



## Course Syllabus

**CODE number: CMM 331 G**

International Journalism
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### **Number of ECTS 6**

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### **Course Prerequisites (if any):**

HUM 101G & CMM 102G

### **Course Description**

This course focuses on understanding foreign correspondents' and international news' role in society. The course analyzes the direction, flow and pattern of the foreign correspondents' coverage, as well as the impact of new technologies on the quantity, frequency and speed of their coverage. It also addresses the political, social and economic consequences of journalistic coverage of international news. In its discussion of these aspects of journalism studies, the course takes an international approach, contrasting differences in journalistic cultures and approaches. Moreover, it discusses the impact of global trends (e.g. the democratization of content creation) on journalistic practices. Finally, the main challenges of communicating from abroad are candidly discussed with several guest speakers.

### **Course Learning Objectives**

Upon completion of this course, students should have acquired the following knowledge, skills and attitudes:

#### *Knowledge*

- Know and understand the main theories of international journalism;
- Understand the role of foreign correspondents in news production, and the political, social and economic consequences of international news coverage;

### Skills

- Able to apply and contrast theories of international journalism on specific case studies;

### Attitudes

- Have a critical attitude towards international news coverage, taking into account current theories of international journalism.

These course objectives relate to the following objectives of the Global Communications major:

- MLO 1: Have a thorough knowledge of scientific levels, types and components of (technologically mediated and not mediated) communication.
- MLO 2: To distinguish various media critically and thoughtfully, based on characteristics, audience, users, effects and applicability.
- MLO 3: Describing and comparing theories, concepts, authors and paradigms of the domains within the communication science.
- MLO 8: Reflect critically on the role of media and communication in social, cultural, economic, psychological, technological, political, legal and other contexts.

## COURSE CALENDAR

### Week 1. Introduction: Journalism and Globalization

Reading: Cottle, S. (2009). Journalism and globalization. In Wahl-Jorgensen, K., & Hanitzsch, T. *The handbook of journalism studies*, 341-356.

Reading questions: What are the differences between the research paradigms of a 'global public sphere' and 'News Media as Emissaries of Global Dominance'? How are new technologies of production and delivery impacting journalists' practices and professional standing? How has globalization influenced foreign correspondence? What is the CNN-effect?

### Week 2. Theoretical Frameworks: News values, News Flows, Agenda Setting and Framing

Reading: Gade, P. & Ferman, D. (2011). Theoretical Frameworks Guiding the Study of International News: Gatekeeping, Agenda Setting and Framing. In Gross, P. & Kopper, G.G. (Eds.). *Understanding Foreign Correspondence*, 87-113.

Reading questions: What are international news flows and how are they related to gatekeeping? How is the concept of 'core zones of the World' related to gatekeeping? Do the media influence government or vice versa? What is the influence of new media on agenda setting/framing in terms of international journalism?

### Week 3. Theoretical Perspectives and Comparative Research Methods in Studies of Foreign Correspondence.

Guest lecture by Professor Georgios Terzis.

Reading: Self, C. (2011). Theoretical Perspectives and Research Methods in Studies of Foreign Correspondence. In Gross, P. & Kopper, G.G. (Eds.). *Understanding Foreign Correspondence*, 29-44.

Brüggemann, M., Keel, G., Hanitzsch, T., Götzenbrucker, G., & Schacht, L. (2017). Diverging worlds of foreign correspondence: The changing working conditions of correspondents in Germany, Austria, and Switzerland. *Journalism*, 18(5), 539-557.

Reading questions: What are some of the major problems of studies of foreign correspondence? Can you say there is a general decline of the traditional foreign correspondence across the world based on the study of Brüggemann et al. (2017)?

Week 4      Our news and their news? Foreign Correspondents as Gatekeeping Mediators and Translators Between Cultures

Readings: by Beliveau, R., Hahn, O. & Ipsen, G. (2011). Foreign Correspondents as Gatekeeping Mediators and Translators Between Cultures: Perspectives From Intercultural Communication Research in Anthropology, Semiotics, and Cultural Studies. In Gross, P. & Kopper, G.G. (Eds.). *Understanding Foreign Correspondence*, 129-163.

Nosseck, H. (2004). Our news and their news: The role of national identity in the coverage of foreign news. *Journalism*, 5(3), 343-368.

Week 5      The influence of new media on international journalism and foreign correspondents

Readings by: Archetti, C. (2013). Journalism in the age of global media: The evolving practices of foreign correspondents in London. *Journalism*, 14(3), 419-436.

Heinrich, A. (2012). What is 'network journalism'? *Media International Australia*, 144(1), 60-67.

Cozma, R., & Chen, K. J. (2013). What's in a tweet? Foreign correspondents' use of social media. *Journalism Practice*, 7(1), 33-46.

Week 6      The changing role of foreign news and its correspondents. Are foreign correspondents redundant?

Reading: Sambrook, R. (2010). *Are foreign correspondents redundant?*. Oxford: Reuters Institute for the Study of Journalism.

Week 7.      **Mid-Term Exam**

Week 8      Freedom of the press & Media regulation around the world

Reading: Becker, L.B. and Tudor, V. (2012). Freedom of the press around the world, in de Beer, A. S. (Ed.). *Global journalism: Topical issues and media systems*, 65-85.

Week 9 Professional Values, Ethics and Norms

Reading: Wasserman, H. (2012) International journalism ethics, in de Beer, A. S. (Ed.). *Global journalism: Topical issues and media systems*, 85-105.

Week 10 EU journalism

Reading: Brüggemann, M., & Kleinen-von Königslöw, K. (2009). Let's Talk about Europe' Why Europeanization Shows a Different Face in Different Newspapers. *European Journal of Communication*, 24(1), 27-48.

Week 11 War & peace journalism

Reading: Tumber, H. (2009). Covering war and peace. In Wahl-Jorgensen, K., & Hanitzsch, T. *The handbook of journalism studies*, 386-97.

**Research paper due (16 April 2018 at 23:59) !**

Week 12 The role of citizens in foreign news

Reading: Allan, S., & Thorsen, E. (2009). *Citizen Journalism (Global Crises and the Media): introduction and conclusion*. New York: Peter Lang.

**Presentations and discussion of research papers**

Week 13 Development journalism

Reading: Xiaoge, X. (2009). Development journalism. In Wahl-Jorgensen, K., & Hanitzsch, T. *The handbook of journalism studies*, 357-368.

Week 14 Course Wrap Up: Summary and Conclusions

Week 15 **Final Exam**

## **Course Materials**

### Textbook

A Reader provided by the instructor; Handouts from the lessons.

### Case Studies and Additional Sources:

For the research paper, finding additional literature will help you achieve a higher grade, as this helps you bolster your argumentation. The following academic journals are relevant to this course:

*Journal of Communication*: top tier journal for communication sciences. Includes many studies related to journalism and media analysis.

*Political Communication*: probably the premier journal for the field of Political Communication, this journal publishes pieces aimed at a broad scholarly audience. Contains research focusing on agenda setting and framing, amongst other topics.

*International Journal of Press & Politics*: aimed at studies investigating journalism, the relationship media-politics.

*Mass Communication Quarterly*: focuses on research in journalism and mass communication

*Journalism studies*: Focuses on journalism studies as well as journalism practice

*Journalism*: Publishes both theoretical and empirical work and contributes to the social, economic, political, cultural and practical understanding of journalism.

### **Course Assessment**

The final grade will be based on the following:

- News Event Analysis 40% (35% paper, 5% class presentation)
- Mid-Term Exam 30%
- Final Exam 30%

The time allocation is estimated as follows:

• News Event Analysis (4500 words * 100 words / hour)	45 hours
• Readings (240 pages * 10p / hour)	24 hours
• Studying class slides & Preparing for Midterm / Final Exam	40 hours
• Classes (13 weeks * 3 hours)	39 hours
• Finding & Reading additional papers for research paper (6 papers minimum @ 30p each * 10p / hour)	18 hours
<b>Total</b>	<b>166 hours</b>

### **Grading Scale of Vesalius College**

Vesalius College grading policy, in line with the Flemish Educational norms, is now as follows:

Letter grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68

C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	0-9.9	0-49

## **Additional Course Policies**

### **Teaching and Learning Methods**

Interactive Professor Lectures, Expert Lectures from a number of political communication actors and foreign correspondents based in Brussels, Videos, Class Discussions.

### **Class attendance**

Because the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy.

Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor's note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided, the missed class is counted as an absence.

### **Academic Honesty & Plagiarism**

Academic dishonesty is **NOT** tolerated in this course - or anywhere for that matter.

**Your written assignments will be checked for plagiarism on TurnItIn:** don't do it. If I find that a written assignment contains portions of text that have been lifted from another source without clear indications of this (e.g. italics) or referencing, this is considered plagiarism. This includes your own work (self-plagiarism). Such cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action. The same goes for cheating or any other breaches of academic integrity.

## **Description of key assignments and activities**

### **News Event Analysis Instructions**

During this course students would be asked to compare and contrast a news event covered by different media organizations. The results of the analysis will be presented in class in week 12 (April 23 2018).

#### *Requirements:*

- Front page: including student name, student number, assignment title, and word count.
- Length: The extent of the paper should be minimum 3000 and maximum 4500 words (not including references).

- References: A **minimum** of 12 different *academic* peer-reviewed references, of which at least 6 are not part of the literature provided in the course.
- Referencing style: APA (American Psychological Association) style

#### *Structure:*

Typically, the research paper should have the following structure:

- Introduction: Outlines the news event that will be studied, its societal relevance and its relevance for international journalism; introduces a research question
- Method: Outlines which news outlets will be included in the analysis and why they were selected, which period of coverage will be investigated, and how news coverage was collected;
- Analysis: Describes and analyzes news coverage, and links news coverage to theories of international journalism;
- Conclusion: provides a summary of the findings in the light of the literature. Links the coverage to concepts from international journalism and shortly discusses the limitations of the study.

#### *Grading:*

Assignments are graded according to the rubric “News Event Analysis” (see below). The class presentation is grading according to the rubric “class presentation” (see below).

**Assignments are due on: Week 11 (16 April 2018 at 23:59).**

#### **Mid Term and Final Exams**

The mid-term and final exams will cover both lecture notes and assigned readings. The midterm will cover the required material from the first part of the semester, the final exam the material from the second part. The format of both the midterm and the final exams will be:

- 3 short questions (0.5 - 1 page long answer). Example: compare two theories or describe a theory/concept using an example from international journalism
- 1 long essay question (1.5 - 2 pages long answer).

The following criteria will be applied in assessing exam responses: Capacity to grasp and convey factual, conceptual and theoretical knowledge; Capacity to synthesize and to apply concepts and theory to concrete cases; Capacity to develop a systematic argument based on theory and practice.

#### **Deadlines for Assignments**

The deadlines for all assignments are communicated at the beginning of the semester. Because you are therefore able to plan ahead, late submissions receive a penalty on the overall score for the assignment:

- *0-24 hours after deadline*: 10 point penalty (e.g. 80/100 becomes 70/100);
- *24-48 hours after deadline*: 25 point penalty (e.g. 80/100 becomes 55/100);
- *48-72 hours after deadline*: 50 point penalty (e.g. 80/100 becomes 30/100).

No submissions are accepted if they are submitted 72 hours beyond the deadline.

## Appendix: Grading Rubrics

### Grading Rubric News Event Analysis

Criterion	Insufficient (0.0-9.9)	Adequate (10.0-14.9)	Good (15.0-17.5)	Excellent (17.6-20.0)
<b>Introduction (15%)</b>	Introduction - does not clearly explain news event; - Societal Relevance of news event not mentioned; - Relationship to international journalism not mentioned.	Introduction adequately describes: - News event; - Societal relevance of event; - Relationship of event to international journalism.	Requirement for adequate, but news event is clearly described and/or relevance is convincing	Requirement for adequate, but both relevance <i>and</i> event are clearly and convincingly described.
<b>Method (10%)</b>	The method does not clearly describe - Why news outlets were selected - How the news items were collected and analyzed	Method section describes: - Why news outlets were selected - How the news items were collected and analyzed	Requirement for adequate, but choices are well motivated and/or data analysis is clearly described	Requirement for adequate, but choices are well motivated and data analysis is described in a clear and complete manner.
<b>Analysis (40%)</b>	The analysis is not performed adequately. The results do not seem valid and reliable.	The analysis is carried out correctly. The results seem valid and reliable.	The analysis is of high quality. The clearly described results seem valid and reliable	The analysis is of very high quality. The clearly described results seem valid and reliable.
<b>Conclusion (15%)</b>	The conclusions are insufficiently related to the research question and relevant literature. There is no critical examination of own research.	The results are related to the research question and adequately linked to relevant literature. There is sufficient critical examination of own research.	The results are related to the research question and linked to relevant literature. There is a critical examination of own research.	The results are closely related to the research question and linked to relevant literature. There is a critical examination of own research
<b>References (10%)</b>	Several references have formatting errors.  Less than 6 references beyond course material included.	6 Non-course references are used, and almost all relevant course material is used.	Same as adequate + uses at least 8 non-course references, and uses all relevant course material.	Same as good + sources are well integrated into analysis.
<b>Writing (10%)</b>	More than one spelling mistake that could be avoided using spell checker. More than one half-finished sentence. The text is not well-structured.	Spelling mistakes almost absent. The text is well-structured.	Requirement for Adequate + max of two sentences that are unclear or difficult to understand. The text is well-structured.	Requirement for Good + No typos, grammar errors, and clear writing throughout. The text is exceptionally strong and meets the highest standards in the field.

*Grading rubric class presentation of news event analysis (5%)*

<b>Criterion</b>	<b>Insufficient (0.0-9.9)</b>	<b>Adequate (10.0-14.9)</b>	<b>Good (15.0-17.5)</b>	<b>Excellent (17.6-20.0)</b>
<b>Content (80%)</b>	The presentation does not provide an adequate overview of the relevance and method, results and conclusions of the news event analysis.  No discussion question is added at the end.	The presentation provides an overview of the relevance, method, analysis and conclusions of the news event analysis.  The discussion question is relevant to the presentation.	Requirement for adequate + Presentation is compelling & creative.  The discussion question is original and well chosen.	Requirement for good but the presentation is exceptionally creative and clear.  The discussion question is original and well chosen.
<b>Presentation style (20%)</b>	Structure of the presentation is unclear.  Slides are unclear.  Errors in presentation	Basic structure present.  Slides are clear, but not very creative.  Almost no errors	Structure is clear and logical.  Slides are clear and creatively designed.  No errors	Requirements for Good, but the layout and content of the slides is compelling, and the presentation of the content was excellent

*Grading rubric short exam questions (0.5 - 1 page)*

<b>Criterion</b>	<b>Insufficient (0.0-9.9)</b>	<b>Adequate (10.0-14.9)</b>	<b>Good (15.0-17.5)</b>	<b>Excellent (17.6-20.0)</b>
<b>Accuracy (30%)</b>	The answer sheet is left blank or the answer fails to address the question.	The answer correctly reflects the basic tenets of the concepts or theories as discussed in class or readings.	Requirement for Adequate + the answer almost completely covers the concepts or theories and contains no major errors.	Requirement for Good, but the answer contains no errors whatsoever.
<b>Comparison/ application (50%)</b>	The answer fails to address the question (e.g. no link between theories/concepts and examples or comparison of theories).	The answer sufficiently addresses the question (e.g. explains the theory/concepts in a sufficient manner. If an example is needed, it is adequate)	The answer correctly addresses most aspects and angles of the question (e.g. good example is provided, linked to the theory, explains all theories/concepts and compares them in a convincing manner)	The answer correctly addresses all aspects and angles of the question and provides an answer with an excellent level of detail (e.g. good example is provided, linked to the theory, explains all theories/concepts)
<b>Structure / Language (20%)</b>	The structure is confusing and makes it hard to make out the key points made. Use of language is poor and contains several errors.	Overall structure is clear, with maximum two unclear sentences. Use of language is ok, with maximum two errors.	Structure is clear throughout, with no unclear sentences. Good use of language, with no errors.	Requirement for Good, plus the structure and use of language are exceptionally clear.

Grading rubric essay question (1.5 – 2 pages)

Criterion	Insufficient (0.0-9.9)	Adequate (10.0-14.9)	Good (15.0-17.5)	Excellent (17.6-20.0)
<b>Introduction (15%)</b>	Contains no position of author  No discussion of Relevance or placement in the broader context.  No specific example.	Introduction mentions -Position of author; -Relevance -broader context -specific example	Requirement for adequate + Relevance and example are compelling & creative.	Requirement for good + All information is exceptionally compelling.
<b>Evidence of reading (10%)</b>	The answer lacks any adequate reference to course material	Average reference to and application of course material	Good reference to and application of course material	Excellent reference to and application of course material
<b>Argumentation (40%)</b>	The answer lacks any critical reflection  Fewer than two well-argued arguments. Clear logical gaps are present. The argumentation is not convincing  No supporting relevant facts, examples, and details.	The answer shows some evidence of critical thinking  At least 2 well-argued arguments are present. No clear logical gaps or misrepresentations present.  Essay supported with some relevant facts, examples, or details	The answer highlights a good level of critical thinking  Requirement for adequate + At least one convincing counter argument (that is refuted).  logical flow of arguments and the argumentation is convincing  Essay supported with relevant facts, examples, and details	The answer demonstrates an excellent level of critical thinking  Requirement for good + More than three convincing arguments + multiple counter arguments (that are refuted);  logical flow of arguments and the argumentation is convincing  Essay richly supported with relevant facts, examples, and details
<b>Conclusion (15%)</b>	Conclusion does not mention statement, position or a short recap of the key arguments	Conclusion mentions statement, position and briefly describes the key arguments.	Requirement for adequate + Conclusion addresses broader relevance of statement	Requirement for adequate + relevance and summary of arguments is compelling.
<b>Structure / Language (20%)</b>	The structure is confusing and makes it hard to make out the key points made. Use of language is poor, and contains several errors.	Overall structure is clear, with maximum two unclear sentences. Use of language is ok, with maximum two errors.	Structure is clear throughout, with no unclear sentences. Good use of language, with no errors.	Requirement for Good, plus the structure and use of language are exceptionally clear.