Course name: International Journalism  
Course number: (GI) JOUR 3001 MASP  
Programs offering course: Open Campus  
Open Campus Track: Communication, Journalism and New Media Tracks  
Language of instruction: English  
U.S. semester credits: 3  
Contact hours: 45  
Term: Spring 2020

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-racial communities, the role of journalism in democratic societies, news values and ethics, and reporting and writing techniques. Using specific examples from Spain, students examine the changing practice of journalism in the digital age. They will pay particular attention to the role of foreign correspondents, for example by examining how RTVE radio, television and online has built a global reputation through its vast network of reporters. Much of the coursework will include practical reporting, with students developing a journalism portfolio based on weekly exercises.

Learning Objectives

By the end of the course students will:

- Understand issues and ethics in international reporting as practiced by European journalists
- Be able to analyze current events from multiple perspectives
- Approach to the use of journalistic sources, working methods, reporting styles, etc.
- Be able to demonstrate intercultural reporting skills, and demonstrate a portfolio of writing
- Appreciate how interactive technologies have affected the practice of journalism
- Know how RTVE (Spanish National Broadcasting Network) and other Spanish and International media organizations are evolving in the fast-changing digital world

Course Prerequisites

None.
Methods of Instruction

The course will use as its methods of instruction a mix of lectures, group discussions, site visits, guest speakers, student presentations, and screenings.

Assessment and Final Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Digital Project</td>
<td>15%</td>
</tr>
<tr>
<td>3 Short Reporting Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20%</td>
</tr>
</tbody>
</table>

TOTAL: 100%

Course Requirements

Reporting Assignments
Students will become foreign correspondents, reporting on aspects of Spanish life and culture for a student audience back home. These assignments will contribute to an online course magazine, which will be shared using the Flipboard app. Through these reporting exercises, students have the opportunity to enhance their journalism skills during the course. The final reporting assignment will be an explorative and reflexive critical accounting of international journalism in the British context.

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

Digital Project
Students will create a small digital piece reporting on a topic of their interest related to current events in Madrid/Spain with an international perspective.

Final Paper
A final paper of 2500 words will cover an issue facing 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.

**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 Policy**
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 must 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. 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.

Attendance policies also apply to any required class excursion, 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.
Unexcused absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>1 content classes, or up to 2 language classes</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>2 content classes, or 3-4 language classes</td>
<td>Participation graded as per class requirements; <strong>written warning</strong></td>
</tr>
<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td>Automatic <strong>course failure</strong>, and possible expulsion</td>
</tr>
</tbody>
</table>

**Weekly Schedule**

**Week 1**  Defining journalism

**Class 1:1**  **Introduction**
Introduction to the course topics. Presentation of the syllabus. Assessment methods and course requirements. Course schedule.

**International journalism: a comparative perspective**

**Readings**
Selections from:
Seib, The global journalist. Chapter 6

Class 1:2

**The birth of a free press**

**Readings**

**Week 2**

**Genres**

Class 2:1

**Investigative journalism**

Film screening and debate: All the President’s Men (1976), directed by Alan J. Pakula. Students will be able to discuss the practice of investigative journalism and its sociopolitical implications.

**Readings:**

**Class 2:2**

**European and Spanish Journalism**

The European media tradition. The Spanish media landscape; readership and consumption patterns. The printed media. The TV networks. The Digital Terrestrial Technology.

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

**Week 3**

**Techniques and resources**

**Class 3:1**

**How to write news**

The gathering, selection and writing process. The right questions. The right answers. Accuracy, neutrality and objectivity. The sources. Fact checking. 'Sniff out' original stories. Grammar and style: the basic rules of good writing.

Film screening and debate: *Citizen Kane* (1941), directed by and starring Orson Welles. Students will be able to reflect upon changes in the role of journalism from the 1940s to the 21st century.

**Readings**

Selections from:

**Class 3:2**

**News media and political elites**
Market mechanisms, commercial media and the role of the state. Neutrality v. partisan advocacy. Theorizing the role of the media: the liberal model, the democratic corporatist model and the polarized pluralist model.

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

Assignment due: Blog Post II

Class 3:3 Site Visit: RTVE Internacional

Week 4 Formats and audiences

Class 4:1 A format per story
Analyzing examples from national and international newspapers and magazines, students will learn about the specific elements and characteristics of the most widespread journalistic formats: story, interview, report, chronicle and profile.

Broadcasting the news

Readings:
S. Cottle, “In defense of ‘thick’ journalism; or how television journalism can be good for us,” in S. Allan (ed.), *Journalism: Critical Issues*; Open University Press, 2005; pp 109-124

Class 4:2 War correspondents
Assignment due: Blog Post III

Readings:

**Week 5**

**Media Ethics in a globalized world**

**Class 5:1**

**Codes and practices**

**Film screening and debate:** *Good night, and good luck* (2005), directed by George Clooney. Class discussion on how to negotiate ethical principles and political pressures.

Readings:

**Class 5:2**

**Journalism – a deadly profession**
In 2015 alone, 73 journalists were killed at work. 1190 journalists have been killed since 1992, not counting the large number of other media workers, such as researchers and translators, who also lost their lives. We will analyze general trends and individual cases.

Readings:
Week 6  International Journalism in the 21st century

Class 6:1  Opportunities and challenges
The impact of the Internet on the work of news reporting and analysis. Journalism and digital communication techniques. Students will discuss the main challenges of practicing journalism in a globalized world, by contrasting and comparing American, Italian and European media, regulations and codes.

Group presentations and debate

Readings:

Assignment due: Blog Post V

Class 6:2  Final exam

Readings
S. Allan (ed.), *Journalism: Critical Issues*; Open University Press, 2005  
D. Weaver and L. Willnat (Eds.), *The global journalist in the 21st Century*. New York: Routledge,  

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