

# COURSE SYLLABUS

## International Media

**Course code:** JRN 229

**Semester and year:** Spring 2024

**Day and time:** Tuesdays, 18.30-21.15

**Instructor:** Nenad Pejic

**Instructor contact:** Nenad.pejic@aauni.edu

**Consultation hours:** Every day by phone, email, or after the class

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Introductory
<b>Length</b>	15 weeks	<b>Pre-requisite</b>	TOEFL iBT 71
<b>Contact hours</b>	42 hours	<b>Course type</b>	Bachelor Required/Elective

### 1. Course Description

International media study invites many approaches, from the theoretical to the analytical to the practical. We shall practice all three -- theorizing, analyzing, and practicing international journalism in this intensive course. Because we need to limit such a broad subject, we shall mostly focus on news media history, current national news media systems, new media, press freedom issues, and war and human rights coverage in Europe, Russia and its neighbors, China, and the Near East.

### 2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Comprehend and have a clear knowledge and understanding of individual country news media systems as well as regional and global news networks and their history
- Understand values and analyze key international media issues such as press freedom and government controls, ownership concentration, social media horizons
- Contextualize international stories like wars through a deeper understanding of media systems that cover them

### 3. Reading Material

#### *Required Materials*

- AAUNI Library:
  - o Hachten and Scotton, *The World News Prism: Global Media in an Era of Terrorism*. Ames, IA: Iowa State University Press, 2002.
  - o McLaughlin, Greg. *The War Correspondent*. London: Pluto Press, 2016 (2<sup>nd</sup>. Ed.)

- o Daniela V. Dimitrova, *Global Journalism, Understanding World Media Systems*, The Rowman & Littlefield Publishing Group, 2021

**Recommended Materials**

- Selected stories and opinion pieces from *Global Voices*, PRI.org, euobserver.com, and voxeurop.eu, Radio Free Europe/Radio Liberty, Vice News, BBC, etc.
- Selected analyses from Media Landscapes, Institute For War & Peace Reporting, International Press Institute, Committee To Protect Journalists, etc.

**4. Teaching methodology**

Lectures, discussions, presentations, and quizzes will be used. You must have access to assigned readings and viewings during class. When we meet in the classroom, computers and hand-held devices are allowed in class only for reference to the texts we are studying.

**Please note:** students will be required to follow the news coverage of the main events on various media outlets.

**5. Course Schedule**

**Please Note: This schedule is subject to change. More readings or viewings may be added on a class-by-class basis, subject to breaking news developments in areas covered. All readings must be done by the date listed. All readings are on the NEO Course Site in either “Resources” or in that week’s “Lesson,” and many are linked below.**

Date	Class Agenda
Day 1 Feb 6	<p><b>Topic:</b> Defining global journalism and media systems</p> <p><b>Description:</b> How has globalization brought in global journalism; digitalization and the “global village”? Is there a single clearly defined framework to define media systems? Four theories of the press. Models of media and politics in Western Europe and North America. Other models of media systems. What defines media systems, and the role of government?</p> <p><b>Reading:</b></p> <p>1) <i>Global journalism needs global ethics</i>  <a href="https://theconversation.com/global-journalism-needs-global-ethics-62963">https://theconversation.com/global-journalism-needs-global-ethics-62963</a></p> <p>2) <i>Inside the New York Times debate over its Gaza hospital bombing coverage</i>  <a href="https://www.vanityfair.com/news/2023/10/new-york-times-gaza-hospital-story">https://www.vanityfair.com/news/2023/10/new-york-times-gaza-hospital-story</a></p> <p><b>Assignment:</b></p> <p>Does international media contribute to polarization and how?</p>

<p>Day 2 Feb 13</p>	<p><b>Topic:</b> International news flow in the digital age</p> <p><b>Description:</b> Is there a global flow of news if everyone reads different news tailored to their interest and behavior? Are the poorest countries ignored in the global digital flow of news? Changes with social media. How has news consumption changed? The digital age changed media and content presentation.</p> <p><b>Reading:</b></p> <p>1) Digital globalization: The new era of global flows <i><a href="https://www.mckinsey.com/capabilities/mckinsey-digital/our-insights/digital-globalization-the-new-era-of-global-flows">https://www.mckinsey.com/capabilities/mckinsey-digital/our-insights/digital-globalization-the-new-era-of-global-flows</a></i></p> <p><b>Assignments:</b> In class: The coverage of Ukraine, Israel, and Iraq wars (groups' presentation)</p>
<p>Day 3 Feb 20</p>	<p><b>Topic:</b> International news media coverage of wars</p> <p><b>Description:</b> We'll turn to the conflicts in Ukraine, Iraq, Afghanistan, Israel and The Balkans using critical sources to deepen the understanding of new 21<sup>st</sup>-century challenges journalists who cover war are facing. Neutrality in war reporting by international media. International media and national interests of the countries they broadcast from. Is there a global piece without global media?</p> <p><b>Reading:</b></p> <p>1) <i>News about the war in Ukraine has been different. Stanford scholar and former war reporter discusses why</i> <i><a href="https://news.stanford.edu/2022/03/17/reporting-war-ukraine/">https://news.stanford.edu/2022/03/17/reporting-war-ukraine/</a></i></p> <p>2) <i>The media navigates a war of words for reporting on Gaza and Israel</i> <i><a href="https://www.washingtonpost.com/style/media/2023/10/20/israel-gaza-strike-hospital-blast/">https://www.washingtonpost.com/style/media/2023/10/20/israel-gaza-strike-hospital-blast/</a></i></p> <p><b>Assignments:</b> Media systems in the UK, Germany, and North Europe (groups' presentation)</p>
<p>Day 4 Feb 27</p>	<p><b>Topic:</b> News Media Landscape: UK, Western and North Europe</p> <p><b>Description:</b> Private and public media outlets as a part of the integrated media landscape compete with each other. Do UK tabloids have too big an influence on society? The role of BBC. Ombudsmen as a successful way to have a public influence on media editorial policy. Are German media the most dynamic market in Europe? Five large German companies dominate the newspaper market. Why is self-regulation successful? Media in North Europe successfully built a democratic corporatist model with a high degree of professionalism, strong media, and strong political parallelism.</p>

	<p><b>Assignments:</b> Media systems in Hungary, Poland, and Latvia (individual presentation)</p>
<p>Day 5 Marc 5</p>	<p><b>Topic:</b> News Media Landscape: Central and Eastern Europe</p> <p><b>Description:</b> Is privatization of the media market a way to use money instead of ideology to control media? How did Hungary lose its media freedom? Will Poland go in the same direction? Does the Czech Republic still serve as a media role model?</p> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1) <i>Vocal Europe: Hostile Takeover: How Orban is Subjugating The Media in Hungary</i> <a href="https://www.vocaleurope.eu/hostile-takeover-orban-subjugating-media-hungary">https://www.vocaleurope.eu/hostile-takeover-orban-subjugating-media-hungary</a></li> <li>2) <i>Polish parliament passes controversial media bill</i> <a href="https://www.bbc.com/news/world-europe-58180761">https://www.bbc.com/news/world-europe-58180761</a></li> </ol> <p><b>Assignments:</b> Media system in Russia (groups' presentation)</p>
<p>Day 6 March 12</p>	<p><b>Topic:</b> News Media Landscape: Russia</p> <p><b>Description:</b> We'll review the post-Soviet development of news media in Russia, and the recent laws regulating news media. How is the media landscape organized in a country with 11 time zones and 100 minority languages besides Russian? USSR media landscape and media today. The role of Roskomnadzor, the law on "foreign agents". Has the digital revolution been successfully controlled? Information as a weapon. Centralized TV news shows as a way to govern.</p> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1) <i>Elena Vartanova, Media Landscapes: Russia (linked on NEO site)</i></li> <li>2) <i>Tetyana Lokot, "Russia Launches 'Predictive System' for Monitoring Protest Activity Online." Global Voices Online, May 19, 2015 (linked on NEO site)</i></li> <li>3) <i>Peter Pomerantsev, "Despite his defeats, Putin still shapes our perceptions. Let's fight him at his own game" The Guardian, September 18, 2022</i></li> <li>4) <i>The world is watching Russia invade Ukraine. But Russian media is telling a different story</i></li> </ol> <p><b>Assignment:</b> Draw a comparison between Russian media and UK media of an event during the war in Ukraine</p>
<p>Day 7,</p>	<p><b>MIDTERM EXAM.</b></p>

March 19	<p>The midterm exam will consist of:</p> <ol style="list-style-type: none"> <li>1) Quiz - (in the class)</li> <li>2) Essay - topic related to comparison of International media (at home)</li> </ol>
March 26	<b>Midterm Break</b>
Day 8 April 2	<p><b>Topic:</b> News Media Landscape: China</p> <p><b>Description:</b> What does absolute authoritarian control of news media look like? We'll look at China for the answer. Media subordinated to political power. Convergence in the Chinese way. Opening up to the world and closing down domestically. Hierarchy is the basic principle of society and in media.</p> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1) <i>CPJ on Chinese censorship</i> <a href="https://www.cfr.org/backgrounders/media-censorship-china">https://www.cfr.org/backgrounders/media-censorship-china</a>CPJ, Iris Hsu,</li> <li>2) <i>HRW: How censorship works in China</i> <a href="https://www.hrw.org/report/2006/08/10/race-bottom/corporate-complicity-chinese-internet-censorship">https://www.hrw.org/report/2006/08/10/race-bottom/corporate-complicity-chinese-internet-censorship</a></li> </ol>
Day 9 April 9	<p><b>Topic:</b> News Media Landscape: United States and Canada</p> <p><b>Description:</b> How has media changed in the United States? Does media concentration negatively influence society? Is the media system and media ownership one of the reasons the US has been faced with polarization in society? Did Canada escape this trap?</p> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. <i>The US is polarizing faster than other democracies</i> <a href="https://www.brown.edu/news/2020-01-21/polarization">https://www.brown.edu/news/2020-01-21/polarization</a></li> <li>2. <i>The polarization in today's Congress has roots that go back decades</i> <a href="https://www.pewresearch.org/short-reads/2022/03/10/the-polarization-in-todays-congress-has-roots-that-go-back-decades/">https://www.pewresearch.org/short-reads/2022/03/10/the-polarization-in-todays-congress-has-roots-that-go-back-decades/</a></li> <li>3. <i>We are divided but are Canadians more polarized?</i> <a href="https://policyoptions.irpp.org/magazines/october-2022/polarization-representation-canada/">https://policyoptions.irpp.org/magazines/october-2022/polarization-representation-canada/</a></li> </ol> <p><b>In-Class:</b> Is the media system in the US responsible for polarization in society?</p>
Day 10 April 16	<p><b>Topic:</b> News Media Landscape: Middle East</p> <p><b>Description:</b> Media changed society in the Middle East. We'll track the revolutionary effect social media had on coverage of the 2011 Arab Spring democracy movements, and indeed on the events themselves. Focus on: New media and News media</p> <p><b>Reading:</b></p>

	<p>1) <i>Arab Media Regulations: Identifying Restraints on Freedom of the Press in the Laws of Six Arabian Peninsula countries.</i> <a href="https://escholarship.org/uc/item/3bg8628m">https://escholarship.org/uc/item/3bg8628m</a></p> <p>2) <i>Are social media giants censoring pro-Palestinian voices amid Israeli's war</i> <a href="https://www.aljazeera.com/features/2023/10/24/shadowbanning-are-social-media-giants-censoring-pro-palestine-voices">https://www.aljazeera.com/features/2023/10/24/shadowbanning-are-social-media-giants-censoring-pro-palestine-voices</a></p> <p><b>In class:</b> <i>Selected Arab Spring coverage, Selected coverage of Israeli – Palestine war</i></p>
<p>Day 11 April 23</p>	<p><b>Topic:</b> News Media Landscape: Africa</p> <p><b>Description:</b> Rapid change in media outlets in Africa. The specific role of the platform of radio due to accessibility issues. Regular attacks on journalists and restrictions are becoming common. We'll examine a wide range of current and recent environment stories worldwide. Social media taxes as a control tool. The media landscape in South Africa.</p> <p><b>Reading:</b></p> <p>1) <i>Jeffrey Conroy-Krutz, Joseph Kone: Promise and Peril; In Changing Media Landscape, Africans are Concerned about Social Media but Opposed to Restricting Access-Pan African Profile</i> <a href="https://www.afrobarometer.org/wp-content/uploads/2022/04/AD509-PAP-7-Promise-and-peril-Africas-changing-media-landscape-Afrobarometer-dispatch-19feb22.pdf">https://www.afrobarometer.org/wp-content/uploads/2022/04/AD509-PAP-7-Promise-and-peril-Africas-changing-media-landscape-Afrobarometer-dispatch-19feb22.pdf</a></p> <p>2) <i>Guardian: Delving into the South African media landscape with the African Media Barometer</i> <a href="https://mg.co.za/special-reports/2022-08-15-delving-into-the-south-african-media-landscape-with-the-africa-media-barometer/">https://mg.co.za/special-reports/2022-08-15-delving-into-the-south-african-media-landscape-with-the-africa-media-barometer/</a></p> <p><b>Assignment:</b> Compare the coverage of RFERL and BBC with Russia Today and CCTV</p>
<p>Day 12 April 30</p>	<p><b>Topic:</b> Breaking the wall, the role of RFE/RL, VOA, BBC, RFI. CCTV and Russia Today's operations. Sputnik as the government tool. VOA and RFERL are financed by the US Congress but are not government-dependent. How operations of VOA, RFERL, BBC, and RFI moved from fighting for the audience with the same editorial principles and goals to fighting with media with different editorial policies and goals.</p>
<p>Day 13 May 7</p>	<p><b>Topic:</b> Media landscape: Latin America</p> <p>Why does Latin American media struggle? Who controls media? How media system has been organized? Media concentration leads to problems.</p> <p><b>Reading:</b></p>

	<p>1) <i>Covering and uncovering Latin America's media struggles</i>  <a href="https://www.tandfonline.com/doi/full/10.1080/10714839.2021.2000751">https://www.tandfonline.com/doi/full/10.1080/10714839.2021.2000751</a></p> <p>2) <i>Who controls Latin America's media</i>  <a href="https://nacla.org/news/2022/01/14/latin-america-media-ownership">https://nacla.org/news/2022/01/14/latin-america-media-ownership</a></p> <p><b>Assignment/preparing for the final exam:</b> Presentations of key points outlined in the course (individual and group presentations)</p>
Day 14 May 14	<p><b>Topic: Final Exam Review</b></p> <p><b>Description:</b> We will catch up on any missed material and review for the final exam, which covers all lectures, readings, and viewings from the second half of the semester.</p>
Day 15 May 21	<p><b>Topic: FINAL EXAM</b></p> <p>To be divided into two parts:</p> <p>1. QUIZ – online, live</p> <p>2. Essay – homework</p> <p><b>Note:</b> The final exam (essay) will be posted on NEO at the end of the class session on May 7.</p>

**6. Course Requirements and Assessment (with estimated workloads)**

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation, Presentation,	40	25%	Ability to discuss international media with peers in a way that displays an understanding of key issues	1,2
Mid-term Exam	45	30%	Ability to synthesize factual information regarding international news media history, and individual country media landscapes.	1,2
Final Exam	50	35%	Ability to synthesize factual information regarding individual country media landscapes, press freedom issues, and the effect of new media on international news media.	1,2
Reading Quizzes and Posting Assignments	15	10%	Mastery of lecture and reading material; ability to find news stories related to class focus.	1

<b>TOTAL</b>	<b>150</b>	<b>100%</b>		
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\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

## 7. A Detailed description of the assignments

**Assignment 1:** Midterm Exam. The exam will focus especially on your ability to comprehend and digest a large amount of both factual and analytic information regarding news coverage of war and individual country media landscapes. It's essential that you take notes in this class in order to do well in the exam.

### Assessment breakdown

Assessed area	Percentage
Mastery of specific international news media issues	50
Mastery of individual country news media landscapes	50

**Assignment 2:** Midterm exam. Research and write a paper exploring some individual examples or broader issues related to the major themes of the class. For example, – *war coverage, individual country news media legal/ownership issues, press freedom, new media, and news media.*

### Assessment breakdown

Assessed area	Percentage
International Significance	50
Accurate, Fair, and Balanced Reporting	50

**Assignment 3:** Final exam. The exam will focus especially on your ability to comprehend and digest a large amount of factual and analytical information regarding individual country media landscapes, international news coverage of current major issues, and issues surrounding new media and news media. It's essential that you take notes in class to be prepared for the final exam.

### Assessment breakdown

Assessed area	Percentage
Understanding a variety of media landscapes	20
Ability to analyze coverage of major international news stories	40
Mastery of facts and issues surrounding new media and news media in examples studied	40

## 8. General Requirements and School Policies

### General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.



### ***Electronic communication and submission***

The university and instructors shall only use students' university email addresses for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

### ***Attendance***

Attendance is not compulsory but strongly recommended. Generally, students who are absent 35 percent of classes or more do extremely poorly on exams and projects and do not manage to pass the course.

If a student misses a class due to a time difference or other excused reasons, she/he will have a chance to review its recording on MS-Teams within 48 hours and prove the participation with a short assignment on NEO. Quizzes cannot be made up without an official absence excuse.

### ***Absence excuse and make-up options***

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he can submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. These must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form. Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus. Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

***Late work:*** No late submissions will be accepted – please follow the deadlines.

### ***Electronic devices***

Electronic devices (phones, tablets, laptops...) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams.

*Eating* is not allowed during classes.

### ***Cheating and disruptive behavior***

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior, the student will be expelled from the exam and the exam will be marked as failed.

### ***Plagiarism***

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,
- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of

machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

***Use of Artificial Intelligence and Academic Tutoring Center***

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above).

AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance. A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author’s work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited. If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/scheduler/manage/event/1/>.

***Course accessibility and inclusion***

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

**9. Grading Scale**

<b>Letter Grade</b>	<b>Percentage*</b>	<b>Description</b>
A	95 – 100	<b>Excellent performance.</b> The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90 – 94	
B+	87 – 89	<b>Good performance.</b> The student has mastered the material, understands the subject well, and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B–	80 – 82	

C+	77 – 79	<b>Fair performance.</b> The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C–	70 – 72	
D+	65 – 69	<b>Poor.</b> The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 – 59	<b>Fail.</b> The student has not succeeded in mastering the subject matter covered in the course.

\* Decimals should be rounded to the nearest whole number.

**Prepared by:** Nenad Pejic, lecturer

**Approved by:** Seth Rogoff 30.10.2023