CIEE Rome, Italy

Course title: International Journalism
Course code: (GI) JOUR 3001 ROIT
Programs offering course: Rome Open Campus Block
Open Campus Track: Communications, Journalism, and New Media
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Spring Block II 2021

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

Course Requirements

Group Presentation

Small groups of students will work together for an end-of-term presentation on a current news topic, analyzing
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 (4)

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.

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

Regular class attendance is required throughout the program, and all 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, 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 any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. 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.

Absences for classes will lead to the following penalties:
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<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**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**


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


**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:**


Explore [Google News Lab](https://newsroom.google.com/)

**DUE: Short Reporting Assignment 1 (News story)**

**Week 3**

**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: 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)

Due: Digital Project

Class: 6.0 Investigative Journalism

Processes, elements and techniques of investigative journalism. Systematic inquiry. Dealing with the sources. The 'muckracker's'.

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.

Due: Short Reporting Assignment 2 (Sports story)

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:
Beliveau, R., Hahn, O. & Ipsen, G. (2011). Foreign Correspondents as Gatekeeping Mediators and Translators Between Cultures: Perspectives from Intercultural Communication Research in

**Recommended Reading:**


**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.

**Due: Short Reporting Assignment 3 (Editorial)**

**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:**


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

**Week 5**

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

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).

**Due: Short Reporting Assignment 4 (Feature story)**

**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:**


**Class: 14.0 Site Visit**

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.

**Readings:**


**Due: Final Paper**

**Course Materials**

**Readings**


Tim Harrower (third edition; 2013), *Inside Reporting*, pp. 112-34, "Features with news hooks"
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](https://www.youtube.com/user/bbccojovideo)
Reuters Institute for the Study of Journalism (resources page): [http://reutersinstitute.politics.ox.ac.uk/page/resources](http://reutersinstitute.politics.ox.ac.uk/page/resources)
Rio On Watch : [http://rioonwatch.org.br](http://rioonwatch.org.br)
Reporters without Borders: [https://rsf.org/en](https://rsf.org/en)
Journalism Studies Section within the European Communication Research and Education Association (ECREA): [http://sections.ecrea.eu/JS/](http://sections.ecrea.eu/JS/)

**Google News Lab**