



## CIEE Global Institute - Paris

<b>Course name:</b>	International Journalism
<b>Course number:</b>	(GI) JOUR 3001 PCFS
<b>Programs offering course:</b>	Open Campus
<b>Open Campus track:</b>	Communications, Journalism and New Media
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Spring 2019

### Course Description

This course will introduce students to theories and techniques of journalism (history, formats, processes) with emphasis on covering diverse, multi-racial communities fairly and accurately, the role of journalism in a democracy, news values and ethics, reporting and writing techniques. Journalism will be analyzed and studied as a complex phenomenon, which involves historical, political, linguistic and social factors. The representation of international journalism in its technique and resources will be also addressed through the analysis of movies such as *Citizen Kane* and *The Year of Living Dangerously*, and recent TV shows such as *The Newsroom* or *House of Cards*. Students will focus on such bulwarks of French journalism as *Le Monde* and *Libération*, as well as the importance of France Radio and French television journalism, both private and public. Particular focus will be given the growing role of Internet journalism, including such blogs as rue89, Mediapart and Bondyblog.

### Learning Objectives

By the end of the course, students will be able to:

- Recognize the role of journalism in contemporary societies
- Analyze the representation of journalism through other media, such as television and film
- Develop a deepened understanding of contemporary communication theories
- Acquire a deepened understanding of French society
- Demonstrate an appropriate use of specific vocabulary in the field of journalism history, techniques and genres
- Develop the ability to write critically about media systems in Europe and the U.S.
- Develop informed knowledge around the notions of news, report, chronicle, gonzo, photojournalism, editorial
- Develop writing skills within the journalism medium.

### Course Prerequisites

No specific prerequisites are needed for this course.



## Methods of Instruction

This course will combine lectures, class debates, walking tours, film screenings, press reviews and conversations with guest speakers.

## Assessment and Final Grade

Quizzes:	20%
Presentation:	25%
Final Exam:	25%
Participation:	30%

## Course Requirements

### **Quizzes**

Twice in the block a quiz will be taken, checking that the texts and the presentation are understood. Students will be assessed on their mastery of key notions, ideas and issues covered in class lectures and discussions as well as in readings. Quizzes will consist of multiple-choice and short answer / paragraph questions to measure the students' progress through the course.

### **Presentation**

In small groups, students will present on a specific journalism genre. Social, cultural and philosophical aspects should be addressed. Each member of the group must participate in preparing and in delivering a portion of the presentation. Topics will be discussed and agreed with the professor during the second week of class.

### **Final Exam**

Students will take a final exam at the end of the course. The exam (multiple choice test + one short essay) will include all topics analyzed in class.

### **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.

For this specific course, presenting the texts and participating in the blog of the class are part of the weekly participation:

- **Blog Posts.** Students will be asked to write four posts to be published on the course blog. Each post will have a specific format (interview, news story, chronicles and reports).



Professor will indicate topics and format and will provide extensive and precise guidelines. Only the three best grades will be taken into account in the grade for the course. This exercise is part of the “participation grade” of the week.

- **Presenting a Text.** For each text, a student will volunteer to present the 3 main issues addressed by the text. This exercise is part of the “participation grade” of the week.

### Course Attendance and Punctuality

Regular class attendance is required throughout the program, and all unexcused absences\* will result in a *lower participation grade* for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

\*Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, *excessively tardy (over 15 minutes late) students will be marked absent. Attendance policies also apply to any required co-curricular class excursion or event\*, as well as to Internship, Service Learning, or required field placement.*

\*With the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. *No make-up or re-sit opportunity will be provided.*

An absence in a CIEE course will only be considered excused if:

- a doctor’s note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	Reduction of participation grade

10 – 20%	2	Reduction of participation grade; written warning
More than 20%	3	Automatic course failure, and possible expulsion

## Weekly Schedule

### **Week 1 Defining Journalism**

**Session 1** – This class will introduce the multiple definitions of journalism and how the web challenges its status. The figures of journalists and editors will be also introduced.

The syllabus will be presented and reviewed, with emphasis on assessment methods and course requirements.

**Session 2** – This session will draw a picture of the international media system, with an emphasis on Europe and France. The objective is to get acquainted with the media landscape, its pluralism and its shifting formats.

**Required Reading:** Kuhn, Raymond. (2011). *The contemporary media landscape. The Media in Contemporary France*, McGraw - Hill Education, ch.2, pp. 29-57.

### **Week 2 Genres and Purposes**

#### **Session 3 – Investigative Journalism, New Journalism and Gonzo Journalism**

In the era of Twitter, raw information circulates very quickly, too quickly perhaps? How does journalism renew itself in such a context? In fact, since the 1970s, journalism has been facing these interrogations. This session will provide an introduction to traditional and innovative “new” formats.

**Presentation 1: Print journalism in crisis - *The Guardian*, the metamorphosis of a daily newspaper.**

Screening: Alan Pakula, *All The President's Men*, 1976.

**Required reading:** Erik Albæk, Arjen van Dalen, Nael Jebril and Claes de Vreese, "Does Infotainment Journalism Lead to political Cynicism?", in *Political Journalism in Comparative Perspective*, 2014 Ch. 7 pp. 119-141.

#### **Session 4 – Live Journalism**



This session will present the specificities of “live” disciplines in broadcasting and digital journalism. How is “an event” covered by journalists? What is “an event”? This aspect of the profession, high in adrenaline, will be approached and analyzed through concrete examples.

Assignment due: [Blog Post 1 / Start an Investigation](#)

[Presentation 2: Analyzing the Anglo-Saxon coverage of the Italian elections.](#)

**Required reading:** Piers Robinson, "The CNN Effect Revisited", *Critical Studies in Media Communication*, 2005, 22:4, 344-349

### **Week 3 The Making of the News**

#### ***Session 5 – Formats and audiences***

What are the classical formats of daily journalism? How do they meet their audience? Starting from concrete examples, this class will show how “the medium is the message”.

[Presentation 3: The status of tabloids and gossip magazines](#)

**Required reading:** Baudrillard, Jean (2002). *The Racing Driver and His Double. TV Fantasies, Screened Out*: pp. 166-170.

#### ***Session 6 – Financing the news: The issue of business models***

The dematerialization of information raises questions about the value of this information. How much does it cost to produce “good” journalism and who may be willing to pay for it? By which means? This session will confront old and new business models.

Quiz 1.

[Presentation 4: Explain and illustrate the “Freemium” model](#)

**Required reading:** Kathrin Hayles, “Hyper and Deep Attention: The Generational Divide in Cognitive Modes,” *Profession*, 2007, pp. 187-199.

### **Week 4 Media and Society**

#### ***Session 7 – Ethics and regulation***

In journalism, deontology is key. Charters have been debated and created since the origin of the press. How do new media alter these fragile gatekeepers?

Screening : Sidney Lumet, *Network*, 1976.

Assignment due: [Blog Post 2 / choose a media you like and critically look for \(and list\) its sources of income.](#)

[Presentation 5: The ethics of photojournalism](#)

#### **Required readings**

1. Sontag, Susan, “Fascinating Fascism”, *Under the Sign of Saturn*, New York, Farrar, 1980, p. 73-105.

2. Tworzecki, Hubert, "Political Communication and Media Effects in the Context of New Democracies of East-Central Europe". Semetko, Holli A. & Scammell, Margaret [Ed.], *The Sage Handbook of Political Communication*, 2012, Ch. 35.

**Session 8 – (to be confirmed) Monthly editorial meeting of [www.toutelaculture.com](http://www.toutelaculture.com) (19h15- 21h00) or Field trip: History and Memory of November 13**

Assignment due: Blog Post 3 / Take a Look at *Toute La Culture* and give your first (critical) impressions or What is a "No Go Zone"?

**Required reading:** Carlo Ginzburg, "Checking the evidence: The Judge and the Historian", *Critical Inquiry* Vol. 18, No. 1 (Autumn, 1991), pp. 79-92.

**Session 9 – High and low culture: communication in the age of hyper-individualism.**

What is a content that "elevates"? Media consumers are more and more individualistic, and the supply is more and more abundant. In our era of narcissism, is there a way for certain media to raise the level of consciousness and heighten the standards of public debate?

Quiz 2.

Assignment due: Blog Post 4 / Reactions to the field trip

Presentation 6: Analyze the phenomenon of the Kardashians.

**Required readings**

1. Curran, James and Witschge, "Liberal Dreams and the Internet"; In Fenton, Natalie (ed.) *New Media, Old News: Journalism & democracy in the Digital Age*; Sage, London, Los-Angeles, 2011, Ch. 6, p 102-118.

2. Laura Buffardi & W Keith Campbell, "Narcissism and Social Networking Web Sites", *Personality & social psychology bulletin*, October 2008, vol. 34 no. 10, 1303-1314.

**Week 5**

**News and Politics**

**Session 10 – The Power of the Media**

The media have often been described as a "fourth power", a counterbalance to the traditional political powers and one participating in the democratic defense against the "tyranny of the majority". Is the web feeding brand new elements in this system of checks and balances?

Presentation 7: The media in de Tocqueville's *Democracy in America*.

**Required reading:** Altheide, David L. "The Mass Media and Terrorism", *Discourse & Communication*, Vol. 1, No. 3, 2007.

**Session 11 – Media, Opinion and Direct Democracy**



To its critics, modern representative democracy abducts power to keep it in the hand of some happy few. Can the internet and the immediate and wider access to a globalized public sphere overcome this trend? Many dream of an extended version of the direct Athenian democracy for the 21st century.

Assignment due: Blog Post 5 / Evaluate the significance and controversies regarding the Paradise Papers.

Presentation 8: Anonymous, a new counter-power?

**Required reading:** Peter Dahlgren, "Democracy, Participation and media connection", *The political web: media, participation and alternative democracy*, Palgrave Macmillan, 2013, pp. 9-36.

## Week 6 International Journalism in the 21<sup>st</sup> Century

### **Session 12 – Media in the 21<sup>st</sup> century: a worldwide network?**

Where are we heading towards? Are there invisible trends across borders, nations, languages and identities, that are in the making and can we be aware of them? Can we anticipate?

Field trip : France 24 (to be confirmed).

Presentation 9: The media and the Arab Spring.

**Required reading:** Joseph S. Nye, "Smart Power", in "The Future of Power", *Public Affairs*, New York, 2011, Part 3 "Policy", ch.7, p. 207-234

### **Session 13 – Final Exam. Wrap-up and conclusions.**

**Required reading:** Jad Melki and May Jabado, "Mediated Public Diplomacy of the Islamic State in Iraq and Syria: The' Synergistic Use of Terrorism, Social Media and Branding", *Media and Communication* 2016, Volume 4, Issue 2, p.92-103

## Course Materials

### **Bibliography**

Lee C. Bollinger, Uninhibited, *Robust, and Wide-Open: A Free Press for a New Century*, Oxford University Press, 2010.

Nicholas Carr, *The Shallows: What the Internet is Doing to Our Brains*, W. W. Norton, 2008.

Regis Debray *Media Manifestos: On the Technological Transmission of Cultural Forms*, Verso, 1996.

Natalie Fenton, *New Media, Old News : Journalism and democracy in the digital age*, Sage, 2011.

Freedman S. Letters to a young journalist. New York: Basic Books, 2011. Print.

Hallin D. And Mancini P., *Comparing media systems: three models of media and politics*, Cambridge University Press, 2004. Print.

Marshall McLuhan, [\*Understanding Media: The Extensions of Man\*](#), Ginko Press, 2003 [1964]



McQuail D. *Journalism and Society*. Thousand Oaks: SAGE, 2013. Print.

Peters C. and Broersma M. (Eds.) *Rethinking Journalism. Trust and participation in a transformed news landscape*, New York: Routledge, 2013.

Piers Robinson, [\*The CNN effect: the myth of news, foreign policy and intervention\*](#), Routledge, 2002

Hartmut Rosa, *High-Speed Society: Social Acceleration, Power, and Modernity*, Penn State University Press, 2010.

Semetko, H., Scammell, M., *The sage handbook of political communication*, Sage, 2012.

Michael Schudson, [\*Why democracies need an unlovable press\*](#), Polity, 2008.

Sissons H., *Practical Journalism. How to write news*, Thousand Oaks: SAGE, 2006.

Valentini C. and Nesti G., *Public Communications in the European Union. History, Perspectives and Challenges*, Newcastle: Cambridge Scholars Publishing, 2010.

Bernard Stiegler, *States of Shock: Stupidity and Knowledge in the 21st Century*, Polity Press, 2015.

Wahl-Jorgensen & Hanitzsch, *Handbook of journalism studies*, Routledge, 2009.

Weaver D. and Willnat L., *The global journalist in the 21st Century*, New York: Routledge, 2012.

Further reading materials will be assigned on a week-by-week basis.

Professor will provide a complete list of complementary readings, media sources and articles published in national and international media in order to stimulate class debates and activities.

### **Academic Integrity**

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own*.

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).





The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.*

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.