

**International Journalism**

Code: 103085  
ECTS Credits: 6

Degree	Type	Year	Semester
2501933 Journalism	OT	3	1
2501933 Journalism	OT	4	1

## Contact

Name: Ricardo Carniel Bugs

Email: ricardo.carniel@uab.cat

## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Eulalia Sandiumenge Folch

## Prerequisites

Students must be able to express themselves in writing and orally in Spanish and/or English. In addition, they must be able to write in different journalistic genres with professional spelling.

Initiative and autonomy are skills required, as well as a good knowledge of current international affairs.

It is very welcome that students have interests around international relations, politics and global economics, but also in social and cultural issues, and a willingness to apply innovative approaches to journalism.

## Objectives and Contextualisation

The course in International Journalism offers knowledge and tools, both theoretical and practical, for those who wish to join the international section of a media outlet, as well as for those who wish to practice the profession independently, collaborating with different media or participating in long-term projects.

This subject will look in depth at various aspects of the profession, from the historical process of the career of international journalists and their work in newsrooms or as correspondents, to the current panorama of transnational journalism with the freelance professional as a central figure.

The course begins with an initial theoretical reflection on the geopolitics of information, the professional practice of international journalism and its capacity to influence the changing context in which it develops. It will also provide tools to understand and analyse from a critical point of view cross-cutting issues of international current affairs, regional and international problems and policies, as well as those of the European Union.

### Objectives

1. To identify the main themes and protagonists of international information.
2. To know and understand the media agenda of countries and international organizations.
3. To know and deepen in the conflicts and in the socio-economic and political context of different regions and countries of the world, as well as in transversal phenomena such as populism, disinformation or migration.
4. To learn the mechanics of the profession, the responsibilities and the possibilities of impact of the different forms of the profession (correspondent, travel and special coverage, freelance journalism, etc.).
5. To delve into the different journalistic genres from which international information can be worked on.
6. Practice alternative approaches and new narratives in order to contribute to international information that differs from hegemonic discourses.

### Competences

#### Journalism

- Abide by ethics and the canons of journalism, as well as the regulatory framework governing information.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Be familiar with and apply the theoretical and practical foundations of journalistic writing and narrative and its applications in the different genres, media and formats.
- Demonstrate a critical and self-critical capacity.
- Differentiate the discipline's main theories, its fields, conceptual developments, theoretical frameworks and approaches that underpin knowledge of the subject and its different areas and sub-areas, and acquire systematic knowledge of the media's structure.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Relay journalistic information in the language characteristic of each communication medium, in its combined modern forms or on digital media, and apply the genres and different journalistic procedures.
- Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use a third language as a working language and means of professional expression in the media.
- Value diversity and multiculturalism as a foundation for teamwork.

### Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Communicate using language that is not sexist or discriminatory.
3. Conceptualise the theories and techniques of specialised journalism.
4. Critically analyse the principles, values and procedures that govern the exercise of the profession.
5. Demonstrate a critical and self-critical capacity.
6. Demonstrate practical knowledge of specialised journalism.
7. Distinguish theories of journalistic writing and narrative to apply them to the different theme-based information specialisms.
8. Explain the explicit or implicit code of practice of one's own area of knowledge.
9. Identify situations in which a change or improvement is needed.
10. Incorporate the principles of professional ethics in developing narrative journalism specialised in international political information.
11. Know how to build texts in a third language that adapt to the structures of journalistic language and apply them to the different theme-based information specialisms.
12. Propose projects and actions that incorporate the gender perspective.
13. Relay in the language specific to each communication medium narrative journalism specialised in international information.
14. Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
15. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
16. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
17. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
18. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
19. Use interactive communication resources to process, produce and relay information in the production of specialised information.
20. Value diversity and multiculturalism as a foundation for teamwork.
21. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

## Content

### Subject Overview

- International journalism and transnational journalism. Geopolitics of information and its reflection in the communicative sphere. Freedom of the press and information rights in the world.
- The profession of the international journalist. The practice of the profession from the newsroom and in the field, correspondents and special coverage. Freelance journalism, opportunities and limitations. How to make a place in the freelance profession.
- The agenda and the treatment of international news. Interests, different world views and prejudices. Racism, xenophobia and hate speech. Alternative approaches and discursive resources.
- Short and long distance reporting. War journalism and peace journalism. Human mobility in a globalised world: borders, security and reception. Humanitarian journalism and solutions journalism.
- Coverage of social conflicts, crises and protests. Digital tools for collective organisation and online activism.
- International and transnational collaborative journalism networks and platforms. Research, data analysis and content verification.
- Scholarships, internships, resources and funding opportunities for journalists specialising in international news.

The order of the topics indicated may vary according to the final planning of the subject. The detailed calendar with the content of the different sessions will be available on the day of the presentation of the course and will be published in the Virtual Campus.

The contents of the subject will be sensitive to the Human Rights-based approach and the gender perspective.

## Methodology

The teaching methodology of the course combines different sessions of oral explanations, presentations of theoretical content and professional experiences, case studies and debates, as well as participative seminars/workshops and practical work sessions in a computerised classroom.

The main principle is to establish and share a common knowledge base so that, during the course, students can deepen the aspects they prioritise and apply them to the topics that interest them most.

All the information necessary to follow the course will be provided by the teaching team in classes, tutorial meetings and/or via the Virtual Campus.

The proposed teaching methodology and assessment may be modified depending on the restrictions imposed by the health authorities.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures and guest presentations.	15	0.6	4, 1, 13, 2, 3, 5, 7, 8, 9, 10, 12, 18, 16, 21, 20
Seminars and practical activities.	33	1.32	4, 1, 14, 13, 2, 6, 5, 7, 9, 10, 12, 17, 15, 16, 11, 19, 21, 20
Type: Supervised			
Tutoring	9	0.36	4, 1, 13, 5, 7, 8, 10, 12, 18, 16, 21, 20
Type: Autonomous			
Search, selection and reading of bibliography and other resources. Personal study. Planning and individual work / teamwork.	93	3.72	4, 1, 14, 13, 2, 3, 6, 5, 8, 9, 10, 12, 18, 17, 15, 16, 19, 21, 20

## Assessment

The course adopts a continuous and summative evaluation system. The final grade for the course will be the sum of the points obtained in the following evaluation activities:

- A) Practical assignments: 45 points (45% of the final grade);
- B) Final coursework: 35 points (30% of the final grade);
- C) Attendance and active participation in classe: 20 points (20% of final grade).

Total: 100 points (which would be equivalent to grade 10).

To be able to pass the subject, it will be necessary:

- a) Have carried out and submitted all the assignments (activities A and B). In case of justified absence for reasons of force majeure, the corresponding proof must be presented to the professors; otherwise, the activities will be considered as Not Completed.
- b) Have obtained a minimum score of 50 points (equivalent to a mark of 5.0) from the sum of all the assessment activities carried out.
- c) In the teamwork, the teaching team may adopt control measures to verify the participation of each member in the common work. Therefore, the grades may be different for members of the same team, which could mean that one or more members suspend the evaluation, while the others approve it.

The proposed teaching methodology and evaluation activities may undergo some modifications depending on the attendance restrictions imposed by the health authorities.

#### Reevaluation

In order to be eligible for reassessment, students must fulfil the following two conditions:

- 1) Not having reached the minimum criteria established to pass the subject;
- 2) Have been assessed during the semester of a set of activities, the weight of which corresponds to a minimum of 2/3 of the total grade of the subject.

Activities C are excluded from the reevaluation system.

#### Second Enrollment

In the case of a second enrolment, students could do a single synthesis exam about the whole content of the subject. The grading of the subject will correspond to the grade of the synthesis exam/assignment.

#### Plagiarism

The student who performs any irregularity (copy, plagiarism, identity theft, etc.) that may lead to a significant variation in the grade of an act of evaluation, will be graded with 0 this act of evaluation. In case of more than one irregularity, the final grade of the subject will be 0.

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A) Practical assignments	45%	0	0	4, 1, 14, 13, 2, 6, 5, 7, 9, 10, 17, 15, 16, 11, 19, 21, 20
B) Final Coursework	35%	0	0	4, 1, 14, 13, 2, 6, 5, 8, 9, 10, 12, 18, 17, 15, 16, 19, 21, 20
C) Attendance and active participation	20%	0	0	4, 1, 2, 3, 5, 7, 9, 10, 18, 17, 15, 16, 21, 20

## Bibliography

### Basic bibliography

Aldekoa, Xavier (2019). *Indestructibles*. Columna.

Bobin, Frédéric; González, Enric; Tremlett, Giles; Calaf, Rosa María & Val, Eusebio (2002). La jornada del corresponsal. *El Ciervo*, 51(615/616), 26-33. <https://www.jstor.org/stable/i40037105>

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<https://doi-org.are.uab.cat/10.1080/1461670X.2021.1882876>

Larrondo Ureta, Ainara & Ferreras Rodríguez, Eva María (2021). The potential of investigative data journalism to reshape professional culture and values. A study of bellwether transnational projects. *Communication and Society*, 34 (1), 41-56. <https://revistas.unav.edu/index.php/communication-and-society/article/view/39001>

Lugo-Ocando, Jairo & Nguyen, An (2017). *Developing News: Global Journalism and the Coverage of "Third World" Development*. Routledge.

Morales, Agus (2017). *No somos refugiados*. Círculo de Tiza.

Nicolás Gavilán, María Teresa (2009). Los ojos que miran el conflicto israelí-palestino. *Cuadernos de Periodistas. Revista de la Asociación de la Prensa de Madrid*, 17, 51-60.  
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Sambrook, Richard (2010). *Are Foreign Correspondents Redundant? The changing face of international news*. Reuters Institute for the Study of Journalism.  
<https://reutersinstitute.politics.ox.ac.uk/our-research/are-foreign-correspondents-redundant>

Sandiumenge, Lali (2012). *Guerrillers del teclat: la revolta dels bloguers àrabs des de dins*. La Magrana.

Schwartz, Yarden (2018). *A survival guide to international freelancing*. Columbia Journalism Review.  
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Solé, Joan (2015). *Cinc mirades del periodisme internacional: Marc Marginedas, Martí Anglada, Toni Cruanyes, Jordi Pérez Colomé, Sergi Vicente*. Libbooks

Tuñón, Jorge (2016). *Comunicación internacional: información y desinformación global en el siglo XXI*. Fragua.

### Complementary bibliography

Aldekoa, Xavier (2014). *Océano África*. Columna.

- Alvarado, Héctor (2018). El rostro de la prensa de calidad. La información internacional desde la portada de los grandes diarios. *Textual and Visual Media*, 1, 21-48.  
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- Mourenza, Andrés (2020). *Sínora: historias de la frontera de Europa y de las personas que la habitan*. La Caja Books.
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- Murrell, Colleen (2015). *Foreign Correspondents and International Newsgathering: The Role of Fixers*. Routledge (ebook).
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- Paso, Ana del (2018). *Reporteras españolas, testigos de guerra: de las pioneras a las actuales*. Debate.
- Politkovskaya, Anna (2005). *La Rusia de Putin*. Debate.
- Sanclément, Vicenç (2004). *Crónica de una mentira anunciada: miedos, convicciones y locuras de un periodista en la capital del poder mundial*. Roca.
- Seib, Philip M. (2002). *The Global journalist: news and conscience in a world of conflict*. Rowman & Littlefield Publishers.
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Weixlberger, Carina (2014). *La representación de la mujer en la prensa internacional online durante la Primavera Árabe en Egipto*. Trabajo de Fin de Máster, UAB. <https://ddd.uab.cat/record/123452>

Throughout the course, professors will confirm the mandatory readings, as well as provide specific resources according to the subjects dealt with.

## **Software**

Office (or equivalents) and basic audio or video editing tools (free choice). For possible virtual activities, Microsoft Teams or Zoom will be used.