

JOUR 590 – International Journalism – Spring 2017
Class meeting: Tuesday, 4:00 P.M. – 6:30 P.M.
204 Stauffer-Flint

- What do other countries know about the United States?
- What do we know about other countries?
- What role do the media play in shaping our knowledge?

Those are the three big questions we'll discuss this semester.

Welcome to J590, a course on international journalism. In this class we'll learn about the cultures of different countries, the media and political systems in those country, and the role U.S. and foreign media play in shaping our understanding of world events.

This course explores traditional and social media in industrialized and developing nations. It examines how government rules and restrictions affect press freedoms, how technology affects access to information, what version of the world is presented in the U.S. media, and how that view contrasts with the view presented by media abroad.

What we'll learn:

The goal of the course is to make you more aware of the effects of mass media in a globalized world.

In this course, you will:

- Develop an in-depth understanding of how journalism is practiced in different countries and regions in the world.
- Explore and question the role of media in different world regions and learn about the diversity of media systems and audiences.
- Learn how journalism affects our knowledge of our own and other countries.
- Understand better how media, political, and legal systems function in different countries and world regions.
- Gain knowledge of how journalists cover international events, including the challenges and restrictions that can affect their work.
- Produce original research that contributes to our understanding of international journalism.
- Learn how better to tell the stories of people who are not like us.
- Gain skills in writing and oral presentations.
- Consider how ethics and the First Amendment shape U.S. media coverage and consider how press freedoms operate (or don't) in other countries.

How you'll learn:

One way you'll learn is by reading.

There is one required book for this course: William A. Hachten and James F. Scotton, *The World News Prism: Digital, Social and Interactive*. 9th ed. Malden, MA: Wiley-Blackwell, 2016.

You also should already have a copy of *The Associated Press Stylebook*. You want to use that as a guide for any writing you do in our class.

You can find them in the KU bookstore, or you can order online (Amazon or other book retailers).

You are also expected to read regularly the news on the World/International sections of The New York Times, The Washington Post and BBC.

Other readings will be posted on Blackboard.

The course is a discussion-oriented course. It's important you **read** assignments before you come to class, so you can make informed comments. All students are expected to take an active role in class discussions.

Our conversations will cover a variety of topics, and we may not agree with each other. That's fine. We will, however, be civil and respectful. No exceptions to this rule.

Throughout the course you will have the opportunity to meet guest speakers with expertise in different countries and cultures. You will be asked to read some of their work, and they will want you to ask them questions, so, again, read before you come to class.

You'll also learn by completing a series of class assignments.

In addition to the readings, you'll complete a series of assignments designed to increase awareness of media coverage of world affairs and to help you analyze how media tell the stories of international events.

You have three individual projects, plus two group projects.

Detailed directions and grading rubrics will be posted on the course Blackboard site, but here's a preview.

Your world in 24 hours – Media monitoring project. You'll select one news source. You'll examine 24 hours of international news coverage from that source. You'll write a 2-3 page paper about what you learned. We'll discuss in class what the world was like for that one day. (Note: This cannot be The New York Times, The Washington Post, or BBC). (100 points) **Due: Feb. 7.**

International interview – You'll interview someone who is not a native of the United States. You'll write a short profile story, 2-3 pages. You'll share what you learned with the class. (100 points). **Due: Mar. 7.**

Take Me There – Group project on media systems. You will form a five-person team with your classmates. You'll explore the media climate in one country, then you'll discuss how journalists do their jobs in that country. You'll present findings in class in a 5-10 minute talk, and you'll supply a handout for your classmates (100 points). These will start on **Jan. 31** and conclude on **Mar. 14.**

What's important in the world? Group project on media coverage of an issue. You'll partner with four classmates to research and media coverage on an important world issue. You'll present your findings in class in a 5-10 minute talk, and you'll supply a handout for your classmates (100 points). **These will start Mar. 28 and conclude Apr. 25.**

Final project research paper. This assignment consists of two parts:

- Topic report = 50 points
- Final paper = 150 points

Think of this as a way to pull together what you've learned in class. You have some flexibility in this assignment, but your goal is to write a paper that sheds light on some aspect of international journalism. You can expand your media monitoring project and focus on an issue and how it is covered by several news organizations for a set period of time (week, two weeks). You can expand on your issues report and look more deeply at how a topic is covered by the press. Or you can develop a news feature story that includes interviews with journalists who have worked internationally, with students born outside the United States, or on an issue with some international component (local refugees, businesses that cater to immigrant populations).

The topic report, which is a one-page outline of what you plan to do and why you think it's important, is due **Apr. 11**. The final project is due no later than **May 10**.

Attendance. Comedian Woody Allen once said that "80 percent of success is showing up." The same holds true for classes. There are 14 classes this semester, excluding our first day of class. You'll receive seven points for each class you attend. Think of this as a good way to boost your grade by just showing up. (100 points)

You can earn up to 700 points in class.

To get your final class grade, I'll divide the number of points you earned by the total number of points in the class. So, if you earned 600 points in class, I'll divide by 700 for a total of 85.7 percent. Students often ask about rounding up. If your final class grade is .5 or higher, the grade will be rounded up. If it's .4 or lower, the grade remains the same. This means that a grade of 86.5 would be rounded up to an 87 or B+. A grade of 86.4 would remain an 86 or a B.

All written work must be doubled-spaced. Use Times Roman 12 point font (it's easier to read when grading).

All assignments are due at the beginning of class on the assigned date. Since deadlines have been announced in advance, no late work will be accepted. If you have a major problem that you think may prevent you from completing your work, tell me in advance. We'll see what we can work out.

In this class, there will be some individual assignments as well as some group work. Group work succeeds only if all members of the group actually work. In journalism, team work is critical to producing a story or a broadcast. In journalism, you have to keep your focus on the goal: Get the news out. In the two group projects, do your part; help each other.

Original work: All the work you do for this class must be original to this class. "Recycling" past reports/assignments from previous classes and presenting them as your own falls into the category of plagiarism. Writing a story for the Kansan, KUJH, or other campus media, and submitting that to meet an assignment for this class is unacceptable.

Deadlines: Each assignment has a deadline. Details of each assignment will be distributed in class or online. Written assignments can be handed in to me in person in class, or you can submit them through Blackboard.

Ask for help. I'll be happy to discuss/review your assignments with you before they are due. Sometimes, you just need to brainstorm. Feel free to contact me.

How your work will be graded:

I was a student for a long time, so I understand your concerns about grades. I'll make every effort to evaluate your work fairly, thoroughly, and quickly. And I'll provide constructive feedback with comments on what you did well and what you can work on to improve.

I'll post grading rubrics for each assignment on Blackboard, so you will know in advance how your work will be evaluated. But, in general, here's how your work will be graded.

Each written assignment will be graded on:

- **Content:** Does the assignment serve the assigned purpose?
- **Mechanics:** Is the paper free of grammatical, spelling, punctuation and style errors?
- **Writing:** Quality writing improves your grade.
- Critical thinking and creativity? Did you take a fresh, innovative approach? Did you think deeply about a topic or issue?

Here's the rundown on grading criteria:

A – All aspects of your work were outstanding. You followed directions, you turned in your work on time. The quality and content of the writing or presentation is excellent. The work shows superior originality, creativity, and critical thinking. Any sources are clearly identified and credible. Grammar, spelling, and punctuation are correct and follow AP style. Wow, wow, wow!

B – The work is very good and above average. The quality of the writing or presentation is good, although there may be some minor issues with content quality or clarity. The work demonstrates good creativity and critical thinking. Sources are clearly identified and credible. There may be some minor problems with grammar, spelling, or punctuation, but nothing that hampers understanding of the ideas. Good job!

C – The student has done the minimum for this assignment. The quality of the writing or presentation is satisfactory – but not much more than that. The paper offers little evidence of originality, creativity, or critical thinking. Sources are not credible or not clearly identified. There are serious problems with grammar, spelling, or punctuation.

D – The work is below average. It is not up to the most minimal standards expected for college work. There are serious problems with the quality or content of the writing or the presentation. Sources are not credible. There are significant problems with grammar, spelling, or punctuation. Work is not attributed.

F – This falls in the “you’ve got to be kidding me” category. The work is not original, creative or critical. There are serious problems with credibility, clarity, content. Grammar, spelling, and punctuation are seriously flawed.

For your final grade, you'll receive a number (percentage), but KU requires I translate that into a letter grade. Here's how it will work:

A = 93-100	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = 59 or below

Communication:

One of the pleasures of teaching is getting to work directly with students. Please don't hesitate to contact me.

Dr. Barbara Barnett
 Office: 203B Stauffer-Flint Hall
 Office hours: 2-4 Tuesdays and by appointment
 Email: barnettb@ku.edu
 Tel: 785-864-0604

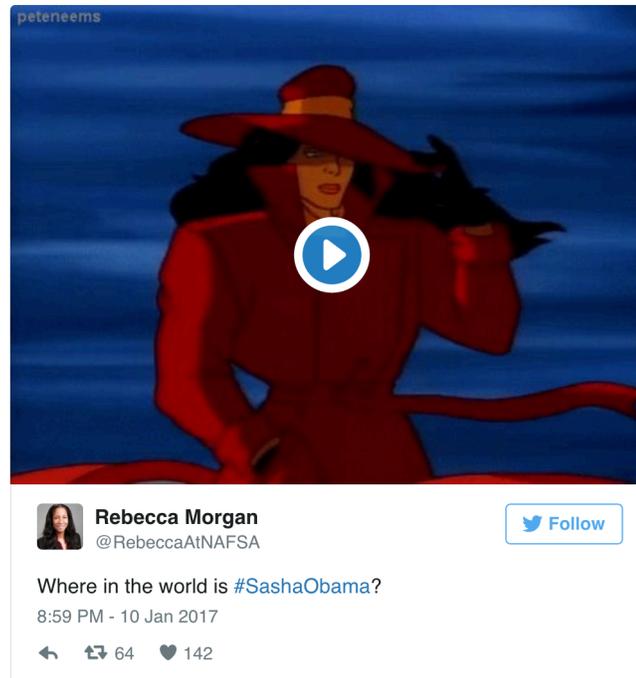
The easiest way to reach me is through email. Please be sure to email to barnettb@ku.edu -- last name, first initial. There is another B. Barnett on campus. He does not forward emails.

Please stop by and visit me in my office at 203-B Stauffer Flint. You might want to make an appointment to make sure I'm not in a meeting somewhere on campus.

You may also call me at: 785-864-0604.

Course Policies:

Take a look:



- Attendance is important. Sasha Obama missed her dad's farewell address to the national because she had to study for a science exam. Ask yourself: Is my excuse for missing class better than a send-off for the 44th president? Because this class meets weekly, missing one class is pretty drastic. Excused absences will be granted only under highly unusual circumstances, such as documented medical emergencies, death of an immediate family member (and that needs to be documented as well) and official KU business. Family gatherings, weddings, vacations, leaving early for the break, etc. do not qualify. See me in advance about religious holidays.
- If for some important reason you can't attend class, you are responsible for the materials and announcements even if you do not attend. Please get lecture notes from your fellow students if you are absent.
- Emails: Please check your ku.edu e-mail on a daily basis. I'll communicate with you through your KU email. If you have a personal email, I can't add that to the Blackboard site, so check your KU emails regularly.
- No laptops, cell phones, or other personal technology in class. Using technology in class to browse Facebook, check Twitter, shop, look at Instagram photos are good ways to miss out on what's going on. It's also disrespectful to me, to student presenter, and to guests we have in class. All mobile devices, gadgets, etc., including phones, iPods, iPads, etc. must be SILENCED and STORED during all class periods.

- No “private” conversations among students. Share your good ideas with the rest of the class.
- Respect each other. Be civil. Listen and learn.

Special needs:

If you have a concern or issue that you feel may affect your learning, be sure to contact the KU office of student accessibility: <http://accessibility.ku.edu>. You can email the office at: accessibility@ku.edu. You can call: 785-864-4946.

KU wants you to succeed, and this office can help you with any accommodations you might need. Also, you need to let me know as well.

Plagiarism, Fabrication, and Other Bad Stuff:

The official j-school policy is that “the William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.”

Neither do I.

Penalties for plagiarism, fabrication or falsification will definitely include a failing grade on the assignment and can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications.

Here’s some clarification:

Plagiarism means that you take someone else’s ideas, thoughts, or words, and you present them as your own original work. This includes taking ideas from written sources, such as books, as well as materials on the internet. Cutting and pasting materials from the Internet and presenting that work as if it was your own is plagiarism. There may be times when you want to incorporate another person’s ideas, opinions, and words into the papers you write, to make a point or to provide background. If you do, it is essential that you attribute that information—that you explain where the information came from and give credit where credit is due.

- If you cut and paste something then add a source, that is not enough. You’d need to rewrite it in your own words unless you treat it as a direct quote (by adding quotation marks). Otherwise, it is still plagiarism.
- Fabrication and falsification mean that you made it up. This can include making up an entire interview or embellishing a minor fact, quote, or statistic to make it sound better. Don’t do it.

If you have any questions about what constitutes plagiarism, fabrication or falsification, please see me.

Inclement Weather:

It's Kansas. It's winter. We have sun and 50 degrees one morning, then 30 degrees and snow by the afternoon. Just be flexible.

In the event of inclement weather, KU officials make the decision about whether to cancel classes. To determine whether snow or icy conditions affect classes, call 864-7669 (864-SNOW). I'll also send you an email about our class, so check your emails during bad weather.

And a few final words:

It's a big world out there. There are 7 billion people, and in some ways we're very different. In some ways, we're the same. Your job as a journalist is going to be to tell the stories of people whose lives, experiences, and perspectives may vary from your own. This class aims to help you think about how to do that in ways that will make your stories more accurate and authentic.

Class Schedule		
Week	Topic	What you should do
Week 1 – Jan. 17	What’s ahead this semester? Introduction to the class, assignments	
Week 2 – Jan. 24	The First Amendment: It’s not for everyone.	Read: Introduction in Hachten & Scotton, pp. 1 - 8, plus short readings on Blackboard. Form teams for group projects.
Week 3 – Jan. 31	What is global media?	Read Chapt. 2, 3 in Hachten & Scotton, pp. 9-33. Country report presentations.
Week 4 – Feb. 7	The world through the U.S. lens	Read Chapt. 5 in Hachten Scotton, pp. 62-76. Country report presentations. Your world in 24 hours project due by midnight.
Week 5 – Feb. 14	Media in Latin America	Read Chapt. 6 in Hachten and Scotton, pp. 77-98. Country report presentations.
Week 6 – Feb. 21	Media in Asia: India	Read Hachten & Scotton, Chapt. 8, pp. 119-137. Country report presentations.
Week 7 – Feb. 28	Media in Asia: China	Read Hachten & Scotton, Chapt. 9, pp. 138-158. Country report presentation.
Week 8 – Mar. 7	Media in Africa	Read Hachten & Scotton, Chapt. 10 Country report presentations. International interview due by midnight.
Week 9 – Mar. 14	Media in Eur-Asia: Russia	Read Hachten & Scotton, Chapt. 7, pp. 99-118. International Journalist David Mould visits. Check

		out his website on Blackboard. News issue presentation.
Week 10 – Mar. 21	Spring break	Use this time to catch up on work, sleep, fun, whatever. News issue presentation.
Week 11 – Mar. 28	Media in the Middle East	Read Hachten & Scotton, Chapt. 11, pp. 177-194. News issue presentation.
Week 12 – Apr. 4	Working abroad	Read Hachten & Scotton, Chapt. 12, pp. 196-209. News issue presentation.
Week 13 – Apr. 11	Reporting on war and conflict	Read Hachten & Scotton, Chapt. 13, 210-228. News issue presentation.
Week 14 – Apr. 18	TBD	TBD
Week 15 – Apr. 25	Reporting on war and conflict	Readings by journalists posted on Blackboard. Some of the best reporting. News issue presentation.
Week 16 – May 2	Final projects: The premier	You discuss your final projects.
Week 17	Final projects due	Deadline for projects: May 10 by midnight.

