

TIME:	Mondays: 10:40 -11:30 a.m. Wednesdays: 10:40-12:35p.m
PLACE:	MCCB1108
WEBSITE:	CANVAS class site
OFFICE	Mon/Wed: 2:00-3:00 P.M.
HOURS:	other times by appointment.

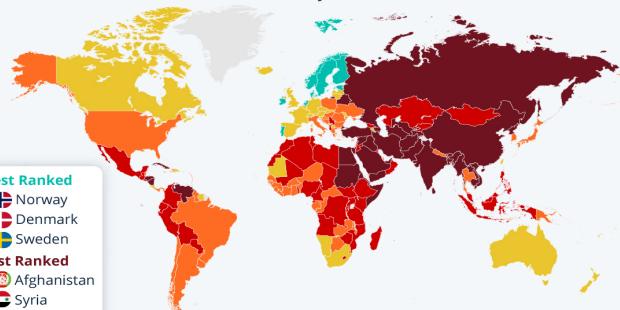
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The State of World Press Freedom

Countries ranked by level of press freedom in 2024

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



Source: World Press Freedom Index | Reporters Without Borders



statista

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 media and journalism, emphasizing the international and cross-cultural approach of content production. 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 media production and journalism practices.

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



REQUIRED READINGS:

Daniela V. Dimitrova (2nd 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, Africaworld, 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



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

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.

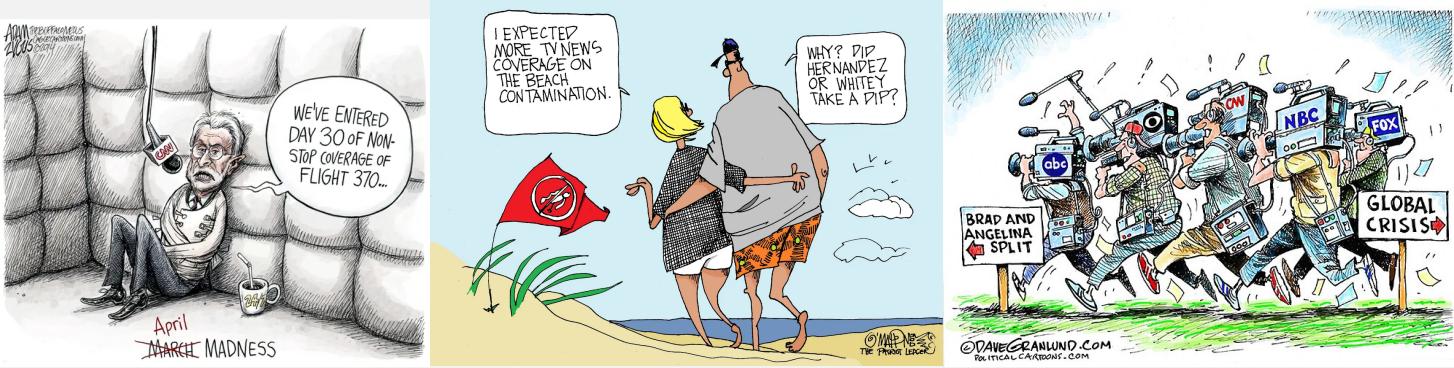


Regional Media Analysis & Presentations: For this project, you will present an analysis of the media system of a region of your choice, with particular focus on its past, present, and future. Based on first come-first serve, students will be grouped into 5 regions (4-5 students per region), and each 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.

Research Paper: For this assignment, each student will write an individual paper that analyzes and compares media production across different national or global media. This paper will be based on systematic research and analysis of an international media content event of your choice. 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. You are expected to come to every class fully prepared, having completed the assigned readings and reflected on their implications before class. Our discussions will be driven by your informed perspectives, and your role is to contribute meaningfully, pose critical questions and challenge assumptions (including your own).

CLASSROOM CULTURE

This class is designed to be a welcoming and inclusive space where a wide range of perspectives can be shared, explored, and thoughtfully discussed. My goal is for students from all backgrounds and experiences to feel valued, respected, and fully supported in their learning. We will engage in open, respectful dialogue, embracing our differences as opportunities to deepen our understanding. My goal is to maintain a classroom environment free from disrespectful language or behavior. If there's a way I can make this space more supportive, I welcome your ideas and feedback.

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, need to leave class early, or must miss class for any reason, contact me ahead of time via email. One absence without justification is tolerated, if you contact me ahead of time. After this, your course grade will be deducted 10% for each unexcused absence. Please read the [University of Florida Attendance policies](#) for details regarding reasons for excused absences, the approval process, and extended absences.



CELL PHONES & LAPTOPS

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, using 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.

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.](#)

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.

STUDENT ACOMODATIONS

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.

COURSE EVALUATIONS

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/>.

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/>

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

<u>ACADEMIC RESOURCES</u>	<u>MENTAL HEALTH & WELLNESS RESOURCES</u>
<p><u>1. Come see me</u></p> <p>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.</p>	<p><u>1. U Matter, We Care</u></p> <p>If you or someone you know is in distress, please contact 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.</p>
<p><u>2. Resources for Online Learning</u></p> <p>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</p>	<p><u>2. Counseling and Wellness Center</u></p> <p>Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.</p>
<p><u>3. Career Connections Center</u></p> <p>Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.</p>	<p><u>3. Student Health Care Center:</u></p> <p>Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.</p>
<p><u>4. Library Support</u></p> <p>Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.</p>	<p><u>4. UF Health Shands Emergency Room / Trauma Center</u></p> <p>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.</p>
<p><u>5. Teaching Center</u></p> <p>1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.</p>	<p><u>5. GatorWell Health Promotion Services</u></p> <p>For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.</p>
<p><u>6. Writing Studio</u></p> <p>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.</p>	<p><u>6. University Police Department</u></p> <p>Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).</p>
<p><u>7. Academic Complaints</u></p> <p>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.</p>	

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

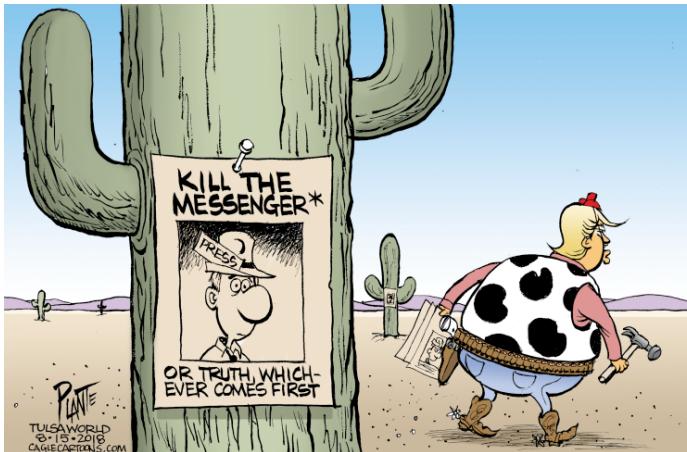
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OFFICE HOURS: Mondays & Wednesdays: 2:00-3:00p.m.

Other times by appointment



Tentative Schedule

Part One: The Changing Landscape of Global Journalism			
Week	Date	Class agenda	Assignments/ Due Dates
W1	Jan 12-14	Intro to the Course Technology and Global Communication	
W2	Jan 21	Traditional players in international news production: Foreign correspondents and Global News Agencies	
W3	Jan 26-28	The Cross-cultural Dimensions in Journalism	
W4	Feb 2-4	Newcomers to global news: Transborder Journalism & Freelancers	
W5	Feb 9-11	Journalists at Risk and Journalism in Exile	
Part Two: Global News Flows and Issues of Representation			
W6	Feb 16-18	International News Flows in the Digital Age	
W7	Feb 23-25	Localizing International Events: Is all news local?	<i>First Exam Due</i>
W8	Mar 2-4	War Journalism versus Peace Journalism	
W9	Mar 9-11	Climate Coverage from the Global Perspective	
W10	Mar 16-21	<i>Enjoy Spring Break!</i>	
Part Three: Media Systems and World Regions			
W11	Mar 23-25	Media in North America and Western Europe	Regional Media presentations
W12	Mar 30- April 1	Media in Central and Eastern Europe and Russia	Regional Media presentations
W13	April 6-8	Media in the Middle East and Africa	Regional Media presentations
W14	April 13-15	Media in Asia and Pacific	Regional Media presentations
W15	April 20-23	Media in South America	Regional Media presentations
Finals Week	<u>Media Coverage Paper Due April 25th</u>		