



CIEE Global Institute – Rome

Course name:	International Journalism
Course number:	(GI) JOUR 3001 ROIT
Programs offering course:	Rome Open Campus (Communications, Journalism and New Media Track)
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-ethnic communities, the role of journalism in democratic societies, news values and ethics, and reporting and writing techniques. All this is done with a special comparative focus on the situation of journalism in the country of study, in Europe as a whole and the U.S. Using specific examples from especially the first two geographical and political areas, students examine the influence of journalism on politics, business, and society. Being in a vibrant European capital, with dozens of newspapers, magazines, and new media produced here, students experience the location and organizers of the most influential national press briefings as well as attend an editorial board meeting of one of the most popular daily newspapers. They will also pay particular attention to the role of foreign correspondents. 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:

- Have a basic understanding of the role of journalism in our modern societies and the challenges and changes it is currently undergoing (e.g. technological, societal and ethical developments)
- Have built and demonstrated a knowledge of differences between journalism in different countries all over the world (e.g. media system, institutions, content and journalists).
- Have compared the Italian journalism with that in the US and critically assessed the two approaches.
- Discussed the complex relationship between journalism and the development of a democratic society and displayed awareness of future challenges concerning (international) journalism.
- Be able to fulfill at least very basic journalistic tasks (such as writing a complete short news message and a pre-editing of a newspaper page or webpage microsite).

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

Weekly Assignments (3):	20%
Feature Article Writing	20%
Group Presentation:	20%
Final Exam:	20%
Class Participation	20%

Course Requirements

Weekly Assignments (3)

In the 3 weekly assignments students will have to confront and analyze news and/or the issue discussed in class or during the on-site classes; and to write two short articles (about 800 words, Arial 12, spaced 1.5). Professor will indicate topics and format and will provide extensive and precise guidelines, together with the material already available on Canvas.

Feature Article Writing

During the six weeks of the course the student will ideate, research and write a feature article. (about 2500 words, Arial 12, spaced 1.5) Topics will be discussed and agreed with the professor during the second week of class. Professor will provide extensive and precise guidelines.

Group Presentation

Students will form small groups and present on one journalism genre, e.g. investigative journalism or gonzo journalism, by discussing examples, characteristics, status within the field, etc.. Each member of the group must participate in preparing and 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 and short essays) will cover all topics discussed and analyzed in class. Rubrics will be used to assess each assignment.



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. In order to promote future pedagogical and strategic adjustments, students will also be requested to fill a form with an anonymous evaluation related to the class dynamics and contents. Although the content of the evaluation (considering that is anonymous) will not be evaluated or graded, satisfying this requirement constitutes a mandatory participation task.

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:

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

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1

Defining journalism

Class 1:1

Introduction

What is journalism? What does a journalist do? What is news? Who owns them? Definitions and genres: advocacy, gonzo, investigative, tabloid, yellow journalism. Introduction to the course topics. Presentation of the syllabus. Assessment methods and course requirements. Course schedule.

International journalism: a comparative perspective

Journalists and editors. Press barons. Ownership: myth and reality. News agencies. Sources of the news. Gathering the facts. Interviews. Italy and Europe in the international media system.

Reading: A. Tucher, "Why Journalism History Matters: The Gaffe, the 'Stuff,' and the Historical Imagination", in *American Journalism*; Fall 2014, Vol. 31, pp. 432-444

Class 1:2

The birth of a free press

The role of journalism in a democratic society. What is objectivity? Why journalism history matters. The key phases in journalism history and the prevailing business model in each. The intellectual foundations of European liberalism. The neutral 'watchdog'. Media monopolies. State propaganda. Globalization and commercialization. Freedom of the press: the case of Russia.



Reading: S. Pasti, M. Chernysh and L. Svitich, "The Russian journalist and their profession", in D. Weaver and L. Willnat (Eds.) *The global journalist in the 21st Century*. New York: Routledge, 2012
Selections from: M. Conboy, *Journalism. A Critical History*, Sage, 2014; I. Hargreaves, *Journalism. A Very Short Introduction*, Oxford UP, 2003

Week 2

Genres

Class 2:1

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.

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.

European and Italian Journalism

The European media tradition. The Italian media landscape; readership and consumption patterns. The printed media. The TV networks. The Berlusconi Case. '*Lottizzazione*' and media legislation. The Digital Terrestrial Technology. The Vatican and the press.

Reading: M. Bromley, "Subterfuge as public service: investigative journalism as idealized journalism," in S. Allan (ed.), *Journalism: Critical Issues*; Open University Press, 2005, pp. 313-329

Selections from:

- H. Sissons, *Practical Journalism. How to write news*, SAGE, 2006
- S. Allan (ed.), *Journalism: Critical Issues*; Open University Press, 2005
- D. Hallin and P. Mancini, *Comparing media systems: three models of media and politics*. Cambridge UP, 2004
- C. Valentini and G. Nesti (eds.) *Public Communications in the European Union. History, Perspectives and Challenges*. Newcastle: Cambridge Scholars Publishing, 2010

Class 2:1

On-site class at *La Repubblica*, (Via Cristoforo Colombo, 98) *La Repubblica* is among the most prominent Italian newspapers, currently focused on expanding its online version. Students will



visit the newsroom and interact with the editorial staff.

Due date for submission of Written Assignment 1

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.

Reading: H. Sissons, *Practical Journalism. How to write news*, SAGE, 2006; D. Hallin and P. Manchini, *Comparing media systems: three models of media and politics*. Cambridge UP, 2004

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.

Reading: I. Hargreaves, *Journalism. A Very Short Introduction*, Oxford UP, 2003; S. Allan (ed.), *Journalism: Critical Issues*; Open University Press, 2005

Class 3:3

On-site class at the Press Office of the Italian Chambers of Deputies (Piazza Montecitorio 1). Students will visit the Chambers of Deputies in Palazzo Montecitorio and talk representatives of the Press Office, where parliamentary journalists follow the workings of the Italian parliament.

Due date for submission of Written Assignment 2

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

Writing for broadcast. The radio. The television audience. Purposes and language of broadcast news. Audiovisual narrations. The control of TV channels and political power in the 21st century. Videocracy?

Reading: H. Tumber, "Journalism and the war in Iraq," in S. Allan (ed.), *Journalism: Critical Issues*; Open University Press, 2005, pp. 370-380; S. Cottle, "In defence 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

The war correspondent: motivation and risks. Journalism, objectivity and war. The impact of media. Techniques of war reporting. 'Embeds' and independents: journalists and the military.

Reading: H. Sissons, *Practical Journalism. How to write news*, SAGE, 2006; Y.T. Mc Ewen and F.A. Fisker (eds.), *War, Journalism and History. War Correspondents in the Two World Wars*; Peter Lang, 2012; G. Mc Laughlin, *The War Correspondent*, Pluto Press, 2002

On-site class at Associazione Stampa Estera in Italia.

Students will have the opportunity to meet the community of foreign correspondents living and working in Rome.

Due date for submission of Written Assignment 3

Week 5

Media ethics in a globalized world

Class 5:1

Codes and practices

Professional ethics in journalism: facts, values, loyalties and principles. Models of ethical decision making. Conflicting loyalties? What is truth? Packaging the story: news as manufactured products.

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.



Reading: R. Keeble, "Journalism ethics: towards an Orwellian critique?", in S. Allan (ed.), *Journalism: Critical Issues*; Open University Press, 2005; pp.54-65

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.

Reading: P. Patterson and L. Wilkins, *Media Ethics, Issues & Cases*, McGraw-Hill, 2014; M. Conboy, *Journalism. A Critical History*, Sage, 2014

Due date for submission of Feature Article

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.

Class 6:2

Group presentations and debate

Class 6:3

Final exam

Readings

S. Allan, "News on the Web: the emerging forms and practices of online journalism," in S. Allan (ed.), *Journalism: Critical Issues*; Open University Press, 2005; pp. 67-83

Jon Silverman, "YouTube If You Want To: New Media, Investigative Tele-Journalism and Social Control,," in A. Charles and G. Stewart (eds.), *The End of Journalism. News in the Twenty-First Century*; Peter Lang, 2011, pp.51-62

O. Guedes Bailey and R. Harindranath, "Racialized 'othering': the representation of asylum seekers in the news media," in S. Allan (ed.), *Journalism: Critical Issues*; Open University Press, 2005, pp. 274-286

Selections from:



- A. Charles and G. Stewart (eds.), *The End of Journalism. News in the Twenty-First Century*; Peter Lang, 2011
- M. Conboy, *Journalism. A Critical History*, Sage, 2014
- G. McLaughlin, *The War Correspondent*, Pluto Press, 2002
- I. Hargreaves, *Journalism. A Very Short Introduction*, Oxford UP, 2003
- D. Hallin and P. Mancini, *Comparing media systems: three models of media and politics*. Cambridge UP, 2004
- S. Allan (ed.), *Journalism: Critical Issues*; Open University Press, 2005
- H. Sissons, *Practical Journalism. How to write news*, SAGE, 2006
- C. Valentini and G. Nesti (eds.), *Public Communications in the European Union. History, Perspectives and Challenges*. Newcastle: Cambridge Scholars Publishing, 2010
- A. Charles and G. Stewart (eds.), *The End of Journalism. News in the Twenty-First Century*; Peter Lang, 2011
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- A. Tucher, "Why Journalism History Matters: The Gaffe, the 'Stuff,' and the Historical Imagination," in *American Journalism*; Fall 2014, Vol. 31, pp. 432-444
- M. Conboy, *Journalism. A Critical History*, Sage, 2014
- P. Patterson and L. Wilkins, *Media Ethics, Issues & Cases*, McGraw-Hill, 2014

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.

Online Resources

To be assigned

Media Resources

- G. Clooney, (Director). (2005). *Good night and Good Luck* [Motion picture]
- A. Pakula, (Director). (1976). *All the President's Men* [Motion picture]
- O. Welles, (Director). (1941). *Citizen Kane* [Motion picture]