

**UCEAP FRANCE PROGRAM  
PARIS, FRANCE**

**MEDIA, VIOLENCE AND SOCIAL JUSTICE IN FRANCE  
FILM AND MEDIA STUDIES 152**

**WINTER 2020**

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**1. COURSE INFORMATION**

**Class Times:** TBA  
**Class Location:** ACCENT Study Center  
**Language of Instruction:** English  
**UC Quarter/Semester Credits:** 5/3.33  
**UCEAP Course Subject Area(s):** Communication, Film and Media Studies, Sociology, French  
**Course Duration (weeks):** 10 weeks

**2. FACULTY INFORMATION**

**Faculty:** Joav Toker  
**Faculty Contact Information:** tokerj@gmail.com  
**Office:** UC Paris Study Center  
**Office Hours:** by appointment

**3. COURSE DESCRIPTION**

This course will explore the interconnectivity between the rapid evolution of media outlets and content, the contemporary 'banalization' of terrorist and other types of violence and their fallout over issues related to social justice in France and Europe.

The course will examine some recent forms of social confrontation and the way these confrontations are channeled on a grand scale through mass media, both 'old' and 'new'. We will interrogate the political, economic, cultural, and psychological implications, as well as the "spectatorship component," related to the growing, constant sharing of violence over public platforms and political agendas.

Different cases of social controversies will be studied and compared as we probe their relevance to some larger, technological and globalized frames of analysis. The course will examine the adjustments political institutions, social bodies and media actors have practiced when faced with these forms of protest in moments of crisis. We will also attempt to understand how, and to what extent, all these altered notions have impacted national, sectorial and class-oriented identities.

**4. COURSE MATERIALS**

Course Reader [CR]

**5. COURSE LEARNING OUTCOMES**

The overriding aim of this course is to provide students with the tools to understand the evolution and reactivity of contemporary French media over this fast-changing landscape and critically confront them with specific media performance in instants of great tension and social turmoil.

Students will be presented techniques to evaluate the historical context and contemporary professional standards as they are adjusting to the present, accelerated, at times capricious, 'New Media' and 'Global' environments.

Through discussion, presentation, written assignments, screenings, workshop-type exercises and field-visits students will also develop skills to engage in comparisons between media 'treatment' and impacts upon debates and controversies on the public sphere: mainly those which are related to expanding violence and emerging ambitions and struggles for social justice.

**6. PREREQUISITES**

There are no prerequisites for this course.

## 7. METHODS OF INSTRUCTION

Class sessions will consist of traditional lectures with critical discussions and the analysis of print, illustrated, audio, visual and virtual 'excerpts.' Some film and audio-visual screenings will be scheduled and feed class-discussions.

Every session will include a compact set of a variety of short oral-presentations by students (about 10 minutes), addressing specific aspects of the assigned reading material, previous (or future) class discussions; a specific "news-event" or a "field visit". Some class presentations will be organized in a form of "critical teams" or "simulation-panels."

## 8. COURSE REQUIREMENTS

### Lectures

Class meetings will last 2.0 hours per session. Class time will be divided between lectures and group discussions in which active student participation is required. Students are expected to read the material assigned for each class and be prepared to discuss the material.

In addition, students will meet for periodic site visits:

Week 5: Parisian May-'68 field-Visit

Week 8: Media Visit (TBC)

### Class Participation

Attendance and active participation are required. Students are expected to do the readings assigned for each class meeting beforehand, and to actively participate in class discussions.

For the purposes of this class, keeping up steadily with current French and European news is strictly required. (International Herald Tribune, RFI-Radio France Internationale, France-24 in English, other English and French 'old' and 'new' media outlets). Informed and challenging opinions are highly encouraged during class 'reports,' presentations and discussions.

### Class Text and News-Reports (and written summary)

Students will perform an oral presentation, accompanied by a written component, in which they analyze, compare, and critically evaluate a designated text of the required bibliography or an "event-news report": a critical presentation of a specific media coverage of a punctual news-event (past or present).

### Class-Report (and written summary) on case-study-workshop

Small designed groups (2-3 students) will present in class a report based on a follow-up workshop of a news-event (past or present) as it is being scrutinized through the three prisms of the course: Media, Violence, Social justice.

### Midterm Exam and Final Exam

The midterm and final exams aim at evaluating students' ability to apply lectures' and reading-material insights and expose the knowledge and skills they have acquired. Special attention will be paid to 'connectivity insights' associating media and violence analysis with a dynamic scrutiny of issues related to social justice.

## 9. ASSESSMENT AND GRADING CRITERIA

The course will be graded on a 100-point scale, and the final grade will be determined as follows:

➤ Class Participation	15%
➤ Class text and news reports	20%
➤ Class workshop reports	20%
➤ Midterm Exam	20%
➤ Final Exam	25%

The numerical average will correspond to the following degrees of competence:

90 – 100	<i>Outstanding degree of competence</i>
80 – 89	<i>Good degree of competence</i>

- 70 – 79 *Adequate degree of competence*
- 60 – 69 *Basic degree of competence*
- 0 – 59 *Failure to demonstrate a basic degree of competence*

## 10. ATTENDANCE POLICY

Attendance is expected in all course meetings, course-related activities and visits/excursions on UCEAP programs.

- Students should plan to arrive on time to all course meetings. Students will be marked absent if they are not present at the start of class. Students will also be marked absent if they skip out early.
- Roll will be called as a matter of course. The class register is the official record of student attendance.
- Absences will adversely affect course participation grades.  
Students will be required to meet with the Academic Director if it is determined that their lack of participation in a course has a negative impact on the other students in the class (e.g., group presentations). When appropriate, the Academic Director will confer with UCEAP on disciplinary measures to take, including probation and dismissal from the program.
- No MAKE-UPS for missed work: if a student is absent on a day when there is some form of assessment (quiz, test, presentation, exam, etc.), there will be no make-ups.
- NO LATE ASSIGNMENTS: No late assignments will be accepted and no extensions will be given.
- No guests are allowed to participate in any UCEAP courses or site visits.

## 11. CLASS ETIQUETTE

Students studying abroad are ambassadors for the University of California and as such, should act with decorum and respect for others at all times. As participants on the UCEAP Winter Quarter Program in Paris students are subject to student conduct policies of UCEAP and ACCENT.

Students should seek to play their part in making the class a success. Students should arrive punctually for classes, taking special care to allow for journey times between the various venues. They should come to class with the necessary materials for taking notes, and bringing with them any books or suchlike required for the class. Students will be responsible for obtaining their own copies of any missed assignments and materials.

Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom or lecture room.

For more information, please consult the UCEAP Student Conduct and Discipline Policy at [http://eap.ucop.edu/Documents/Policies/student\\_conduct\\_discipline.pdf](http://eap.ucop.edu/Documents/Policies/student_conduct_discipline.pdf).

## 12. ACADEMIC INTEGRITY

Students should remember that they are still subject to the academic integrity provisions of the University of California. The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community.

This means that all academic work—research papers, exams, and/or other assignments—will be done by the student to whom it is assigned, without unauthorized aid of any kind. Likewise, any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

For more information, please consult UCEAP Academic Conduct Policy at [http://eap.ucop.edu/Documents/Policies/academic\\_conduct.pdf](http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf).

## 13. STUDENT ACCOMMODATIONS

UCEAP is committed to facilitating welcoming and reasonably accessible programs. Any student who because of a disability may require special arrangements in order to meet course requirement should present appropriate verification from the campus Disability Student Office to UCEAP advisors during the application process, and should contact Paris Director upon arrival to confirm the approved accommodations. No requirement exists that accommodations be made prior to completion of this approved university procedure. Disability status is confidential and should always be discussed in private.

For more information, please consult UCEAP Official website at <http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx>.

**14. COURSE SCHEDULE**

<b>Date</b>	<b>Contents &amp; Readings</b>	<b>Coursework &amp; Site Visits</b>
<i>WEEK 0</i>	<i>TOPIC:</i> Introduction	
<i>WEEK 1</i>	<i>TOPIC:</i> Contemporary French Media landscape: Solid traditions, controversial records and vigorous challenges.	Class-text or news presentation (with written accompanying paper/notes) 1 student
	<i>READINGS:</i> Chalaby, Jean K. (2002). Reason of State and Public Communications: De Gaulle in Context. The De Gaulle Presidency and the Media, ch. 9, pp. 189-208. [CR]	
<i>WEEK 1</i>	<i>TOPIC:</i> Who is who? Mapping French Contemporary Media.	Class-text or news presentation (with written accompanying paper/notes) 1 student
	<i>READINGS:</i> Kuhn, Raymond. (2011). Historical development of the media in France. The Media in Contemporary France, McGraw - Hill Education, Introduction + ch.1, pp. 1- 28.	
<i>WEEK 2</i>	<i>TOPIC:</i> French Media in a global context: contemporary modifications of Media performance and impacts.	Class-text or news presentation (with written accompanying paper/notes) 1 student
	<i>READINGS:</i> Lian Zhu, A Free Market of Ideas? (2010) The Utility of Citizen-Generated Content, In: Web Journalism: A New Form of Citizenship? Sussex Academic Press, 2010, pp. 168-179	
<i>WEEK 2</i>	<i>TOPIC:</i> Across the border media practices: Why and How does it matter?	Class-text or news presentation (with written accompanying paper/notes) 1-2 students
	<i>READINGS:</i> Fenton, Natalie, "Drowning or Waving? New Media, Journalism and Democracy"; in: Fenton, Natalie [ed.], "New Media, Old News: Journalism & Democracy in the	

	<p>Digital Age”, Sage, London, Los-Angeles 2011. Part 1, Introduction, pp. 3-16.</p> <p>Kuhn, Raymond. (2011). French Media on the World stage. The Media in Contemporary France, McGraw - Hill Education, ch.7, pp. 143-164</p>	
<b>WEEK 3</b>	<p><i>TOPIC:</i> Contemporary violence on the public sphere: Anything really new?</p> <p><i>READINGS:</i> Millington, Chris, “Fighting for France: Violence in Interwar French Politics”, Oxford University Press, 2018; Introduction: Violence and Democracy in Interwar France; pp. xi-xxii</p> <p>Recent text related to “Yellow Vest” (TBA)</p>	Class-text or news presentation (with written accompanying paper/notes) 1 student
<b>WEEK 3</b>	<p><i>TOPIC:</i> Violence, spectatorship, fascination and banalization.</p> <p><i>READINGS:</i> Baudrillard, Jean (1995). The Racing Driver and His Double. TV Fantasies, Screened Out: pp. 166-170.</p>	Class-text or news presentation (with written accompanying paper/notes) 1 student
<b>WEEK 4</b>	<p><i>TOPIC:</i> Social justice and modernity: Theory, ideology, posture and narrations.</p> <p><i>READINGS:</i> Very recent text related to mass-perceptions of social justice (TBA)</p> <p>Erik Albæk, Arjen van Dalen, Nael Jebriil and Claes de Vreese, "Does Infotainment Journalism Lead to political Cynicism?", in Political Journalism in Comparative Perspective, 2014 Ch. 7 pp. 119-141</p>	Class-text or news presentation (with written accompanying paper/notes) 1 student
<b>WEEK 4</b>	<p><i>TOPIC:</i> The Trauma of 1940: Long-run deep complexities and their ‘junctions’ with speedy New Media environment. May 1968</p> <p><i>READINGS:</i> W. Lance Bennet &amp; Deen G. Freelon &amp; Muzammil M. Hussain &amp; Chris Wells, "Digital Media and Youth Engagement", Sage handbook of political communication, chap 10, 2012</p>	Class-text or news presentation (with written accompanying paper/notes) 1 student

WEEK 5	<p><i>TOPIC:</i> May '68: "On the Terrain"</p>	Parisian May '68 field-trip to the Latin Quarter
	<p><i>READINGS:</i> Laura Buffardi &amp; W Keith Campbell, "Narcissism and Social Networking Web Sites", Personality &amp; social psychology bulletin, October 2008, vol. 34 no. 10, 1303-1314</p>	
WEEK 5	<b>MIDTERM EXAM</b>	
WEEK 6	<p><i>TOPIC:</i> Modern media and modern violence: an 'objective' alliance?</p>	Class-text or news presentation (with written accompanying paper/notes) 1 student
	<p><i>READINGS:</i> Saunders, Robert A., "Media and Terrorism", in Law Randall D. [ed.], The Routledge History of Terrorism, Routledge London and New York 2015, ch. 28, p. 428-441</p>	
WEEK 6	<p><i>TOPIC:</i> Political violence and terrorism. Mutual spillovers?</p>	Class-text or news presentation (with written accompanying paper/notes) 1 student
	<p><i>READINGS:</i> Raymond Kuhn, "What's so French about French Political Journalism?" in: Raymond Kuhn &amp; Rasmus Kleis Nielsen [ed.], Political Journalism in Transition, 2014, ch. 2 pp. 27-46</p>	
WEEK 7	<p><i>TOPIC:</i> Political violence: Dynamics, moral judgement and legitimization.</p>	Class-screening of "La Haine" (2 mid-way interruptions for contextualization and discussions)
	<p><i>READINGS:</i> Recent text related to "Yellow Vest" (TBA)</p>	
WEEK 7	<p><i>TOPIC:</i> <i>Analysis of Case-studies of French social and political unrest markers: 1986-95</i></p>	Class-text or news presentation (with written accompanying paper/notes) 1 student  Class-Report (and written summary) on case-study-workshop 2-3 students
	<p><i>READINGS:</i> Harmsen, Robert. (2010). French Eurosepticism and the Construction of National Exceptionism. Chafer, Tony and Godin, Emmanuel ed. The End of French</p>	

	Exception? Decline and Revival of the 'French Model', ch. 6. pp. 105-122. [CR]	
WEEK 8	<p><i>TOPIC:</i> Analysis of Case-studies of French social and political unrest markers: 2005-06</p>	<p>Class-text or news presentation (with written accompanying paper/notes) 1 student</p>
	<p><i>READINGS:</i> Ibrahim, Yasmin. (2009). The Mediated 'Ummah' in Europe: The Islamic Influence in the Cultural Age. Charles, Alex, ed. Media in the Enlarged Europe: Politics, Policy and Industry, Intellect: 113-122.</p>	
WEEK 8	<p><i>TOPIC:</i> Media dilemma in the context of ethnic and religious tensions.</p>	<p>Class-text or news presentation (with written accompanying paper/notes) 1 student</p>
	<p><i>READINGS:</i> Vince, Natalya. (2010). France, Islam and Laïcité: Colonial Exceptions, Contemporary Reinventions and European Convergence. Chafer, Tony and Godin, Emmanuel [Ed.] <i>The End of French Exception? Decline and Revival of the "French Model"</i>. ch. 8. p. 153-170.</p>	<p>Class-Report (and written summary) on case-study-workshop 2-3 students</p>
WEEK 9	<p><i>TOPIC:</i> Analysis of Case-studies of French social and political unrest markers: 2017-2018 'Yellow Vest'</p>	<p>Class-text or news presentation (with written accompanying paper/notes) 1 student</p>
	<p><i>READINGS:</i> Peter Dahlgren, "The political web : media, participation and alternative democracy", Palgrave Macmillan, 2013</p>	
WEEK 9	<p><i>TOPIC:</i> Future Media practices: A profession, an extension of 'participation', or a way of being...?</p>	<p>Class-text or news presentation (with written accompanying paper/notes) 1-2 students</p> <p>Class-Report (and written summary) on case-study-workshop 2-3 students</p>
	<p><i>READINGS:</i> Curran, James and Witschge, "Liberal Dreams and the Internet"; In Fenton, Natalie (ed.) "New Media, Old News: Journalism &amp; democracy in the Digital Age"; Sage, London, Los-Angeles, 2011, Ch. 6, p 102-118</p> <p>Mick Temple &amp; Gary Hudson, "We are not all journalists now", in <i>Web Journalism: A New Form of Citizenship?</i> Sussex Academic Press, 2010, pp. 63-76</p> <p>Recent text related to "Yellow Vest" (TBA)</p>	

<i>WEEK 10</i>	<i>TOPIC:</i> Wrap-Up: and what's next? Traps, deficiencies and ambiguities of anticipation...	Class-text or news presentation (with written accompanying paper/notes) 1 student
<i>WEEK 10</i>	<b>FINAL EXAM</b>	