

International Journalism & Global Media

UNH Course Code: JRN330

Subject Areas: Journalism, Communication, Political Science, History

Level: 300

Prerequisites: None

Language of Instruction: English

Contact Hours: 45

Credits: 3

Description:

According to former French President Jacques Chirac, the need for prominence on the transnational communication circuit is leading both nations and cultures to enter into the "global battle of images." This new course begins by analyzing the role of international journalism in contemporary history and places special emphasis on the coverage of armed conflict. From war reporting, the course takes a detailed look at the figure of the foreign correspondent as an intercultural mediator and examines the construction of "the Other" in the international press by closely examining the media portrayal of Islam, the Middle Eastern conflict and the image of Spain in the foreign media. The course moves into the field of global media by analyzing both the traditional Anglo-American news management of world events before presenting the challenges led to this supremacy by news networks such as the Arab world's *Al-Jazeera*, Latin America's *Telesur* project and the launching of the France 24 network and posing the question how does the future of the world news system shape up?

Learning Objectives:

- to trace the role of international journalism within contemporary history from both a European and Atlantic perspective
- to critically analyze the specific importance of war reporting within the global journalism discourse
- to redefine international communication terminology in the light of 21st century changes in the global media structure
- to examine the figure of the foreign correspondent as an intercultural mediator
- to understand the mechanisms behind the media construction of the Other through a case study analysis of media coverage of Islam, the Middle East and the African continent and the image of Spain in the foreign media
- to comprehend the underlying changes in the global media system and the challenge of alternative news platforms in the Francophone, Arab and Latin American worlds to the traditional Anglo-American supremacy in the management of world news

Instructional Format:

All classes will begin with a brief review of the key ideas of the previous session. You will be called upon to prepare a short "icebreaker" oral presentation to introduce a subject under analysis that will be debated in class with your fellow students. These presentations will have previously been assigned by the course instructor at the beginning of the course. You must attend a pre-presentation tutorial to guarantee the quality of your intervention in class. The course instructor will then use the presentation as a springboard to elaborate further on the material prepared for that class and depending on the session at hand will complement in-class lectures with organized debates, group exercises, student *exposés*, documentary films,

extensive outside readings, a research paper, and a number of instructor-led onsite research excursions to relevant course-related sites and institutions in the city.

Given the media-oriented nature of the course, you will be expected to participate actively in every session. As with regular classes, when field studies are programmed and in-house guest sessions are organized, attendance is mandatory. All readings from the class dossier must be completed before the start of every session.

Form of Assessment:

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below.

Class Participation	10%
Oral Presentation	10%
Quizzes	10%
Research Paper	20%
Mid-Term Exam	25%
Final Exam	25%

Class Participation (10%): When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ 9.70-10.00
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A 9.00-9.69
You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	B/B+ 8.40-8.99
You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- 7.70-8.39
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C 7.40-76.90
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D+/C- 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	D-/D 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F Below 6.00

Oral Presentation (10%): You will be required to offer a short oral presentation on a subject assigned at the beginning of the course. This ice-breaker presentation will be discussed with the course instructor in an obligatory tutorial prior to the session and is designed to present in synthesis the most important ideas or debates which surround the session at hand. Both content and form will be taken into account.

Quizzes (10%): You will be spot-tested twice throughout the course (once during the first half of the semester and once again a month after the midterm exam). These tests will consist in 10-15 short questions based on the course material and will be discussed *a posteriori* in class.

Research Paper (20%): This 2000-word project, to be handed in two days before the end of the semester, must be related to the course contents and is always subject to approval at the beginning of the course by the instructor. An obligatory tutorial session will be offered during the second half of the course to monitor progress. Following academic practice, all sources should be cited and a full bibliography should be included.

Mid-Term & Final Exams (25%+25%): The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. The written midterm examination will cover the first seven weeks of the semester whilst the final examination will only cover material presented and discussed in the second half of the course.

CEA Attendance Policy:

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Required Readings:

The required course textbook listed below is available for purchase at the local bookstore. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy.

HOHENBERG, John. *Foreign Correspondence*. Syracuse University Press, 3rd Edition.

Periodical literature, articles, documents, maps, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class, and are located on the CEA shared drive for in-house consultation or copying to your own USB flash-drive. In addition, the instructor compiles a bank of detailed information about the many libraries, documentation

centers, research institutes and archival materials located here in the city and accessible to CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Additional Required Readings (to be selected and assigned throughout the semester):

Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the CEA office resource center. The instructor will guide you on these readings.

- ADAMS, William. *Television Coverage of International Affairs*. Norwood: Ablex, 1982.
- ALLEYNE, M. & WAGNER, J. “Stability and change at the big 5 news agencies” in *Journalism Quarterly*, 1993, vol. 70
- ARNETT, P. *Live from the Battlefield. From Vietnam to Baghdad. 35 years in the world's war zones*. London: Corgi Books, 1995.
- BOYD-BARRETT, O. & Thussu, K. *Contra-flow in Global News: International and Regional News Exchange Mechanisms*. London, UNESCO, 1992.
- BROOKS, C. *Global News Access. The Impact of New Communications Technologies*, Connecticut; Praeger, 1998
- CARRUTHERS, S. *The Media at War. Communication and Conflict in the Twentieth Century*. London: SAGE, 2000.
- FLOURNOY, D. *CNN World Report. Ted Turner's International News Coup*. London, 1992.
- HAFEZ, K. *Islam and the West in the Mass Media. Fragmented Images in a Globalizing World*. New Jersey: Hampton Press 2000
- HESS, S. *International News and Foreign Correspondents*. Washington: Brookings Institution, 1996.
- IYENGAR, S. & McGRADY, J.A., *Media Politics: A Citizen's Guide*, W.W. Norton, 2006.
- KELLY, M., MAZZOLENI, G. & McQUAIL, D. (eds.), *The Media in Europe : The Euromedia Research Group*, SAGE (3rd edition), 2004.
- KNIGHTLY, P. *The First Casualty. The War Correspondent as Hero and Myth-maker*. London: Prion, 2000.
- KUHN, R., *The Media in France*, Routledge, 1995.
- LEIGHLEY, J.E., *Mass Media and Politics: A Social Science Perspective*, Houghton Mifflin, 2003.
- MARINOVICH, G. & SILVA, J. *The Bang Bang Club. Snapshots from a Hidden War*. 2000
- MILES, Hugh. *Al Yazeera. How Arab TV News Challenged The World*. Abacus, 2005.
- SAID, Edward. *Covering Islam. How the Media and the experts determine how we see the rest of the world*. Pantheon, New York, 1981.
- READ, D. *The Power of News: The History of Reuters*. Oxford: OUP, 1992.
- TULLOCH, C. *Corresponsales en el extranjero: mito y realidad*, EUNSA, 2004.
- TULLOCH, C. *Breaking the Chains. The Media (De)Construction of Africa*. Zaragoza, 2006
- TULLOCH, C. & CRUSAFON, C. *The New Kids on the World TV Block: Al-Yazeera, TeleSur, France 24, AIERI*, Paris, 2007
- VAN GINNEKEN, J. *Understanding Global News. A Critical Introduction*. London: SAGE, 1998.

Online Reference & Research Tools:

- Associated Press Images: <http://proxy-server.newhaven.edu:2727/default.aspx>
- AP Photo Archive <http://proxy-server.newhaven.edu:2199/cgi-bin/aplaunch.pl>
- The History of US NEWSPAPERS on-line (ProQuest)
- <http://proxyserver.newhaven.edu:2080/pqdweb?RQT=302&COPT=SU5UPTAmVkvSPTImREJTPUc1KzIxRisZRTcrMjVCKzcyKzYzMSsyNUM@&clientId=27975&cfc=1>
- Website on media by New York Public Radio: <http://www.onthemediamedia.org>
- Statistical figures from the European Union by Eurostat: <http://ec.europa.eu/eurostat>
- Description of the media landscape for each European country on the website of the European Journalism Centre: http://www.ejc.net/media_landscape/

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Course Content

Session	Topic	Activity	Student Assignments
1	<p>Introduction</p> <p>-Syllabus, the course and the defining concepts: international, po, media, news, information</p>	<p>- Personal and academic presentations</p> <p>- General overview of course framework, bibliography, grading</p>	<ul style="list-style-type: none"> • Distribute oral presentations: subject, partner, date • Prepare ideas on pre-contemporary news gathering operations • Prepare reading for next class
Module 1: The History of International Journalism 1785-2009			
2	<p>From Napoleon to Lincoln: The history of International Journalism 1785-1865</p>	<p>- Analyze key concepts in Hohenberg text</p> <p>- Lecture and discussion</p>	<ul style="list-style-type: none"> • Hohenberg, J. “The First Foreign Correspondents” in <i>Foreign correspondence</i>, pp. 1-25.
3	<p>The Golden Age: The history of International Journalism 1865-1914</p>	<p>- Student oral presentation</p> <p>- Review Hohenberg text</p>	<ul style="list-style-type: none"> • Hohenberg, “The Master Correspondents”, pp. 26-79. • Prepare ideas on the question: Why is this era known as the “Golden Age of Reporting”?
4	<p>From Sarajevo to Hiroshima: The history of International Journalism 1914-1945</p>	<p>- Student oral presentation</p> <p>- Review Hohenberg text</p> <p>- Lecture and discussion</p>	<ul style="list-style-type: none"> • Hohenberg, Chaps 4 & 5. pp. 80-156.
5	<p>The Cold War World: The history of International Journalism 1945-1989</p>	<p>- Student oral presentation</p> <p>- Review Hohenberg text</p> <p>-Lecture and discussion</p>	<ul style="list-style-type: none"> • Hohenberg, Chaps 6 & 7. pp. 157-247.
6	<p>A Brave News World: The history of International Journalism 1989-2009</p>	<p>- Review of Hohenberg text</p> <p>- Student oral presentation</p> <p>- Lecture and discussion</p>	<ul style="list-style-type: none"> • Hohenberg, Chaps 8 & 9. pp. 248-298
Module 2: Covering War. Armed Conflict and Modern Journalism			

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7	<p>War correspondents I: myth and reality</p> <p>-typology of war reporters (special envoys, freelance, stringer, agencies)</p> <p>-greatest war correspondents of all time</p> <p>-war journalism mythology (literature +movies)</p>	<p>-Quiz 1: History of International Journalism</p> <p>- Review Tulloch text (Spanish) and Carruthers text (English)</p> <p>- Student oral presentation</p> <p>- Lecture and discussion.</p>	<ul style="list-style-type: none"> • Tulloch, chap 7. pp. 211-259 • Carruthers, chap. 2
8	<p>War correspondents II</p> <p>-special job = special problems</p> <p>-censorship, risk, logistics</p> <p>-The Bang Bang Club: photojournalists</p>	<p>- Discuss Quiz 1 results</p> <p>- Review Tulloch, Arnett, Marinovich texts</p> <p>- Oral presentation</p> <p>- Lecture and discussion</p>	<ul style="list-style-type: none"> • Tulloch, chap 3. pp. 77-100 • Arnett, pp. 347-416 • Marinovich, pp. 47-60
9	<p>Guest speaker: war correspondent</p>	<p>- Guest speaker: war correspondent</p>	<ul style="list-style-type: none"> • Prepare questions for guest speaker
10	<p>Foreign correspondents I: typology and profile</p> <p>-Profile. Motivations.</p>	<p>- Discuss guest speaker session</p> <p>- Review Hess text</p> <p>- Student oral presentation</p> <p>- Lecture and discussion</p>	<ul style="list-style-type: none"> • Hess, pp. 11-28
11	<p>Foreign Correspondents II:</p> <p>-sources; relations with home desk, logistical difficulties, new technologies</p>	<p>- Review Hess text</p> <p>- Student oral presentation</p> <p>- Lecture and debate</p>	<ul style="list-style-type: none"> • Hess, pp. 79-87
12	<p>Covering the Globe: Foreign News Bureaux in the 21st century</p> <p>-Where are today's news productions centres? Rotation and transfer policies</p> <p>-Are they outdated? Do they cover the contemporary world?</p>	<p>- Review Tulloch text</p> <p>- Student oral presentation</p> <p>- Lecture and discussion on world geography and international news currents</p>	<ul style="list-style-type: none"> • Tulloch, chap. 4, pp. 101-130. • Hess, chap 3. pp. 28-47
13	<p>Field study: International Press Centre (Barcelona)</p>	<p>Field study: International Press Centre (Barcelona)</p>	<ul style="list-style-type: none"> • Read Herzog, <i>Vaya País</i>. Chapter on Spain (<i>approx. 25 pages</i>)
14	<p>Mid term Exam Review. Quiz 2.</p>	<p>- Quiz 2: War Journalism</p> <p>- Course review for midterm exam</p> <p>- Research project tutorials</p>	<ul style="list-style-type: none"> • Prepare questions concerning mid-term exam • Prepare to explain research paper proposal

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15	MID-TERM EXAM	MID-TERM EXAM	1. 2. MID-TERM EXAM
MODULE 3. International Journalism at work. Case studies: Islam. The Middle East. Africa. Spain.			
16	Covering Islam	- Mid-term exam results and discussion - Review of Said text - Student oral presentation	<ul style="list-style-type: none"> Said, E. <i>Covering Islam</i>, Chap 1. pp. 2-79
17	The Definitive Hot Spot: coverage of the Middle East	- Student oral presentation - Documentary viewing “Life on the Line” (50 mins) - Debate	<ul style="list-style-type: none"> Prepare TV debate Read lecturer special hand-out
18	Research Paper Tutorials I	- Discuss research papers with students Group 1 (A-M)	<ul style="list-style-type: none"> Prepare to explain structure, bibliography, sources, style
19	Research paper tutorials II	- Discuss research papers with students Group 1 (N-Z)	<ul style="list-style-type: none"> Prepare to explain structure, bibliography, sources, style
20	“Fly in the eye syndrome”: worldwide media coverage of Africa	- Student oral presentation - Discuss Tulloch article - Lecture + in-class Debate	<ul style="list-style-type: none"> Tulloch, “Media Construction (Destruction) of Africa”, pp. 1-14
21	The Image of Spain in the foreign press	- Student oral presentation - Discuss Sadaba & Herzog text - Lecture and discussion	<ul style="list-style-type: none"> Sádaba, “<i>Each to his own...</i>”, pp.219-222. BBC article on threats to free speech in Basque Country pp.1-4 Read Herzog, <i>Vaya País</i>. Chapter on Spain (approx. 25 pages)
22	Guest speaker: US foreign correspondent in Barcelona/Madrid	- Guest speaker Q & A session	<ul style="list-style-type: none"> Prepare to cross-examine guest speaker on life as foreign correspondent in Spain
Module 4: “A Brave News World”. The Challenges to Anglo-American World News Management			

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23	Al-Yazeera: the face of Arab television	- Discuss foreign correspondent session - Student oral presentation - Vision Al-Jazeera TV footage	<ul style="list-style-type: none"> • Miles, <i>Al Yazeera</i>. Chaps 6. pp. 173-220 & Chap.11. pp. 390-426.
24	Tele Sur: the new voice of Latin America	- Discuss Tulloch & Crusafon article - Student oral presentation	<ul style="list-style-type: none"> • Tulloch & Crusafon. Pp. 1-14 • Internet research on Tele Sur
25	France 24: a European challenge to Anglo-American supremacy	-Discuss Tulloch & Crusafon article, pp.15-27 -Student oral presentation	<ul style="list-style-type: none"> • Tulloch & Crusafon, pp. 15-27 • Internet Research on France 24
26	News Agencies	- Student oral presentation - Review Read text	<ul style="list-style-type: none"> • Read, D. <i>The Power of News</i>. Chap 1. (approx 30 pages)
27	The Death of “International” News. The consolidation of “transnational” journalism.	-Student oral presentation	<ul style="list-style-type: none"> • Miles, Chap 8. (approx. 30 pages)
28	The Future of Foreign News Correspondence	- Student oral presentation - Discuss Hohenberg & Hess texts	<ul style="list-style-type: none"> • Hohenberg, chap. 10. pp. 299-324. • Hess, pp. 60-68.
29	Final Exam Review. Submission Deadline for Final Papers	- Research papers to be submitted - Review for final exam	<ul style="list-style-type: none"> • Research papers to be handed in • Review for final exam
30	FINAL EXAM	FINAL EXAM	3. FINAL EXAM