad Course Offerings and Schedules). Please note that all information below is subject to change and/or adjustment as necessary.

Course Description (Summary)
Focusing on the media coverage of wars, this course examines the challenges and dilemmas that journalists have to face when reporting on war, as well as the media’s role in, and influence on, conflicts and conflict resolution.
The course provides historical and sociological approaches to war correspondence, from Thucydides’ account of the Peloponnesian War to the current “war on terrorism,” through the two World Wars and the Cold War. In this perspective, we will analyze the evolution of media norms and practices, in different countries and war situations. The discussion will emphasize the war correspondents’ roles as victims, actors or denunciators of propaganda endeavors and will be nourished by a reflection on the responsibility of journalists for the evolution of armed conflicts.

Course Requirements and Expectations
This course has four requirements: active in-class participation, a reading report, a mid-term examination in class and a take-home final paper. All requirements must be completed in order to pass the course.

(1) Active and informed in-class participation: Attendance is required, and any absences must be cleared with me. Interactions between the instructor and the students are important and students’ questions/comments are welcome.

(2) Reading report. During the semester, you will write, in groups of three students, a two-page critique of one of the week’s recommended readings (of at least 15 pages).

(3) In-class midterm exam (1h30min. on April 20): It consists of 5 to 7 questions on the crucial concepts and ideas studied in the first part of the course.

(4) Take-home final paper: Essay (7 pages -- due at the end of the semester)

Learning Outcomes
Acquiring general knowledge on the history of wars in different regions of the world
Understanding the standards, norms and daily routines/challenges of war reporters
Learning propaganda and rhetorical techniques
Mastering methodological tools of analysis of texts and images

Evaluation Criteria
The four requirements abovementioned will count toward your final grade as follows:
- Participation: 10 percent
- Reading Report: 20 percent
- In-Class Midterm Exam: 30 percent
- Take-Home Final Paper: 40 percent

Absence Policy
See TAU International Absence Policy as outlined on the next page

Course Schedule

Session 1 (February 23): Introduction
Presentation of the course organization and assignments
History of war coverage: key dates
Sociology of war correspondence: standards, practices and public perception
Political involvement of war correspondents: manipulation and propaganda, tensions and dilemmas, role in conflict resolution

Session 2 (February 25 and March 2): Lessons from the first wars covered
Thucydides’ History of the Peloponnesian War: an objective record of the past or a piece of literature?
The Crimean War: the first modern war coverage? Comparing William Howard Russell’s articles with Roger Fenton’s photographs
The Russo-Japanese War and the telegraph: the role of communication technology
The American Civil War: questions of aesthetics and ethics

Session 3 (March 4 and 9): War and anti-war propaganda
Propaganda techniques
Bernays and the role of PR
The end of innocence (Lippmann)

Session 4 (March 11): Involvement, commitment and detachment
Lessons from the Spanish Civil War
Hemingway: between journalism and literature
Robert Capa’s photographs: democracy against fascism

Picasso’s Guernica: siding with the victims

**Session 5 (March 16 and 18): War on all fronts**

WWII: Journalists as team players or truth tellers?
The question of censorship

The role of music and cinema

WWII and its aftermath: the construction of national myths

**Session 6 (March 23 and 25): The controversial role of journalists**

The Cold War and McCarthyism

The controversial coverage of the Vietnam War

The role of television

The influence of Literary Journalism

**Session 7 (April 6): War and collective memory**

Iconic news images and Israeli collective memory

**Session 8 (April 8 and 13): War as a spectacle**

Blurring the lines between fiction and reality

Representing pain and trauma

The Gulf War as a videogame

**Midterm examination (April 20)**

**Session 9 (April 22): Media and terrorism**

Terrorism needs the media

Evolution of the coverage of terrorist attacks in Israel

**Session 10 (April 27): The drone war**

Drones as weapons of targeted killing and mass communication

Case study: Operation Protective Edge (2014)
Session 11 (April 29 and May 4): Fake news and war
What’s new about fake news?
Does fake news influence opinion formation?
How to detect fake news?

Session 12 (May 6 and 11): Fairness in war reporting
Comparison between American and French models of journalism
Labeling the participants
Framing the reported event
Narrative and storytelling

Session 13 (May 13): Is Peace Journalism the solution?
The conflict in former Yugoslavia and the emergence of Peace Journalism
The role of journalists in conflict resolution

Course Readings and/or Required Materials
Session 2 (February 25 and March 2): Lessons from the first wars covered
Reading
Recommended

Session 3 (March 4 and 9): War and anti-war propaganda
Reading

Recommended


Session 4 (March 11): Involvement, commitment and detachment

Reading


Recommended


Session 5 (March 16 and 18): War on all fronts

Reading


Recommended


Session 6 (March 23 and 25): The controversial role of journalists

Reading

Recommended


Session 7 (April 6): War and collective memory

Reading


Recommended


Videos

The Image of the War Correspondent in Movies and TV, 1931 -2007, produced by IJPC program of the Annenberg School for Communication and screened at the 2009 conference of the Association for Education in Journalism and Mass Communication

Extract from Hitchcock’s Foreign Correspondent (1941)

Session 8 (April 8 and 13): War as a spectacle

Reading


Recommended


**Session 9 (April 22): Media and terrorism**

Reading


Recommended


**Session 10 (April 27): The drone war**

Reading


Recommended


Session 11 (April 29 and May 4): Fake news and war


Recommended


Session 12 (May 6 and 11): Fairness in war reporting

Reading


Recommended

Boudana, Sandrine (2016) “Impartiality is not fair: Toward an alternative approach to the evaluation of content bias in news stories”, Journalism: Theory, Practice & Criticism 17(5): 600-618


**Session 13 (May 13): Is Peace Journalism the solution?**

Reading


Recommended


**Instructor Biography**

Sandrine Boudana is Senior Lecturer in the Department of Communication. She specializes in journalism studies, with a focus on media coverage of violent conflicts and on war photography, in a cross-national comparative perspective. She has published extensively on journalistic objectivity, news bias, iconic news photographs. Sandrine has a BA in Political Science and Communication from Sciences Po (Paris), a Master of Science in Management from HEC (Paris) and a PhD in Journalism and Communication from the Hebrew University of Jerusalem.

Prior to joining Tel-Aviv University in 2012, she was a visiting scholar in New York University (2009-2011) and a Lecturer at Sciences Po in Paris (2011-2012).

**TAU International Academic Guidelines**

Students may only attend classes which they are officially registered for. No auditing of courses is permitted. Students are responsible for reading and adhering to all policies and procedures in the TAU International Academic Handbook posted here at all times. Below is a summary of some of these relevant policies and procedures.

**Learning Accommodations**

In accordance to University guidelines, TAU International may be able to accommodate students with learning disabilities or accommodation requests if these requests are also honored at the student’s home university or home school. To be considered, students must submit official documentation from their home school or university (if not in English, a notarized official copy translated into English is required) to TAU International in advance of arrival describing in detail
any specific needs and how these are accommodated at the home school or university. Students must also bring a copy of this documentation with them on-site and give it to their faculty on the first day of class while introducing themselves so that the faculty know who they are and what sorts of needs or accommodations they may have. **Without official documentation from the home school submitted on or before the first day of courses, TAU will not be able to honor accommodation support.**

With supporting documentation and by following the correct procedure as outlined above, TAU International and its faculty will do the best it can to make any suitable accommodations possible. However, we cannot guarantee that all accommodations received at the home school can be similarly met at TAU. For example, TAU is usually not able to offer note-taking services in English, private testing rooms, or advance viewing of classroom presentations, exams, or assignments.

It may be an option to provide a student with additional tutoring or support outside the classroom as needed. Students should be aware that this additional support cannot be guaranteed and is based on teacher availability in the subject as well as the specific student level. If available, the cost of additional tutoring or support will be the sole responsibility of the student.

**In-Class Exams**
TAU does not permit, under any circumstances, taking any in-class (including mid or final) exams early or later than the scheduled exam day. When selecting courses, it is thus very important to note if there is an in-class midterm or final exam as this date/exam cannot be changed. It is also the student’s responsibility to clarify exam dates with the professors at the beginning of a course, with the understanding that not all exam dates can be decided up front as it can sometimes depend on the pace of the course and class learning. It is the student responsibility to plan to be present for all courses including the final day of class for this reason. Early departures from the program are not approved, nor are early or exception in-class exams.

**TAU International Absence Policy**
Attendance is mandatory in all of the courses including Hebrew Ulpan. Faculty can and will take attendance regularly. Missing classes will be reflected in the final grade of the course. Up to three justified and properly documented absences from classes may be accepted (for example: emergency matter or illness, both of which will require a doctor's note). Such cases of absence should be reported to the faculty immediately and again, a doctor’s note is required. Teachers are entitled to treat any lateness or absence without documentation as unexcused. Some of our courses such as Service Learning or the Internship Seminar require more practical in-class work; thus, attendance policies may be stricter in some courses and students then must adhere to the stricter attendance policy as outlined by the faculty/syllabus.

Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence.

Please note that according to official TAU Academic Policy, if a student's behavior or attendance during is disagreeable his/her course participation may be cancelled at the discretion of TAU with no due refund.
Grade Appeals

Students are responsible for checking grades once posted or distributed by faculty. The limited grade appeals window and the detailed procedure for appealing a grade – whether a graded assignment, exam or final grade – is outlined clearly in the policies and procedures in the TAU International Academic Handbook posted here.