International Journalism (403 A)

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Required Materials:

* William A. Hachten & James F. Scotten (2015, 9th edition). *The World News Prism: Digital, Social, and Interactive.* Wiley Blackwell.
* Williams, K. (2011). *International journalism*. Sage.
* Additional readings on Moodle
* Recommended Reference Book: American Psychological Association (2010). Publication Manual of the American Psychological Association (6th edition).

Other required readings

We will be reading a number of recent International media and journalism news articles, academic articles, and selected chapters from other sources. These other required readings will be provided as links in the Moodle . I will announce, discuss, and provide links to the articles for any given unit in that unit’s overview page.

Additionally, as the discourses on religion and media are constantly evolving and news is being made throughout the day every day, I will be continually on the lookout for new articles that I think will be of interest to you. I shall assign additional readings and/or update reading assignments as news develops. Should I do so, I will announce them on the course site and/or by e-mail. Stay tuned! I welcome your input regarding such items.

Course Description:

The course is designed to achieve two goals. One, an understanding of the media structures around the world. Secondly, it intends to develop an understanding of international journalism. Journalism and media systems always remain two different phenomena. The system of journalism is the more human and action oriented part of the discipline. Thus, celebrity journalists, but seldom a celebrity owner or manager. The readings given in this course exactly serve this purpose. The hand in hand readings of international media and international journalism are an effort to develop a holistic perspective of the field.

This course is an introduction to theories and research on the media systems across the globe. Emphasis will be placed on the study and application of theories and research methods that have relevance for professional practice in the fields of communication, and journalism. Students will learn about the structures of media systems in Pakistan and other social and political cultural context. The course aims at involving students in a discussion about how journalists perceive their work-role identity across the globe, and how that identity changes with different political and cultural structures. The course also introduces students to the power dynamics across the globe affect media performance, and how legal systems could be used to censor media and journalists.

One of the major course components is based on the idea of practical application of international journalism skills. This is international Collaborative Journalism.

A Brief Introduction of Collaborative Journalism in International context:

Collaborative journalism component is designed to familiarize students with cross cultural learning in a virtual environment. This virtual class room is designed to bring together students from the developed West and the Developing nations. The Australian students and the Pakistani counterparts are going to have a field experience where they will play the roles of both the international journalist and a stringer. This practical exercise, beginning with group formation on both sides according to similar thematic and ending on story production on both sides, is designed to develop a holistic understanding of the dynamics of international journalism. This includes from theme selection to topic selection to develop an understanding of the nuances of rituals and journalistic cultures on both sides of the cultural aisle. Students will have four classes, 3 hours each week.

Refusing to be deterred by a tight job market, young journalists from the West increasingly work in dangerous countries as freelancers, without the protections and guidance afforded by major news agencies and without experience in how the journalistic “rules of engagement” differ in zones of conflict. Alone and ill-prepared, these young journalists risk deportation, incarceration, or worse (Wake, 2016).

Young journalists from zones of conflict have complementary needs. They frequently work alongside Western journalists as freelancers, but lack knowledge of the cultural context and inner workings of the Western press. Active supporters of journalistic and democratic ideals, these young reporters can nevertheless find themselves confused and disillusioned by operational and editorial practices they don't understand (Khan, 2011).

With roots in contact theory, collaborative learning, and related research in communication and education, in-person exchange has for decades proven a powerful way to broaden learners’ perspectives and prepare them for a rapidly globalizing world. Universities around the world offer in-person exchange programs to those who study journalism to help them prepare for the rigors of international reporting. However, the costs of in-person exchange are high and logistics are difficult, substantially limiting access.

Course objectives:

The course is designed to:

* overview of the fundamental concepts in the process of theorizing international journalism
* overview and critically analyze foundational and contemporary theories of mass communication (journalism) using examples that connect theory to professional and everyday life settings in different parts of the globe
* familiarize students with empirical and critical research studies on media functions and effects in different parts of the world
* develop analytical skills for the evaluation of media theory and research in the different cultural contexts
* offer opportunity to apply theoretical knowledge on International Journalism by writing stories on the related themes.

# COURSE POLICIES

### Attendance:

I understand that occasional health problems and similar emergencies might prevent students from attending class. To accommodate such situations, I allow two absences during the semester. However, *if you have more than three unexcused absences, your final course grade will be lowered one full letter grade*. If you miss six classes, you will receive a grade of F.

If you find yourself in a situation where a serious health issue or similar emergency will interfere with regular attendance, please speak with me as soon as possible, ideally *before* the absence occurs. Be prepared to provide documentation (note from doctor, etc.).

### Global News Awareness and collaborative journalism:

In order to appreciate the context in which media around the world operate, you need to understand what's going on in the world: developments in the political, economic, technological, and cultural realms impact media organizations as well as media audiences. By taking this course, I assume you have at least a passing interest in international matters. Make that an active interest: keep up to date on global events and issues on a regular basis. I will direct you to some sources for this type of information; others you might uncover on your own.

One important element of the course is the practical application of the international journalism skills in the four week course component of collaborative journalism. This four week collaboration with the student from RMIT Melbourne will take place in four, three hourly sessions on skype.

The link to course is below:

<https://lagunita.stanford.edu/courses/course-v1:Education+VSE102+ongoing/about>

### Deadlines:

Missed deadlines is a ticket to downfall in the profession of journalism. Therefore, ***all assignments are due at the beginning of class time*.**

If you do not turn in an assignment at the beginning of class, it will automatically be marked down 25% of possible score for each calendar day late; after 4 calendar days you will receive a ‘F’. Missed quizzes or in-class exercises cannot be made up. You will receive a zero for the quiz or exercise unless you have a doctor's note. If you anticipate trouble completing an assignment on time because of a legitimate problem (illness, death in the family, etc.), contact me as soon as possible BEFORE the assignment is due so that I can work with you on a reasonable accommodation.

### Classroom Behavior:

*Turn off cell phones and other electronic devices* during class time. You will need to pay close attention, as material will not be repeated.

### Academic Dishonesty:

You are responsible for doing your own work. Even though you might work with classmates on certain projects, you are expected to complete your own work on those projects. Plagiarism includes taking any material from another source without citing it, or placing text from another source in your work and not indicating it as a quote.

Plagiarism, deception, and fabrication are unacceptable in the professional practice of journalism, as in other areas of public life. Therefore, prepare yourself and don't be tempted by them now.

Be aware that *academic dishonesty can result in an automatic grade of F* for this entire course as well as possible referral to the FCCU offices.

### E-Mail:

I will communicate via e-mail (to your FCCU e-mail account) and our course Moodle site: check both regularly!

While I will do my best to check e-mail regularly during the week, I cannot guarantee responses to e-mails that arrive in my Inbox between Friday evenings and Monday morning. As far as possible, try to clarify your questions in person before or after class or during my office hours.

Please DO NOT use e-mail to:

1. get routine information that is already on the syllabus.
2. ask what you missed in class when you were absent. Please contact a classmate for notes. I will be glad to provide any handouts you missed.
3. discuss in-depth a major or significant problem.
4. PLEASE REFRAIN FROM WRITING IN THE MIDDLE OF THE NIGHT. I GREATLY APPRECIATE AN EMAIL DURIGN THE DAY. I WILL STRONGLY ADVISE NOT WRITIING ANY EMAIL AFTER 9 PM.

ASSIGNMENT OVERVIEW (more detail to come)

* Participation

I expect you to actively take part in class discussions of topics, and to have read assigned readings **before** each class. Read the material thoroughly, and be prepared with questions and opinions to discuss. Participation also means fully engage in any group activities.

* Quizzes

There will be 4 to 5 unannounced quizzes over material from the assigned readings as well as on major international current events.

* Collaborative Journalism + Presentation

Stories written in 4 week collaborative work will be presented in this presentation.

* International Journalism Analysis + Presentation

You will investigate the international media and journalism structure, the action of media monopolies and their impact within their sphere of influence. The impact of global monopolies and the subsequent media and political structures these development nurture and support. You will share your findings with the class by way of brief in-class presentation. You will also turn in a written summary of your findings. Additional details to come.

* FINAL PAPER:

You will select (in consultation with the instructor) an issue or topic related to international mass communication. I will provide you with a list of suggested topics, but you are welcome to propose your own. You will research the topic and write a roughly 10-12 page paper containing a review of scholarly literature on the topic, and concluding with suggestions for further research into the topic (e.g. any gaps in knowledge, new developments not reflected in current scholarship, etc.). Graduate students are expected to complete a research paper of 12-15 pages.

Grading

Class participation (including attendance, in class writing, and quizzes 35%

Assignments (including the Story for VSE) 35%

Final Paper (including Proposal & Bibliography) 35%

Schedule – subject to revision

Course Schedule (subject to change):

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| Date | Course and Readings |
| Week 1 | Course introduction, syllabus overview |
| WK 2 | * Chapter 1; William K. 2011; Globalization and international journalism * “Fixing” the Journalist-Fixer relationship   <https://niemanreports.org/articles/fixing-the-journalist-fixer-relationship/> |
| Week 3 | * Chapter 2; (William K, 2011) The Colonial Legacy: the history of international journalism * The Practice of Fixing And The Role of Fixers in Global Journalism   https://mail.google.com/mail/u/0/#search/kbowen%40stanford.edu/KtbxLwGnPszwzQJxWkKNhhFBjrLrhjWZWg?projector=1&messagePartId=0.1 |
| Week 4 | (William K, 2011)  Chapter 3; The Big Three: Organizational structures of international journalism |
| Week 5 | Chapter 4; (William K, 2011) Our man in Havana: The occupational culture of international journalism, |
| Week 6, | Chapter 5; Standard Techniques: News Management and International Journalism |
| Week 7 | Chapter 6; Windows on the World: International Journalism and the News Media |
| Week 8 | * Conclusion: the Death of the Foreign Correspondent |
| Week 9 |  |
|  | Spring Break |
| Week 10 | * William A. Hachten & James F. Scotten (2015, 9th edition). *The world News Prism: Digital, Social, and Interactive.* Wiley Blackwell.   Introduction: Fall and Rise of the Media; Chapter 1; Information for a Global System; Chapter 2; Game Changers: Twitters, Videos, Blogs 19  Chapter 6; William K, 2011, Windows on the world: International Journalism and the New Media |
| Week 11 | (Hachten & Scotten, 2015)   * Chapter 12; Reporters Abroad: Paid, Free, and Harassed * **Global Media Ethics By Stephan J. A Ward**   https://ethics.journalism.wisc.edu/resources/global-media-ethics/ |
| Week 12 |  |
| Week 13 | (Hachten & Scotten, 2015)  Chapter 3; Global Media Under Stress; Chapter 4; Impact of Great Events; Chapter 5; English: The Language of the World |
| Week 14 | * Introduction to the course * Discussion on the course material and video lectures on the website <https://lagunita.stanford.edu/courses/course-v1:Education+VSE102+ongoing/about>   (the enrolment of students and their access passwords allotment will be allotted in advance to access the course content for discussion)   * Keith Bowen (Stanford University) giving an introduction of the project and an outline of the course * Instructors from Melbourne and Lahore making short introductions of different themes. * Students’ group formation according to the themes decided in collaboration between Lahore, Melbourne, and Stanford * Students with similar themes in Pakistan and Australia teamed together.   Initial contact between students made. |
| Week 15 | General Discussion. Final paper due on   * Discussion on the video lectures, readings and themes * Student story and interaction discussed |
| Week 16 | * Discussion on the video lectures and first drafts of the stories discussed * Any problems in information gathering both in Pakistan and Australia discussed and solved. * products given space on <http://thefarbridge.com/collaborative-journalism/> |
| Week 17 | Final discussion on the story writing formats and all relevant themes   * Discussion on the final video lectures and readings * Each group presenting their stories * Discussion on the stories * Final stories published on websites in Melbourne and Pakistan   The Pakistani stories, along with the Australian |