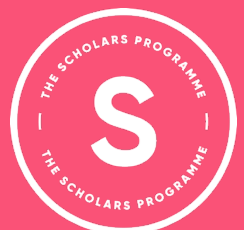# The Scholars Programme

Does the Telly Lie?
Media & the Middle East
K+ Summer Spotlight Programme

Pupil Name

Handbook Designed by   Rebecca L. Farnum

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1			
2			
3			
4			
5			
6 (Feedback)			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	News Article Review	
Tutorial 2	Analysing Election Coverage	
Tutorial 3	Reporting Gender	
Tutorial 4	Essay Topic and News Presentation	
Tutorial 5	Final Essay	

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 17 August 2017	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

The Brilliant Club KS5 Programme – Pupil Feedback Report

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at undergraduate level
2:1	60-69	Performing to a good standard at undergraduate level
2:2	50-59	Performing to an excellent standard at A-level
3rd	40-49	Performing to a good standard at A-level
Working towards a pass	0-39	Performing below a good standard at A-level
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Name of PhD Tutor	
Title of Assignment	
Name of Pupil	
Name of School	
ORIGINAL MARK / 100		FINAL MARK / 100	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the PhD tutor should give an explanation in this section:

Learning Feedback Comment 1 – *Knowledge and Understanding*	
What you did in relation to this Key Learning Priority	How you could improve in the future

Learning Feedback Comment 2 – *Textual Analysis and Synthesis; Communication*	
What you did in relation to this Key Learning Priority	How you could improve in the future

Learning Feedback Comment 3 – *Interpretation and Evaluation of Evidence*	
What you did in relation to this Key Learning Priority	How you could improve in the future

Resilience Comment

Contents

Course Rationale

Does the Telly Lie? Media and the Middle East is an interdisciplinary course allowing students to expand their knowledge and skills in government, English, and sociology. The course will guide students in exploring the role of media in society. Through the lens of Western news coverage of the Middle East, students will consider how knowledge and 'fact' are created in society and how they might evaluate truth claims. Students will wrestle with potential 'myths' told in mainstream media about a region generally portrayed as mired in conflict and be challenged to look "beyond the bombs" to consider biased assumptions about the role of gender, environmental resources, and democracy in the area. The course will build students' specific knowledge of the Middle East's religions, cultures, and politics while also encouraging them to reflect on similar issues in their own settings.

Through the final assignment, students will use the analytical reasoning skills developed in the course to critically evaluate a series of news articles and/or programmes. Students will compare and contrast stories from a variety of sources on a Middle East topic selected by them. Students will be expected to show an understanding of the broader implications of their own and societal understandings of and approaches to information. As such, emphasis will be placed less on the actual topic chosen and more on the reflective reasoning abilities demonstrated. This way, students will be given a taste of the evaluation processes expected at university.

Participation in the course will build students' critical thinking while empowering them to be more active and thoughtful citizens of the world.

Course Mark Scheme

Skill	1st	2.2
Textual Analysis and Synthesis	☐ Pupils examine the way language and information is used and presented in news texts ☐ Pupils use a variety of sources of information and critically integrate them in the response, showing connections between the multiple texts ☐ Answers make effective comparisons, explaining parallels, similarities and differences	☐ Pupils consider language presentation ☐ Pupils use and connect a few texts but could better integrate all of the chosen material ☐ Answers make some comparisons but focus too much on either similarities or differences rather than both
Knowledge and Understanding	☐ Pupils demonstrate comprehensive knowledge of theories and debates around media, knowledge, and society ☐ Pupils provide accurate evidence and adequate examples ☐ Pupils fully address the multiple questions	☐ Pupils demonstrate some knowledge of theories and debates ☐ Essays include some evidence and 1-2 examples ☐ Pupils address the major questions of the assignment but could better consider the smaller issues that would make the essay more robust
Communication	☐ Pupils coherently present their argument and explanation ☐ Pupils make use of relevant vocabulary (e.g., authoritative knowledge, credibility, epistemology) ☐ The analysis is logically structured: Arguments are organised into paragraphs or sections; there is an introduction and conclusion; there are few tangents or discontinuities. The essay follows a logical ordering with material leading to clear and distinct conclusion(s).	☐ Pupils present an argument with some explanation ☐ Pupils make use of some vocabulary (e.g., bias, media) but could challenge themselves with more ☐ The essay is readable but could be more accessible and easy to follow
Interpretation and Evaluation of Evidence	☐ Pupils critically interpret the general and specific issues raised by the assignment question ☐ Pupils select appropriate material to answer the question ☐ Pupils consider the weaknesses and strengths of multiple perspectives, theories, and methods	☐ Pupils interpret some of the assignment's issues ☐ Pupils use relevant material ☐ Pupils consider the weaknesses and strengths of at least one perspective but do not use multiple lenses to consider the subject

Glossary of Keywords

Throughout this course, we will be exploring the concepts and issues below. You will find that many of these terms do not have clear, obvious definitions that everyone agrees on – part of what this course will do is ask you to consider what *you* think some of these terms mean! At the end of each Tutorial's notes in this Handbook, there is space to write your own understandings and definitions of the terms.

This course is being taught as a university-style tutorial. We will be using academic jargon (vocabulary and terms) in our discussions, and especially in our writing. Using this vocabulary helps us to communicate more specifically about our topics and helps prepare us for higher education. But if, at any time, your tutor – or someone else in the class – uses a term you do not understand, have not heard before, or would like clarification about, please ask! The chance is very high that if you have a question about it, someone else does too. We want to speak like the intelligent scholars we are, but we also want everyone to understand us!

- **Agency**: In social science studies of sociology and power, "agency" refers to the capacity or ability an individual ("agent") has to act for themselves (e.g., make their own decisions).

- *Al-Amira*: There are several types of Islamic veil or head covering. The *al-amira* is a two-piece veil with a close fitting cap and a complementary scarf.

- **Authoritative Knowledge**: Society does not value or judge all kinds of information equally. "Authoritative knowledge" comes from experts or officials and is seen as particularly accurate or reliable. Think about, for example, how a doctor's medical opinion is 'worth more' than a parent's.

- **Bias**: All humans have some forms of prejudice – against other groups, for particular ways of seeing the world, for a specific topic or issue, etc. Bias is not necessarily a negative thing, but it is something we should be aware of when evaluating the claims of other people, news sources, and the like.

- **Binary**: The "bi-" in "binary" suggests two of something. A binary involves two things and, in social sciences, suggests an "either/or" between two extreme options. In this class, we will consider the gender binary – the assumptions that come with male/female classifications.

- *Burqa*: There are several types of Islamic veil or head covering. The *burqa* is the most concealing of them, covering the entire face and body with a mesh screen to see through.

- **Chador**: There are several types of Islamic veil or head covering. The *chador* is a full-body cloak generally worn with a smaller headscarf underneath. It is most common in Iran.

- **Citizenship**: On a superficial level, "citizenship" refers to having citizen status of a particular country. More interestingly, we can ask what involvement and participation in a system of government can and should entail.

- **Credibility**: When information is presented, we can question the "credibility" of the source – how convincing or believable it is based on things like where it comes from, what bias it may have, the evidence included, etc.

- **Democracy**: "Democracy" refers to a system of government involving the entire population of a country, generally through elections and representation.

- **Environmental Peacebuilding**: Some people and organisations believe that natural resources can be used to bridge political and cultural tensions. "Environmental peacebuilding" is the process of using the environment to bring people together – it can happen within a community or between state governments.

- **Epistemology**: What is "knowledge" and "truth"? "Epistemology" is the theory of knowledge, considering how we create and evaluate information.

- **Evidence**: When a claim or argument is presented, "evidence" (facts and information) helps to indicate whether the claim is true or valid.

- **Feminism**: "Feminism" is a fairly contested term. Here, we will consider "feminism" as a variety of theories and activisms advocating for women's and equal rights.

- **Free Elections**: Free and fair elections – voting processes – are considered crucial to democratic systems of governance. We will consider what "free and fair" means – when is a system equal or just?

- **Free Press**: In a system of "free press", the media is able to share a wide variety of opinions, information, and ideas – even stories that discredit or disagree with the current government, popular people, etc.

- *Hijab*: The word hijab comes from the Arabic for veil and is used to describe the headscarves worn by Muslim women. These scarves come in myriad styles and colours. The type most commonly worn in the West is a square scarf that covers the head and neck but leaves the face clear.

- **Islam**: Islam is a world, monotheistic (one god) faith. Its five basic 'pillars' (components) are the *shahada* (confession of faith declaring belief in one and only god, Allah, with Muhammad as his prophet), the *salat* (daily prayers), *zakat* (almsgiving or offering), fasting (especially during the holy month of Ramadan), and *hajj* (a holy pilgrimage to Mecca).

- **Khimar**: There are several types of Islamic veil or head covering. The *khimar* is a long veil that hangs just below the waist like a cape. The shoulders, hair, and neck are entirely covered by the face is completely clear.

- **Media**: "Media" refers to mass means of communication – most frequently television, radio, and newspapers. The internet opens a great many doors for media, its control, and access.

- **MENA**: "MENA" is an acronym for the Middle East and North Africa, a geographic region. Like most regions, MENA Is not always explicitly defined, and people use the term to refer to various subsets of countries. Broadly speaking, MENA includes Algeria, Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Qatar, Palestine (or the Palestinian territories), Saudi Arabia, Syria, Tunisia, the United Arab Emirates, and Yemen.

- *Niqab*: There are several types of Islamic veil or head covering. The *niqab* is generally all black and is a veil for the face leaving only the area around the eyes clear. *Niqab* is worn with a complementary headscarf.

- **Oppression**: Individuals or groups of people are seen as "oppressed" if they are treated to regular injustice and negative forms of authority. Many feminists argue that the female sex has historically been oppressed. We will consider "oppression" and "agency" in terms of women, minorities, and global power politics around MENA.

- **Region**: Groups of countries close to each other are often grouped by international relations scholars into regions. These areas are defined by geographic, political, and cultural factors. They generally do not have fixed barriers and are not universally agreed upon – think about the debates over whether or not the UK should be considered as part of Europe.

- **Shayla**: There are several types of Islamic veil or head covering. The *shayla* is popular in the Gulf area and is a long, rectangular scarf wrapped around the head and tucked into the shoulders.

- **Social Construction**: A "social construction" is a particular epistemological category. Social constructivists argue that many 'truths' in our lives are, in fact, 'creations' of our culture. For example, in regards to gender, ideas about what is 'masculine' and 'feminine' are not universal or static – they change across time and space. Unlike gravity, which exists as a natural phenomenon whether or not human cultures are around, the stereotypical definition of "girliness" is not a truth or fact that exists outside of human society. Social constructivism and epistemology can be quite tricky concepts to understand at first read-through – do not worry, we will spend time talking about them with lots of examples!

Tutorial 1 – Introduction
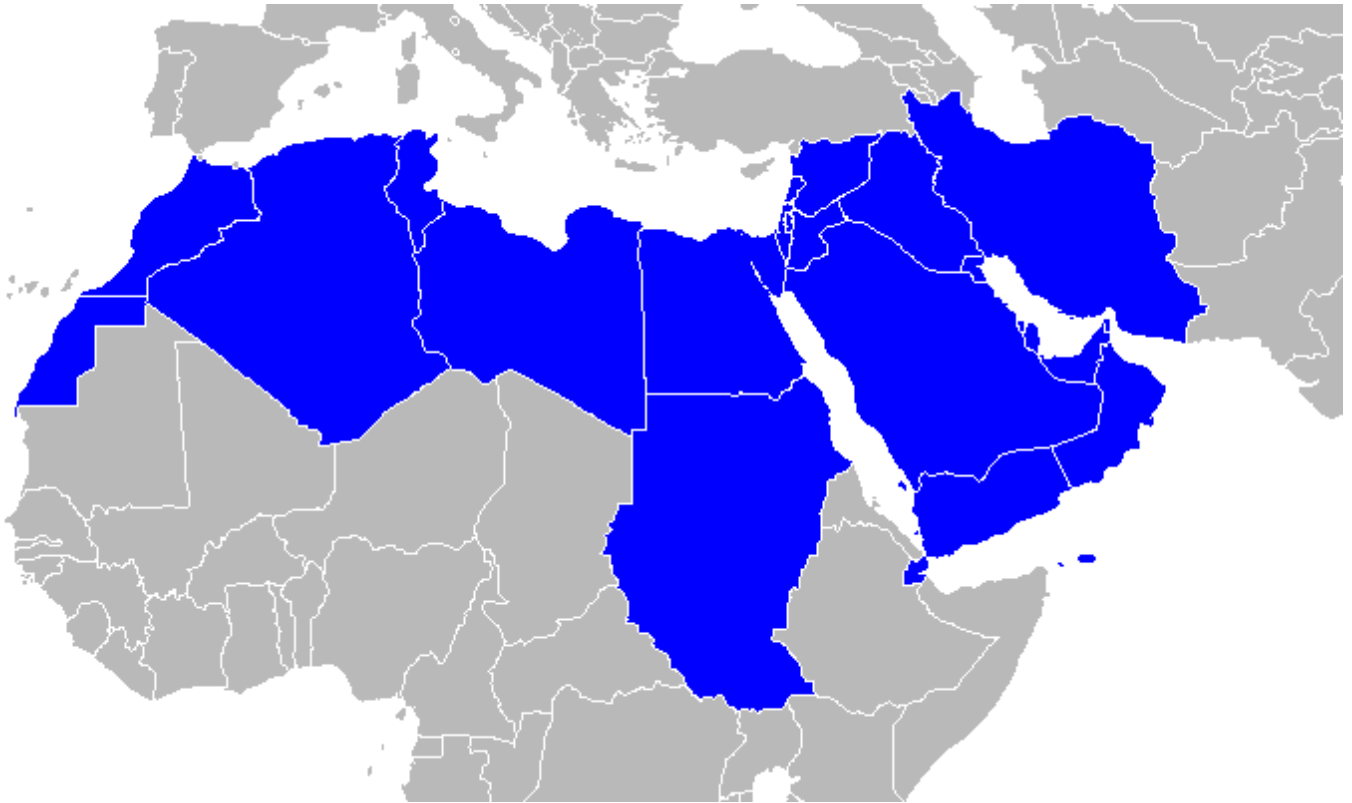
Wikimedia Commons. 2010. "Blank Map of MENA". Accessed 1 February 2015 <http://commons.wikimedia.org/wiki/File:MENA_map.png>.

What is the Purpose of Tutorial 1?

This first Tutorial is getting to know each other and The Brilliant Club. During the Tutorial, we will:
- Discuss the course's objectives and what we want to get out of our time together;
- Introduce ourselves to each other;
- Ask what we already know about the Middle East and North Africa; and
- Begin exploring the power of news and media in shaping public opinion and government policies.

Warm-Up: Quick Quiz

How much do you know about the Middle East and North Africa? Try your hand at these questions – don't worry if you don't know; this is just for fun to test our assumptions and prior knowledge!

1. Most Muslims live in the Middle East.   True / False

2. Which of the following religions have one of their holiest sites in Israel?
   a. Bahá'íísm   c. Islam
   b. Christianity   d. Judaism

3. Which country is closest in land size to the UK?
   a. Egypt   c. Tunisia
   b. Iran   d. Yemen

4. How many countries are there in MENA?
   a. 8   d. 15
   b. 12   e. 16
   c. 13   f. 20

5. The Middle Eastern countries are Arab.   True / False

Activity: Geography, Anyone?

How well do you know the region? See how many countries you can label in the map below.

This map was produced by the Map Design Unit of The World Bank. The boundaries, colors, denominations and any other information shown on this map do not imply, on the part of The World Bank Group, any judgment on the legal status of any territory, or any endorsement or acceptance of such boundaries. This map may be copied for classroom use. Development Education Program web site.

IBRD 29072   NOVEMBER 1997

World Bank. 1997. "Outline Map of MENA". Accessed 1 February 2015 <http://www.lefo.ro/iwlearn/www.worldbank.org/depweb/english/modules/printmap/map-mide.gif>.

Activity: Fun with Languages

This is my name written in the Arabic script:

Activity: Key Word Buzz

Can you define today's vocabulary terms using only five words each?

- MENA: _____ _____ _____

- Islam: _____ _____ _____

- Region: _____ _____ _____

- Media: _____ _____ _____

Tutorial 1 Reflection

At the end of each tutorial, we will spent some time thinking about what we learned, what we enjoyed, and what we wish were different. These evaluations are meant to help your learning – and your tutor's teaching! Please give them careful thought.

What do you think are the biggest takeaways from today? What do you want to be sure to remember?

I learned: _____
_____
_____
_____
_____

What did not go well? What do you wish had gone differently? How could the day have been better?

I wish: _____
_____
_____
_____
_____

How could you be a better learner in the future? What do you need to do for next time?

I need to: _____
_____
_____
_____
_____

What do you want to happen in next week's tutorial? What do you hope to learn or change in the future?

I hope: _____
_____
_____
_____
_____

Other notes: _____
_____
_____
_____
_____
_____
_____

Homework 1: Baseline Test

The homework assignment for the first tutorial is a baseline test to see your initial level of attainment in these subject areas. The assignment will test for some of the subject specific skills required for the final assignment. However, it is shorter than the final assignment and will be an introduction to the subject as well as a challenge!

Do not worry too much about doing 'well' or 'badly' on this baseline. Your PhD tutor knows you may not be familiar with the subject area. This first assignment is designed to help you and your tutor identify where you are at the start of the programme and help measure your progress along the way.

Throughout this course, we will be using a Virtual Learning Environment (VLE) to communicate with each other between tutorials. Using the VLE is similar to how you will communicate with professors and turn in work at university. It also gives your tutor the chance to review everyone's responses and use your answers to shape the next session.

You are expected to turn in this homework via our VLE by the day before your next Tutorial. Your teacher and your tutor are available to help with technical issues and any questions. If, for any reason, you cannot access the VLE on time, please do the homework in this course pack. We are all learning together – your perspective is really important!

This course is about media portrayals of the Middle East and North Africa. For your first assignment, you are asked to consider a news story about the region. Several examples are given below. Your tutor will assign you one of these, but you are also welcome to find a more recent article – just be sure you save a copy and make note of where it came from if you do!

Article A: http://www.aljazeera.com/news/2016/05/meet-man-facebook-yemen-destitute-160520122915109.html
from *Al-Jazeera English* | 20 May 2016 | by Saeed Al Batati | **Meet the man using Facebook to help Yemen's destitute**
Since 2011, Salim Omer Baras has raised more than $100,000 for the needy in the Arab world's poorest country.

Mukalla, Yemen – Last year, Iman Ibrahim's mother and siblings, fearing the Houthi rebel group's rapid advance into southern Yemen, fled by boat to Somalia.
But months later, Iman's mother told her she could not make ends meet in Somalia, and wanted to return. She asked Iman, who had stayed in Yemen to sit school exams, to collect $2,310 for her trip back to Yemen.
"She found herself trapped in Somalia ... I contacted relatives here and asked them to help me," said Iman, who lives in a small house in the impoverished suburbs north of the port city of Mukalla. But her relatives turned her down, saying they were unable to help.
"One day, my former classmate told me that a man called Salim Omer Baras was famous for using social media networking sites to raise funds for the needy who approach him," she said. "I reached out for his contact."
Baras has become known in Mukalla for using social media networks, mainly Facebook, to collect thousands of dollars to help critically ill people, hungry families and those in need of life-saving surgery. The aid goes to destitute people in Mukalla and neighbouring regions.
Baras, 42, told Al Jazeera that he has raised more than $100,000 in charitable donations since 2011. He recalled that this January, Iman visited him in his home, and explained her family's ordeal in Somalia. "I posted her appeal online and asked for $2,310 [the total cost of the journey] to help her family return home ... Some people from Saudi Arabia privately contacted me and agreed to donate half of the money."

I could not believe my ears. I was so happy.
Iman Ibrahim, aid recipient

To raise the remaining amount, Baras wrote another post, urging followers to help the troubled family.
"Hours after posting the appeal for the second time, another man offered to pay more than $1,000," he explained.
After receiving the funds from local exchange companies, Baras called Iman and told her he would transfer the money to her mother in Somalia. "I could not believe my ears. I was so happy," Iman said.
Baras, who works as a librarian at a secondary school in Mukalla, said he began raising money on social media in 2011. His first online humanitarian appeal was on behalf of a poor family that was "crammed into a room that had no windows or doors", he recalled. Baras posted an appeal on Facebook to help the family.

Two Saudi philanthropists gave 35,000 Yemeni rials ($140) apiece. "I collected the money and fixed two windows, a door for the toilet, and gave them the remaining money," Baras said.

His online fundraising is also financing breakfast for as many as 100 students in Mukalla. "One day, teachers at the 14th of October School found out that students who faint during morning queue skip breakfast. Students said they had no food at home. They are hungry." When he learned about the problem three years ago, Baras asked his followers to support the hungry students. "They generously responded to my appeal. I managed to secure breakfast for the students for years," he said.

To reassure donors that their money is given to the beneficiaries, Baras scans receipts and poses for photos with those who receive the donations. "People have increasingly trusted me," he said. "They do not ask for evidence that their donations were given out to the right people."

Amid Yemen's ongoing war, Baras said, requests for aid have increased, especially among residents who have lost their jobs. He does not post all requests that he receives, but rather scrutinises each case and posts the most needy. "I give priority to those cases that I can verify personally," he added.

Baras, a father of three children, said he does not own land, a house or a car. His wife is a teacher.

Most of Baras' donors are from Saudi Arabia and the United Arab Emirates, he said, while others come from Europe, Africa and North America. He said he was considering turning his online humanitarian campaigns into a registered foundation, in order to be able to receive larger donations.

In the meantime, his charitable work continues as usual. Last week, a poor nomad from a remote area in Hadramout asked Baras to help him to buy a tent to settle down in a remote area. "The man was visually impaired," Baras recalled. "I told him, let's treat your eyes first and then buy you a tent."

Soon afterwards, Saudi donors agreed to pay for an eye operation for the old man, and Baras took him to a hospital in Mukalla. "He got more than he expected," Baras said.

Article B: http://www.bbc.co.uk/news/world-middle-east-31083890
from *BBC News* | 1 February 2015 Last updated at 20:11 | **Peter Greste: Al-Jazeera journalist freed by Egypt**

Al-Jazeera journalist Peter Greste has been freed and deported from Egypt and flown to Cyprus, bringing an end to 400 days behind bars.

The Australian ex-BBC correspondent was arrested in December 2013 and tried on charges that included spreading false news and aiding the Muslim Brotherhood.

Two other al-Jazeera men, Mohamed Fahmy and Baher Mohamed, remain in detention.

Reports said Mr Fahmy would be deported to Canada, but concern remains about Mr Mohamed, who holds no dual nationality.

Mr Fahmy, who holds dual Egyptian and Canadian citizenship, may be freed after having his Egyptian nationality revoked, presidential sources said.

All the defendants denied the charges against them and said their trial was a sham.

They were accused of collaborating with the banned Muslim Brotherhood after the overthrow of President Mohammed Morsi by the military in 2013.

In their defence, the three men said they were simply reporting the news.

Mr Greste's brother Andrew said in a statement: "We're ecstatic that Peter has been released and we now ask if the world could respect his privacy, to give him time to appreciate his freedom before he faces the media."

Juris Greste (R) displays a picture of his son, jailed Australian Al-Jazeera journalist Peter Greste, next to his wife Lois (L) during a press conference in Brisbane on June 24, 2014. Peter Greste's parents have spearheaded the campaign for his release.

Al-Jazeera tweeted that it welcomed Peter Greste's release and demanded Mr Fahmy and Mr Mohamed be freed.

Mostefa Souag, acting director-general of al-Jazeera media network, said in a statement: "We're pleased for Peter and his family that they are to be reunited. It has been an incredible and unjustifiable ordeal for them, and they have coped with incredible dignity...

"We will not rest until Baher and Mohamed also regain their freedom.

"The Egyptian authorities have it in their power to finish this properly today, and that is exactly what they must do."

'Relieved and delighted'

Mr Greste's release came after a long campaign and a series of hints from Egyptian officials.

In November, President Abdul Fattah al-Sisi said he was considering the possibility of granting pardons to the two foreign al-Jazeera journalists. He had earlier signed a decree on repatriating foreign prisoners.

Then in January, Egypt's top court ordered a retrial of all three men.

Mr Greste's release was eventually confirmed by a statement issued by the Egyptian Interior Ministry.

The statement said it had been "decided to extradite Australian journalist Peter Greste... to his country today, 1 February (2015)... after the cabinet's approval, in enforcement of the Presidential Decree no. 140 for the year 2014 regarding the rulings on extraditing defendants and deporting the convicts".

An official told Associated Press the release had been co-ordinated with the Australian embassy in Cairo.

Mr Greste left Cairo for Larnaca, Cyprus at about 16:00 local time on Sunday. His brother Mike and airport officials later confirmed that he landed at Larnaca airport.

He is now expected to travel to his native Australia, where his parents Lois and Juris, and brother Andrew, are due to speak at 10:00 on Monday (00:00 GMT).

Article C: http://www.nytimes.com/2015/02/02/world/asia/in-liberated-kobani-pride-despite-the-devastation.html
from *The New York Times* | FEB. 1, 2015 | In Liberated Kobani, Kurds Take Pride Despite the Devastation

KOBANI, Syria — Lasheen Abdulla steered her white minivan through the streets of her hometown, past the charred husks of bombed cars, the shattered storefronts, the unexploded mortar shells. Across the gray of destruction were streaks of color: the purple sheets hung to hide the Kurdish snipers who, for months, defended this city from the extremists of the Islamic State.

She pointed to the spots where her city's martyrs fell — five over there, near the bullet-pocked wall of a girls school, six at a heap of rubble that used to be an open-air vegetable market. In recent days, the ruins have yielded corpses of Kurdish fighters, their heads severed. Even children's dolls were found decapitated, a symbol, Ms. Abdulla said, of the cruelty of their enemy.

"When you see your hometown destroyed like this, you feel destroyed from within," said Ms. Abdulla, 43, who remained in Kobani for the entire siege. She has washed many bodies of Kurdish fighters for burial, and said she had three in the house where she was staying.

The devastation of this city, wrought by the Islamic State siege and the American-led air campaign that ultimately expelled the militants, is so thorough that it manages to feel unreal, like a movie set.

Even so, now that the city has been liberated, pride in victory outweighs grief over the losses for the Kurds who live here. Even as the battle unfolded with its outcome uncertain, Kobani took on mythic status — Kurds

called it their Stalingrad — as a place from which the Kurds hoped to carve a homeland from the turmoil of the Middle East.

"All I can feel now is happiness because of this victory," said Anwar Jarmesh, 33, who lost two brothers in the fighting. He had escaped to Turkey at the height of the conflict but returned to make his own contribution: washing the bodies of fighters. "We don't care about money or buildings, only victory. We were not broken by ISIS."

The battle for Kobani, a border outpost that abuts Turkey, began in September. Almost by accident, the city, of little obvious strategic value to the American-led coalition, took on outsize importance as the signature test of President Obama's strategy for defeating the Islamic State, also known as ISIS or ISIL: American air power combined with local forces on the ground.

More than 700 airstrikes from the American-led coalition pounded this city for nearly five months — more than in any other place in Syria or Iraq, where the Islamic State controls a vast territory that straddles the border between the two countries.

American officials said Kobani became important to them only because it became important to the Islamic State, which rushed reinforcements to the city — providing a steady stream of targets for coalition fighter pilots — and used the battle as a recruiting pitch for foreign jihadists.

In a statement released Friday, the Islamic State acknowledged its retreat from Kobani, saying it was "because of the bombardment and because some of the brothers were killed."

The message continued: "They flattened the land with their rockets, so we were forced to retreat. Then those rats advanced."

Secretary of State John Kerry said on Saturday that the Islamic State had "said all along that Kobani was a real symbolic and strategic objective. They said so themselves; they defined it as such. So pushing them out of there is a big deal."

Nearly 400 Kurdish fighters died in Kobani, local officials said, but the Islamic State took more losses, more than 1,000 fighters, many of them jihadists from abroad, according to the Syrian Observatory for Human Rights, a monitoring group.

The body of one of those fighters arrived at the city's border gate with Turkey on Friday afternoon, in a brown coffin on the back of a white truck.

A Kurdish man lifted the lid of the coffin and unzipped the body bag to show a bearded man dressed in camouflage. A Kurdish officer said the dead man was a Turk who had been living in Germany, and the body was being delivered to his relatives, who live in Konya, a conservative Turkish city.

"He came here to behead our people," the Kurdish officer, Ismet Hassan, said to reporters as photographers and fighters snapped pictures of the body.

At a traffic circle here on a Friday, a Kurdish fighter stood and looked around, as gunfire and shelling from combat in nearby villages could be heard.

"Barbarians," said the man, Zagros Mohammed, who used to be a house painter in a quiet village outside Kobani, as he pointed to a hospital destroyed by an Islamic State car bomb.

Still, he said, "regardless of all of this, we are victorious and they are on the run."

Despite the destruction and the dangers of unexploded bombs and booby-trapped buildings, there were small signs that Kobani was awakening. Down the street and around the corner from the traffic circle, a handful of children played in a doorway. Their aunt, Fayhaa Hamza, was watching them and said she and the children had returned a few weeks ago, and she wanted to thank Mr. Obama for helping to liberate her city.

"ISIS has been attacking Syrians everywhere," she said, "and it was only the Kurds who could defeat them."

A constellation of Kurdish forces, backed by American air power, defended Kobani. Many of them were local Syrian Kurds, but some were Turkish Kurds with the Kurdistan Worker's Party, or P.K.K., who have waged an insurgency against the Turkish state for decades. Iraqi Kurdish forces, known as pesh merga, were also dispatched here, and on Friday a truck full of Iraqis drove through the main streets. Kurds also came from Europe, including Sweden and Germany, to fight in Kobani.

Even some Syrian Arabs, with the moderate Free Syrian Army, which rose in 2011 after a peaceful uprising against President Bashar al-Assad of Syria turned violent, joined the fight.

"There is no difference between Arabs and Kurds," said a Free Syrian Army fighter who declined to give his name because his family lives in the Islamic State-controlled city of Manbij in Syria.

The scenes of destruction in Kobani provide a haunting panorama of what may lie ahead, as the war against the Islamic State unfolds in other places, especially in Iraq. There, in cities like Mosul and Falluja, where the Islamic State is entrenched, a campaign to oust the extremists will likely be more difficult, and perhaps more destructive.

Acknowledging this, Rear Adm. John Kirby, the Pentagon spokesman, said of the victory in Kobani: "Nobody's doing touchdown dances here. This is going to be long and hard."

From the start, the battle for Kobani put the Turks in an awkward position. The Syrian Kurdish group that was the dominant fighting force is an offshoot of the P.K.K., an avowed enemy of Turkey. As the battle raged at its doorstep, Turkey refused entreaties from the United States and other Western allies to intervene directly against the Islamic State.

Turkey did take in nearly 200,000 people fleeing the fighting in Kobani, and even as the city was being liberated, the refugee crisis was taking on a sense of permanence. In recent days, Turkey opened its largest refugee camp, in Suruc, a border town near Kobani.

Local Turkish authorities enticed a group of journalists on Friday to tour the new camp by promising them that afterward they would facilitate entry to Kobani for the afternoon.

So far, there are about 4,000 refugees from Kobani in the camp, a number that will soon swell to 35,000, highlighting the reality that despite the liberation of the city it could be a long time before its residents can return.

"Soon it will be filled up, and it will be the biggest refugee camp in Turkey," said the camp's director, Mehmet Han Ozdemir.

Regardless of how long it takes to repopulate Kobani, the Kurds say they will never again accept dominion by outsiders — neither the Arabs of Syria, who treated them as second-class citizens, nor the Turks, who ruled them during the days of the Ottoman Empire. There are already plans to open a school in Kobani, where lessons will be taught in the Kurdish language, something that had long been prohibited.

Standing just inside the gate that separates Kobani from Turkey, Mohammed Jarada, a fighter guarding the post, savored the recent victory and shrugged off the costs.

"This means that the Kurds exist," he said. "We exist."

Karam Shoumali contributed reporting from Kobani, and Eric Schmitt from Washington.

By TIM ARANGO

Reflect on your assigned or chosen news story. Answer the following questions about your piece:

- Who wrote the piece? _____
  _____

- Where does the piece appear? _____
  _____

- What are the facts of the story? _____
  _____
  _____

- What might be missing from the story? _____
  _____
  _____

- Are there any opinions or values presented in the news story? How do these change the tone of the story? _____
  _____
  _____

- What does the story make you think or wonder? _____
  _____
  _____

- What else do you think is important to note about your piece? _____
  _____
  _____

- How would you reference (cite the author's name, title, date, source) this article in formal academic writing? Look at Appendix 1 or the Course Bibliography for instructions and examples.
  _____
  _____
  _____

Tutorial 2 – Media and Authoritative Knowledge

ويكيبيديا، الموسوعة الحرة

Wikimedia Commons. 2008. "Wikipedia Logo". Accessed 1 February 2015 <http://commons.wikimedia.org/wiki/File:Wikipedia-logo_ka.png>.

What is the Purpose of Tutorial 2?

In this session, we will consider the role of the media in providing information and creating consensus in society about what is 'true' about an issue. We'll discuss which forms of media and types of people/groups have the power to create "authoritative knowledge". During the Tutorial, we will consider:

- What is "truth"? How do we judge "fact"?
- What kind of news sources do we consider "credible"? Why? Does this change over time?
- How does the media shape policy and opinion?

Warm-Up: Tabloid Taboo

Did the (real) headlines below come from a "trashy tabloid" or a credible news source? Take a guess, and we'll talk afterward about where each came from and why/whether it matters!

Headline	Trashy Tabloid	Credible News Source
The Onion spoofs Iran news agency on Obama-Ahmadinejad story		
Gutfeld: Why Al Jazeera English won't tell it like it is		
Everyone In Middle East Given Own Country In 317,000,000-State Solution		
CIA designed Osama bin Laden doll 'to scare children in Middle East'		
Is the US dragging us into another war in the Middle East and should we follow their lead?		
Ayotte presses Obama administration to 'define your enemy,' declare war with Islamic extremism		
Extremist guide tells mums to read jihadi bedtime stories to brainwash toddlers into becoming next generation of terror		
Jack Straw 'peddled lies before sending troops to death in Iraq war', claims Labour MP		
Could Syria be the spark that causes the Middle East to explode?		
Michelle Obama snubbed by Saudi Royals after she refuses to wear veil at palace		
Twitter shuts down ISIS supporters and jihadists as MI5 launch anti-terror social media crackdown		
Obama fails to respond to Middle East mayhem		
Islamic State chemical weapons expert killed in air strike		
Iranian commander: Zionists should fear Hezbollah response anywhere in the world		
Egypt Plunges Into State of Middle East		
Hamas ready to cooperate with Iran 'to destroy Israeli occupation'		
Middle East Terror: Iran's influence grows after Yemen's political collapse		
Jordan vow after hostage beheading		
Iran establishes cyber HQ as shadow war continues		
Tips For Achieving Peace In The Middle East		
The hidden US message to Israel behind the leaked reports of the Mughniyeh assassination		
The rise of IS - and how to beat it		

Activity: Definition Creation

Take a look at the Key Terms list for this week. Write a definition for each based on what you think it could mean. We'll compile our ideas as a group and compare with formal academic definitions.

Key Words

- Authoritative Knowledge: _____
  _____
  _____

- Bias: _____
  _____
  _____

- Credibility: _____
  _____
  _____

- Epistemology: _____
  _____
  _____

- Evidence: _____
  _____
  _____

Activity: Wikipedia Debate

"Should Wikipedia be considered an appropriate source in an academic essay"?

We will split into groups and debate this question. You will be required to incorporate key terms in your arguments.

Your group might consider:
- Who writes Wikipedia? Is this different from more traditional sources of academic information?
- Is Wikipedia ever wrong? Are textbooks or journal articles always right?
- How do we judge information?
- Does knowledge change over time?
- Is there one single "truth"?
- Who holds authoritative knowledge?
- What is the purpose of academia?

Tutorial 2 Reflection

Remember, these evaluations are meant to help your learning – and your tutor's teaching! Please give them careful thought.

What do you think are the biggest takeaways from today? What do you want to be sure to remember?

I learned: _____

_____

_____

_____

_____

What did not go well? What do you wish had gone differently? How could the day have been better?

I wish: _____

_____

_____

_____

_____

How could you be a better learner in the future? What do you need to do for next time?

I need to: _____

_____

_____

_____

_____

What do you want to happen in next week's tutorial? What do you hope to learn or change in the future?

I hope: _____

_____

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_____

_____

Other notes: _____

_____

_____

_____

_____

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_____

Homework 2: Article Evaluation

Find a news article about voting or elections in the Middle East. You are encouraged to find an article online yourself, but one is provided below – feel free to use it if you need to. **Think about how the article makes claims to "authoritative knowledge".** What evidence does it use? Do you believe the claims the news article is making? Why or why not?

Article D: http://www.middleeasteye.net/news/syrian-elections-18-months-un-envoy-445056815
from *Middle East Eye* | 11 March 2016 | **Syrian elections to be held in 18 months: UN envoy**
Presidential and general elections are to be held in 18 months as 2015 described as worst year for civilians by humanitarian NGOs

The UN envoy to Syria Staffan de Mistura announced on Friday that UN-supervised Syrian elections should be held in 18 months.
"New elections should be held 18 months from the start of [peace] talks, this is from 14 March," de Mistura told the Russian RIA Novosti state news agency.
"The elections, both presidential and parliamentary, will be under UN observation."
The latest round of negotiations are expected to take place on Monday, a day before the sixth anniversary of the conflict which has displaced over half of the population and killed more than 270,000 people.
De Mistura said that the first question on the agenda to be discussed will be "an inclusive new government" followed by a new constitution and elections.
"I hope that during the first stage of talks, we reach progress at least on the first question," he said.
De Mistura's UN plan seems to clash with the Syrian government's recently announced timeframe for elections. In February, shortly after the US and Russian-negotiated ceasefire went into effect, President Bashar al-Assad declared in a decree that parliamentary polls will be held in April.
The decree included seat allocations for each of the 15 provinces in Syria.
However, the government-tolerated opposition party on Thursday called for a general boycott of the parliamentary elections, accusing the government of using the vote to gain leverage in the peace talks.
The National Coordinating Committee for Democratic Change (NCCDC) said it has "decided to boycott" the 13 April parliamentary polls.
In a statement posted on Facebook, the party announced that its members will neither run for office nor cast their ballots, and called on other "opposition forces and civil society to join the boycott".
The last parliamentary elections were held in May 2012 but were widely ridiculed for their lack of transparency, failure to include any serious opposition and also timing, given that conflict was already engulfing parts of the country.
Assad also hosted a presidential election in 2014, which was only held in government areas and in which he secured almost 90 percent of the vote.
While a two-week tentative ceasefire appears to be holding despite violations, the situation in Syria is extremely fragile.
A report by 30 Syrian and international humanitarian organisations, including Oxfam, CARE and the Syrian American Medical Society stated that 2015 was the worst year for civilians, and blamed UN Security Council members for failing to stop the violence.
"The fifth year of the Syria conflict was the worst yet for people as warring parties have continued to wreak havoc, increasingly blocked aid and placed more communities under siege," the report said.
"Russia, the United States, France and the United Kingdom must now safeguard the glimmer of hope that the ceasefire has brought to civilians, rather than 'adding fuel to the fire'," the report said.
"Permanent members of the [Council], are not only failing to ensure implementation of the resolutions but - through inadequate diplomatic pressure, political and military support to their allies, and direct military action -have actively added fuel to the fire of the Syria conflict," the report added.
In January, the United Nations said that 13.5 million people out of a pre-conflict population of 23 million had been forced from their homes.
At least 4.7 million Syrians have fled to neighbouring countries, where the majority face poverty, health problems and growing tensions with local communities. Many live in makeshift camps and face significant restrictions on integration.
According to the British-based Syrian Observatory for Human Rights, more than 270,000 people were killed over the course of almost six years,
The Observatory, which relies on a large network of doctors and activist sources across the country, said that among those killed are around 80,000 civilians, including 13,500 children.
Far more people are feared dead, however, with an unknown number killed in detention at the hands of the government, rebels or militants.
Last month, the Syrian Centre for Policy Research said that the death toll is twice of what has been reported, amounting to 470,000 killed.

Source: MEE and agencies

What evidence does the article use? Think about quotes, statistics, etc. _____
_____
_____
_____
_____

Does the article use "authoritative knowledge"? From which authorities? _____
_____
_____
_____
_____

Do you believe the claims the news article is making? _____
_____
_____
_____
_____

Why or why not? _____
_____
_____
_____
_____

What would make the article more robust? _____
_____
_____
_____
_____

How would you list this article in the bibliography of an academic essay? Look at Appendix 1 or the
Course Bibliography for instructions and examples. _____
_____
_____
_____

Tutorial 3 – Democracy and the Middle East
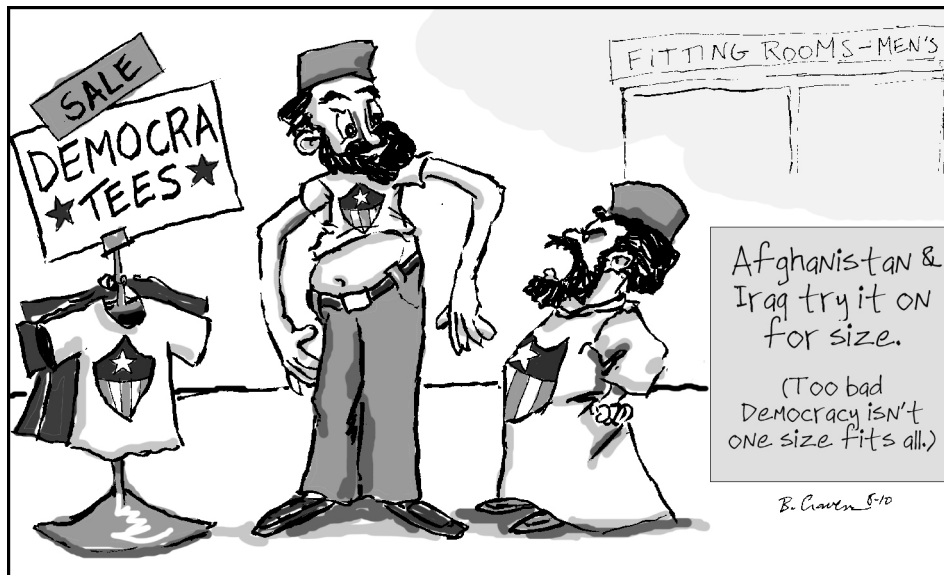
Cravens, Beth. August 2010. "DemocraTees Cartoon". Accessed 2 February 2015 <https://cravensworld.wordpress.com/>.

What is the Purpose of Tutorial 3?

This Tutorial will critically examine our understanding of "democracy" and why we value participation, citizenship, and voting. We will then consider whether there might be different systems that are legitimate, what makes a democracy, and how issues of voting and democracy are shown in the news. During this Tutorial, we will think about tough questions like:

- What makes a government a democracy? Are countries in the Middle East "democratic"?
- What makes an election "free"? Is the UK "freer" than Egypt? Why or why not?
- Does the media portray democracy and freedom differently in the West and the Middle East?

Warm-Up: Linking the Media to Democracy and Freedom

Think of three statements or questions about the connections between the press, democracy, and freedom. (For example, you might ask "When a country has freedom of the press, are its citizens more free?" or argue that "Democratic countries are more free than non-democratic states.") We will use your ideas and questions during the rest of the Tutorial.

Key Words

- Democracy: _____
  _____
  _____

- Free Elections: _____
  _____
  _____

- Citizenship: _____
  _____
  _____

- Free Press: _____
  _____
  _____

Activity: Measuring and Defining Democracy and the Freedom of the Press

Spend some time exploring the data available at https://www.freedomhouse.org/report-types/freedom-press and http://democracyranking.org/ .

Do you think there is a correlation between free press and democracy? How do we judge and quantify what "free" and "democracy" mean?

You will be split into small groups. In your teams:

1. **Come up with a guiding question** about media, freedom, and democracy. Think about the questions you brainstormed in your warm-up and we raised during our discussion of this Tutorial's key words.

2. Once you have a guiding question, **think about what information you will need** from Freedom Press and Democracy Ranking to address your issue.

3. Explore the websites and pull together some data that will help your group **form a conclusion** about your question.

4. Building on your question, data, and conclusion, **prepare a presentation** to the full Tutorial Group about your theme.

You will have three minutes to present – no more! Each member of your group should contribute to the presentation. You can use posters, whiteboards, Power Point, or other visual aids – but remember that your information is more important than your visuals and the focus should be on your argument!

While the other group presents, you should pay close attention and take notes. Afterwards, you will have to give them feedback and suggestions about their presentation.

Topic: _____

A strength of this presentation: _____
_____
_____

Something I think the group could do better for next time: _____
_____
_____
_____

A lingering question I have about their issue: _____
_____
_____
_____

Tutorial 3 Reflection

Remember, these evaluations are meant to help your learning – and your tutor's teaching! Please give them careful thought.

What do you think are the biggest takeaways from today? What do you want to be sure to remember?

I learned: _____

_____

_____

_____

_____

What did not go well? What do you wish had gone differently? How could the day have been better?

I wish: _____

_____

_____

_____

_____

How could you be a better learner in the future? What do you need to do for next time?

I need to: _____

_____

_____

_____

_____

What do you want to happen in next week's tutorial? What do you hope to learn or change in the future?

I hope: _____

_____

_____

_____

_____

Other notes: _____

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Homework 3: Reporting Gender

We've spent this Tutorial considering the relationship between democracy and media – both how the international news represents democracy differently in different places, and how free press might be related to freer political systems. In the next tutorial, we will examine the issue of gender in MENA. This homework assignment asks you to be quite creative. **Write a news story about how women and men are unequal in your home, school, or city.** Your news story should sound like it could be published in a mainstream newspaper, but it should also be as inflammatory as possible – how bad can you make gender inequality sound without lying?

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Tutorial 4 – Gender and the Middle East
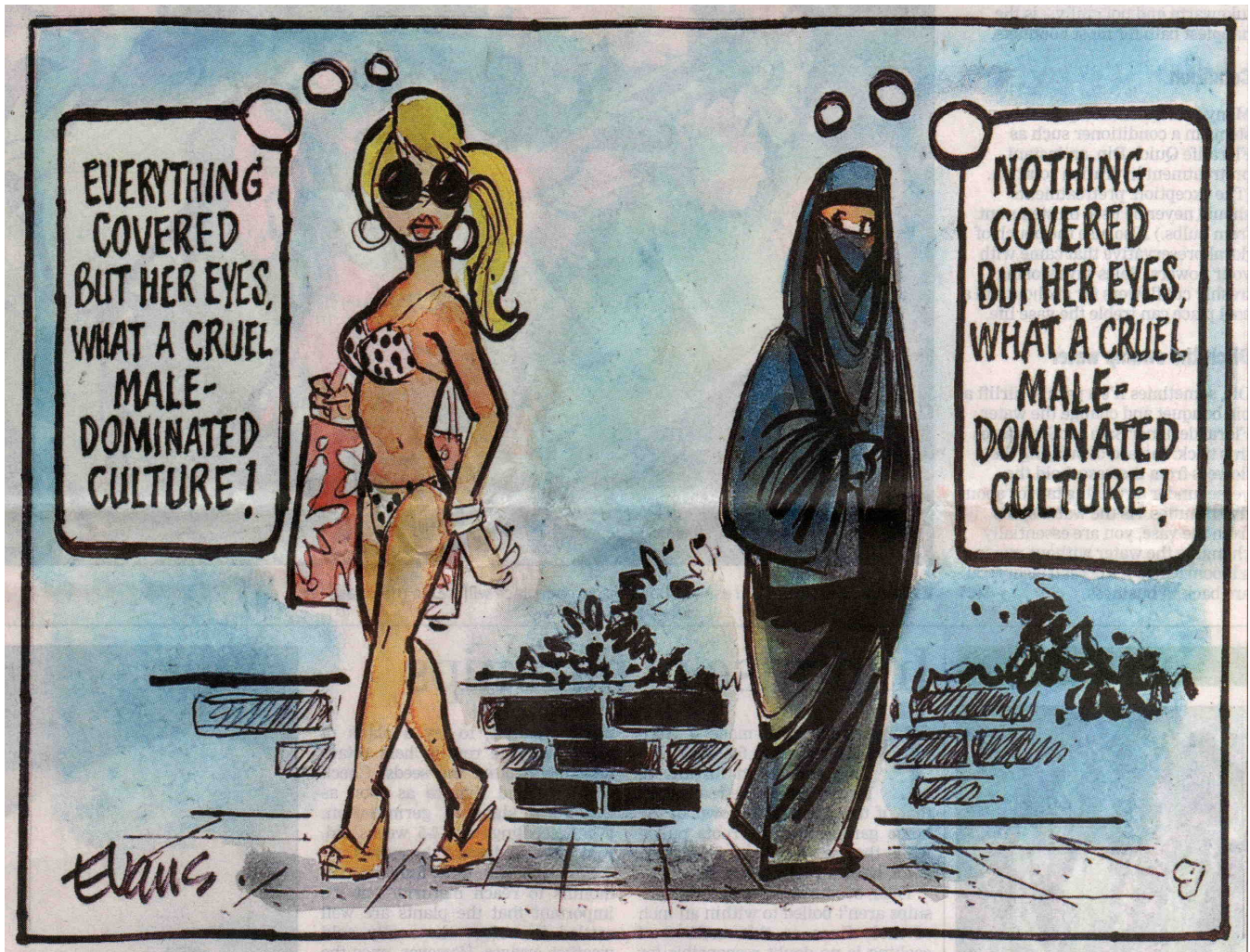
Evans, Martin. 2011. "Cover Cartoon". Accessed 2 February 2015 <http://www.evanscartoons.com/index.php>.

What is the Purpose of Tutorial 4?

Gender is an issue we all come into contact with every day, but it is also one of the most misunderstood concepts, especially as it plays out in the Middle East. This tutorial will consider how we understand women, men, power, and agency in different contexts. We will think about:

- How do we view women in the Middle East?
- Is it "feminist" to judge other gender relations?
- Are Western women "less oppressed" than those in the Middle East?

Warm-Up: The Diversity of Veiling in Islam

Images produced by the BBC. Accessed 2 February 2015 <http://www.bbc.co.uk/news/magazine-21283301>.

Activity: Key Words Discussion

- Social Construction: _____
  _____
  _____

- Binary: _____
  _____
  _____

- Feminism: _____
  _____
  _____

- Oppression: _____
  _____
  _____

- Agency: _____
  _____
  _____

Activity: Essay Critique

The essay below was published in *The Scholar*, The Brilliant Club's own peer-reviewed journal. It was written by a student in Key Stage 4 for their final assignment in this class in Spring 2015. We will read it today both to explore issues of gender in the Middle East and to evaluate what a good essay on media looks like. As you read, consider and take notes on the following questions:

What does this essay do well? _____
_____
_____

What would make this essay stronger? _____
_____
_____

Is the essay convincing? Has it changed your mind about gender issues in the Middle East? _____
_____
_____
_____

What do you still wonder about gender and the Middle East? _____
_____
_____

How do various media portray gender issues in the Middle East?

Abstract: This essay critically compares and contrasts the gender roles in the Middle East are presented in various media. Particular focus is given to the portrayal of male feminists, a group rarely discussed in either Western or Middle Eastern news. Stories from a variety of sources originating from the United Kingdom, United States, and the Middle East will be used to show how the same issue is presented differently across regions. This comparison will be used as a case study to consider the greater issues of media bias in society.

The main source of information on current events for people is the media. Whether in the form of newspapers, news reports on the television, or online reports the media influences the way in which we perceive the world. Factors influencing news articles include the writer of the report, the newspaper in which it appears and the country from which it originates. The opinions and information presented may vary, despite the story being based on the same event that has occurred, due to amount of bias from to the opinions of the reporter and the general direction of opinions from the newspaper. If a newspaper is considered a credible source, then it is more likely to be considered as a source that produces a correct unbiased opinion. However, it is difficult to find an unbiased article and more often than not, the media reports what it feels is a worthy article and can manipulate the facts to give their opinion of the story more evidence without lying. This is particularly clear when stereotypes are discussed, especially stereotypes of gender, as these change dramatically depending on the policies and opinions that the newspaper follows. Ideas surrounding the Middle East are particularly biased, as stereotyping about gender in the Middle East is very extreme and Western newspaper have strong opinions on what gender equality is and means. Bias within the media is an issue because the majority of people do not read further into the truth of the newspapers, as we are led to believe that these newspapers only report the truth. However, it is possible to make the information have an opinion in it without presenting information that is false, and so we are influenced by the way that the media talks about the world around us and all its issues.

The topic I have chosen to cover, believing that it is infrequently discussed, is the way that gender in the Middle East is presented. I will place an emphasis on the men of the Middle East, as men are usually presented as women's oppressors. Although this is often the case, rarely are the men from the Middle East who believe that women deserve equality talked about. Women from the Middle East are often talked about being forced to do things (e.g., wearing a hijab, whereas in many cases the women believe that they should wear it and it can be a personal choice). While I do believe that women are frequently oppressed by men and that some views presented by the media are correct, I also believe that some men are unfairly presented. In modern Western society, the media tells us that women are equal to men. In reality, major inequalities remain (in, for example, working environments regarding pay, representation in leadership positions, and stereotypes of gendered careers), but because we are told by the media that our society is equal and have our own stereotypes about gender and gender equality, when we look at other cultures, we often see them as oppressing women. This judgment can go both ways: people in the Middle East often believe the same about our culture, seeing women in the West as being oppressed (for example, by gendered fashion trends and advertising pressures). There are, without doubt, restrictions on women in both societies, and many women could speak of the unfairness in which they are treated, but in the media, virtually all women in the Middle East are presented as being too weak and scared for their lives to try to change things, or attempting protests but failing, whereas men are presented as being violent oppressors who don't want to see change in their society. Throughout the media, some sources are seen as more credible, but even these sometimes show bias on these subjects. I believe this issue must be further discussed so that people can make their own decisions about the actual state of gender equality currently in the Middle East.

A recent gendered issue occurring in the Middle East was the murder of Farkhunda in Afghanistan after being accused by a group of men of burning pages of the *Qur'an* (Islam's holy book). There were many protests in the capital of Kabul over her death, and it was talked about in the media all over the world. On the 19th March 2015, a group of men "beat a 27-year-old religious scholar named Farkhunda to death, threw her body off a roof, ran over it with a car, set it on fire and threw it into the Kabul river nearby". [1] The president of Afghanistan called for an investigation into her death; it is currently believed that she was falsely accused. Following her death, there were large protests by both male and female protesters, including some where people wore masks of Farkhunda's face and another led by a group of men wearing burkas (long black robes generally covering everything but the eyes) as a protest for women's rights. International Women's Day was celebrated 8th March 2015; between these two events, there was a good amount of media coverage around these issues causing many people to become divided on the subject of equality and whether it has been achieved by societies within the Middle East and all over the world.

Whilst researching this topic, I discovered a blog talking about a group of Afghan men protesting in Afghanistan. An article by *The Telegraph* on this event briefly introduces the group of men, who were protesting for women's rights by wearing blue burkas. The newspaper linked this to the upcoming International Women's Day. The article also discussed how the men wanted to do this to understand how women felt every day and talked about how they "carried signs reading: 'equality', and 'Don't tell women what to wear, you should cover your eyes'. [2] The article also discussed how women in Afghanistan were "forced" [2] to wear *burqas* when they were out in public, and went into a brief amount of detail about how the men's protest was received by the public. It gave reasons against the protest by the public and reasons for by the group of men that staged the protest. The newspaper that wrote this article, *The Telegraph*, is UK-based and is known for being a fairly conservative, and so does show some bias. The bias is not extreme, and you are able to separate the truth from the opinion, but it does help to check with other newspapers as subtle opinions can alter the way that we view an event that has occurred. This newspaper is overall known for being quite reliable, even if only compared to other newspapers. This particular article was written by Radhika Sanghani, a regular writer for *The Telegraph* and its "Telegraph Wonder Women" section. The majority of her articles are about feminism and why our planet needs more equality for the different genders. This suggests that the article is more for the protests than against, and thus a biased article. This article also includes the phrase "for many people, has come to symbolize the suppression of women" when talking about the *burqas* that the men wore in protest. This suggests that the newspaper believes that the *burqas* are a symbol of oppression, which is an extremely biased view. The use of "for many people" [2] makes it seem less biased, as the writer is acknowledging that not everyone sees it this way; however, I believe that this shows the writer's true opinion, and this bias informs the rest of the article and how she choose to present information.

The second article I will discuss is about six women killed in Afghanistan for joining the police. It talks about how the women of Afghanistan have been treated since the Taliban took over and how women are viewed within the country. It focuses on how policewomen are seen as dishonorable to their families, and how they are beaten and abused by men, including fellow police officers. This article is featured in the *New York Times*, a newspaper based in New York, USA. It is a slightly leftwing newspaper but is considered a mainly credible source. The article was written by Alissa J. Rubin with input from Lynsey Addario, a well-known photojournalist with her own website and published book known "photographs, features and breaking news focused on humanitarian and human rights issues across the Middle East, South Asia, and Africa" [3]. While both contributors have experience and knowledge of similar issues around the world, the article appears to be quite biased, speaking of the issue of the female police officers in Afghanistan in a tone supporting the women rather than as a neutral tone. Opinions from both sides are presented, but the side and opinions of the women is dramatically more biased. Phrases such as "Taliban curse" [5] when talking about how things changed when the Taliban came to power highlight the author's views about the events that took place. Most of the words and phrases used make the reader feel sorry for the women; this is a running theme throughout.

The last article that I found to answer my question was titled "Thousands march in Kabul over mob killing of woman". This article also covers the death of Farkhunda, the Afghan woman murdered by a group of men after "being falsely accused of burning a Quran" [4] and the protests that took place within Kabul. It is an article featured on the *Al Jazeera* website, a news broadcaster based in Qatar (a country within the Middle East on the Persian Gulf). It is owned by the government of Qatar and does show bias towards certain political groups. The article does not tell you who wrote it, possibly suggesting that it was written by a group of journalists that collectively wrote the article by putting together all of the information that they had discovered on the issue. This could mean that it is more reliable because it is a collective of opinions and information, or it could mean that it is more unreliable, authored by a very biased and/or untrained writer. The article includes interviews with many of the protesters, who were both male and female, but does not interview anyone that was against the protest. I believe that the article was written in either Afghanistan, the place that the article talks about or Qatar, where Al Jazeera are based, but as the article does not have a byline, it is unclear where the article was written from or with which background. The article does repeat the word "brutal" throughout, suggesting that the author(s) do(es) not agree with what took place. They also use the word "bitter" to describe the election campaign that took place, where the president "promised to champion women's constitutional rights, end corruption and bring peace". [4] This is also a biased opinion which could change the way that people view the president.

These three articles have been written in three different countries by three different newspapers, which each have different biases, although all three are considered as giving authoritative knowledge to the public. They all show bias, though you are still able to pick out the factual events from the opinion. The articles all talk about different, but similar issues; however, they present them in different ways. They all give opinions about gender equality, even if these opinions are not clear, as the reader may have to read into the articles before they find the bias. *The Telegraph* presents the men who protested by wearing burkas

as men who believe that both genders should be equal and talked about how they were wearing them for the upcoming International Women's Day. The article talked about how the men wanted to understand how women felt in everyday society and this article gave opinions from men who were against the protest, minimising its bias by presenting multiple views, but did not go into much detail. It showed men as wanting to protest but did not give any quotes from women who agreed with what the men were doing; instead only giving opinions of those who were against it. I was unable to find any news of this by an American newspaper on the first two pages of searching for it on Google, and the only other mention of this event was a one-sentence mention in *Voice of America* when discussing International Women's Day. After this point the articles became irrelevant to the issue. The article written by *The New York Times* shows women as only wanting to be equal and does not give examples of women stating that they think a woman working for the police is wrong, other than an elderly women in one of the police women's family. It portrays men as being cruel and violating the women, and although these events did occur, they only include a short quote from one man with the article stating "Colonel Mirakai, who supports having more policewomen, sighed. 'The police commanders I work with say: "We don't need them to work with us until noon and go home; instead of female police, send us male police."' he said, alluding to the reality that many women have to leave work early to care for their families". [5] It portrays women as not having power over their own lives, whereas the article by *Al Jazeera* talks about men and women protesting alongside each other, and has an equal number of male and female for arguments. However, it only mentions the men who murdered Farkhunda as being against the protests.

Male feminists are thus barely mentioned at all in most articles on gender issues in the Middle East. However, my finding that male feminists are not talked about by the media could be because it is a relatively new concept. This idea was brought up when I interviewed a male feminist and Kurdish (a minority ethnic group) Iraqi, Ayaz. He gives talks on feminism and when asked about the frequency of the portrayal of male feminists from the Middle East, he stated "I only know a few male feminists in the Middle East and there is little media about male feminism overall. Male feminism is new to the region. Even female feminism has not yet developed here in its own Eastern version – it is overly influenced by Western values and Western models of feminism. So for this reason, perhaps, male feminism is still in its infancy. Certainly there are many men who support better treatment of women overall and less violence and better laws, for example. But few men have challenged those power structures that keep women in their places. Perhaps because in many Middle East countries coming out of the Arab Spring, even men are not protected fully by the laws and suffer greatly from ongoing corruption and injustice." All of these reasons could be the reasons for why it is rarely covered by the media, especially if feminism in the Middle East still is in its "infancy". However, Ayaz clearly has strong opinions on the matter. When asked why he believes gender equality is important, he talked of the overall effect total gender equality could bring. "With true gender equality, where women had full access to her human rights for safety, employment, shelter, education and health care, women would live longer and more productive lives. They would contribute more to their families and communities. As a result their children would also be healthier, their marriages would probably be better and their overall quality of life and well being would improve". This shows that even if gender equality is still a new concept, there are men from the Middle East who feel very strongly about the equality of all genders – yet this is rarely talked about in news coverage.

The way that men and women in the Middle East are portrayed by newspaper varies across each, with factors such as the country it was written in, the political views of the newspaper and the methods of research and fact-finding influencing content and presentation. *The Telegraph* portrays men and women in the Middle East as being unequal, and possibly deteriorating further: "Progress for women's rights has been made in recent years, but human rights organizations are worried that much of that is now being undone" [2]. The article goes on to suggest that men are divided on the issue, including a quote from a man who asserted that "I wouldn't let them [women] go out without one [a burka]". [2] *The New York Times* presented women as wanting change and trying to make things equal, but struggle to carry on against the number of men who are against them. This makes it sound like the situation in Afghanistan is not good for women and this also supports the article by *The Telegraph*. The third article, also focused on Afghanistan, makes women seem independent, standing up for their rights. While this is at first glance similar to *The New York Times* piece, the article from *Al Jazeera* makes it sound like large groups protest about women and how they are treated regularly, while *The New York Times*' writing suggests that this is a rare thing. The article by *Al Jazeera* also implies that the government was trying to change rights for the better for women, something that the other two articles did not address. All of the articles are quite biased, but they are all considered credible despite the fact that they let their own opinions get in the way.

Each of the articles explored above examines a slightly different topic and differ in the way that they present their story, but all aretrying to inform its readers about what is happening with men and women in the Middle East. Each of the articles presents gender equality differently, especially the pieces from the UK and America. This could be because the media has been influenced by their government's decision to go

to war in Afghanistan. These countries may also present gender in different ways, as they are predominantly Christian countries and so view Islamic countries in a different way to how other Islamic countries would generally see them. In the West, we have been taught that our society has gender equality. But our society may seem for many others around the world like their society – or worse – in terms of gender relations and power. Given the way everyone has been brought up, the media along with schools and parents socialise gender relations and assumptions about other cultures in us. The media has a large impact in all of these places, because it is not only our main source of information locally but also our primary way of finding out what is happening in the world. I think that the way in which the news presents its facts can change the way we see the world, and that if we do not critically read everything we see, we can be persuaded by the newspaper to unquestioningly believe what they write and thus adopt their biases and stereotypes. This means the media has a huge amount of power as a trusted, credible source. Thanks to this course, I am going to read more critically and try to think about things from the perspective of the people written about. I have enjoyed looking into the way that the media portrays various issues, as I believe it is something that people do not talk about enough. Overall, this exercise has taught me to not just look at an event from one person's point of view or the mainstream presentation in the news. Ayaz and other people in the Middle East have an entirely different perspective on and knowledge about gender relations in that region than the ones I have regular access to through Western media outlets. I believe it is important for us to fully consider these multiple perspectives when dealing with complex issues. We would be a more informed society if the media were to present these nuances with less bias, be it implicit or explicit, in reporting trends.

by K Collins–Greenslade

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Tutorial 4 Reflection

Remember, these evaluations are meant to help your learning – and your tutor's teaching! Please give them careful thought.

What do you think are the biggest takeaways from today? What do you want to be sure to remember?

I learned: _____

_____

_____

_____

_____

What did not go well? What do you wish had gone differently? How could the day have been better?

I wish: _____

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How could you be a better learner in the future? What do you need to do for next time?

I need to: _____

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What do you want to happen in next week's tutorial? What do you hope to learn or change in the future?

I hope: _____

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Other notes: _____

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Homework 4: Draft Assignment

We will spend Tutorial 5 preparing for the Final Assignment. Your homework for this week is to make our time together next week more useful for you – and that means starting work on your essay!

Before the next tutorial, please:
- Select the topic you would like to address in your Final Assessment.
- Compile at least 3 articles/programmes about the issue to Tutorial 5 to present and discuss with your Tutorial group. The pieces should be from different sources and regions.
- Prepare an initial outline of your argument. This does not need to be in formal academic language, but the more preparation you do now, the more your Tutor will be able to help you next week and the easier you'll find the rest of the assignment.

Please send your topic choice and the links to your three sources to your tutor online before Tutorial 5. You are encouraged to send a typed outline as well, but you may use the space below for notes instead of writing it up more formally if you prefer. Just remember – the more you do now, the smoother your final assignment will go!

Tutorial 5 – The Middle East through the Media's Eyes

Photo Credit: The Middle East Media Research Institute

What is the Purpose of Tutorial 5?

The goal of Tutorial 5 is to consider and prepare for the Final Assignment. Students will be asked to briefly present their initial findings. Please share with us:

- which topic you have chosen to explore;
- which media sources you are using to consider the issue; and
- whether you have any questions about the assignment.

We will learn about current issues in the Middle East and how they are presented in the media from our colleagues. We will also practice our peer review skills.

Presentations and Discussion: The Final Assignment

As your peers are presenting their chosen topics and news sources, please make notes with feedback and suggestions you have for them. Have you seen an article about their topic recently? Is there something about one of the articles you think they should consider? You'll have a chance to share your ideas with each other.

Peer 1: _____

Topic: _____

A strength of this presentation: _____

_____

_____

Something I think they could do better: _____

_____

Something they should consider doing in their essay: _____

_____

_____

_____

Peer 2: _____

Topic: _____

A strength of this presentation: _____

_____

Something I think they could do better: _____

_____

_____

Something they should consider doing in their essay: _____

_____

_____

Peer 3: _____

Topic: _____

A strength of this presentation: _____

_____

Something I think they could do better: _____

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_____

Something they should consider doing in their essay: _____

_____

_____

Peer 4: _____

Topic: _____

A strength of this presentation: _____

_____

Something I think they could do better: _____

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_____

Something they should consider doing in their essay: _____

_____

_____

Peer 5: _____

Topic: _____

A strength of this presentation: _____

_____

Something I think they could do better: _____

_____

_____

Something they should consider doing in their essay: _____

_____

_____

Notes for my own essay:

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Tutorial 5 Reflection:

Remember, these evaluations are meant to help your learning – and your tutor's teaching! Please give them careful thought.

What do you think are the biggest takeaways from today? What do you want to be sure to remember?

I learned: _____
_____
_____
_____
_____

What did not go well? What do you wish had gone differently? How could the day have been better?

I wish: _____
_____
_____
_____
_____

How could you be a better learner in the future? What do you need to do for next time?

I need to: _____
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What do you want to do for the final assignment? What do you hope to learn or change in the future?

I hope: _____
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Other notes: _____
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Final Assignment

Critically compare and contrast the way an issue in the Middle East is presented in various media.

You need to write an essay of roughly 2500 words discussing media portrayals of the region. The essay should be typed in 12-point font and double-spaced. You will need to fully reference their work and include a bibliography at the end. The essay must be submitted online by Thursday 17 August 2017.

Select a cultural, religious, and/or political topic to examine in the Middle East. Examples might include women's hair covering, the role of voting, or the Arab-Israeli conflict. Students will select 3-5 news pieces from a variety of sources, including at least one each originating from the United States, United Kingdom, and a Middle Eastern country. Pieces may be online or print articles, television or radio programmes, or a combination. For example, a student might discuss how the Tahrir Square Protests of Spring 2011 were depicted differently in *The Washington Post* (US), *BBC Newsnight* (UK), and *Al-Jazeera English* (Qatar).

You need to critically compare and contrast their selected news sources to demonstrate how the same issue/event is discussed differently. The essay should include an attempt to offer an unbiased portrayal of the basic facts of the situation and a discussion of the way those "facts" are presented in a variety of ways depending on the source. Consider the potential motivations behind discrepancies in the news, exploring issues such as funding sources, political and cultural biases, and target audiences. Reflect on the weaknesses of their analysis and their own biases. The essay should conclude with a presentation of how your analysis is relevant to broader issues of news coverage and the way society uses information.

Top Tips:

- Choose a topic that is interesting to you – and be creative! You are welcome to choose a general subject (e.g., gender, democracy, the environment) or a more specific event or issue (e.g., the Syrian civil war, a particular election, or a speech).
- Your essay should be critical, comparative, and use the vocabulary and tools we have used on this course. Look through the glossary in the beginning of your coursebook for ideas on what to write about (evidence, credibility, authoritative knowledge, bias, etc.). This course has been preparing you to write this essay. Look through the course material and other homework assignments for ideas. Consider the questions from Homework Assignment 1 for each of your media pieces. Use the processes we learned in Tutorials 2-5 to examine your issue.
- Refer to the **Course Mark Scheme** to learn how you will be graded. Be sure your essay fits the criteria and reflects your learning throughout the course.
- Make sure you submit your essay on time. At university, marks are deducted for late submission. It's a good idea to submit a day ahead of time to be sure the online system works and there are no technical issues. Let your teacher or tutor know if you have any questions about the assignment.
- Have fun!! If you enjoy your topic and write in a way that is fun for you, it will be more enjoyable for your readers as well.

See more guidance about how to write and format your essay on the next page.

Suggested Essay Structure:

While you are free to structure your assignment any way you choose, a possible format is:
- Introduction: Start by defining media and bias. How does media influence people and society? Why do we care?
- Your topic: Next introduce your chosen issue – your "case study", in academic words. What is your topic? Why have you chosen it? What did you expect to find in the media about it?
- The basic facts: What is your topic about? What has happened? This is your chance to be as unbiased a journalist as possible – tell us what is going on but try not to give any value or bias about the issue.
- Your articles: Introduce each of your articles. Talk about the newspaper it comes from, the person who wrote it. Which country is that newspaper based in? Is it a really big paper or kind of small? Is it known as moderate or a bit biased?
- Comparison: Now compare the articles. Are they different? Do they use the same facts and statistics for evidence? Does one use more evidence than another? Does one seem more biased? Which do you find most credible? This should be the bulk (longest part) of your essay. Be as critical as you can. Find specific words you think are meant to make us feel certain ways, think specific things. What is each article trying to accomplish?
- Conclusion: After doing a lot of critical comparison, bring the issue back to the "big picture" of media and society. Does it matter if news tells the same story in different ways? Based on these articles, do you think the UK and US have different perspectives on your topic and the Middle East more broadly? Does the media matter? How will you approach news differently because of this course and your case study in this essay?

Citations and Plagiarism:

- Plagiarism refers to using other people's ideas and work as your own without giving them credit. Common forms of plagiarism include copying and pasting from webpages into your essay or using a fact or statistic from an article without telling the reader where you got the information.
- Plagiarism will reduce your grade or, in extreme cases, result in automatic failure. At university, almost all homework is submitted electronically, and there is software that runs searches to look for plagiarism. The essay is about your ideas and opinions – so write it in your own words and thoughts!
- If you copy and paste for a quote, you need to include "quotation marks" around the quote. For quotes and particular facts or statistics, give the QUOTE OR INFORMATION HERE and cite the source at the end of the sentence in parentheses (New York Times 2015). The author or publication name and date should go in parentheses.
- At the very end of the essay, include a "Bibliography" listing the citations from your articles along with any extra places you got information from. See Appendix 1 – Referencing Correctly for details on how to give details about your sources.
- You can also look at the example essay on gender from Tutorial 4 for a sample of good referencing.

Tutorial 6 – Feedback Session and Celebration
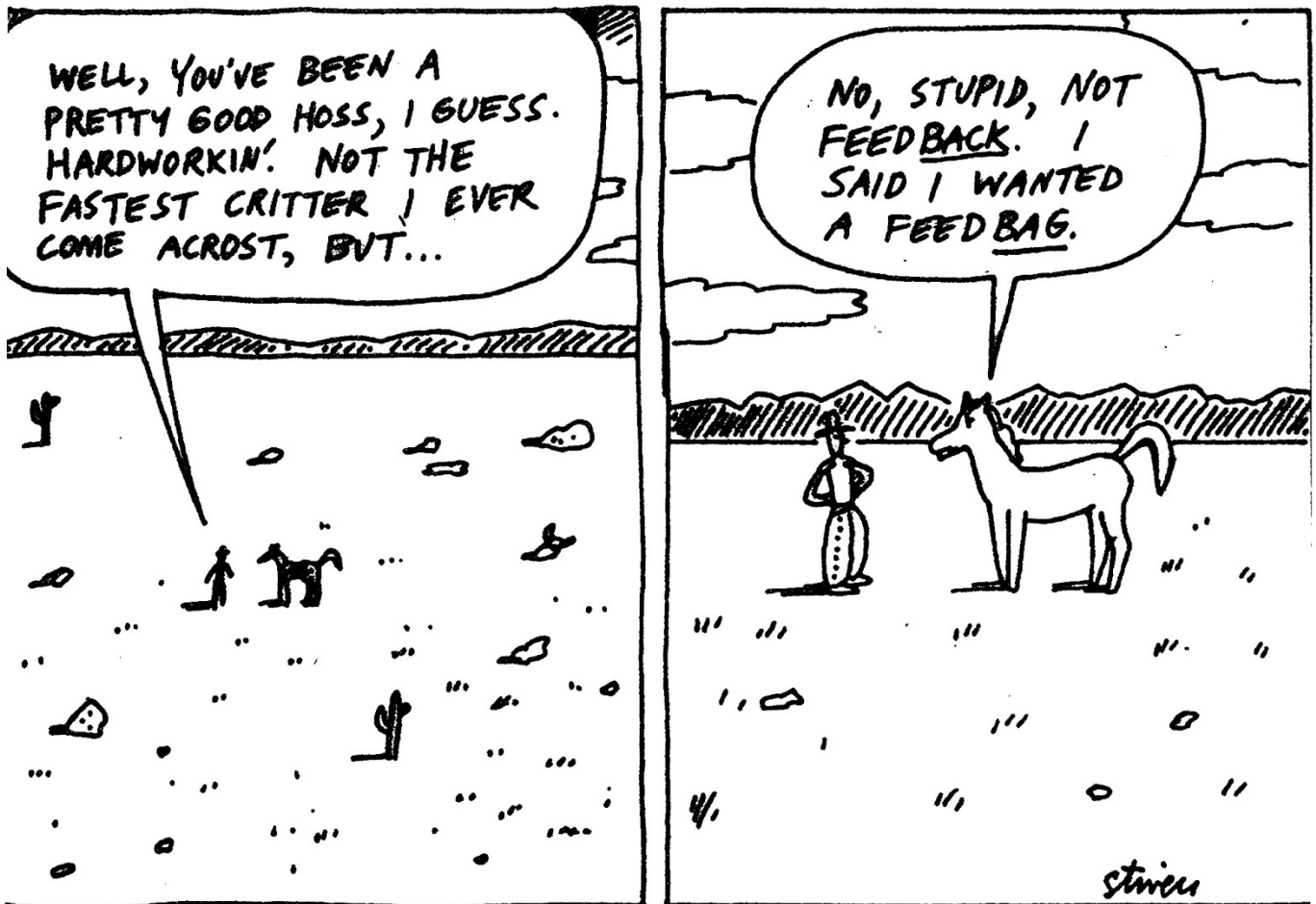
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What is the Purpose of Tutorial 6?

This last Tutorial is all about feedback: about you, your assignment, and your participation in the course, and also about your tutor, the course, and The Brilliant Club. During this reunion session, we will:

- Discuss your Tutor's feedback about your assignment;
- Reflect on the skills you have learned during this programme; and
- Consider your thoughts about the course and assignment.

Warm-Up: Letter to Tutor

Your Tutor is going to hand back your essay and give you a feedback sheet with specific ideas on what you did well during the course, what she liked about your writing, and how you could improve. In exchange, please write a letter to her – what did she do well? How could she be a better teacher? What was your favourite part of The Brilliant Club programme? Would you encourage your friends to participate? Why or why not? If you could change one thing about the course, what would it be? If you could give one piece of advice to your Tutor, what would you tell her?

Personal Reflection and Evaluation

In this tutorial, you will have the opportunity to speak one-on-one with your Tutor about your experiences in the course. To make the most of this time, please think about:

- What strengths have I demonstrated in my work (in the final assignment and throughout the course)? What areas for development do I want to address next?

  I'm very good at: _____
  _____
  _____
  _____

  I wish that: _____
  _____
  _____
  _____

- What new skills and knowledge have I gained through this opportunity?

  I have learned to: _____
  _____
  _____
  _____

  I can now: _____
  _____
  _____
  _____

- What next steps do I need to take to improve my academic output?

  I want to: _____
  _____
  _____
  _____

  To do this, I should: _____
  _____
  _____
  _____

Homework: Have fun!

- Think critically and be happy! Best wishes in your future endeavours. Thank you for your participation in The Brilliant Club this term – we hope you have enjoyed it.

Appendix 1 – Library Activity

Use this appendix to guide you through your trip to the King's College London library system during your first day at K+.

Does the Telly Lie? Media and the Middle East is an interdisciplinary course. We will be exploring the role of media in society using political science, English, philosophy, and sociology. This means you have a lot of potential resources in the library – but it also means you have a challenge in deciding which books and articles are best! The three activities below will give you practice in finding resources around the library and get you thinking about what you want to write about for your final assignment.

Activity 1: Physical Book Scavenger Hunt

Use the Library Catalogue and/or a librarian to find and take a photo with at least one of the books listed below. Each of these is relevant to our course and could help you with your final assignment. Tweet your photo with the hashtag #spotlight17 and tag @KCLWP, @BrilliantClub, and/or @BeccaFarnum.
- Democracy under attack: how the media distorts policy and politics by Malcolm Dean
- Gender and citizenship in the Middle East edited by Suad Joseph
- Women and media in the Middle East: power through self-expression edited by Naomi Sakr
- Mass media, politics, and democracy by John Street
- Media and political conflict: news from the Middle East by Gadi Wolfsfeld

Hint: library.kcl.ac.uk is a great place to start!

Activity 2: Electronic Journal Scavenger Hunt

Books are great for lots of details, but they can quickly become dated. A lot of research, especially on new topics and contemporary issues, is published in shorter academic journals. King's and other university libraries provide access to a lot of online resources. Use the online portal to find the article listed below.
- Amin, Hussein. 2002. "Freedom as a Value in Arab Media: Perceptions and Attitudes Among Journalists" Political Communication 19(2): 125-135. doi: 10.1080/10584600252907407

Hint: sfx.kcl.ac.uk/kings/az/ is a great place to start!

Read at least the abstract, which is a paragraph summary of an academic article. In one sentence, describe what the author is writing about:

_____

_____

_____

_____

_____

Activity 3: Your Essay Topic

For your final assignment on this course, you will have the opportunity to write an essay about how the media portrays a topic in the Middle East. It can be any topic related to the Middle East – issues of women, Brexit and Middle Eastern refugees, the ongoing conflict in Syria, Donald Trump, a Beyonce concert that happened in Dubai, anything! Take some time to think about what you are interested in. What would you like to write about?

_____

_____

_____

_____

Now use the skills you have gained in library research to find a book, a journal article, or a news article that will help you write about this topic. Make note of the author, title, and place you found it below so you can access it again

Author: _____

Title: _____

_____

Location (website, bookshelf, etc.): _____

_____

Appendix 2 – Referencing Correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

1. **A marker in your assignment**: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].

2. **Bibliography**: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

    a. **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].
    e.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

    b. **Books** – Author, date published, title of book (in italics), pages where the information came from.
    e.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

    c. **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.
    e.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.

Appendix 3 – Using the VLE

VLE username	
VLE password	

Please remember the following key details...

- You are able log into the VLE either through the link on our website (**www.thebrilliantclub.org**) or going directly to the VLE site at (https://portal.thebrilliantclub.org/sign-in).
- Please update your profile with your full name and email address- this will allow you to retrieve forgotten passwords or usernames
- If you forget your log-in details you can request them to be emailed to you by clicking the link on the VLE home page. (If you are still having problems you can email: schools@thebrilliantclub.org)

What is the VLE?

The VLE is a virtual learning environment for all pupils on the Scholars Programme it is used for:
- messaging your tutor
- submitting homework
- submitting your final assignment
- accessing resources for your tutorials
- finding out more information about university and careers

How should I use the VLE?

The VLE is a professional academic environment in which pupils are able to message their PhD Tutor. Here are a few things to consider:
- Ensure you keep a professional tone in the messages you send to your tutors.
- Ensure you always reply to your tutors in a timely manner.
- Thank your tutor for the effort they are putting in to give you your feedback etc.
- Submit all homework to your tutor on time.

IMPORTANT: Final assignment

- When you submit your final assignment, please remember that you need to do so through the **'My Activities'** tab and not as an attachment to a message.
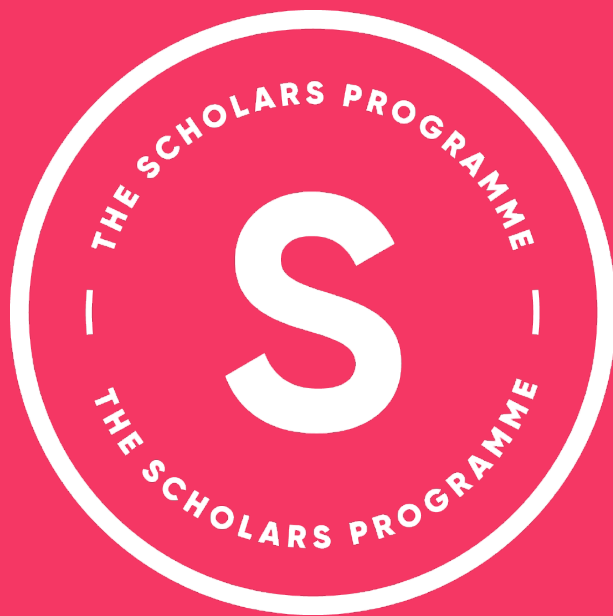
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