

# JOUR 4930/MMC4302: Global Journalism

**TIME:** Mondays: 10:40 -11:30 a.m.  
**PLACE:** Wednesdays: 10:40-12:45p.m  
**WEBSITE:** TUR2354/Weimer G030  
**OFFICE:** CANVAS class site  
**HOURS:** Mon/Wed: 1:00-2:00 P.M.  
other times by appointment.

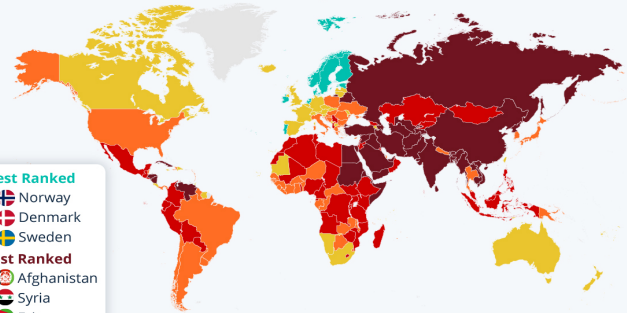
What's in this syllabus

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## The State of World Press Freedom

Countries ranked by level of press freedom in 2024

■ Good situation ■ Satisfactory situation ■ Noticeable problems  
■ Difficult situation ■ Very serious situation



**Highest Ranked**  
91.9 🇳🇴 Norway  
89.6 🇩🇰 Denmark  
88.3 🇸🇪 Sweden  
**Lowest Ranked**  
19.1 🇦🇫 Afghanistan  
17.4 🇸🇾 Syria  
16.6 🇪🇷 Eritrea

Source: World Press Freedom Index | Reporters Without Borders



## COURSE OBJECTIVES

### LEARNING GOALS:

- **Evaluate Cross-Cultural Reporting:** Students will become familiar with international news and information networks, and critically assess issues of representation, bias, and ethical considerations.
- **Understand Global Media Systems:** Students will comprehend the relationship between the political, economic, and cultural structure and media system in a global society
- **Intercultural Communication Skills:** Students will enhance their ability to communicate effectively with diverse audiences, recognizing and respecting cultural differences in journalistic practices.
- **Research skills:** Develop the ability to conduct self-directed research in regard to political, economic, and technological changes that are likely to affect the ways in which journalists tell stories around the world.

### COURSE DESCRIPTION:

This upper-level course delves into the dynamic field of global journalism, emphasizing the international and cross-cultural approach of news reporting. The course is divided into three modules. *The first module* focuses on current issues in global journalism, exploring institutions and individuals engaged in global news reporting and assess the challenges and strategies involved in cross-cultural reporting. *In the second module*, we will critically examine the flow of news across borders, and the coverage of global events by various media outlets and its impact on public opinion. *In the third module*, students will explore and analyze diverse media systems worldwide, understanding how political, economic, and cultural contexts shape journalism practices.

This course aims to equip students with the knowledge and skills necessary to navigate and contribute to the global journalism landscape effectively.



**REQUIRED READINGS:**

Daniela V. Dimitrova (2<sup>nd</sup> ed.)(2025). [Global Journalism: Understanding World Media Systems](#). Rowman & Littlefield.  
Additional articles posted on Canvas and linked in the syllabus.



**ADDITIONAL RESOURCES:**

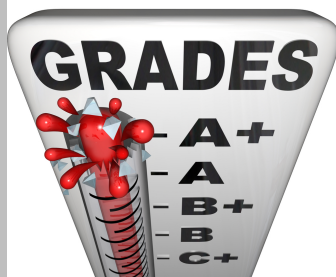
[The Reuters Institute](#)  
[Reporters Without Borders](#)  
[Committee to Protect Journalists](#)  
[International Journalists Network](#)  
[Global Investigative Journalism Network](#)

**NEWS SOURCES:**

You will find it essential to stay up-to-date on current events for personal and professional reasons. You should choose at least two trusted news sources to get your daily information for local and national news. A list of reliable international sources of information *BBC World news, CNN International, Al Jazeera, Al Arabiya, Deutsche Welle English, Euronews, France 24 English, Africanews, CNC World (China)*, etc. In addition, you should consult one of the following fact-checking organizations when in doubt of the information you receive, *PolitiFact, Factcheck.org, Snopes, Truth be Told, NPR Fact-Check, Lie Detector (Univision, Spanish language), Hoax Slayer, All Sides*.

*Credit: Paws Incorporated*

## COURSE REQUIREMENTS



**Midterm Exam.** You will have one mid-term exam, which will cover readings, lectures, class discussions, and media coverage. Requirements and guidelines will be announced in class one week before the exam is due.

**News Events Critical Thinking:** Students, usually working in small teams, will tackle several news events and their coverage. Most of these assignments will be spontaneous (not announced ahead of time) and completed in class. The short time frame is designed to simulate the compressed time frames that are common in reporting.

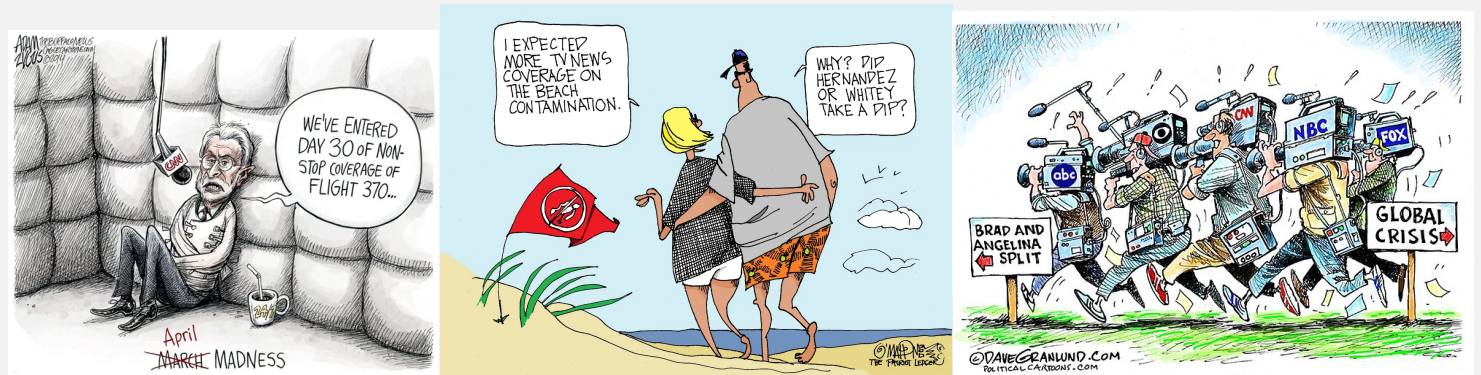
Assignments	Weight	Dues Date
Exam	20%	Feb 24
News event analysis	15%	TBA
Regional Media analysis	20%	March 26/ April 23
International Reporting Paper	35%	April 25 <sup>th</sup>
Class Participation	10%	Weekly
Total	100%	



**Regional Media Analysis & Presentations:** For this project, you will present an analysis of the media system of a region of your choice, with particular focus on its past, present, and future. Based on first come-first serve, students will be grouped into 5 regions (4-5 students per region), and each group member will choose two countries from that region and critically compare and contrast their media system and how it is related to wider social institutions. Groups will present their findings in class, and each student will submit a 6–8-page paper with their individual analysis.

**International Reporting Paper:** For this assignment, each student will write an individual paper that analyzes and compare how different national or global news organizations cover an international event. This paper will be based on systematic research and analysis of an international news event of your choice. You can choose to compare different media types (television versus online/print) or news organizations from different countries (example U.S based CNN and Al-Jazeera) and you can focus on analysis of text or/and visuals. More information TBA.

**Class Participation:** Throughout the course, we will engage in team and individual activities designed to help you digest the readings and materials for this class. Having NO OPINION is not an option in this class! Thus, do the readings and come to class prepared and opinionated. You might be asked to take short unannounced quizzes.



## CLASS & UNIVERSITY POLICIES

### WORK EXPECTATIONS

This class will be structured in a SEMINAR format. A seminar means you are expected to be active participants in your learning. I expect you to come to class informed and opinionated about issues we will discuss.

### CLASSROOM DIVERSITY & CIVILITY

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and I consider the diversity that the students bring to this class as a resource, strength and benefit. I will not tolerate disrespectful language or behavior on the basis of age, ability, color/ethnicity/race, gender identity/expression, marital/parental status, military/veteran's status, national origin, political affiliation, religious/spiritual beliefs, sex, sexual orientation, socioeconomic status or other visible or non-visible differences. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion and culture. Your suggestions are encouraged and appreciated.

### CELL PHONES & LAPTOPS

### ATTENDANCE EXPECTATIONS

Attendance is **MANDATORY**. Your presence and participation is expected at each class meeting. Treat the class like a job. If you know you will be late, or if you need to leave class early, or if you will have to miss class for any reason, contact me ahead of time via email.

Your presence in class each session means that you:

- Are NOT exhibiting any Coronavirus Symptoms that makes you think that you may have COVID-19
- Are NOT exhibiting flu symptoms, cold symptoms, or symptoms of other contagious and viral diseases

### EXCUSED ABSENCE POLICY

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Florida Attendance policies for reasons including: medical illness of student or close relative, death of a close family member, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to



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Screens are a distraction from conversations in class. It is also disrespectful to the instructor and other students to text or take calls during class, or to be distracted by your cell phone. NO CELL PHONE use is allowed during class. While you can use your laptop to take notes, if I see that you are surfing the web, shopping, perusing social media, doing work for another class, or not paying attention, I will ask you to leave class and you will be considered absent for the day.

### **SYLLABUS CHANGE POLICY**

Please note that the instructor may need to make modifications to the course syllabi at any time. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice via email.

### **Academic Accommodations for Disability**

Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the [University of Florida Disability Resource Center](#) to learn more about academic accommodations available to them. Students seeking academic accommodations will need to register as soon as possible **and it is** important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Please contact the Disability Resource Center by visiting the website: <https://disability.ufl.edu/> calling (352) 392-8565, or emailing [DRC@ufsa.ufl.edu](mailto:DRC@ufsa.ufl.edu).

make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences, especially for [Graduate Students](#).

### **Title IX/Sexual Misconduct**

Per the UF Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://titleix.ufl.edu/about/title-ix-rights/>

### **Grading Policies**

In this course we will use a 4.0 GPA scale with letter grades that range from A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. To learn about the [UF grading policies for assigning grade points, please, check the link to the University grades and grading policies](#).

### **Course Evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

# ACADEMIC HONESTY

## Plagiarism

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor. All students and faculty of the University of Florida are responsible for being familiar with this policy.

## Artificial Intelligence (AI) Use Policy

There are situations within this course where you will be allowed to use AI tools to explore how they can be used for academic purposes. For permitted assignments, any student work submitted using AI tools should clearly indicate what work is generated by the AI. Outside of those circumstances, you are discouraged from using AI tools to generate content that will end up in any student work that is part of your evaluation in this course.

Any text-generating software (such as ChatGPT, iA Writer, Gemini, Copilot) is not permitted when **writing** your reflection papers and research project and it will be treated as plagiarism under UF policies and result in an F in the course!! The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, the information derived from these tools is often inaccurate or incomplete. If any part of this is confusing or uncertain, please reach out to me!

# HELP & RESOURCES

## ACADEMIC RESOURCES

### 1. Come see me

One of the keys to student success is regular contact with faculty. You are encouraged make an appointment to meet during my office hours. Many questions and issues can be easily resolved this way.

### 2. Resources for Online Learning

The University of Florida is committed to student success, and provides information to optimize the online learning experience. Please visit this website E-learning technical support: [Contact the UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

### 3. Career Connections Center

Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

### 4. Library Support

Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.

### 5. Teaching Center

1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

### 6. Writing Studio

## MENTAL HEALTH & WELLNESS RESOURCES

### 1. U Matter, We Care

If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

### 2. Counseling and Wellness Center

Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

### 3. Student Health Care Center:

Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

### 4. UF Health Shands Emergency Room / Trauma Center

For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

### 5. GatorWell Health Promotion Services

For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273- 4450.

### 6. University Police Department

Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

### 7. Academic Complaints

Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information. Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

## ABOUT YOUR PROFESSOR



My name is **Dr. Lindita Camaj** and I am an associate professor in the Journalism Department, College of Journalism and Communications at the University of Florida. I received my PhD at the Indiana University. My broad research interests include news media role in politics and democratization, global journalism, digital journalism, access to information, and state–press relationships in South East Europe. As a multi-method scholar, I explore individual and societal factors that determine the impact of mass media on how we perceive and engage with the political world and examine the role of news media in the democratization processes. My scholarly work has been awarded by the Association for Education in Journalism and Mass Communication (AEJMC) and published at numerous high impact journals at the intersection of mass media, technology, politics, international communication and journalism studies. Before entering the academia, I worked as a journalist for multiple national and international media organizations in South East Europe, including Radio Free Europe and Institute of War and Peace Reporting. I specialized in public affairs reporting, electoral coverage, and judiciary affairs.

Learn more about my research and teaching at [www.linditacamaj.com](http://www.linditacamaj.com)

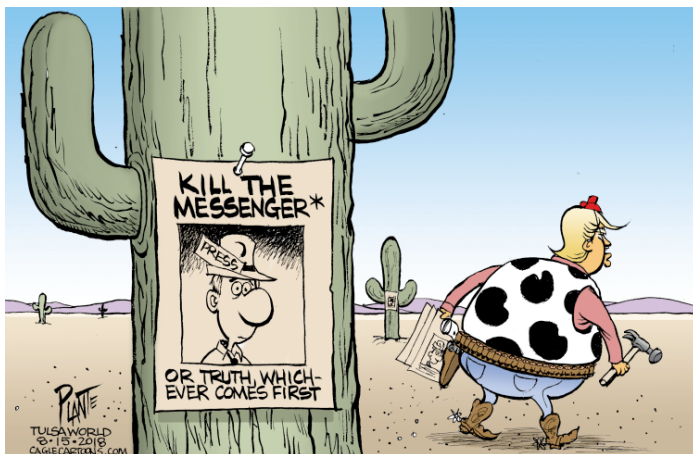
**OFFICE:** 3040B

**PHONE:** TBA

**E-MAIL:** [lindita.camaj@ufl.edu](mailto:lindita.camaj@ufl.edu)

**OFFICE HOURS:** Mondays & Wednesdays: 1:00-2:00p.m.

Other times by appointment



## Tentative Schedule

The following is a tentative outline of lecture topics, readings and assignment due dates. Based on student interest and progress through the course, the assigned readings and topics may change.

**DISCLAIMER: I do NOT necessarily endorse all the opinions expressed in the assigned readings. They have been selected to reflect the major debates in the field!**

Part One: The Changing Landscape of Global Journalism			
Week	Date	Class agenda	Assignments/ Due Dates
W1	Jan 13-15	<b>Intro to the Course Technology and Global Communication</b>	

Get to know each-other and the course content. What is global Journalism?

### Readings

Denis Wu, “Technology’s Role in Global Journalism and Communication” (book chapter 3)

### Case Study: Video Materials

[Channel 4 News: Cambridge Analytica Uncovered: Secret filming reveals election tricks](#) (19 min)

[Globalization & media: Part 1](#)

[Globalization & media: Part 2](#)

W2	Jan 22	<b>Global News Agencies and Freelancers</b>	
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### Readings

Anthony Kelly & Terhi Rantanen, “Digitalization and diversification of International News Agencies in the age of AI” /”The digital transformation of International and National News Agencies: challenges facing AFP, AP and TASS” (book chapter 15)

Joshua Hammer, “[The future of Foreign News](#)” (pp.22-26) ,Nieman Reports

Simon Potter, “[The BBC at 100: The future for global news and challenges facing the World Service](#),” NiemanLab

[SHERRY RICCHILARDI](#), “[Pitching best practices for freelancers](#)”

### Case Study: Video Materials

[LSE: News Agencies in Crisis?](#)

[City of Ghosts](#), documentary

[FREELANCERS with Bill Gentile](#) documentary

[Jim: The James Foley Story](#) documentary

[Channel 4 News: Cambridge Analytica Uncovered: Secret filming reveals election tricks](#) (19 min)

[Globalization & media: Part 1](#)

[Globalization & media: Part 2](#)

W3	Jan 27-29	<b>The Cross-cultural Dimensions in Journalism</b>	
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### Readings

Patric Raemy & Lea Hellmueller, “Exploring Journalism Cultures” (book chapter 5)

[Charlotte Nickerson \(2022\). Hofstede’s Cultural Dimensions Theory](#)

### Case Study: Video Materials

[TED Talk: How Culture Drives Behaviors](#) | Julien S. Bourrelle (12 min)

[TED Talk: Everything you always wanted to know about culture](#) | Saba Safdar (17 min)

<b>W4</b>	Feb 3-5	<b>Transborder Journalism</b>	
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#### Readings

Jakub Šimak, Staffan Dahllöf, Vlad Odobescu and Margherita Benttoni: “[Going for that Scoop](#)”; “[Different Types of Cross-border journalism](#)”, in [Cross-Border Playbook](#)

NiemaLab’s Predictions for Journalism 2025: Laxmi Parthasarathy, “[Cross border journalism shines a light in dark corners](#)”

Resources at Center for Cooperative Media: <https://collaborativejournalism.org/guides/>

Case study: [Organized Crime and Corruption Reporting Project](#) (OCCRP)

#### Case Study: Video Materials

[TED Talk: How the Panama Papers journalists broke the biggest leak in history](#) | Gerard Ryle (13 min)

Marina Walker Guevara: “[How Collaboration Enables Transcendent, World-Changing Journalism](#)”, Keynote talk to [2022 Collaborative Journalism Summit](#). (40 min)

Center for Cooperative Media: “[The state of collaborative Journalism](#)” (9 min)

<b>W5</b>	Feb 10-12	<b>Journalists at Risk and Journalism in Exile</b>	
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#### Readings

Teresa Krug, “Media Freedom” ([book chapter 4](#))

[RSF’s 2024 World Press Freedom Index – journalism under political pressure](#)

[RSF RoundUp 2024: Journalists do not die, they are killed](#)

James Breiner, “[Independent media defend against populist government attacks](#)” *International Journalists Network*

Kaitlin C. Miller, “[Harassment in journalism won’t get better, but we’ll talk about it more openly](#).”

Kolpakov, I. (2024). [Creating and maintaining a network of journalists in exile](#). *International Journalists Network*.

Membreno, C. (2024). “[How to stay relevant to readers in exile.](#)” *International Journalists’ Network*.

#### Case Study: Video Materials

[Deutsche Welle documentary: “The murder of Jamal Khashoggi”](#) (42 min)

## Part Two: Global News Flows and Issues of Representation

<b>W6</b>	Feb 17-19	<b>International News Flows in the Digital Age</b>	
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#### Readings

Elad Segev, “International News Flow in the Digital Age” ([book chapter 2](#))

Laxmi Parthasarathy, “[Unlocking the silent demand for international journalism](#)” and Khushbu Shah, “[Global reporting will suffer.](#)”

Hanaa Tamez, “[Seeking a new international audience, The Washington Post launches its first Spanish – language news podcast.](#)” [NiemanLab](#)

#### Case Study: Video Materials

[TED Talk: Alisa Miller: The news about the news](#) (5 min)



W7	Feb 24-26	<b>Localizing International Events: Is all news local?</b>	<i>First Exam Due, Feb 24</i>
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**Readings**

[Zhang & Hellmueller \(2017\). Visual framing of the European refugee crisis in Der Spiegel and CNN International. The International Communication Gazette, 79\(5\), pp.483-510.](#)  
[Rowan Philp, "10 Investigative Questions to Ask after a Natural Disaster"](#)  
[One year on, here's how the BBC and other broadcasters have navigated covering the Israel-Hamas war](#)  
[GIJN: Best Investigative Stories from the Middle East in 2024](#)  
[Top 10 crisis reporting resources published in 2024](#)

**Case Study: Video Materials**

[TED Talk: Ethan Zuckerman: How to listen to global voices \(20 min\)](#)

W8	Mar 3-5	<b>War Journalism versus Peace Journalism</b>	
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**Readings**

[Raluca Cozma & Teodora Trifonova, "Covering International Conflicts and Crisis" \(book chapter 16\)](#)  
[Nygren, G., Glowacki, M., Hök, J., Kiria, I., Orlova, D., & Taradai, D. \(2016\). Journalism in the Crossfire: Media coverage of the war in Ukraine in 2014. Journalism Studies, 19\(7\), 1059–1078. https://doi.org/10.1080/1461670X.2016.1251332](#)  
[Rowan Philp, "One Year of War: How Watchdog Journalists Have Dug Into Russia's Invasion of Ukraine"](#)  
[Check out articles from the Committee to Protect Journalists: Journalists killed in Russia-Ukraine war](#)  
[NiemanLab: "Ukraine's information war is winning hearts and minds in the West"](#)

**Case Study: Video Materials**

[CPI: Journalists killed in Russia-Ukraine war \(2 min\)](#)  
[TED Talk: How to seek truth in the era of fake news | Christiane Amanpour \(18 min\)](#)  
[NPR Podcast: "Remembering NPR international correspondent Anne Garrels" \(29 min\)](#)

W9	Mar 10-12	<b>Climate Coverage from the Global Perspective</b>	
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**Readings**

[Lück, J., Wessler, H., Wozniak, A., & Lycarião, D. \(2018\). Counterbalancing global media frames with nationally colored narratives: A comparative study of news narratives and news framing in the climate change coverage of five countries. Journalism, 19\(12\), 1635-1656. https://doi.org/10.1177/1464884916680372](#)  
[Marina Cemaj Hochstein and Taylor Dibbert \(2023\): "Here's How Journalists Can Best Engage Audiences on Climate Change"](#)  
[Alexandra Borchardt, "The year of the climate journalism strategy" NiemaLab's "Predictions for Journalism 2023"](#)  
[Katarina Sabados, "How an Award-Winning, Cross-Border Project Investigated on the Open Ocean," Global Investigative Journalism Network](#)  
[Benon Herbert Oluka, "The Rise of African Environmental Investigative Journalism"](#)  
[Annie Jennemann, "Looking to Become an Environmental Journalist? Here's What You Should Know"](#)

**Case Study: Video Materials**

[Reuters Global Journalism Seminar: Sharon Chen, managing editor of Bloomberg Green \(54 min\)](#)  
[IJN, "Environmental Journalism, Part 1: Are we all climate reporters now? Podcast](#)

W10	Mar 17-19	<i>Enjoy Spring Break!</i>	
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**Part Three: Media Systems and World Regions**

<b>W11</b>	Mar 24-26	<b>Media in North America and Western Europe</b>	Regional Media presentations (March 26)
<b>Readings</b>			
Daniella Dimitrova, “A framework for the Study of Global Media Systems” (book chapter 1)			
Gershberg & Carr, “Media in North America” (book chapter 14)			
Elizabeth Fondren, “Media in Western and Northern Europe” (book chapter 11)			
<a href="#">Check out Reuters Digital News Report for the region</a>			
<b>W12</b>	Mar 31- April 2	<b>Media in Central and Eastern Europe and Russia</b>	Regional Media presentations (April 2)
<b>Readings</b>			
Christofher Karadjov, Dren Gërguri & Ioana Coman, “Media in Central and Eastern Europe and Russia” (book chapter 10)			
Camaj, L. (2016). Between a rock and a hard place: Consequences of media clientelism for journalist–politician power relationships in the Western Balkans. <i>Global Media and Communication</i> , 12(3), 229-246. <a href="https://doi.org/10.1177/1742766516675649">https://doi.org/10.1177/1742766516675649</a>			
<a href="#">Check out Reuters Digital News Report for the region</a>			
<b>W13</b>	April 7-9	<b>Media in the Middle East and Africa</b>	Regional Media presentations (April 9)
<b>Readings</b>			
Claudia Kozman, “Media in the Middle East and North Africa” (book chapter 9)			
Benjamin Tetteh, “African media in Transition” (book chapter 8)			
<a href="#">Check out Reuters Digital News Report for the region</a>			
<a href="#">Khaled Ezzelarab, “Red Lines in Global Media</a>			
<b>W14</b>	April 14-16	<b>Media in Asia and Pacific</b>	Regional Media presentations (April 16)
<b>Readings</b>			
Nakho Kim & Lee, “Media in Asia and the Pacific” (book chapter 12)			
<a href="#">Check out Reuters Digital News Report for the region</a>			
<b>W15</b>	April 21-23	<b>Media in South America</b>	Regional Media presentations (April 23)
<b>Readings</b>			
Manuel Alejandro Guerrero & Jimena Zarate-Welazquez, “Media in Latin America” (book chapter 13)			
Nakho Kim & Lee, “Media in Asia and the Pacific” (book chapter 12)			
Harlow, S., Camaj, L., & Pjesivac, I. (2023). Protest reporting across clientelist media systems. <i>International Communication Gazette</i> , 85(5), 365-385. <a href="https://doi.org/10.1177/17480485221146862">https://doi.org/10.1177/17480485221146862</a>			
<a href="#">Check out Reuters Digital News Report for the region</a>			
Check out Reuters Global Journalism Seminar interview with <a href="#">Carolina Guerrero is co-founder and CEO of Radio Ambulante Studios</a> , a groundbreaking Spanish-language media company, covering Latin America and US Latinx communities. (60 min)			
Finals Week	<b><u>Media Coverage Paper Due April 25<sup>th</sup></u></b>		