



School of English, Journalism
& European Languages

Unit Outline

HEJ302 Media and the Environment

Semester 2, 2009

<http://www.utas.edu.au/journalism>

Unit coordinator:	Dr Libby Lester	
Contact details:	Room:	546
	Building:	Humanities
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Consultation times:	Tuesdays 11am-1pm, 2-3pm	
Unit description:	Examines the relationship between the media and the environment. The sources of environmental news, news language, media framing and images are analysed using a variety of media studies methodologies. Practical journalistic exercises also give students a critical understanding of the forces operating in the field.	
Unit aims and objectives:	On completion of this unit, you should be: <ol style="list-style-type: none">1. Familiar with the major theories, concepts and methods used in the study of media and the environment2. Developing skills in journalistic writing, researching and interviewing3. Equipped with a knowledge of historic and contemporary media coverage of environmental issues in Tasmania, Australia and internationally4. Able to think critically about the political, social and cultural role of environmental journalism.	

Learning outcomes:	<p>Students taking this unit will:</p> <ol style="list-style-type: none"> 1. Build <i>knowledge</i> and enhance skills in the areas described in the Unit aims and objectives (above) 2. Enhance skills in <i>communication</i>, both written and oral, through assignments and workshops 3. Enhance skills in <i>problem solving</i> through assessment tasks and workshopping activities 4. Develop their <i>global perspective</i> through the analysis of texts from a range of national and cultural contexts
Required texts:	<p>Weekly readings will be provided on MyLO</p> <p>Students should also engage with a wide variety of media texts every week – features and news, print, online and broadcast, Australian and international – and be prepared to discuss each week in workshops.</p>
Recommended texts:	<p>Please see Additional Recommended Readings below</p>
Timetable:	<p>The timetable for this unit can be viewed online at: http://student.admin.utas.edu.au/coursesenrolment/timetable/</p> <p>Workshop times will be allocated during the first lecture</p>
Assessment:	<p>1500-word essay (25%), 2000-word news stories/feature and critical analysis (35%), two-hour exam (40%)</p>

LECTURE / SEMINAR SCHEDULE

Week	Date	Topic	Workshops	Reading
14	14 July	Introduction	No workshops	
15	21 July	Constructing the environment/ history of environmental journalism	Discussion of assessment, introduction to news analysis techniques	Hannigan, J. A. (2006) <i>Environmental Sociology</i> . London: Routledge.ch 5 Anderson, A. (1997) <i>Media, Culture and the Environment</i> . London: Routledge. Introduction
16	28 July	Public sphere/public arena/mediatised conflict	News analysis techniques (content and discourse)	McNair, B. (2006) <i>Cultural Chaos: Journalism, News and Power in a Globalised World</i> . London: Routledge. Ch 9 DeLuca, K.M., and J. Peebles. 'From Public Sphere to Public Screen: Democracy, Activism, and The 'Violence' Of Seattle.' <i>Critical Studies in Media Communication</i> 19.2 (2002): 125-51.
17	4 August	Environmental risks	News analysis techniques (images)	Beck, U. (2000) 'Foreword.' <i>Environmental Risks and the Media</i> . Eds. Stuart Allan, Barbara Adam and Cynthia Carter. London: Routledge., xii-xiv. Hulme, M. (2009) <i>Why We Disagree about Climate Change</i> . Cambridge: Cambridge University Press. Ch 7
18	11 August	Constructing news/making news	Workshopping story ideas	Boykoff, M. and J. Boykoff (2007) 'Climate change and journalistic norms: A case-study of US mass-media coverage.' <i>Geoforum</i> 38: 1190-1204. Detjen, J. (1991) 'The Traditionalist's Tools (And a Fistful of New Ones).' <i>Media and the Environment</i> . Eds. Craig L. LaMay and Everette E. Dennis. Washington D.C.: Island Press, 91-102.
19	18 August	Changing news	Workshopping story ideas	Cottle, S. (2009) <i>Global Crisis Reporting: Journalism in the Global Age</i> . Maidenhead UK: Open University Press. Neuzil, M. (2008) <i>The Environment and the Press: From Adventure Writing to Advocacy</i> . Evanston, Illinois: Northwestern University Press.

20	25 August	Sources of environmental news: PR and NGOs Science and lay voices	Workshopping story ideas	Hansen, A. (2000) 'Claims-making and Framing in British Newspaper Coverage of the 'Brent Spar' Controversy.' Eds. Stuart Allan, Barbara Adam and Cynthia Carter. <i>Environmental Risks and the Media</i> . London: Routledge. 55-72. Anderson, A. (2003) 'Environmental Activism and News Media'. <i>News, Public Relations and Power</i> . S. Cottle. London: Sage.
Mid-semester break: 31 Aug – 6 Sep 2009				
21	8 Sept	Sources of environmental news: Guest	Collaborative work on Global Environmental Journalism Initiative	Beder, S. (2004) 'Moulding and Manipulating the News'. <i>Controversies in Environmental Sociology</i> . R. White. Cambridge: Cambridge University Press. Burton, B. (2007) <i>Inside Spin: The Dark Underbelly of the PR Industry</i> . Crows Nest, NSW: Allen & Unwin. Ch 1
22	15 Sept	Environmental images	Collaborative work on Global Environmental Journalism Initiative	O'Neill, S. and S. Nicholson-Cole (2009) "Fear Won't Do It": Promoting Positive Engagement with Climate Change Through Visual and Iconic Representations.' <i>Science Communication</i> 30(3): 355-379. Allan, S., B. Adam, et al., Eds. (2000) <i>Environmental Risks and the Media</i> . London and New York, Routledge. Ch 1 Cottle
23	22 Sept	Environmental symbols	Collaborative work on Global Environmental Journalism Initiative	Hansen, A. and Machin, D. (2008) 'Visually Branding the Environment: Climate Change as a Marketing Opportunity' <i>Discourse Studies</i> , 10(6): 777-794.
24	29 Sept	Environmental protest	Collaborative work on Global Environmental Journalism Initiative	Cottle, S. (2008) 'Reporting Demonstrations: The Changing Media Politics of Dissent.' <i>Media, Culture & Society</i> 30: 853-872. Rucht, D. (2004) 'The Quadruple 'A': media strategies of protest movements since the 1960s'. <i>Cyberprotest: New Media, Citizens and Social Movements</i> . W. v. d. Donk, B. D. Loader, P. G. Nixon and D. Rucht. London: Routledge: 29-58.
25	6	Environment and	Collaborative	Boykoff, M. and M. Goodman

	October	celebrity	work on Global Environmental Journalism Initiative	(2009) 'Conspicuous redemption? Reflections on the promises and perils of the 'Celebritization' of climate change.' <i>Geoforum</i> 40(3): 395-406. Thrall, A. T., J. Lollo-Fakhreddine, et al. (2008) 'Star Power: Celebrity Advocacy and the Evolution of the Public Sphere.' <i>Harvard international journal of press/politics</i> 13(4): 362-385.
26	13 October	Environmental media/environmental citizenship? Exam preparation	Exam preparation	
Study week: 19 – 23 Oct 2009				
Exam period: 24 Oct – 10 Nov 2009				

Additional recommended reading:	<p>Allan, S. (2002) <i>Media, Risk and Science</i>. Buckingham: Open University Press.</p> <p>Anderson, A. (2007). 'Slick PR? The Media Politics of the Prestige Oil Spill.' <i>Science Communication</i> 29(1): 96-115.</p> <p>Beck, U. (1992) <i>Risk Society: Towards a New Modernity</i>. London: Sage.</p> <p>Beck, U. (2009) <i>World at Risk</i>. Cambridge: Polity Press.</p> <p>Brockington, D. (2008) 'Celebrity Conservation: Interpreting the Irwins.' <i>Media International Australia</i> 127: 96-108.</p> <p>Burton, B. (2007) <i>Inside Spin: The Dark Underbelly of the PR Industry</i>. Crows Nest, NSW, Allen & Unwin.</p> <p>Carvalho, A. (2007) 'Ideological cultures and media discourses on scientific knowledge: rereading news on climate change.' <i>Public Understanding of Science</i> 16: 223-243.</p> <p>Cottle, S. (2006) <i>Mediatized Conflict</i>. Maidenhead, Berkshire: Open University Press.</p> <p>Cox, R. (2006) <i>Environmental Communication and the Public Sphere</i>. Thousand Oaks: Sage.</p> <p>Deacon, D., M. Pickering, et al. (2007) <i>Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis</i>. London: Arnold.</p> <p>DeLuca, K.M. (1999) <i>Image Politics: The New Rhetoric of Environmental Activism</i>. New York: The Guilford Press.</p> <p>Downs, A. 'Up and Down with Ecology: the 'Issue-Attention' Cycle.' <i>The Public Interest</i> 28. Summer (1972): 38-50.</p> <p>Elliot, N. (2006) Lindahl. <i>Mediating Nature</i>. Abingdon: Routledge.</p> <p>Hansen, A, ed. (1993) <i>The Mass Media and Environmental Issues</i>. Leicester: Leicester University Press.</p> <p>Hansen, A. 'The Media and the Social Construction of the Environment.' <i>Media, Culture and Society</i> 13 (1991): 443-58.</p> <p>Kaplan, B. (2003) <i>Editing Made Easy</i>. Melbourne: Penguin.</p> <p>Lester, L. (2007) <i>Giving Ground: Media and Environmental Conflict in Tasmania</i>. Hobart: Quintus Publishing.</p> <p>Neuzil, M, and W. Kovarik. (1996) <i>Mass Media & Environmental Conflict</i>. Thousand Oaks: Sage.</p>
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ASSESSMENT

Task	Due	Percentage
1500-word essay	Due end Week 19, i.e. Friday 21 August 4pm	25%
2000-word news stories/feature and critical analysis	Due end Week 26, i.e. Friday 16 October 4pm	35%
Two-hour exam		40%

Assessment task 1	
Task description	<p>Analyse the media coverage of an environmental issue that has been in the news in the last 12 months.</p> <p>You should use both primary and secondary sources for this essay, that is, both stories from the media and texts about media coverage. You may use content drawn from any media but you need to justify your choice. For example, you choose to analyse the climate change debate and decide to source all stories that have appeared in the <i>Australian</i> newspaper over the last 12 months as it is the only national broadsheet in Australia. You analyse the stories using standard media studies text analysis techniques (eg. Hansen, Anders, Simon Cottle, Ralph Negrine, and Chris Newbold. <i>Mass Communication Research Methods</i>. Basingstoke: Palgrave, 1998) and find that a large proportion of quotes are sourced from think tanks. You then consult texts that discuss the impact of think tanks on environmental policy (eg. Beder, Sharon. <i>Global Spin</i>. Melbourne: Scribe Publications, 1997) and, more generally, news influences.</p> <p>Important points to remember with this style of essay:</p> <ul style="list-style-type: none"> Clearly define your research question (for example, 'The role of think tanks in the climate change debate in Australia' or 'The role of media images in Tasmanian forests protests') Clearly define your methodology (for example, 'Content analysis as defined by Hansen et al. is the most appropriate form of analysis...' or 'A semiotic analysis of images that appeared in the <i>Mercury</i> in March have been analysed...' or 'Media frames, as identified by Reese...') Justify every decision you make. (You have chosen the <i>Mercury</i> because it is the only daily newspaper in Hobart and March because the opposition leader's visit created a heightened interest in the forest debate.) <p>Your essay should include:</p> <ul style="list-style-type: none"> your question an introduction methodology theory

	<ul style="list-style-type: none"> • discussion • conclusion • references (in Harvard style) • an appendix that contains clippings or photocopies of news articles you have referred to or a written description of broadcast items, including content, visuals, speakers, time and place of broadcast, length, etc. <p>For assignment guidelines, including referencing and late penalties, see the Additional Information.</p>
Task length	1500 words
Links to learning outcomes	This assignment will assess learning outcomes 1-4.
Assessment criteria	<p>Formation and application of research question</p> <p>Understanding and application of research methods</p> <p>Structure of essay</p> <p>Use of secondary sources</p> <p>Strength of discussion, including coherence of argument, depth of analysis, understanding of media content and context</p> <p>Grammar, spelling, punctuation and referencing</p>
Submission instructions	As per Additional Information

Assessment task 2	
Task description	<p>The journalism</p> <p>Write/produce a 12-1500 word news story or feature on an environmental subject. You must not choose the same topic you covered for Assignment One, and you must workshop the idea during class. You should interview at least three people. Interview consent forms must be attached.</p> <p>The critique</p> <p>Your critique (5-800 words) should be in academic style and properly referenced. It should discuss how and why your story developed as it did, and contextualise your work in broader contexts, which may be drawn from readings, such as Conley's <i>The Daily Miracle</i>, Ricketson's <i>Writing Feature Stories</i>, or Anderson's 'Source-media relations'. You may use 'I' if appropriate but please use it sparingly. In the essay, you should reflect on the process of writing your feature and thus on professional journalistic practice.</p> <p>Specifically, you should address the following:</p> <ul style="list-style-type: none"> • The choice of topic, ie what makes it worthwhile • The process of research, including interviewing • The process of writing, including structure, language choice, use of sources <p>For assignment guidelines, including referencing and late penalties, see Additional Information.</p>

Task length	2000 words in total
Links to learning outcomes	This exam will assess learning outcomes 1-4.
Assessment criteria	<p>Assessment for the journalism will be based on the following:</p> <ul style="list-style-type: none"> • Understanding of the issue • Research, including interviews, and competent use of sources • Use of material, eg presentation of facts and use of anecdotes • Use of language, including grammar, spelling and punctuation where relevant • Use of speech, including direct and indirect speech • Newsworthiness • Structure, including intro and ending • Use of description • Style and tone • Adherence to JMC Style Guide <p>Assessment for the critique will be based on the following:</p> <ul style="list-style-type: none"> • Understanding of content • Understanding of context • Use of secondary sources • Language, referencing, structure
Submission instructions	As per Additional information

Assessment task 3	
Task description	Exam
Task length	Two hours
Links to learning outcomes	The exam will assess learning outcomes 1-4.
Assessment criteria	The exam will assess understanding and knowledge gained through lectures, workshops and readings
Submission instructions	As per Exam timetable and instructions

School of English, Journalism and European Languages

IMPORTANT INFORMATION

Submission of assignments

Students are required to submit a signed assignment cover sheet with every assignment. The cover sheet includes a declaration that all material submitted is your own work except where there is clear acknowledgement or reference to the work of others. Assignment cover sheets are available from the School office or the School website. **Assignments submitted without a completed, signed cover sheet will not be marked.** Students who submit assignments without a signed cover sheet will be contacted once via their UTAS email address; in such instances the cover sheet should be completed within two weeks of the assignment due date. Assignments must be submitted in hard copy (not by email) via the assignment slot at the School office. If there are additional submission requirements (eg the use of Turnitin) this will be specified in your unit outline. Students are required to keep copies of all submitted assignments.

Late assignments

Undergraduate units (100, 200 and 300 level)

Late submissions will be penalised as follows: 5% of the available marks for the first day, and then 2% per working day thereafter.

Honours and postgraduate coursework units (400, 500 and 600 level)

Late submissions will be penalised as follows: 10% of the available marks per day for the first five (5) working days and 50% on the following day.

Honours and postgraduate research project units (400 and 700 level)

Honours and postgraduate research project submission due dates are treated as the equivalent of exam dates and therefore, late submissions will not be accepted.

Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or equivalent documentation in the case of a serious non-medical reason but you must contact the unit coordinator prior to the assignment due date.

Return of marked assignments

Assignments submitted on time will be returned within three weeks of the due date; once on time assignments have been returned no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised. In some cases, particularly where an assignment is the final, exam equivalent piece of assessment, the marked assignment may not be returned until after final unit results have been released.

University statement on plagiarism and academic integrity

"Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.academicintegrity.utas.edu.au/>. The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>"

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

Referencing

The English, French and German disciplines and the Screen Studies major use MLA Style. The Journalism, Media and Communications discipline uses the Harvard style of referencing. For more information about referencing, and brief introductory guides for each of these styles, please refer to: <http://www.utas.edu.au/ejel/referencing.html>

Marking scale

Undergraduate and Postgraduate Coursework units

The following distribution of marks and grades is applied in assessing your work:

- High Distinction (HD)—80-100%
- Distinction (DN)—70-79%
- Pass (PP)—50-59%
- Credit (CR)—60-69%
- Fail (NN)—0-49%

Honours

The following distribution of marks and grades is applied in assessing your work:

- First Class (HF)—80-100%
- Second Class upper division (HU)—70-79%
- Second Class lower division (HL)—60-69%
- Third Class (HT)—50-59%
- Fail (HN)—0-49%

All marks are subject to moderation.

Equipment loans

Please note that some units taught in the school may require access to sound and/or video recording equipment. Although access to equipment may be provided during tutorials, access to equipment outside of tutorials is not guaranteed. Where the loan of equipment is possible students will be required to sign and agree to the terms and conditions of the loan, including the penalties for late return, as presented at the time of the loan.

Difficulties with your studies

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you should raise these with your lecturer and/or Student Services staff as soon as possible. Please see <http://www.studentservices.utas.edu.au> for more information about the support services available to students.

IT support

MyLO: <http://www.utas.edu.au/coursesonline/>

IT help desk: <http://www.utas.edu.au/servicedesk/student/index.html>