Reminders/Announcements

1) In **two weeks** – the mini-conference begins!
   - Submit final titles of your groups to Devra at: devra@alumni.ubc.ca by Tuesday Nov. 8th
   - All presentations will take place in Wood 3
   - Schedule of presentations now set
   - Details following lecture

2) **Next week** – midterm
Sport, Media and Peace
Reflecting on Role of Media in this Course…

- **Globalization and sport**
  - Supported by global advertising efforts, media coverage
- **Politics and media**
  - ‘Public diplomacy’ through media coverage
- **Social movements and media**
  - Strategic relationships with journalists; new media & resistance
- **Sport and International Development**
  - Use of new media by SDP groups
- **Peace Education**
  - Media Literacy and portrayals of the body (Wright reading)
My Experience at UPEACE

United Nations Mandated University for Peace (UPEACE),
Ciudad Colon, Costa Rica

Media and Peacekeeping course

- Dr. Ingrid Lehmann -- Director of UN Department of Public Information 1991-2003. Political staff of two UN peacekeeping missions (including Kosovo).

  - tragic role of media in war (e.g., 1994 Rwanda genocide, radio used to promote hatred and violence)
  and
  - potential for peace-promoting journalistic work
Today’s class explores issues around media’s relationship with peace, violence and conflict – with a particular focus on sport media.
“Militainment, Inc. offers a fascinating, disturbing, and timely glimpse into the militarization of American popular culture, examining how U.S. news coverage has come to resemble Hollywood film, video games, and "reality television" in its glamorization of war.

“The film asks: How has war taken its place in the culture as an entertainment spectacle? And how does presenting war as entertainment affect the ability of citizens to evaluate the necessity and real human costs of military action?”

(from www.mediaed.org)
Inspire questions about...

- What effective journalism ‘looks like’
  - When is it irresponsible? Can it ever be entirely ‘accurate and objective’?
- How conventions of (sport) journalism may – inadvertently or intentionally – promote particular perspectives
  - How it may normalize war and military action
  - Generate consent for militaristic responses to conflict
- How (sport) journalism could be different
Jake Lynch & Annabel McGoldrick, BBC journalists – deal with these questions…

–In 2005 book *Peace Journalism*, reflect on what ‘peace-promoting journalism’ should and could look like, & reasons for problems…

–Inspired to write this because of perceived shortfalls in coverage of 2002 invasion of Iraq

…A point acknowledged, retrospectively, by journalists and editors in *New York Times* apology
New York Times apology

“Editors at several levels who should have been challenging reporters and pressing for more skepticism were perhaps too intent on rushing scoops into the paper...Articles based on dire claims about Iraq tended to get prominent display, while follow-up articles that called the original ones into question were sometimes buried. In some cases, there was no follow-up at all” (quoted in Lynch & McGoldrick, 2005, p. 3).

Note: This was a response to a study of media coverage out of University of Maryland that documented uncritical media coverage by New York Times and other media!
When we say that journalism is ‘war/violence-oriented’ or ‘peace-oriented’, what does this mean?  
(Lynch & McKendrick, 2005, p. 6; S & P, chapter 9)

Focus on who is ‘winning’ (war)
vs
Focus on how conflict began, roots of conflict, early resolution (peace)

Focus on ‘our’ suffering troops (war)  
vs  
Focus on all suffering, including women, children – and attempts to give voice to voiceless (peace)
The dominant ‘war-oriented’ coverage also:

- Rarely challenges ‘official’ viewpoints –
  - (Usually) able-bodied, elite males commonly spokespeople

- Features an ‘entertainment’ angle on coverage – field reporters like ‘reality TV’ participants
  - War portrayed like ‘extreme sport’ (upcoming video elaborates on this)

(Lynch & McKendrick, 2005, p. 6; S & P, chapter 9)
Not all journalism is war/violence journalism

- Frames can also be ambiguous
  - reflect tensions & contradictions
    - e.g., Delgado article – various & conflicting frames on match between USA and Iran
      - emphasize historical tension between countries
      - and desire by Clinton to break down political barriers through sport
      - and desire by many to downplay politics altogether
But why is war/violence journalism dominant?

Wolfsfeld (2004, p. 2) suggests that values/norms that guide journalist decisions (and their beliefs about audience preference) are detrimental to peace:

- news media privileges “immediacy”
  - but, successful peace process requires patience
- news media tend to privilege “threats and violence”
  - but, “peace is most likely to develop within a calm environment”
- news media tend to “deal with simple events,” straightforward commentary
  - but “peace building is a complex process”
- news media commonly “reinforces ethnocentrism and hostility towards adversaries”
  - but progress towards peace “requires at least a minimal understanding of the needs of the other side”
The concern…

Reporting that over-emphasizes conflict “not only leave[s] the public misinformed” (i.e., unaware of various viewpoints) but it can lead us “to overvalue reactive, violent responses – and to undervalue developmental, non-violent ones” (Lynch & McGoldrick, 2005, p. 5)
What does this have to do with sport, peace, and media?

Some of these same concerns central to work on sport & media
For example…

- Sport media commonly promotes nationalism & emphasizes conflict & difference between countries

- remember Soviet Union-Canada Summit Series video

Sport-related media linked with negative stereotypical portrayals of gender/race/class

(see Wright reading for this week)

negative stereotyping form of “cultural violence”

– impact pursuit of “positive peace”
Sport media commonly dramatizes violent solutions to disagreements/conflict.

- MMA, professional wrestling, retaliation
- ‘knockdown’ pitches in baseball, bully beatdown
– And privileges ‘violent masculinities’ in coverage of sport events (Chapter 6 in readings)

– Reinforce messages about importance of strength, power, aggression in our culture

- Remember sport & male athlete violence discussion in ‘Peace Education’ lecture
Coverage of sport and coverage of war often directly and indirectly linked...

Language similar
- e.g., “attack, blitz, bombs, ground and air assaults, offense, defense, penetrations, flanks, conflicts, and battles for territory” (Jansen & Sabo, 1994, p. 3)
- War/military activities sometimes portrayed like extreme sports – used to glamorize war and possibly recruit
Video: Militainment -- Sport, Entertainment and the Military
  • Reality TV, Sport and War…
Raises some important questions…

When war linked with entertainment/spectator sport – which many people consume for pleasure – *does it change the meaning of war for media audiences?*

- Does it impact ability of people to evaluate real human costs of military action? The need for military action?

- If so, how *might it do this?*
It Changes Meaning By Creating ‘Complementary Associations’

- Marketers know this well…
  - if want to enhance/change image of product, ‘associate it’ with another product/image ‘complements’ the product  
    (Dewhirst & Hunter, 2002; Lamb et al., 2000)
  - when brands/products have long-standing associations & similarities they help ‘promote’ one another – “vortex of publicity”  
    (Wernick, 1991)

Virginia Slims Advert.
...sport & military a good ‘fit’

- those supporting military action can benefit from sport’s positive imagery (excitement, athleticism) & audience

- sport can benefit from military’s links with nationalism
  - i.e., loyalty to country – can be linked with loyalty to and consumption of spectator sport (King, 2008)
...and when the same message appears in various contexts, messages become increasingly powerful – and perhaps ‘taken-for-granted’

Key Term:
Intertextuality
– “when the meaning of texts are reinforced because of their relationships with other texts” (Wilson, 2007, p. 232)
Are there reasons to be optimistic? Is social change possible? Is it happening?

Lynch & McGoldrick (the BBC journalists mentioned earlier) are ‘peace journalism activists’ – linking critique with action

- Challenge journalists to offer more balanced portrayals
  - to consider how peaceful solutions could be supported through media
- Peace journalism workshops, thinktank
- Peace journalism curriculum for journalism students
Media, Sport, and Opportunities for Change

- (Sport) media literacy (and peace education)
  - Wright article in readings

- Emergence of some ‘sport for peace’ journalists
  - E.g, Dave Zirin (Chapter 9 in readings)

- Social movements & raising-awareness about social issues through various media (Chapter 5)

- Potential of new media for promoting SDP groups (Chapter 5)

...and use of PowerPoint/Prezi/Keynote, images, possibly handouts to promote your projects!
Sport Journalism for Peace?

- Need for those who study and promote peace journalism to ‘take sport seriously’
- Focus on question of what ‘good’ sport journalism looks like – and circumstances under which it is most likely to be produced
- International Peace Research Association meetings – Freetown, Sierra Leone, November 27-December 2
Militainment clip – ‘Dissent’
TUTORIAL QUESTIONS

Impressions of the video ‘Militainment’?
  – Anything stand out to you? Convincing?
  Questions that emerged for you?

What does ‘peace-promoting’ sport journalism look like?
  – Do you see it often? If you don’t see it often, discuss ways that sport could be covered with ‘peace’ in mind. What would it look like?
Final Presentations

- 25 minutes (maximum – shorter is good!)

  - *Pretend you are ‘selling’ your idea to a group of funders*

    - Is your ‘idea’ convincing? Is it based on existing research in the area? Have you done a rigorous assessment of existing programs? Does it fill a need?

    - Is your project/presentation ‘memorable’?

    - Did presentation ‘sell’ your project, did presenters effectively summarize key points, engage the audience?

    - *Remember – we are assessing content, clarity and style*
Marking process

- We assess your project, then consider strength of your presentation in relation to your project
  - If quality of your presentation ‘matches’ the quality of the paper, mark stays the same – if it is much better or not as strong, mark will be adjusted
    - See page 7 of assignment handout for overview of marking scheme

- Final presentation & project (worth 30% in total)
  - will be assigned a group mark, although a peer evaluation component used to inform individual grades on the project
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