



University of  
New Haven

## *International Journalism & Global Media*

### SECTION I: Course Overview

**Course Code:** JRN330

**Subject Areas:** Journalism, Communication, Political Science, History

**Level:** 300

**Prerequisites:** None

**Language of Instruction:** English

**Contact Hours:** 45

**Credits:** 3

### COURSE 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

Upon successful completion of this course, you will be able to:

- Trace the role of international journalism within contemporary history from both a European and Atlantic perspective
- Critically analyze the specific importance of war reporting within the global journalism discourse
- Redefine international communication terminology in the light of 21<sup>st</sup> century changes in the global media structure
- Examine the figure of the foreign correspondent as an intercultural mediator
- 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

- 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

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER

### ATTENDANCE POLICY

This course will meet four times weekly for a total of 16 class sessions. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SUMMER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> Absence
Courses meeting 4 day(s) per week	1 Absence	4 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

### GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation</b>	<b>10%</b>
<b>Abstract-Oral Presentation</b>	<b>10%</b>
<b>Personal Learning Journal</b>	<b>20%</b>
<b>Guest Speakers Session</b>	<b>10%</b>

<b>Mid-Term Exam</b>	<b>15%</b>
<b>Special Assignments</b>	<b>15%</b>
<b>Final Exam</b>	<b>20%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

### ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
	<b>B+/B</b>

You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	(8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

**Abstract-Oral Presentations (10%):** Once a week, at the beginning or at the end of the class, quick presentations are scheduled to summarize and further investigate the discussion topic of the week. Presentations will be done in pairs and orally. Students should be able to show their capacity to introduce ideas and thoughts dealing with the topic, their ability to use language effectively, and their capacity to coordinate contents with classmates. Students should not miss the class on the day of a scheduled Abstract-presentation. Students will also do a brief overview (1 page max.) of the readings. *The teacher will organize the calendar of presentations at the beginning of the course.*

**Guest speakers sessions (10%):** All students are required to attend to the sessions with the guest speakers. They are expected to prepare these sessions with the suggested readings and to participate actively on the debate in class. There also will be some specific assignments after each session, focused on the content and ideas shared during the meeting point. *First Guest Speaker Session test is a 5% of the grade and second test is a 5% of the grade.*

**Personal Learning Journal (20%):** The personal learning journal will be conceived as a media devoted to the analysis and understanding of International Journalism. This is also the tool through which the students will reflect on what they are getting out of this course, how the subjects of the texts relate to their circumstances and personal point of view. It is a compendium of stories about the subject matter and what it has to do with the world the students live in. Here the student will construct a narrative of what they learn. It will be written on the student's Storify and will reflect both personal and critical approaches to the topics discussed in class. Research and personal ideas will be taken into account at the evaluation. *The 20% of the grade will be completed in two parts: a Mid-Term Storify Grade (10%) and a Final Grade (10%) at the end of the course.*

**Midterm Exam (15%):** Apart from the weekly readings, there is a book available to help the students to improve their knowledge about international communication and global media:

- GOLAN, G., JOHNSON, T.J. & WANTA, W. *International Media Communication in a Global Age.* Routledge, New York, 2010

The use of this tool is required to reinforce the theoretical framework of the course. The midterm exam will consist in an individual oral presentation focused on a part of the book previously assigned by the instructor.

**Special Assignments (15%):** Apart from the weekly stories, students will have to publish three special assignments during the course. These ones are oriented to express the experience of other cultures while studying and living abroad. The first special assignment will be a review about one of the audiovisual pieces programmed in the course. The second one, a videoblog in which the student will summarize his/her experience studying journalism while living abroad. The third one will be a special Storify story about one of the Co-Curricular activities suggested in this Syllabus (AICAP). The instructor will suggest which ones fit with

the subject. The three assignments has to be published in the student's storify account. *The 15% of the grade will be completed in three parts, so each one of the assignments will count a 5%.*

**Final exam (20%):** The final exam is designed to 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 Final exam will take place the last day of the course.*

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

GOLAN, G., JOHNSON, T.J. & WANTA, W. *International Media Communication in a Global Age*.  
Routledge, New York, 2010.

- II. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

- **GLOBAL JOURNALISM & THE NEW PUBLIC SPHERE**

GIFFARD, C.A & RIVENBURGH, N. (2000). "News Agencies, National Images & Global Media Events", *Journalism & Mass Communication Quarterly*, Vol. 77, Issue 1.

BERGLEZ, P. (2008). "What is Global Journalism? Theoretical and Empirical Conceptualisations", *Journalism Studies*, Vol. 9, Issue 6, pp. 845-858.

CASTELLS, M. (2008). "The New Public Sphere: Global Civil Society, Communication Networks, and Global Governance". *The Annals of the American Academy of Political and Social Science*, vol. 616, Issue 1.

- **INTERNATIONAL JOURNALISM & GLOBAL REPORTING**

NOHRSTEDT, A. et al. (2000). "From the Persian Gulf to Kosovo. War Journalism and Propaganda". *European Journal of Communication*. Vol. 13, Issue 3, pp. 383-404

SREBERNY, A. (2006) "The Global and the Local in International Communications" IN *Media and Cultural Studies* (Eds. Durham & Kellner), Blackwell, 2006.

SCOTT, B. (2005). "A Contemporary History of Digital Journalism", *Television & New Media*, Vol. 6, Issue 1.

RAETSCH, CH. (2015) "Innovation Through Practice. Journalism as a Structure of Public Communication", *Journalism Practice*, Feb 2015, Vol. 9, Issue 1, pp. 65-77, 2015.

- **JOURNALISM, POLITICS & CONFLICT**

CHOULIARAKI, L. (2015). "Digital Witnessing in War Journalism: The Case of Post-Arab Spring Conflicts". *Popular Communication*, Volume 13 Issue 2, pp. 105-119.

GILBOA, E. (2007). "The CNN Effect: The Search for a Communication Theory of International Relations". *Political Communication Journal*, Vol. 22, Issue 1.

GILBOA, E. (2002). "Global Communication and Foreign Policy", *Journal of Communication*, vol. 52, Issue 4, pp. 731-748.

HÖIJER, B. (2004). "The Discourse of Global Compassion: The Audience and Media Reporting of Human Suffering", *Media, Culture & Society*, Vol. 26, Issue 4.

- **THE EUROPEAN REFUGEE CRISIS**

MUSARO, P. (2017) "Mare Nostrum: the Visual Politics of a Military-Humanitarian Operation in the Mediterranean Sea". *Media, Culture & Society*, Vol. 39, Issue 1.

MORTENSEN, M. (2017). "Constructing, confirming, and contesting icons: the Alan Kurdi imagery appropriated by #humanitywashedashore, Ai Weiwei, and Charlie Hebdo". *Media, Culture & Society*, Vol. 39, Issue 8.

CARRERA, S. et al. (2015), "The EU's Response to the Refugee Crisis: Taking Stock and Setting Policy Priorities", *CEPS Essay*, Vol. 20, Dec 2016.

ZANG & HELLMUELLER (2017). "Visual Framing of the European refugee crisis in *Der Spiegel* and *CNN International*: Global journalism in news photographs" *International Communication Gazette*, vol. 79 issue 5, pp. 483-510

- **OIL WARS & INTERNATIONAL JOURNALISM**

POWELL, K (2011). "Framing Islam: An Analysis of U.S. Media Coverage of Terrorism Since 9/11". *Communication Studies*, vol. 62, n. 1, January-March 2011, pp. 90-112

KHALID, S, M. (2005). *Right, Left & Wrong: A Comparison of East and West Coverage of Islam*. IN Alatas (ed.) "Covering Islam: Challenges & Opportunities for Media in the Global Village", RIMA & KAF, Singapore, pp. 98-115

SAID, E. (1981) *Covering Islam. How the Media and the experts determine how we see the rest of the world*. Pantheon, New York, 1981

CASTONGUAY, J. (2004). "Conglomeration, New Media, and the Cultural Production in the War on Terror", *Cinema Journal*, vol. 43, n.4, pp. 102-108.

- **COVERING ISLAM**

SAID, E. (1981) *Covering Islam. How the Media and the experts determine how we see the rest of the world*. Pantheon, New York, 1981

McGOLDRICK, A. (2006). "War Journalism & Objectivity", *Conflict & Communication Online*, Volume 5 Issue 2, pp.1-7

BAIL CH. (2012). "The Fringe Effect: Civil Society Organizations and the Evolution of Media Discourse about Islam since the 9/11 attacks". *American Sociological Review*, vol. 77 Issue 6 pp. 855-879

- **THE MIDDLE EAST CONFLICT**

OZOHU-SULEIMAN, Y. (2014) "War Journalism on Israel/Palestine: Does contra-flow really make a difference?" *Media, War & Conflict*, Volume 7 Issue 1, pp. 85-103.

FAHMY & EAKIN (2014). "High drama on the high seas: Peace vs. war journalism framing of an Israeli/Palestinian-related incident". *The International Communication Gazette*, vol. 76, Issue 1, pp. 86-105

HACKETT, R. (2006). "Is Peace Journalism Possible? Three Frameworks for Assessing Structure and Agency in News Media" *Conflict & Communication*, vol. 5, n.2.

TEHRANIAN, M. (2002). "Peace Journalism: Negotiating Global Media Ethics", *The International Journal of Press/Politics*, Vol. 7, Issue 2.

- **THE IMAGE OF SPAIN IN THE FOREIGN PRESS**

CASTAÑEDA, E. (2012). "The *Indignados* of Spain: A Precedent to Occupy Wall Street", *Social Movement Studies*, Vol. 11, Issue 3-4.

MINDER, R (2017). *The Struggle for Catalonia. Rebel Politics in Spain*. Hurst & Company: London.

- **INTERNATIONAL JOURNALISM & THE ANGLO-AMERICAN WORLD NEWS VIEW**

KALYANGO, Y (2011). "Critical Discourse Analysis of CNN International's Coverage of Africa", *Journal of Broadcasting & Electronic Media*. April 2011, vol. 55 Issue 2, pp. 160-179, 2011

GROSHEK M.A,J. (2008) "Homogeneous Agendas, Disparate Frames: CNN & CNN International Coverage Online", *Journal of Broadcasting & Electronic Media*, vol. 52 Issue 1, pp. 52-68, 2008.

EL-NAWAWY & POWERS (2011). "Al-Jazeera English: A conciliatory medium in a conflict-driven environment?", *Global Media & Communication*, Vol. 6, Issue 1.

- **PHOTOJOURNALISM**

MORTENSEN, M. (2017). "Constructing, confirming, and contesting icons: the Alan Kurdi imagery appropriated by #humanitywashedashore, Ai Weiwei, and Charlie Hebdo". *Media, Culture & Society*, Vol. 39, Issue 8.

- **THE JOB OF FOREIGN CORRESPONDENTS**

ARCHETTI, C. (2012). "Which future for foreign correspondence? London foreign correspondents in the age of global media", *Journalism Studies*, Vol. 13, Issue 5-6 pp. 847-856.

- **DIGITAL JOURNALISM & GLOBAL NEWS AGENCIES**

OWEN, T. (2016). Can Journalism Be Virtual? Columbia Journalism Review Magazine. Fall/Winter 2016  
[https://www.cjr.org/the\\_feature/virtual\\_reality\\_facebook\\_second\\_life.php](https://www.cjr.org/the_feature/virtual_reality_facebook_second_life.php)

FÜRSICH, E. (2003). “Between credibility and commodification: Nonfiction entertainment as a global media genre”, *International Journal of Cultural Studies*, Vol. 6, Issue 2.

WESTLUND, O. (2013). “Mobile News: A review and model of journalism in an age of mobile agenda”, *Digital Journalism*, Vol.1, Issue 1.

- **SOCIAL MEDIA & JOURNALISM**

KARLSSON, M. (2011). “The immediacy of online news, the visibility of journalistic processes and a restructuring of journalistic authority”, *Journalism*, Vol. 12, Issue 3.

JENKINS, H. & DEUZE, M. (2008) Convergence Culture. IN *Convergence: The International Journal of Research into New Media Technologies*, Vol 14(1), pp. 5–12

KHAN, R. & KELLNER, D. (2004), “New Media and the internet activism: from the Battle of Seattle to blogging”, *New Media & Society*, Vol. 6 Issue 1.

## **RECOMMENDED READINGS**

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

AL-GHAZZI, O. (2014). “Citizen Journalism in the Syrian Uprising: Problematizing Western Narratives in a Local Context”, *Communication Theory*, Vol. 24, Issue 4, pp. 435-454.

BENNETT, W. (2004). Global Media and Politics: Transnational Communication Regimes and Civic Cultures”, *Annual Review of Political Science*, Vol. 7, pp. 125-148.

COTTLER, S. (2008) *Journalism and Globalization* IN “Handbook of Journalism Studies”, Editors: Karin Wahl-Jorgensen & Thomas Hanitzsch, Routledge, pp. 341-35

HAMDY, N. (2010). “Arab Media Adopt Citizen Journalism to change the Dynamics of Conflict Coverage”, *Global Media Journal*, Vol. 8, Issue 5.

LOWREY, W. “Journalism Innovation and the Ecology of News Production: Institutional Tendencies”. *Journalism & Communication Monographs*, vol. 14 (4), pp. 214-287, 2014.

PEW RESEARCH CENTER. June 2016. *State of the News Media 2016*.  
<http://www.journalism.org/2016/06/15/state-of-the-news-media-2016/> (accessed August 29<sup>th</sup> 2016).

SIAPERA, E. (2013). *From Post-Industrial to Post-Journalism*, The Guardian, 14 February 201



- TULLOCH, CH. (2015). "Vigilados: Surveillance of Foreign Press Correspondents During The Spanish Transition to Democracy", *International Journal of Iberian Studies*, Vol. 28, n. 1, pp. 5-19
- TULLOCH, CH et al. (2017). "The influence of the International Press and Foreign Correspondents in Transitional Democracies", *Journalism Studies*, Volume 18 Issue 3, pp. 304-321.
- CHRISTENSEN, CLAYTON M.; SKOK, DAVID; ALLWORTH, JAMES (2012). *Breaking news. Mastering the art of disruptive innovation in journalism*. Nieman Report. Nieman Foundation at Harvard University. Cambridge.
- HOHENBERG, J. *Foreign Correspondence*, Syracuse, 1995.
- IYENGAR, S. & McGRADY, J.A., *Media Politics: A Citizen's Guide*, W.W. Norton, 2006.
- 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 Jazeera. How Arab TV News Challenged The World*. Abacus, 2005.
- THE NEW YORK TIMES. March 2014. *Innovation Report*. <http://www.niemanlab.org/2014/05/the-leaked-new-york-times-innovation-report-is-one-of-the-key-documents-of-this-media-age/> (accessed August 29<sup>th</sup> 2016).
- THUSSU, Daya, K. *International Communication. A Reader*. Routledge, 2010.

## RECOMMENDED FILMS

- SILVER, S. *The Bang-Bang Club* (2010)
- PISCATELLA, J. (2013). *#chicagoGirl: The Social Network Takes on a Dictator* (2013)
- CLOONEY, G. *Good night and Good luck* (2005)
- POITRAS, L. *Citizenfour* (2014)
- ROSSI, A. *Page one: Inside 'The New York Times'* (2011)

## ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with [UNH Policies](#) regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources.

Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, CEA academic staff and/or faculty will provide you with your Moodle credentials. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

News media companies and archives:

Reuters: <http://www.reuters.com/>

Associated Press Images: <http://proxy-server.newhaven.edu:2727/default.aspx>

AP Photo Archive <http://proxy-server.newhaven.edu:2199/cgi-bin/aplaunch.pl>

BBC News: <http://www.bbc.co.uk/news>

Library of Congress: <https://www.loc.gov/>

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.onthemedial.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/](http://www.ejc.net/media_landscape/)

Journalist Toolbox (Society of Professional Journalists) <http://www.journaliststoolbox.org>

The News Manual <http://www.thenewsmanual.net>

European Journalism Observatory <http://en.ejo.ch/>

'La Vanguardia' (Archive): <http://www.lavanguardia.com/hemeroteca>

International Center of Photography (Robert Capa's Archive):

<https://www.icp.org/browse/archive/constituents/robert-capa?all/all/all/all/0>

Photography Archive BCN: <http://arxiufotografic.bcn.cat/perezderozas/>

Kiosko (Spain): <http://kiosko.net/es/>

Research centers:

Pew Research Center: <http://www.journalism.org/>

Nieman Journalism Center: <http://www.niemanlab.org/>

Reuters Institute for the Study of Journalism: <http://reutersinstitute.politics.ox.ac.uk/>

European Journalism Center: <http://ejc.net/>

European Journalism Observatory: <http://en.ejo.ch/>

Session	Topic	Activity	Student Assignments
1	<p><b>Introduction &amp; Course explanation</b></p> <p>Overview to the syllabus and forms of assessment</p> <p><b>Workshop:</b></p> <p>Personal Learning Journal</p>	<p>Personal and academic presentations</p> <p>General overview of course framework, bibliography, grading</p> <p>Starting with Twitter and Storify. Creating an Online Media devoted to Global Journalism</p>	<ul style="list-style-type: none"> <li>- Prepare materials for next class</li> <li>-A look to Storify features</li> <li>-Create a personal account</li> <li>- Define editorial guidelines and graphic identity for your PLJ</li> </ul>
2	<p><b>MODULE 1: PRESENT &amp; PAST</b></p> <p><b>Global Journalism Overview</b></p> <p>News reporting in a global world</p> <p>News stories, audiences and Media companies (local and global) . International Online Press landscape</p> <p><b>Workshop:</b></p> <p>News reporting in a Global World</p>	<p>Lecture &amp; Discussion</p> <p>Abstract – Oral Presentation</p> <p>Personal Learning Journal: News Rporting. Theory and Practice.</p>	<ul style="list-style-type: none"> <li>-Readings: CASTELLS (2008), BERGLEZ (2008)</li> <li>- Distribute oral presentations: subject, partner, date</li> <li>- Check Moodle to prepare materials for next session</li> <li>- Check Moodle to prepare materials for the session</li> </ul>
3	<p><b>History of Global Journalism</b></p> <p>The origins; technology and the first globalization process in the world</p>	<p>Lecture &amp; Discussion</p> <p>Abstract – Oral Presentation</p>	<ul style="list-style-type: none"> <li>-Readings: SCOTT (2005), SEBERNY (2006) &amp; RAETSCH (2015)</li> <li>-Overlook to the required readings</li> <li>-Oral Presentation</li> </ul>
4	<p><b>MODULE 2: POLITICS &amp; CONFLICT</b></p> <p><b>International Media and Politics:</b></p> <p>National &amp; Global Politics: Governments, institutions and journalists</p>	<p>Lecture &amp; Discussion</p> <p>Abstract – Oral Presentation</p>	<ul style="list-style-type: none"> <li>-Readings: GILBOA (2002, 2007), HÖIJER (2004)( &amp; CHOULIARAKI (2015)</li> <li>- Check Moodle to prepare materials for the session</li> </ul>

Session	Topic	Activity	Student Assignments
	<p align="center"><b>Workshop:</b> International Media and Politics</p>	<p align="center">Personal Learning Journal: Journalism, Politics &amp; Conflicts. Institutional Journalism vs. Social Media</p>	<p>- Work on your Storify account. Research and publishing your <b>FIRST story</b></p>
5	<p align="center"><b>GUEST SPEAKER SESSION</b> Social Media as a source of information <b>Debate I: Refugees and migrations in Europe</b> The economic and social crisis: The EU called into question”</p>	<p align="center">Session &amp; Discussion Abstract – Oral Presentation Class Debate <b>TEST about the guest speaker session</b></p>	<p>- Search information about the topic and prepare questions -Readings: CARRERA (2015), MUSARO (2017) &amp; MORTENSEN (2017) - Oral presentations and class debate - Discuss other ways to approach the topic (point of view; targeted audiences, multimedia...) - Check Moodle to explore recommended online special reports and documentaries</p>
6	<p align="center"><i>The Waypoint</i>: Official Version vs. Human Stories <b>Debate II: Oil Wars and International Terrorism</b> American politics from Europe</p>	<p align="center">Personal Learning Journal: Global news, human tragedies and the role of journalists Abstract – Oral Presentation Class Debate</p>	<p>- Watching The Washington Post “The Waypoint” project. <a href="https://www.washingtonpost.com/graphics/world/lesbos/">https://www.washingtonpost.com/graphics/world/lesbos/</a> Research and publishing your <b>SECOND story</b> -Readings: KHALID (2005) &amp; POWELL (2011) - Exploring Al-Jazeera report “The rise of ISIL” <a href="http://interactive.aljazeera.com/aje/2015/riseofisil/index.html">http://interactive.aljazeera.com/aje/2015/riseofisil/index.html</a></p>

Session	Topic	Activity	Student Assignments
7	<i>#chicagoGirl</i> : Reporting News as Social Activism	<ul style="list-style-type: none"> <li>- Personal Learning Journal: The role of Social Media on War Journalism. How Social Networks can report a revolution</li> <li>- Mid-Term Recap</li> </ul>	<ul style="list-style-type: none"> <li>-Watching the documentary <i>#chicagoGirl</i></li> <li>- Research and publishing your <b>THIRD story</b></li> </ul>
8	<b>MIDTERM EXAM</b>		
9	<p style="text-align: center;"><b>MODULE 3. INTERNATIONAL JOURNALISM AT WORK.</b></p> <p style="text-align: center;">Covering Islam</p> <p style="text-align: center;"><b>Workshop:</b></p> <p style="text-align: center;">Covering Islam</p>	<ul style="list-style-type: none"> <li>- Lecture &amp; Discussion</li> <li>Abstract – Oral Presentation</li> <li>Personal Learning Journal: Journalism &amp; terrorism after the 9/11 attacks.</li> </ul>	<ul style="list-style-type: none"> <li>-Readings: SAID (1981), MCGOLDRICK (2006) &amp; BAIL (2012)</li> <li>- Check Moodle to explore recommended online special reports and documentaries</li> <li>- Read mandatory texts</li> <li>- Check Moodle to prepare materials for the session .</li> <li>Research and Publish your FOURTH story</li> <li>Deadline to Publish your 1<sup>st</sup> SPECIAL ASSIGNMENT (Review)</li> </ul>
10	<p style="text-align: center;"><b>Reporting from Jerusalem</b></p> <p style="text-align: center;">Coverage of the Middle East</p> <p style="text-align: center;"><b>Workshop:</b></p> <p style="text-align: center;">Coverage of the Middle East</p>	<ul style="list-style-type: none"> <li>- Lecture &amp; Discussion</li> <li>Abstract – Oral Presentation</li> <li>-Personal Learning Journal: The role of global media on the Middle Eastern conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>-Readings: HACKETT (2004), OZOHU-SULEIMAN (2014), FAHMY &amp; EAKIN (2014)</li> <li>- Check Moodle to explore recommended online special reports and documentaries</li> <li>- Read mandatory texts</li> </ul>

Session	Topic	Activity	Student Assignments
			<p>- Exploring “Gaza under occupation” in Al-Jazeera website:</p> <p><a href="http://interactive.aljazeera.com/aje/2015/gazalifeoccupation/index.html">http://interactive.aljazeera.com/aje/2015/gazalifeoccupation/index.html</a></p> <p><b>Research and Publish your FIFTH story</b></p>
11	<p><b>The image of Spain</b></p> <p>The Image of Spain in the foreign press</p> <p><b>Workshop:</b></p> <p>The image of Spain in the foreign press</p>	<p>- Lecture &amp; Discussion</p> <p>Abstract – Oral Presentation</p> <p>Personal Learning Journal: Spanish politics and society. Spanish and International TV.</p> <p>News reporting from Barcelona, Catalonia and Spain</p>	<p>-Reading: CASTAÑEDA (2012) &amp; MINDER (2017)</p> <p>- Check Moodle to explore recommended online special reports and documentaries</p> <p>-Explore The New York Times report “Spain: Austerity and Hunger”:</p> <p><a href="http://www.nytimes.com/slideshow/2012/09/24/world/europe/20120925-SPAIN.html#1">http://www.nytimes.com/slideshow/2012/09/24/world/europe/20120925-SPAIN.html#1</a></p> <p><b>Research and Work on your 2<sup>st</sup> SPECIAL ASSIGNMENT (Videoblog)</b></p>
12	<p><b>GUEST SPEAKERS SESSION</b></p> <p>The job of foreign correspondents</p> <p><b>Debate:</b></p> <p>Can Photojournalism Change the world?</p>	<p>- Session &amp; Discussion</p> <p>Personal Learning Journal: Photojournalism: theory and practice. Photojournalism in the age of social media</p> <p><b>TEST ABOUT THE GUEST SPEAKER SESSION</b></p>	<p>- Check Moodle to prepare materials for the session</p> <p>-Check the online tool <a href="https://www.worldpressphoto.org/">https://www.worldpressphoto.org/</a></p> <p><b>Research and Work on your 3<sup>rd</sup> SPECIAL ASSIGNMENT (Special Story)</b></p>

Session	Topic	Activity	Student Assignments
13	<p><b>MODULE 4: GLOBAL MEDIA. THE CHALLENGES TO ANGLO-AMERICAN WORLD NEWS VIEW.</b></p> <p>BBC model: public versus private companies</p> <p>Al-Jazeera: the face of Arab television</p>	<p>Abstract – Oral Presentation</p> <p>Class Debate</p>	<p>-Readings: GROSHECK (2008), KALYANGO (2011) &amp; EL-NAWAWY &amp; POWERS (2011)</p> <p>- Check Moodle to prepare materials for the session</p> <p>-Explore website and online resources recommended in class.</p>
14	<p><b>A Brave News World</b></p> <p>Euro-news, France 24, China TV, Latin audiences; global news agencies</p> <p>Workshop:</p> <p>Editorial session</p>	<p>Abstract – Oral Presentation</p> <p>Class Debate</p> <p>Personal Learning Journal final review</p>	<p>Readings: FÜRSICH (2003), WESTLUND (2013) &amp; OWEN (2016)</p> <p>- Check Moodle to prepare materials for the session</p> <p>-Explore website and online resources recommended in class.</p> <p><b>DEADLINE TO PUBLISH YOUR 2<sup>nd</sup> SPECIAL ASSIGNMENT (Videoblog)</b></p>
15	<p><b>Final Exam Review</b></p> <p>DEADLINE TO PUBLISH YOUR 3<sup>rd</sup> SPECIAL ASSIGNMENT</p> <p><b>FINAL EXAM/FINAL PROJECT</b></p>		



## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined below. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time.

### CLASS & INSTRUCTOR POLICIES

**PROFESSIONALISM & COMMUNICATION:** As a student, you are expected to maintain a professional, respectful, and conscientious manner in the classroom with your instructors and fellow peers as well as in CEA Moodle classrooms. You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance class preparation, completing your assignments on time, and showing a focused and respectful attitude are expected of all CEA students. Additionally, it is critical to your success abroad that you express effective interpersonal and cross-cultural communication. Demonstrating your effort to do the best work possible will be recognized whereas unconstructive comments, failure to make adequate academic progress, and lack of compliance with CEA Policies will not be tolerated.

**ARRIVING LATE/DEPARTING EARLY FROM CLASS:** Late arrivals and/or early departures from class may result in being marked absent as determined by your course instructor. You must comply with in-country, immigration regulations and CEA internal policies by maintaining full-time student status while abroad. Full-time student status for semester programs constitutes enrolling and regularly attending at least 12 US credit hours per week. Full-time student status for summer programs constitutes enrolling and regularly attending at least 3 US credit hours per week per summer term. Consequently, CEA will dismiss from all CEA courses, programs, activities, and housing any student who fails to maintain satisfactory academic progress or full-time student status.

**SUBMITTING WORK:** All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in the format your instructor stipulates. Your instructor may require you to hand your assignments in electronically and/or in a hard-copy format during class time. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

**LATE HOMEWORK:** Homework is due at the specified date and time stated by the course instructor. Late homework may not be accepted and/or points may be deducted. Typically homework submitted several days after the deadline, with no previous discuss with your instructor, will not be accepted. It is at the instructor's discretion to determine penalties for assignments submitted after the due date.

**EXTRA CREDIT:** Individual student requests for extra credit are not permitted. Extra credit for students who miss classes, quizzes, and/or exams is not available in any circumstance. Typically extra credit will not be awarded; however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for extra credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

**COURSE SECTIONS:** You must attend the class section you are enrolled in, and you may not switch sections after the add/drop period unless special permission is granted by the instructor in conjunctions with the onsite Academic Director. Any students who attend a section of a class for which they are not enrolled will not be able to stay for the lesson and will not be considered present unless they attend their assigned section that week.

**MAKE-UP CLASSES:** CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. You are expected to attend any make-up classes, and you should understand that the standard attendance policy will still apply. Make-up classes may be scheduled outside of typical class hours as necessary.

**MISSING EXAMINATIONS:** Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency, and requests for missing or rescheduling exams will not be granted.

**ELECTRONIC DEVICES:** Always check with your instructor about acceptable usage of electronic devices in class. Any students who create a disturbance or fail to pay attention in class due to electronic devices will receive a warning and must immediately put the device(s) away unless otherwise instructed by the instructor. Inappropriate usage of electronic devices or repeat warnings may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

**Cell Phones:** Use of a cell phones during class is impolite, inappropriate, and prohibited. All students are expected to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches, and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class. The same policy applies for any class sessions that may take place outside of the classroom, including guest lectures, academic excursions, site visits, AICAP activities, and so forth.

**Laptops:** Your instructor will determine whether laptops will be allowed in class. The use of a laptop may be limited to specific purposes including note taking as allowed by special needs/academic accommodations, and/or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes unless otherwise specified by your instructor. If you have any questions, regarding the use of laptops or cell phones, please inquire with your instructor onsite.

**ACTIVE LEARNING ENVIRONMENT:** As a student, you will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours or they may occasionally be scheduled outside of class hours. Students should arrive well-prepared and on-time for these activities. Moreover, students are expected to be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class session.

## **CEA GENERAL ACADEMIC POLICIES**

**COURSE ENROLLMENT:** It is your responsibility as a student to ensure that your course enrollment records are accurate for all enrolled courses throughout the semester. You should check your MyCEA Account at the beginning of the semester and at the end of course enrollment to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve the issue with CEA onsite academic staff immediately.

**ADD/DROP POLICIES:** You may make adjustments to your course schedule during the designated Add/Drop period. Add/Drop periods will be opened according to the scheduling of the CEA Study Center you are attending. All Add/Drop periods will close at the end of the first week of classes for semester programs or on the second day of classes for summer programs. Some limitations may apply to use of the Add/Drop period depending on your offering and/or course enrollments. You are responsible for notifying your home institution of any schedule changes.

**COURSE WITHDRAWAL:** If you wish to withdraw from a course after the conclusion of the CEA Add/Drop period, you must do so by completing the [\*Change of Course Petition\*](#) form. You must also notify your instructor in writing of your intent to withdraw from the course. Course withdrawals filed after the end of the first week of classes until the Course Withdrawal Deadline will be reported as a “W” on your academic transcript. The

Withdrawal Deadline for a semester program is the Friday of the ninth week of classes. The Course Withdrawal Deadline for a summer program is at the end of the first week of classes. Course withdrawals may vary or not be available for special programs such as Early Start programs. Please see the Academic Calendar for specific course withdrawal dates for your session. After the Course Withdrawal Deadline, any student effectively withdrawing from a course by virtue of not attending will be given an “F” in accordance with the CEA Attendance Policy. You must remain academically eligible in all cases by complying with the minimum number of credits required to maintain full-time student status. No tuition or course fee refunds or adjustments will be made due to course withdrawals.

**MONITORING GRADES & ATTENDANCE:** You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or onsite academic staff. Your grading and attendance records can be accessed via your MyCEA Account at any time throughout your program. You are responsible for adhering to the attendance policy as outlined earlier in this syllabus.

**ACADEMIC INTEGRITY:** CEA is an academic community based on the principles of honesty, trust, fairness, respect, and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty, and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner, and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the [CEA Academic Integrity Policy](#). Violations of CEA’s Academic Integrity Policy may result in serious consequences, including course failure and/or program dismissal. CEA reserves the right to share information of such violations with your home institution.

**ACADEMIC & SPECIAL NEEDS ACCOMMODATIONS:** CEA is supportive of students who require academic and/or special needs accommodation(s) while studying abroad. If you would like to request accommodations while abroad, you must notify CEA in advance and provide documentation no later than one month prior to the start of classes. Students requesting academic and/or special needs accommodation(s) must submit CEA’s Academic & Special Needs Accommodation(s) form. CEA will review requests to determine whether accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the availability of accommodations in the host country, and the costs of available services. Late requests for accommodations are subject to review, and CEA may not be able to provide accommodations without sufficient notice. Retroactive requests for accommodations will not be considered. You can learn more about academic and special needs accommodations by reviewing the [CEA Disability Policy](#).

**RELIGIOUS HOLIDAYS:** CEA is sensitive to, and supportive of, the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit and/or require absence from scheduled classes. CEA instructors will make reasonable accommodations for any students who must miss a class, exam, or other academic exercise because of a required religious observance. In order to request religious accommodations, you must complete the CEA Religious Observance Request form and submit the form to your instructor and/or CEA onsite academic staff. To be considered eligible for religious accommodations, you must submit this form by the end of the second week of classes for semester programs or by the end of the second day of classes for summer programs. Students participating in religious accommodations must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class.

**ACADEMIC ELIGIBILITY:** You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in the CEA Student Policies and include: full-time student status, satisfactory academic progress, and complying with academic and attendance policies. Whether you plan to transfer course grades back to your home institution or not, CEA expects that you will complete all graded assessment categories for each course in which you are enrolled. Failure to complete course requirements will result in

grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

**EARLY PROGRAM DEPARTURE:** CEA understands that occasionally unforeseen circumstances warrant a temporary leave of absence or a program withdrawal from your study abroad program. CEA is committed to working with students to ensure each case is carefully evaluated and all academic options within reason are considered. All students requesting a temporary leave of absence (not to exceed 2 weeks in a semester program, some exceptions apply), or those wishing to withdraw from their academic program for medical or other reasons, must complete the Leave of Absence and Withdrawal Form at the time of the request. Academic credit may/may not be available, depending upon the request. All requests are subject to review by CEA Academic Staff.

**COURSE & INSTRUCTOR EVALUATIONS:** You will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

**TRANSCRIPTS:** Academic transcripts for this course will be available approximately 90 days following your program's end date. Transcripts for all CEA Study Center courses will be provided by CEA's School or Record, the University of New Haven (UNH) of West Haven, Connecticut. For any questions regarding your academic transcript, please contact: [Transcripts@ceaStudyAbroad.com](mailto:Transcripts@ceaStudyAbroad.com)

**GRADE APPEALS:** If you would like to appeal your earned grade for a CEA Study Center course, you may do so by completing the CEA Grade Appeal Application form and submitting it to [Academics@ceaStudyAbroad.com](mailto:Academics@ceaStudyAbroad.com). For students participating in semester programs, you must submit the request form within the 60-day period following your program end date. For students participating in yearlong programs, (or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the MyCEA Account, you may initiate the appeal process by filling out and submitting to [Academics@ceastudyabroad.com](mailto:Academics@ceastudyabroad.com) and your onsite academic staff the CEA Grade Appeal Application Form.

The grade appeal must concern an end-of-semester form of assessment calculated after your program's end date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor in consultation with the onsite Academic Director and must be based on the academic evidence provided by you. Please note that you may need to submit copies of your work and/or emails conversations with your instructor if you are disputing a grade. CEA recommends keeping records of your academic work and communication with instructors until your academic records have been recorded at your home institution which may take 3 – 12 months after program completion.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a Grade Appeal Review Petition to the Department of Academic Affairs at [academics@ceaStudyAbroad.com](mailto:academics@ceaStudyAbroad.com) within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

**ALL CEA POLICIES:** As a CEA student, you are expected to adhere to the policies outlined in this syllabus as well as all CEA policies located at <http://www.ceastudyabroad.com/student-policy/cea-policies>. If you are participating in a hybrid program with CEA, you are similarly expected to adhere to all policies at the foreign partner institution you attend. Regardless of programming option chosen, all students are expected to adhere to the policies of their home institutions while studying abroad with CEA.