



## CIEE Paris, France

<b>Course title:</b>	International Journalism
<b>Course code:</b>	(GI) JOUR 3001 PAFR
<b>Programs offering course:</b>	Arizona State University Global Flex - Course + Internship, Arizona State University Global Flex - 3 Credit, Arizona State University Global Flex - 6 Course Credits, Paris Open Campus Block
<b>Open Campus Track:</b>	Communications, Journalism, and New Media
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Spring Block II 2023

### Course Description

This course is designed to provide an introduction to the theories and techniques of journalism, with an emphasis on fairness and accuracy of journalistic coverage of diverse, multi-ethnic communities, the role of journalism in democratic societies, news values and ethics, and reporting and writing techniques. Using specific examples from two geographical and political arenas, students examine the influence of journalism on politics, business, and society. Students will also pay particular attention to the role of foreign correspondents in the location of their study. Much of the coursework will include practical reporting, with students developing a journalism portfolio based on weekly exercises.

### Learning Objectives

By completing this course, students will:

- Understand issues and ethics in international reporting as practiced by local journalists
- Be able to demonstrate intercultural reporting skills, and demonstrate a portfolio of writing
- Appreciate how interactive technologies have affected the practice of journalism
- Discuss the complex relationship between journalism and the development of a democratic society and display an awareness of future challenges concerning (international) journalism
- Know how media organizations in the local context are evolving in the fast-changing digital world

### Course Prerequisites

Students should have successfully completed a 2000-level course in Journalism, Communications, or a related discipline.

### Methods of Instruction

The course will use as its methods of instruction a mix of lectures, readings, group discussions, site visits, guest speakers, student presentations, and a small portfolio of journalism stories.

### Assessment and Final Grade

1.	Digital Project	20%
2.	Short Reporting Assignments	20%
3.	Final Paper	20%
4.	Group Presentation	20%
5.	Participation	20%
	TOTAL	100%

### Course Requirements

#### **Digital Project**

By using an online platform to be discussed between the student and professor, students will work on an individual project. The topic to develop in this project needs to be relevant for the host culture and related to current affairs. Students should develop findings, include interviews and visual materials to make their points.

### **Short Reporting Assignments**

Students will become foreign correspondents, reporting on aspects of local life and culture for a student-audience back home – one News story, one Sports story, and one Feature story. These assignments will contribute to an online course magazine, which will be shared using the Flipboard application. Through these reporting exercises, students will have the opportunity to enhance their journalistic skills during the course. The final reporting assignment will be an explorative and reflexive-critical accounting of international journalism in the local context (a sort of Editorial story).

### **Final Paper**

A final paper of 2500 words will cover an issue facing local and international journalists today. A list of potential topics will be circulated in advance, although students will be encouraged to come up with their own. Although it may be written in a journalistic style, the paper will have citations and a bibliography. Students will be encouraged to conduct interviews for this paper.

### **Group Presentation**

Small groups of students will work together for an end-of-term presentation on a current news topic, analyzing the ways in which this topic is reported across regional and North American print, broadcast and online media.

### **Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

### **Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

### **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

## **Weekly Schedule**

### **Week 1**

Class: 1.0 Introductory Session

There will be a mutual exchange of expectations for the course. Then, a general introduction to journalism and information about the four types of journalism assignments will also be given. What is journalism now and traditionally? Elements of News story, Sports story, Feature, and Editorial.

### **Week 2**

Class: 2.0 Multimedia-Based Journalism

The instructor will discuss what it means to do journalism in a multimedia-based, international and intercultural surrounding, including a short overview of classical journalism theories. Students will discuss the landscape of journalism in host city and host country and who are the big players. The class will also discuss what it is like to do reporting in a multi-ethnic, multi-class society.

#### Readings

Cozma, R., & Chen, K. J. (2013). What's in a tweet? Foreign correspondents' use of social media. *Journalism Practice*, 7(1), 33-46

Sixty years of news media and censorship (2016), Reporters without Borders

Q&A: John Yemma on managing the Christian Science Monitor's leap from print to digital (2014), Nieman La

Class: 3.0 The Changing Role of Journalism in Modern Society

There will be a discussion of the changing role of journalism in modern society, based on different chapters of individual students' choices out of McQuail 2013 (except chapter 1). The lecture will focus on New Media – Social Media, Digital Marketing, Content Writing, Twitter (Trump), Sound Bites, Ninja or Cell Phone journalism, Fake News, and more. Students will have instruction on such skills as finding news stories and sources, interviewing effectively and efficiently, and writing clean news stories with impact.

#### Reading:

McQuail 2013 (one chapter of the students' choice, except Chapter 1)

#### Recommended Reading:

Freedman 2011, pp. 21-46 ("Temperament")

Class: 4.0 Journalism, Society and Technology

There will be a special focus on the relationship between journalism, society and technology today in comparison to classical journalism of the former times. Students will learn how technology is changing journalism and news consumption in contemporary societies. They will explore the intersection of technology and journalism and learn about trends and digital tools they can use to enhance their reporting.

#### Reading:

Nic Newman, Journalism, Media, and Technology Trends and Predictions 2018, Reuters Institute for the Study of Journalism

Explore Google News Lab

**Short Reporting Assignment 1 (News story) due**

### Week 3

Class: 5.0 Basic Tool Set for Journalists

There will be a presentation on the fundamental knowledge of news values as well as reporting and writing techniques by the professor / instructor.

Reading:

Freedman 2011, pp. 47-86 ("Reporting") and pp. 87-132 ("Writing")

Recommended Reading:

Sissons 2006, pp. 23-40 ("What is news?") and pp. 41-56 ("Telling the story")

**Digital Project due**

Class: 6.0 Investigative Journalism

Processes, elements and techniques of investigative journalism. Systematic enquiry. Dealing with the sources. The 'muckrackers'. Freedom of information legislations. Investigative journalism or 'leak' journalism?

**Case study:** the Panama Papers.

Reading:

H. Sissons, Practical Journalism. How to write news, SAGE, 2006

S. Allan (ed.), Journalism: Critical Issues; Open University Press, 2005

Class: 7.0 Own Writing and Editing Exercises

Students will bring their own writing and editing exercises to class. Students will be divided into small groups and given instructions on how to critique writing. Afterward, students will offer feedback in front of the class. The instructor will facilitate the workshop and offer direct feedback as well. At the end of the class, each student will receive copies of edits and comments from their group members as well as the instructor's comments and edits.

**Short Reporting Assignment 2 (Sports story) due**

### Week 4

Class: 8.0 Journalism in International Comparison

There will be a lecture and discussion on different interview and in-depth research techniques for different types of story reporting in the host country. Students will learn to develop local sources, learn to take advantage of local resources and consider the attributes of compelling, meaningful stories that are relatable to a global audience.

Reading:

Weaver, D. H., & Willnat, L. (Eds.). (2012). The global journalist in the 21st century. Routledge., pp. 529-551

Beliveau, R., Hahn, O. & Ipsen, G. (2011). Foreign Correspondents as Gatekeeping Mediators and Translators Between Cultures: Perspectives from Intercultural Communication Research in Anthropology, Semiotics, and Cultural Studies. In Gross, P. & Kopper, G.G. (Eds.).

Understanding Foreign Correspondence, 129-163.

Recommended Reading:

Nosseck, H. (2004). Our news and their news: The role of national identity in the coverage of foreign news. Journalism, 5(3), 343-368.

Online:

Geert Hofstede National Culture:

Journalism Studies Section within the European Communication Research and Education Association (ECREA): <http://sections.ecrea.eu/JS/>

Class: 9.0 Meet with Local Journalists

Students will meet with local journalists and ask questions related to differences in journalism as well as fairness / accuracy of journalistic coverage of diverse communities. Students will take a field trip to visit local journalists

### **Short Reporting Assignment 3 (Editorial) due**

Class: 10.0 International Press Regulations

In this class, the lecturer will present on examples of national policies restricting, impeding or "guiding" news reporting. Policies and their applications in host country will be a central focus of today's discussion.

#### Reading:

Becker, L.B. and Tudor, V. (2012). Freedom of the press around the world, in de Beer, A. S. (Ed.). Global journalism: Topical issues and media systems, 65-85.

### **The second half of the class will be dedicated to student presentations**

## **Week 5**

Class: 11.0 Differences Between Journalism in the US and the Host Country

This class will examine the different professional and political environments in which the host country and American journalists work and the different sets of restrictions and pressures facing these two peer groups. Students will also compare host country coverage by local media with that covered by foreign media. In the second half of the class, we will focus on developing our journalistic toolkit: how to identify, report and tell stories that have been missed, how to interview to get good quotes for human-interest stories, how to decode complicated issues and tell a complete story to a broad audience.

#### Reading:

Kyle Munso, China journalist: U.S. media should be less critical and more concerned about bias (2017), The Des Moines Register

Class: 12.0 Differences Between Journalism in the US and the Host Country (2)

A journalist from an American news outlet in the host country will be invited to speak to the students about their experience covering the host country. Particular focus will be given to discussing how they negotiate fundamental ideological differences in the field (freedom of the press/restrictions, journalistic autonomy/dependence, and creativity/mono-linear narratology)

#### Reading:

### **Short Reporting Assignment 4 (Feature story) due**

## **Week 6**

Class: 13.0 Actual and Future Challenges

There will be a discussion of the changing role of journalism in modern society, based on a common closing text by Samuel G. Freedman and on texts of individual participants' choices out of Peters & Broersma 2013. Topics include ethics and public trust in journalism, participatory or emerging new forms of journalism, etc.

#### Reading:

Freedman, S. G. (2011). Letters to a Young Journalist. Basic Books (AZ). pp. 167-170 ("Epilogue")

Peters, Chris & Broersma, Marcel. (2013). Rethinking Journalism: Trust and participation in a transformed news landscape. 10.4324/9780203102688. (one article of free choice out of this

Class: 14.0 Site Visit 2

Students will visit a local media organization Students will learn from reporters and editors and how to decipher essential information such as trends.

Class: 15.0 What Next?

Aspiring journalists are the future of news. It is both an exciting and challenging time to be a journalist. Technology is transforming journalism and has provided creative tools to assist storytelling. This being said, the industry is going through tremendous struggles to maintain probability while it is under attacks by political leaders and readers alike across the world. In this session, students will devise strategies for maintaining integrity of individual journalists while embracing new technologies and tools to help them produce meaningful journalism that is accessible to their audience and of great public importance.

Reading:

Keohane, Joe. "What news-writing bots mean for the future of journalism." *Wired* (2017).

Young, M. L., Hermida, A., & Fulda, J. (2018). What Makes for Great Data Journalism? A content analysis of data journalism awards finalists 2012–2015. *Journalism Practice*, 12(1), 115-135.

Montal, Tal, and Zvi Reich. "I, robot. You, journalist. Who is the author? Authorship, bylines and full disclosure in automated journalism." *Digital Journalism* 5.7 (2017): 829-849.

**Final Paper due**

**Course Materials**

**Readings**

- Becker, L.B. and Tudor, V. (2012). Freedom of the press around the world, in de Beer, A. S. (Ed.). *Global journalism: Topical issues and media systems*, 65-85.
- Beliveau, R., Hahn, O. & Ipsen, G. (2011). Foreign Correspondents as Gatekeeping Mediators and Translators Between Cultures: Perspectives From Intercultural Communication Research in Anthropology, Semiotics, and Cultural Studies. In Gross, P. & Kopper, G.G. (Eds.). *Understanding Foreign Correspondence*, 129-163.
- Brock, G. (2013) *Out of Print: Newspapers, Journalism and the Business of News in the Digital Age*. London, UK: Kogan Page.
- Craft, S., & Davis, C. (2013) *Principles of American Journalism: An Introduction*. London, UK: Routledge.
- Cushion, S. & Lewis, J. (2010) *The Rise of 24-hour News Television: Global Perspectives*. Bern, Switzerland: Peter Lang Publishing.
- Dell'Orto, G. (2014) *American Journalism and International Relations: Foreign Correspondence from the Early Republic to the Digital Era*. Cambridge, UK: Cambridge University Press.
- Freedman, S. G. (2011) *Letters to a Young Journalist*. Basic Books (AZ).
- Hallin, D. & Mancini, P. (2004) *Comparing Media Systems: Three Models of Media and Politics*. Cambridge, UK: Cambridge University Press.
- Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations across Nations*. Thousand Oaks, CA: Sage Publishing.
- Keohane, Joe. (2017) "What news-writing bots mean for the future of journalism." *Wired*
- McQuail, D. (2013) *Journalism and society*. Thousand Oaks, CA: Sage Publishing.
- Montal, Tal, and Zvi Reich (2017) "I, robot. You, journalist. Who is the author? Authorship, bylines and full disclosure in automated journalism." *Digital Journalism* 5.7: 829-849.
- Nic Newman, *Journalism, Media, and Technology Trends and Predictions 2018*, Reuters Institute for the Study of Journalism
- Nossek, H. (2004). Our news and their news: The role of national identity in the coverage of foreign news. *Journalism*, 5(3), 343-368.
- Peters, C. & Broersma, M. (eds) (2013). *Rethinking journalism. Trust and Participation in a Transformed News Landscape*. London, UK: Routledge.
- Örnebring, H. (2012). "Comparative Journalism Research—An Overview". *Sociology Compass Publication*, Vol. 6(10) pp. 769–780
- Raymond Boyle (2017) *Sports Journalism*, *Digital Journalism*, 5:5, 493-495, DOI: 10.1080/21670811.2017.1281603
- Rowe, David. "Sports journalism: Still the 'toy department' of the news media?" *Journalism* 8, no. 4 (2007): 385-405.

- Sissons, H. (2006): Practical journalism: How to Write News. Thousand Oaks, CA: Sage Publishing.
- Weaver, D. & Willnat, L. (eds.) (2012). The Global Journalist in the 21st Century. London and New York: Routledge.
- Tim Harrower (third edition; 2013), Inside Reporting, pp. 112-34, "Features with news hooks
- Young, M. L., Hermida, A., & Fulda, J. (2018). What Makes for Great Data Journalism? A content analysis of data journalism awards finalists 2012–2015. Journalism Practice, 12(1), 115-135.
- Sixty years of news media and censorship (2016), Reporters without Borders

### Online Resources

- BBC College of Journalism (video channel): <https://www.youtube.com/user/bbccojovideo>
- Columbia Journalism Review: <http://www.cjr.org/>
- Reuters Institute for the Study of Journalism (resources page): <http://reutersinstitute.politics.ox.ac.uk/page/resources>
- Rio On Watch : <http://rioonwatch.org.br>
- Reporters without Borders: <https://rsf.org/en>
- Geert Hofstede National Culture: <http://geert-hofstede.com/national-culture.html>
- Journalism Studies Section within the European Communication Research and Education Association (ECREA): <http://sections.ecrea.eu/JS/>
- China Digital Times: <https://chinadigitaltimes.net/>
- China Media Project: <http://chinamediaproject.org/>
- ChinaFile: <http://www.chinafile.com/>
- Google News Lab