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TEACHING JOURNALISM FOR SUSTAINABLE DEVELOPMENT

NEW SYLLABI

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Edited and introduced by
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CONTENTS

LIST OF ACRONYMS AND ABBREVIATIONS

AIEST	International Association of Scientific Experts in Tourism
COP	Conferences of the Parties
CPJ	Committee to Protect Journalists
CSR	Corporate Social Responsibility
FOI	Freedom of Information
GFMD	Global Forum for Media Development
GMMP	Global Media Monitoring Project
IPDC	(UNESCO) International Programme for the Development of Communication
MDGs	Millennium Development Goals
NGO	Non-governmental organization
ODA	Overseas Development Assistance
OWG	Open Working Group (for Sustainable Development)
PSB	Public Service Broadcasting
SDGs	Sustainable Development Goals
SDSN	Sustainable Development Solutions Network
SEO	Search Engine Optimisation
UDHR	Universal Declaration of Human Rights
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNWTO	United Nations World Tourism Organization
UGC	User-Generated Content
WAN/IFRA	World Association of Newspapers and News Publishers

FOREWORD

This work aims to extend the UNESCO *Model Curricula for Journalism Education* to include new syllabi covering emerging or particularly relevant themes in journalism education globally. As such, it builds on the model curricula – as well as the supplementary UNESCO publication titled *A Compendium of New Syllabi* – to effectively respond to new issues facing journalism professionals and teachers.

This publication is especially opportune in its response to a key development challenge of the next 15 years. With the Millennium Development Goals (MDGs) coming to an end, and being replaced with what will be called the 'Sustainable Development Goals' (SDGs), a long-term pedagogical strategy is called for which can respond to the correlation between a free, independent and pluralistic media system and the overall process of sustainable development.

Against this background, all the syllabi in this particular publication are underpinned by the theme of human development, and indicate UNESCO's unique normative role in promoting good practices and agenda-setting with regard to journalism education worldwide. In this regard, the publication helps to extend our theoretical understanding of journalism as a responsive, dynamic and evolving practice. It is thus a significant step beyond the model curricula originally published in 2007.

In so doing, the publication brings together a diverse ensemble of journalism education experts internationally, and its broad appeal is to integrate the notion of sustainable development into journalistic pedagogy.

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I. INTRODUCTION: A CONCEPTUAL FRAMEWORK FOR MEDIA AS SUSTAINABLE DEVELOPMENT

As the Millennium Development Goals (MDGs) come under review in 2015, the world has had a new opportunity for articulating clear goals and targets for post-2015 Sustainable Development Goals (SDGs). The SDGs will shape much that happens in international and national policy frameworks over the next 15 years, and be a reference point for governments, foundations, development banks, companies, NGOs, academics and more. The SDGs cover social, economic and environmental realms, and emphasise sustainability in all three realms. They are designed to be relevant to every country, whether developing or developed, highlighting room for progress everywhere.

In turn this prompts an updated assessment of the contribution of free, pluralistic and independent media to development, thereby establishing a contemporary case for its recognised inclusion in the new agenda. The relevance of this kind of media for sustainable development has significant bearing for the changing character and relevance of journalism education.

Indeed, journalism education is one of the key domains within which an epistemological and pedagogical connection can be mounted between free, pluralistic and independent media, and sustainable development. Such a pedagogy rests on three broad arguments which can be categorised as follows:

(i) The evolving *empirical* correlation between free, pluralistic and independent media, and national development monitoring and priority-setting.

(ii) The past and emerging recognition of unfettered media as an integral part of *governance* that is a prerequisite for sustainable development.

(iii) The broad global consensus on the *normative* functions of a free, independent and pluralistic media system in relation to the normative discourse of sustainable development.

This introductory chapter thus summarises these *empirical*, *governance* and *normative* arguments, with the recognition of sustainable development as being based on public participation and the interaction of state and non-state actors, and thus as optimal to ensuring development outcomes for the present and future generations.

A correlation between free media and sustainable development is empirically demonstrated.

Ascertaining the evidence base for placing free and independent media at the core of sustainable development is both a conceptual and empirical matter. Conceptually, there is need to have a clear framework within which to discuss the normative correlation between free, pluralistic and independent media and sustainable development. Empirically, the task involves adducing evidence to establish the extent of the "fit" between the conceptual framework and the particular circumstance of sustainable development.

Although this is an old debate, its contemporary potency is evident in new research initiatives that generate fresh insights into the role of the media in different societies. What is clear from these is that *free*, *independent* and *pluralistic* media has played an essential role in realizing both democratic and developmental rights, and their interconnection. This can be analysed in terms of the contribution of each dimension:

▶ The category of *media freedom* means the safety of a society and its institutions to speak freely in the formulation of public policy and to be able to highlight without fear a range of anti-social blocks to development such as corruption and human rights abuses. This category affords the watchdog (or surveillance) function of the media. The work of Pippa Norris on the statistical correlation between a free press and democratisation, good governance and human development, has been an important evidence-based contribution

that links free media to the realisation of democracy and development.[1] This is reinforced by others such as Joseph Stiglitz, Nobel Prize laureate, who recognised that lack of information has adverse political as well as economic effects. In a book published by the World Bank Institute which addresses the role of mass media in economic development, Stiglitz and other authors demonstrate that better and timelier information results in better, more-efficient resource allocation with free and critical media playing a crucial role.[2] Similarly, a report published by UNESCO shows that freedom of the press and governance indicators are closely correlated. If the media are free, it is likely that a country will be politically stable, have more effective and less corrupt officials, more robust and sustainable economic development, and more solid rule of law.[3]

▶ The category of *independence* means a situation of self-regulation whereby media professionals themselves are responsible to uphold the high ethics of public interest which they voluntarily profess to follow. This category affords the accuracy and fairness of media in contributing to democracy and development. It also checks against abuses of expression that violate rights or encourage hatred, and instead promotes a contribution to peace and non-violence which are important ingredients of sustainable development. In societies with effective independence mechanisms, journalists have been shown to uphold professional standards against a range of pressures that would otherwise distort the normative ideals of public interest information.[4]

▶ The category of *media pluralism* is especially important for development and democracy and their interrelationship. For UNESCO, this means a variegated media landscape of institutional and ownership forms and roles: in particular, public, private and community media sectors and their respective primary (albeit not exclusive) functions. The public service media provides important citizenship service to all people, irrespective of wealth, age, language or rural location. The private media grows the sector economically, providing employment and bridging sellers and buyers through carrying advertising.

1   Norris, P. 2006. The role of the free press in promoting democratization, good governance, and human development. Paper presented at the Midwest Political Science Association Annual Meeting, 20-22nd April, 2006, Chicago, Palmer House.

2   For an expanded discussion, refer to Clapp-Itnyre, Alisa, Roumeen Islam & Caralee McLiesh (eds). 2002. *The right to tell: the role of mass media in economic development.* Washington, D.C.: The World Bank.

3   UNESCO-CPHS Research Project. 2006. *Press freedom and poverty – an analysis of the correlations between the freedom of the press and various aspects of human security, poverty and governance.* . Available: http://gem.sciences-po.fr/content/publications/pdf/novel_pressfreedom_poverty__150606.pdf. Accessed on 11 February 2013.

4   See, for example, Coyne, Christopher. J & Peter T. Leeson. 2004. Read all about it! Understanding the role of media in economic development. *KYKLOS*, Vol. 57: 21-44. . Available: http://www.peterleeson.com/Kyklos--Media.pdf. Accessed 24/02/2014.

> Community media especially exist to offer a platform for participatory mediated communication in which citizen empowerment is a key variable. Where a pluralistic media landscape exists along these lines, a diversity of content has given representation to public voices and enabled informed development choices to be made.[5]

More broadly, the empirical work on the media and development interface has also uncovered additional connections, particularly relevant to the issues of conflict-resolution, poverty and corruption.

On conflict resolution, Coyne and Leeson have analysed empirically how the media contributed to the development of several countries by playing the role of a coordination-enhancing mechanism which transformed situations of conflict into situations of coordination between politicians and the populace, with concomitant significance for development issues.[6]

Taking social conflict and societal fragility as a specific indicator of development, there is research that further uncovers the relevance of a free, pluralistic and independent media. In several conflict-escalating countries, whose institutions of governance are fragile or virtually non-existent, media has played the role of improving "dialogue across very different communities so suspicion and distrust can be decreased", thereby creating "an environment where conflict becomes less likely".[7] Such an environment encourages greater civic courage and participation in plural politics that may prove sufficiently calm or settled for development processes to continue. This is further confirmed by an econometric study which concluded that countries that have more political risk are likely to gain more in terms of increasing stability by making their media sector more effective. The lesson has been that strengthening the media sector holds promise for at least some politically unstable countries.[8] On the other hand, it is well known that in countries where the media landscape has not been free, pluralistic and independent, the consequences have included phenomena where warlords and

5   See, for example, Besley, Timothy & Burgess, Robin. 2001. Political agency, government responsiveness and the role of the media. *European Economic Review* 45(4-6).

6   Coyne, Christopher. J & Peter T. Leeson. Op cit: 43.

7   Deane, James. 2013. How do we get to a better evidence base on media and conflict? Available: http://www.bbc.co.uk/blogs/bbcmediaaction/posts/How-do-we-get-to-a-better-evidence-base-on-media-and-conflict-. Accessed 11/02/2014.

8   Roy, Sanjukta. *Media development and political stability: an analysis of sub-Saharan Africa.* . Available: http://www.mediamapresource.org/wp-content/uploads/2011/04/Media-Development-and-Political-Stability-FINAL.pdf. Accessed 03/03/2014.

others have controlled outlets to promote hatred and violence in an atmosphere fuelled by rumour and distrust.

With regard to poverty issues and media, a recent correlational study by Van Staveren and Webbink confirmed the hypothesis that "a stronger civil society will positively contribute to poverty reduction and to democratization".[9] The study focused on the transformative agency of civil society, including the social norms, organizations, and practices, which facilitate citizen involvement in public policies and decisions, correlating this notably with data on access to the media, as well as participation in demonstrations and petitions, the density of international organizations, etc. A recommendation based on their positive findings was that:

> … *ODA* [Overseas Development Assistance] *might become even more poverty reducing when it would actively stimulate Civic Activism, which means in particular by supporting free press, in order to enable people's objective information gathering about politics and what is going on in the world through newspapers, radio, tv and internet … Access to and use of (independent) news media and participation in demonstrations and petitions will support the accountability of government policy and finances, and allows the building up of public pressure for a more equal distribution of expenditures and more progressive taxation. This helps to reduce relative and absolute levels of poverty.*[10]

This conclusion assumes a sharper focus when contextualised in terms of the negative impact of corruption on the levels of poverty in all societies. In an IMF Working Paper, Gupta, Davoodi and Rosa Alonso-Terme demonstrate that high and rising corruption increases income inequality and poverty by means of reducing economic growth, the progressivity of the tax system, the level and effectiveness of social spending, and the formation of human capital by perpetuating an unequal distribution of asset ownership and unequal access to education. The IMF study argues that these findings hold for countries with different growth experiences and at different stages of development.[11]

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9   Ministry of Foreign Affairs of the Netherlands. 2012. *Civil society, aid, and development: a cross-country analysis.* Study carried out by Prof. dr Irene van Staveren and Ellen Webbink, International Institute of Social Studies, Erasmus University Rotterdam, for the Policy and Operations Evaluation Department Ministry of Foreign Affairs.

10   Ibid: 40.

11   Gupta, Sanjeev, Hamid R. Davoodi and Rosa Alonso-Terme. 2002. 'Does corruption affect income inequality and poverty? *Economics of Governance* 3(1): 23-45.

In this picture, a free press (as with civil society activism) can be a clear counter-balance to corruption. The reason why free, pluralistic and independent media contribute towards reducing the level of corruption in any society is because of (i) their provision of verifiable information in the public interest, (ii) placing voices and issues on the public agenda, and (iii) raising the level of public scrutiny of national development policies. Again, this has been empirically established in the research.[12]

Further empirical evidence of the role of media in sustainable development can be disaggregated from various studies to show how such media relates to the attainment of other indicators of development: child welfare, gender equality; education; health services; infrastructural development, etc.[13] This is especially significant as regards collecting, analysing and refining measurable data on development indicators. The quantity and quality of data in circulation and available to a society is in part a function of the effectiveness of a vibrant media landscape. In terms of shaping the post-2015 Sustainable Development Goals, the question of reliable data is prominently raised by the report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda, which calls for "a data revolution for sustainable development".[14]

In summary, the evidence demonstrates the significance, in a particular context, of free, independent and pluralistic media for development due to a multiplicity of roles performed by such media.

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12   See, for example, Daniel Kaufmann's presentation entitled *On Media Development: An unorthodox empirical view.* Available: http://cima.ned.org/sites/default/files/Kaufmann%20presentation%20for%20CIMA%20site.pdf. Accessed 03/03/2014. See also Mary Myers' summary of what academics say about the relationship between media and governance. Available: http://panos.org.uk/2012/07/26/media-and-governance-what-the-academics-say/. Accessed 03/03/2014.

13   The Media Map Project, funded by the Bill and Melinda Gates Foundation and implemented by Internews has produced studies aimed at establishing the empirical basis for media development. See, for example, Sanjukta Roy's synthesis of such empirical research and the methodological approaches emerging for analysing the relationships between media and development. 2011. *Overview Report: Measuring Media Development.* Available: http://www.mediamapresource.org/wp-content/uploads/2011/04/MeasuringMediaDev.MediaMap.pdf. Accessed 03/03/2014.

14   Report of the Secretary-General's High-level Panel of Eminent Persons on the Post-2015 Development Agenda. . Available: http://www.un.org/sg/management/beyond2015.shtml. Accessed 05/02/2014: 21.

Support for free, pluralistic and independent media is increasingly recognised as central to the changing contemporary character of inclusive politics and governance.

The recognition of free, pluralistic and independent media as an integral part of the development process and especially in terms of governance is not new. There has been a broad consensus on their role in development, although the variegated nature of that role has sometimes been – and will almost certainly continue to be – a source of controversy.[15] What is now notably different in the current period is that the wider context of media work has changed radically, particularly in the wake of the Internet and mobile telephony which have catalysed increases in media access and media exposure and, alongside these developments, greater civic activism.[16]

Such changes have implicated media, online and offline, in larger societal processes which include the nature of development and the role of citizens in it. As a result of these changes, the character of politics, policy-making and political organisation is in change, which offers an opportunity for an inclusionary and democratic governance agenda that responds to the changes to better serve people everywhere. This is in line with the view of the "shared society" espoused by Cassam Uteem, former President of Mauritius who, during his submission to the 8th UN Open Working Group for Sustainable Development (OWG), observed that achieving the SDGs needs to reflect "sensitive, inclusive governance that looks after and values all members of society". He called for a SDG target on participation and consultation, adding that "good governance needs good information", and recommended disaggregating data to show differential outcomes of policies, in order to know whether the SDGs are reaching the whole community.

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15   See, for example, such works as: Rogers, EM. 1962. *Diffusions of innovations.* New York: Free Press; Shramm, W. 1964. *Mass media and national development: the role of information in the developing countries.* Stanford: Stanford University Press; and Mowlana, H & Wilson, H. 1987. *Communication and development: a global assessment.* Paris: UNESCO. More recent works in this area could include Susman-Peña, Tara. 2012. *Making media development more effective.* Washington, DC: Center for International Media Assistance (CIMA); Tettey, Wisdom J. 2006. The politics of media accountability in Africa: an examination of mechanisms and institutions. *International Communication Gazette* 68(3): 229-248 and Gupta, Sanjeev, Hamid R. Davoodi and Rosa Alonso-Terme . 2002. 'Does corruption affect income inequality and poverty? *Economics of Governance* 3(1): 23–45.

16   Hoffman, David. 2013. *Citizens rising: independent journalism and the spread of democracy.* New York: Cuny Journalism Press.

Such a vision of an empowered community is not far-fetched. The near ubiquity of tools of communication, and the importance of their use in regard to media functions, have become integrated into the fabric of the community, and of the development process itself. In this vein, there is a greater role for free, pluralistic and independent media, on all media platforms and with a range of new actors also now contributing to the media function and thereby supplementing the continuing journalistic role performed by traditional media institutions. This development reinforces further the political and governance significance that media has for development.

This significance has already long included political attention to the declarative embrace of the principles underpinning a free, pluralistic and independent media. To varying degrees, many national constitutions acknowledge freedom of expression, as a key tenet of democratic governance, within a vision of national development. The same is true of the various regional conventions collectively acceded to by governments. The right to freedom of expression, apart from being recognised as a basic human right in the Universal Declaration of Human Rights, also finds political expression in the European Convention on Human Rights, the American Convention on Human Rights and the African Charter on Human and Peoples' Rights. As such, it lends itself to universal political recognition and application.

These declarative principles have, in as far as the discourse of sustainable development is concerned, found a clear political articulation in the 2013 report of the UN Secretary-General's 27-member High-Level Panel of Eminent Persons on the Post-2015 Development Agenda. The report emphatically calls attention to "good governance and effective institutions". It links good governance to such democratic fundamentals as people enjoying freedom of speech, association, peaceful protest and access to independent media and information; increasing public participation in political processes and civic engagement at all levels; guaranteeing the public's right to information and access to government data; and reducing bribery and corruption and ensuring officials can be held accountable.[17]

According to media development expert, James Deane, the report "presents a fresh, ambitious agenda that provides a comprehensive framework for meeting

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17   United Nations. 2013. *A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development: The Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda*. New York: UN Publications. Available: http://www.un.org/sg/management/pdf/HLP_P2015_Report.pdf. Accessed 05/02/2014.

a set of immense development challenges. It does so by putting issues of governance and rights – including freedom of the media – at its heart, not its periphery. That has not happened before".[18] The report contributes to official framing of media issues within the discourse of sustainable development, particularly given that it recommends that "access to independent media and information" be a target in its own right. Deane discerns that the focus on the existence of a free and independent media is precisely because of the relevance of such for public access to expression and information.[19]

Linked to good governance, there are various 'framing' options emerging as to how sustainable development can be linked to issues that would ordinarily include free, independent and pluralistic media. The overall idea of openness – which is integral to good governance – is echoed by the UN Secretary-General when he, in accepting the report of this high-level panel, praised its inclusive approach and extensive consultations.[20] Openness, participation and transparency, when framed as conditions of governance, are also inextricably premised upon free, pluralistic and independent media. Csaba KĐrösi, Co-Chair UN Open Working Group, in summing up the conclusions of the Group's stocktaking exercise, has observed that crafting the SDGs is an act of governance, and implementing it will depend on governance. He further noted that transparency was identified as a key component of governance, and rule of law should focus on fair outcomes and not just fair processes.[21]

Further framing is by the High-Level Panel of Eminent Persons in their unpacking of 'governance' as a possible sustainable development goal.[22] Associated with this goal are several targets that, in many cases, include the rule of law. This is an indicator that is especially visible in the case of the safety of journalists and the

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18 Deane, James. 2013. *What would a post-2015 development goal on free media mean?* Available: http://www.bbc.co.uk/blogs/bbcmediaaction/posts/What-would-a-post-2015-development-goal-on-free-media-mean-. Accessed 05/02/2014.

19 Ibid.

20 Report of the Secretary-General's High-level Panel of Eminent Persons on the Post-2015 Development Agenda. Available: http://www.un.org/sg/management/beyond2015.shtml. Accessed 05/02/2014.

21 Eighth Session of the Open Working Group (OWG) of the UN General Assembly (UNGA) on Sustainable Development Goals (SDGs). 3-7 February 2014 | UN Headquarters, New York, United States of America. Availabe: http://www.iisd.ca/sdgs/owg8/. Accessed 11/02/2014.

22 See, for example, Leadership Council of the Sustainable Development Solutions Network. 2013. *An Action Agenda for Sustainable Development: Report for the UN Secretary-General*. Available: http://unsdsn.org/wp-content/uploads/2014/02/An-Action-Agenda-for-Sustainable-Development.pdf. Accessed 25/02/2014, in addition to the *Progress report of the Open Working Group of the General Assembly on Sustainable Development Goals*. Available: http://sustainabledevelopment.un.org/content/documents/3238summaryallowg.pdf. Accessed 24/02/2014.

combatting of impunity for crimes against them, as recognised in a UN resolution in November 2013.[23] For its part, the UN's OWG also links governance to human rights, the right to development, conflict prevention, post-conflict peacebuilding and the promotion of durable peace.[24] The OWG also reflects gender sensitivity alongside governance, by highlighting the promotion of equality, including social equity, gender equality and women's empowerment. A discussion paper by the Deutsche Welle (DW) Akademie extends the list of possible indicators of governance to include strengthening "the independence and mutual accountability of societal institutions", referring to political parties, parliament, the judiciary, civil society and, significantly, the media.[25]

While distinct, the concerns of governance in its various dimensions on the one hand, and the issue of media on the other, are inter-related. In effect, ongoing discussions point to the logic of framing governance in relation, at least in part, to media-related considerations. Free, independent and pluralistic media are not a goal, but a means towards the development concerns of governance. One can identify media's role in contributing towards promoting human rights, enhancing the right to development, and strengthening governance such as through their vital role during elections. Promoting journalists' safety can contribute towards conflict prevention, post-conflict peacebuilding, etc. Political participation and gender issues are integrally bound up with media, as are the issues of independent social institutions.

Therefore, it is conceivable to use the notion of 'governance' as a frame for a sustainable development goal that is directly linked to the promotion of free, independent and pluralistic media, particularly in an age when the definition of what counts as media has radically broadened. As such, it is possible to map out a possible 'governance' sustainable development goal that would address the regulatory context, operational nexus and media-citizen relation cycle required for free, independent and pluralistic media in the context of sustainable development.

23   Resolution on Safety of journalists and the issue of impunity, adopted at the UN General Assembly, 68th Session on 18 December 2013

24   Progress report of the Open Working Group of the General Assembly on Sustainable Development Goals. Available: http://sustainabledevelopment.un.org/content/documents/3238summaryallowg.pdf. Accessed 24/02/2014.

25   Lublinski, Jan, Deselaers, Peter & Berner, Petra. 2013. *Post-2015 MDGs: Freedom of Expression and the Media: Discussion Paper*. Available: http://www.dw.de/popups/pdf/29438701/post-2015-mdgs-freedom-of-expression-and-the-media-pdf.pdf. Accessed 05/03/2014.

In welcoming the report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda, ARTICLE 19 has developed three arguments concerning the centrality of freedom of information in fostering national development. It highlights the following:

▶ A clear focus on the right to information would be transformational, promoting participatory development, empowering all people to exercise their rights and address their own development challenges, and providing a means to promote progress on accountability, transparency, good governance, participation and empowerment;

▶ Better quality and greater availability of information would lead to improved allocation of resources and more informed decision-making by governments, civil society and the private sector; and

▶ Information intermediaries such as CSOs, the media, parliamentarians, and libraries can help governments and people communicate, organize, structure and understand data that is critical to development.[26]

At the same time, civil society groups perceive that despite the recognition of open governance as a backdrop against which SDGs can be implemented, the issue is diluted in the OWG's "Focus Areas Document". While welcoming the OWG's recognition that capable institutions are essential for supporting sustainable human development, these groups have urged the OWG to be "more explicit about the need for a standalone goal to support accountable, open and inclusive governance, both at local and national as well as international levels"[27] – a position that is in accord with the recommendations of the High-Level Panel of Eminent Persons and the Sustainable Development Solutions Network (SDSN).

At the time of writing (June 2015), the draft SDGs included the following: "Proposed Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels". Within this frame, Target 16.10 refers to all countries working to "ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international

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26 Article 19. 2013. Access to information central to the post-2015 development agenda. Available: http://www.article19. org/resources.php/resource/37393/en/access-to-information-central-to-the-post-2015-development-agenda. Accessed 05/02/2014.

27 Beyond2015. 2014. *Beyond 2015 reaction to the Open Working Group's 'Focus Areas Document'*. Available: http://www. beyond2015.org/sites/default/files/Beyond%202015%20reaction%20to%20the%20Open%20Working%20Group%20 final%203%20March%202014.pdf. Accessed 06/03/2014.

agreements." While such wording does not go as far as many had advocated, it nevertheless signals acknowledgement that relates development to access to information and fundamental rights which include freedom of expression. Free, pluralistic and independent media, including safety of journalists and gender equality, are manifestations of freedom of expression, as described in the 2015 UNESCO study *"World Trends in Freedom of Expression and Media Development"*.[28]

Free, pluralistic and independent media are a global norm relevant to development norms.

At different times, the international community has acknowledged, either implicitly or explicitly, norms as regards development, and norms as regards freedom of expression and press freedom. The relevance of the two realms to each other is an informed and civically-engaged public addressing development challenges.

Within the United Nations system, from the founding of the United Nations in 1945, and later of UNESCO as a specialized agency in 1946, the role of the media in bringing about peace and a just world was already a globally acknowledged reality. Article 1(3) of the UN Charter upholds the promotion of and respect for "human rights and fundamental freedoms for all" in the context of "solving international problems of an economic, social, cultural, or humanitarian character". Such fundamental freedoms extend to freedom of expression and its corollaries of access to information and freedom of the press – all of which are key to enabling people to actively participate in "solving international problems of an economic, social, cultural, or humanitarian character"[29]. This linking of human rights and fundamental freedoms to citizen participation is reflected in the 1948 Universal Declaration of Human Rights (UDHR), where Article 19 reads:

> *Everyone has the right to freedom of opinion and expression; this*
> *right includes freedom to hold opinions without interference and to*

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28   UNESCO. 2014. *World trends in freedom of expression and media development.* Paris: UNESCO Publishing.

29   Charter of the United Nations. Available: http://www.un.org/en/documents/charter/chapter1.shtml. Accessed 05/02/2014.

seek, receive and impart information and ideas through any media and regardless of frontiers.[30]

The UDHR's position is prefigured by UNESCO's Constitution of 1946, which enjoins upon the Organisation's Member States to "collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image".[31]

Worth noting further is the elaboration of these positions over the years. In particular, in 1991, UNESCO Member States adopted the Windhoek Declaration which recognised the norm of a free, pluralistic and independent (African) press as a manifestation of the right to freedom of expression and an essential means for the free flow of ideas by word and image. Recognition of "through any medium" was acknowledged at the 37th session of UNESCO's General Conference in 2013 to include online as well as offline media.[32]

All this is directly relevant to the emergence of the norm of sustainable development itself, which has been seen as "an approach to development that looks to balance different, and often competing, needs against an awareness of the environmental, social and economic limitations we face as a society".[33] Such a balanced, interlinked view of development means that the totality of development options becomes a key policy consideration, enabling governments to, for example, take a long-term view that meets "the diverse needs of all people in existing and future communities, promoting personal wellbeing, social cohesion and inclusion, and creating equal opportunity".[34] An unsustainable view of development is delinked from futuristic considerations and could also potentially result in greater inequality, which is detrimental to economic growth, and in particular to the kind of growth which reduces poverty and enables social mobility.

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30   Annex 1: Universal Declaration of Human Rights (1948). Available: http://www.ohchr.org/Documents/Publications/ABCannexesen.pdf. Accessed 05/02/2014.

31   UNESCO. 2004. *Constitution of the United Nations Educational, Scientific and Cultural Organization, in United Nations Educational, Scientific and Cultural Organization: Basic Texts.* Paris: UNESCO: 7-21.

32   This was in Resolution 52 "Internet related issues: including access to information and knowledge, freedom of expression, privacy and ethical dimensions of the information society", and it in turn reinforced Resolution L13 on "The Promotion, Protection and Enjoyment of Human Rights on the Internet", adopted by the Human Rights Council in 2012.

33   The Sustainable Development Commission. 2011. *What is sustainable development?* Available: http://www.sd-commission.org.uk/pages/what-is-sustainable-development.html. Accessed 11/02/2014.

34   Ibid.

Such inequalities, as the United Nations Development Programme (UNDP) observes, could undermine social cohesion, and subsequently increase political and social tensions, and, in some circumstances, drive instability and conflict.[35]

There are immediate harmonies between the international norms of media and the counterpart norms around development when the latter is conceived as a long-term, sustainable and human-centred process. For example, such a process of human development requires, inter alia, a great deal of accurate, diverse, analytical and predictive (or early-warning) information that a free, independent and pluralistic media system can help to provide to policymakers, among other informational constituents, enabling thereby an informed and civically-engaged society well attuned to development issues.

These are points that have been underlined in a number of UNESCO-linked conference statements:

▶ The Paris Declaration on World Press Freedom Day 2014: "Freedom of expression and its corollary of press freedom and the right of access to information are fundamental rights as well as enablers of many goals relevant to the post-2015 development agenda".

▶ The Riga Declaration on World Press Freedom Day 2015: "Journalism contributes to the rule of law, vigilance against corruption, the promotion of policy debates, the deepening of transparency in society, and the ability of citizens to make informed decisions, and thus enables them to actively participate in public affairs ... The safety of journalists and the issue of impunity are directly relevant to implementing the proposed Sustainable Development Goal 16, particularly the targets on fundamental freedoms, access to information and the rule of law."

▶ The Bali Road Map: The Roles Of The Media In Realizing The Future We Want For All (2014): "Recognising that peace and sustainable development increasingly depends on the participation of informed people which requires a free flow of information and knowledge, and that this in turn depends on freedom of expression on all media platforms ...

"Affirming the potential role of the media in underpinning how a country shapes development, shares ideas and innovations, and

35   UNDP. 2013. *Humanity Divided: Confronting Inequality in Developing Countries.* New York: United Nations Development Programme Bureau for Development Policy.

holds powerful actors to account, but stressing that this can only be realized where the media is free, pluralistic and independent and where there is safety for actors producing journalism …

"Cognisant of the importance of civil society and the public as key stakeholders in both media and sustainable development, and of the need to ensure their involvement in media and development processes …

"Believing that capable and engaged media actors can provide a robust forum for public debate, as well as foster the participation of marginalised people and those living in poverty who lack equitable access to communications … [as well as]

"Acknowledging that the ability of media actors to fulfil their potentials in development also depends on public access to Information and Communication Technologies (ICTs), information and knowledge".

This strong linkage between these realms of international norms has been further bolstered by civil society. Almost 200 civil society groups joined hands in February 2014 to urge the UN OWG to put government accountability and independent media at the centre of a new framework for global development. In a joint statement, coordinated by ARTICLE 19 and the Global Forum for Media Development (GFMD), the advocacy organisations argued that access to information and media freedom are vital elements for a future development plan, as they help to allow people to hold governments accountable in their efforts to achieve economic growth, social equality and environmental sustainability.[36] This ground swell of global civic activism concerning international norms represents strategic momentum concerning the recognition of free, independent and pluralistic media as a significant factor of the development equation.

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36   200 campaigners demand a UN development plan that makes governments more accountable. *GFMD Newsletter*. 4 February 2014.

Pedagogical implications

This chapter has argued that the discourse of sustainable development, as an interlinked process of human development, is increasingly recognizing the value of free, independent and pluralistic media. There is a growing *empirical*, *governance* and *normative* basis for their inclusion in any global package for sustainable development, whether directly or indirectly. Free, pluralistic and independent media can be empirically tested for their efficacy in attaining and sustaining development gains, and their prerequisite status in regard to good governance. Such media and their contribution to free flow of information further dovetail with the UN normative mandate for promoting world peace. Against this backdrop, then, five journalistic-pedagogical recommendations can be made:

▶ Journalism teachers can regard sustainable development as an interlinked system of development options that is underpinned by overall governance efforts that have major influence on societal trajectories within which the media landscape evolves;

▶ Taking into account the above consideration, journalism teachers can profitably integrate within their curricula and overall teaching plans, the notion that a free, independent and pluralistic media system is an integral part of governance for sustainable development, in the manner that the report of the High-Level Panel of Eminent Persons has advised the UN Secretary-General;

▶ Furthermore, journalism teachers can feel confident that their pedagogical focus on mediated sustainable development does, in fact, resonate with the larger development and media development community beyond their classrooms, thereby legitimating their practice;

▶ Journalism education can link the practice of journalism to the impact of free, pluralistic and independent media development on issues of sustainable development;

▶ Journalism pedagogy can provide learners with a significant global framing and meaning for their developing knowledge, attitude and skill.

It is within this wider context that journalism education can also develop relevant "literacies" related to the many dimensions of sustainable development. As a resource for the journalism educator or a journalism practitioner who is advancing his or her own knowledge, this publication provides syllabi related to a number of these dimensions.

II. USER'S GUIDE

How can these syllabi be used? In many ways, the utilization of these syllabi is heuristic, with users bringing their own experiences to the process. As with the UNESCO Model Curricula themselves, along with the *Compendium of New Syllabi*, these specialized syllabi are not a prescription; rather, they can and should be adapted to suit particular national and/or institutional contexts of teaching and learning. While efforts have been made to ensure they have an international appeal, there are invariably still limitations. With this in mind, the following are possible ways to use the syllabi:

▶ *As a teaching resource to supplement an already existing course:* Some institutions already have courses and/or modules on the subjects addressed in these syllabi. In that case, the syllabi could be used as a further resource. Many of the readings suggested may easily be recommended for existing courses;

▶ *As a new stand-alone module to be introduced into any training programme:* Where such areas are absent, any one of these syllabi could be used as an innovation to introduce or integrate into existing programmes new subject areas that could enrich the overall knowledge and skills set of students;

▶ *As a training manual:* Any journalism trainer may wish to adapt these syllabi for their own purposes, relying on the lists of recommended readings they present;

▶ *As a reading resource for practising journalists:* Practising journalists can find the readings, especially those that are readily available online, listed in these syllabi useful for their own intellectual enrichment and professional practice.

More importantly, the syllabi themselves expand upon these suggested methods of deployment, in addition to including more choices for users. The list of contributors at the end of the book includes email addresses to facilitate easy contact, in case you wish to initiate discussion with them.

Deploying these syllabi in the classroom implies another significant didactic strategy: Given the specialized knowledge contained in these syllabi, how can students be more effectively equipped to pitch stories whose epistemic

foundation is complex? Basically, what is required is that the teaching of these syllabi incorporates specific principles of managing a news story that reflect the core values of news gathering while being faithful to the complexity that defines specialized knowledge domains, such as the environment, for example. In this regard, seven key principles[37] may be adapted, and be used to better prepare students for dealing with their editors in the newsroom situation. It is often necessary to persuade editors of the importance of a development-oriented story, and there may be several ways to do this. These principles that can help are:

▶ **Development issues have serious monetary dimensions:** Usually, any sustainable development story involves a story about hundreds of billions of dollars. Where is that money for climate change adaptation and mitigation, for example? Who controls it? Who spends it? Who makes sure it does what it is meant to do? Who funds the NGOs and the politicians? Which companies stand to profit from action to address climate change? Which stand to lose? One area for media attention is whether rich countries keep their promises to fund climate action in developing nations, and whether the money really is new and additional and not from existing aid budgets. There will also be a big debate about how much climate finance should come from public funds and how much from the private sector. Follow the money and you will find all the elements of a good story.

▶ **Localising the global:** There is always an angle that can be explored to highlight relevance to local audiences. All the social, economic and environmental aspects of sustainable development presented in these syllabi often involve scientists publishing new research, policymakers making new announcements, activists issuing new demands, etc. Even if these things may happen far away, smart journalists can work out ways of relating these stories to their own local circumstances and audiences. Nongovernmental organisations, universities and scientific journals around the world all produce press releases about some of the issues thrown up in these syllabi, such as the impact of new technologies on local policy-making, etc. It is thus advisable for students to remain in the 'know' by contacting press officers and joining their mailing lists to get story ideas and to stay updated with what is happening worldwide.

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37   These reporting tips are adapted from Shanahan, M., Shubert, W., Scherer, C. & Corcoran, T. 2013. *Climate Change in Africa: A Guidebook for Journalists* edited by Fackson Banda. Paris: UNESCO. Available: http://unesdoc.unesco.org/images/0022/002254/225451e.pdf.

▶ **Reporting from new angles:** For every new policy, new invention, new anything that purports to advance sustainable development, determine the ways through which the social, economic and environmental aspects affect each other. In this way, the student may find new angles for reporting. These angles include health, education, business, technology, food, culture, sport, tourism, religion, and politics – in fact, almost everything.

▶ **Following the pack:** One of the best ways to "sell" a story to an editor is to be an expert on the topic and to know its importance to society. Students can keep on the cutting-edge of a particular knowledge domain by reading the work of other journalists who are covering it well (you will find some great international stories (e.g. at IPS, Reuters AlertNet, The Guardian, New York Times and the BBC) but there are also many good reporters covering specialized stories for national media around the world). Use social media such as Facebook or Twitter to find out what people are saying about a particular aspect of sustainable development, for example.

▶ **Joining mailing lists:** As part of keeping on the cutting-edge of knowledge in a particular specialized domain, it is important to join mailing lists for that domain, such as Climate-L (http://www.iisd.ca/email/subscribe.htm), for climate change. Here, thousands of climate specialists share their latest reports and information about events. For information on the UN climate-change negotiations, journalists can subscribe to the Earth Negotiations Bulletin (http://www.iisd.ca/process/climate_atm.htm). Using news alerts and news feeds is another technique to become a persuasive expert.

▶ **Reading journals.** Students can be encouraged to keep track of new research by subscribing to the major journals that are published in a particular field of sustainable development. For climate change issues, the following mailing lists are useful: the EurekAlert and AlphaGalileo press release services. Journal papers tend to be available only to paying subscribers but journalists can get copies by searching on Google Scholar (http://scholar.google.com) for a PDF file or by visiting the journal's website for a given paper. The website will often display the email address of the lead author, who will usually be willing to send journalists a copy of the paper and answer questions. Another way to build up a good contact book of experts is to search the Internet for recent scientific papers on a particular topic (Google Scholar is a good tool as it reveals how many times a paper has been cited by later studies, indicating how important the research is).

▶ **Getting connected:** A journalist can never have too many sources. Keeping in mind that any story on sustainable development intersects the social, economic and environmental aspects of life, journalists can build large contact lists of sources from a broad variety of different sectors, both within and outside of their own countries. These include: policymakers, intergovernmental organisations, UN agencies, civil society organisations and research centres. Some of the best sources will not be from organisations but from the general public – such as farmers and fisher folk, pastoralists and small business owners.

Taken together, these principles can be used in the classroom to simulate how a student could more effectively motivate a news story to a gatekeeper.

III. SYLLABI

These are model syllabi that are offered in the expectation that they will be adapted to local and national conditions. Each syllabus contains ideas, methods and material that may serve as inspiration to other teachers and planners. The syllabi presented here relate to the following themes, all of which have a clear and demonstrable link to sustainable development:

▶ Journalism and sustainable development

▶ Ecological journalism (or 'Eco-journalism')

▶ Reporting sustainable tourism

▶ Reporting migration, with a focus on refugees

▶ Ethical investigative journalism

▶ Digital media, social networks and the changing face of journalism

▶ Advocacy journalism: participation, representation and community

▶ International collaborative reporting

JOURNALISM AND SUSTAINABLE DEVELOPMENT
Radhika Mittal

In correcting ecological imbalances and responding appropriately to climate change crises, larger attitudinal changes are required to ensure access to food, water, energy, education, health, and other areas where mal-adaptations exist. Often, the environmental angle is lost while reporting domestic developmental concerns, resulting in misdirected public perception. This course aims to fill the knowledge gap, expose journalists to the body of socio-scientific research they can use as foundational tools and support them in creating more enduring, wholesome narratives, while tackling interdisciplinary threads of public discourse involving sustainability, governance and economic development.

Level of course: This course can be offered as a core component in the final year of a bachelor's degree programme in journalism or as a module in a master's course in journalism.

Course description: This course will help identify parameters and themes to enable journalistic reportage on sustainable development and environmental challenges. The Sustainable Development Goals (SDGs) that replace the Millennium Development Goals (MDGs) appear to have a common thread running through them. Climate change and environmental sustainability intersect with, influence and are influenced by most of the themes that demand corrective action for sustainable development. This course material will therefore look at the idea of development and equity, across resources, access and growth, through the prism of global environmental concerns, such as food, water, energy, and biodiversity, among others. Participants will be encouraged to delve deeply into these themes and draw linkages with current scenarios of corporate and public governance, with the aim to create more meaningful, contextual narratives.

Learning outcomes: This course aims to equip students with:

▶ Conceptual and theoretical knowledge of key challenges and possible solutions in the field of sustainable development
▶ A practical prism to understand shortcomings that beset reporting on environmental and developmental issues
▶ Analytical and critical assessment skills, applied research and a broader socio-scientific canvas to work with

Pedagogical approach or method: Lectures, presentations, discussion of readings, case studies, practical assignments.

Time requirement: Four hours per week, ten to twelve weeks (some topics demand more immersion and can be divided into two parts).

Grading:
Weekly Assignments: 50%.
Group Presentations: 20%.
Essay: 20%.
Class Participation: 10%.

Course outline:

The definitions and readings below highlight global aspects of and theoretical exposure to the topic at hand. To enable the assignment of practical weekly writing tasks and development of context-specific knowledge, instructors are encouraged to pick and choose from these readings as necessary and adopt further readings that highlight country/region-specific case studies.)

Week 1: Sustainable development

▶ Development of the concept of sustainability in relation to the environment, economy and society

▶ Understanding the SDGs, diverse approaches, environmental challenges

▶ Critiques and the way forward

Suggested readings:

Daly, H. E. 1990. Toward some operational principles of sustainable development. *Ecological economics*, *2*(1), pp. 1-6.

Elliott, J. 2012. *An introduction to sustainable development*. Abingdon, United Kingdom, Routledge. Giddings, B., Hopwood, B., & O'Brien, G. 2002. Environment, economy and society: fitting them together into sustainable development. *Sustainable Development*, *10*(4), pp. 187-196.

Hopwood, B., Mellor, M., & O'Brien, G. 2005. Sustainable development: mapping different approaches. *Sustainable Development*, *13*(1), pp. 38-52.

Redclift, M. 2005. Sustainable development (1987–2005): an oxymoron comes of age. *Sustainable development*, *13*(4), pp. 212-227.

UNESCO. 2015. Media in Support of Sustainable Development and a Culture of Peace http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/San-Jose/pdf/Book_UNESCO_Media_and_Development_May_2015_01.pdf.

Young, O. R., Underdal, A., Kanie, N., Andresen, S., Bernstein, S., Biermann, F., & Stevens, C. 2014. Earth System Challenges and A Multi-layered Approach for the Sustainable Development Goals. *United Nations University Institute for the Advanced Study of Sustainability. Policy Brief.*

Weeks 2 and 3

Part I: Media, agenda setting, public discourses

▶ Why media coverage matters: agenda setting, framing, direction for public policy

▶ State of media coverage: analyses of global climate change discourses

Part II: Public perception

▶ Public opinion, mapping what people know

▶ Attitudes, behaviours and influencing factors for a sustainable outlook

Suggested readings:

Allan, S., Adam, B., & Carter, C. (eds.). 2000. *Environmental risks and the media.* London and New York, Routledge.

Boykoff, M. T. 2011. *Who speaks for the climate?: making sense of media reporting on climate change.* Cambridge, Cambridge University Press.

Boykoff, M. T., & Roberts, J. T. 2007. Media coverage of climate change: Current trends, strengths, weaknesses. *Human Development Report*, *2008*, 3.

Engle-Friedman, M., Lee, E., Furman, G., Maculaitis, M., & Cho, K. W. 2010. What Affects Attitudes and Behaviors Regarding Environmental Sustainability? *The International Journal of Environmental, Cultural, Economic and Social Sustainability*, *6*(6), pp. 41-58.

Holt, D., & Barkemeyer, R. 2012. Media coverage of sustainable development issues–attention cycles or punctuated equilibrium? *Sustainable Development*, *20*(1), pp. 1-17.

Lakoff, G. 2010. Why it matters how we frame the environment. *Environmental Communication, 4*(1), pp. 70-81.

Leiserowitz, A. 2006. Climate change risk perception and policy preferences: the role of affect, imagery, and values. *Climatic Change*, *77*(1-2), pp. 45-72.

Leiserowitz, A. A., Kates, R. W., & Parris, T. M. 2006. Sustainability values, attitudes, and behaviors: A review of multinational and global trends. *Annual Review of Environment and Resources*, *31*, pp. 413-444.

Leiserowitz, A., & Thaker, J. 2013. Climate change in the Indian mind. *Yale University and George Mason University. New Haven, CT, Yale Project on Climate Change*.

Lewis, J., & Boyce, T. 2009. Climate change and the media: The scale of the challenge. *Climate change and the media.* New York, NY, Peter Lang.

Marquart-Pyatt, S. T., Shwom, R. L., Dietz, T., Dunlap, R. E., Kaplowitz, S. A., McCright, A. M., & Zahran, S. 2011. Understanding public opinion on climate change: a call for research. *Environment: Science and Policy for Sustainable Development*, *53*(4), pp. 38-42.

Nisbet, M.B. 2010. Communicating climate change: Why frames matter for public engagement. *Environment: Science and Policy for Sustainable Development, 51*(2), pp. 12-23.

Week 4: Food security, consumptive practices

▶ Meeting the global demand for food: dichotomy of resource availability versus consumption

▶ Negotiating production and consumption practices for equitable sustenance

▶ Implications of dietary changes on the footprint of food

Suggested readings:

Badgley, C., & Perfecto, I. 2007. Can organic agriculture feed the world? *Renewable Agriculture and Food Systems, 22*, pp. 80-86.

Clay, J. 2011. Freeze the footprint of food. *Nature*, *475*(7356), pp. 287-289.

de Boer, J., Schösler, H., & Boersema, J. J. 2013. Climate change and meat eating: An inconvenient couple? *Journal of Environmental Psychology, 33*, pp. 1-8.

De Geus, M. 2009. Sustainable Hedonism: The Pleasures of Living within environmental Limits. In Soper, K., Ryle, M. & Lyn, T. (eds.), *The Pleasures and Politics of Consuming Differently*. London, Palgrave MacMillan., pp. 113-129.

Delgado, C. 2003. Rising consumption of meat and milk in developing countries has created a new food revolution. *The Journal of Nutrition*, 133, pp. 3907S-3910S.

Di Falco, S., Veronesi, M., & Yesuf, M. 2011. Does adaptation to climate change provide food security? A micro-perspective from Ethiopia. *American Journal of Agricultural Economics*, *93*(3), pp. 829-846.

Fischer, G., Shah, M., Tubiello, F. N., & Van Velhuizen, H. 2005. Socio-economic and climate change impacts on agriculture: an integrated assessment, 1990–2080. *Philosophical Transactions of the Royal Society B: Biological Sciences*, *360*(1463), pp. 2067-2083.

Green, L., Costello, L., & Dare, J. 2010. Veganism, health expectancy, and the communication of sustainability. *Australian Journal of Communication*, *37*(3), pp. 51.

Hanjra, Munir A, and Qureshi, M Ejaz. 2010. Global water crisis and future food security in an era of climate change, *Food Policy*, pp. 1-13.

Parry, M, et al. 2009. Executive Summary, Climate Change and Hunger: Responding to the Challenge. *Division of Communications and Public Policy, World Food Program,* pp. 8-16.

Seo, K., & Rodriguez, N. 2012. Land grab, food security and climate change: A vicious circle in the Global South. *Human and Social Dimensions of Climate Change. Open Access: InTech*, pp. 165-80.

Thøgersen, J., & Schrader, U. 2012. From knowledge to action– new paths towards sustainable consumption. *Journal of Consumer Policy*, *35*(1), pp. 1-5.

Vermeulen, S., Campbell, B. M., & Ingram, J. S. 2012. Climate Change and Food Systems. *Annual Review of Environment and Resources*, *37*(1),pp. 195-222.

Wackernagel, M., & Rees, W.E. 1996. *Our ecological footprint: reducing human impact on the earth*. B.C., Gabriola Press New Society Publishing.

Ziervogel, G. & Ericksen, P. J. 2010. Adapting to climate change to sustain food security. *Wiley Interdisciplinary Reviews: Climate Change, 1*(4), pp. 525–540.

Week 5: Water and energy

▶ Ethics, economics and politics of water and energy

▶ Pathways to renewable, sustainable energy

▶ The future of water and energy

Suggested readings:

Chu, S., & Majumdar, A. 2012. Opportunities and challenges for a sustainable energy future. *Nature*, *488*(7411), pp. 294-303.

Hall, J., & Vredenburg, H. 2012. The challenges of innovating for sustainable development. *MIT Sloan Management Review*, *45*(1).

Kaygusuz, K. 2012. Energy for sustainable development: A case of developing countries. *Renewable and Sustainable Energy Reviews*, *16*(2), pp. 1116-1126.

Sultana, F., & Loftus, A. (eds.). 2013. *The right to water: Politics, governance and social struggles.* Abingdon, United Kingdom, Routledge.

United Nations World Water Development Report. 2003. *Water for People, Water for Life*.

Urry, John. 2008. Climate change, travel and complex futures, *British Journal of Sociology*, *59*(2), pp. 261-279.

Vanderheiden, S. (ed.). 2013. *The Politics of Energy: Challenges for a Sustainable Future*. Routledge.

Wei, J., Wei, Y., Western, A., Skinner, D., & Lyle, C. 2014. Evolution of newspaper coverage of water issues in Australia during 1843–2011. *Ambio*, pp. 1-13.

Week 6: Species and biodiversity loss

▶ Loss of natural resources and ecosystem services

▶ Adaptive mechanisms and evolutionary changes in humans and other species due to climate change

Suggested readings:

Cardinale, B. J., Duffy, J. E., Gonzalez, A., Hooper, D. U., Perrings, C., Venail, P., & Naeem, S. 2012. Biodiversity loss and its impact on humanity. *Nature*, *486*(7401), pp. 59-67.

DeFries, R. S., Ellis, E. C., Chapin, F. S., Matson, P. A., Turner, B. L., Agrawal, A., & Syvitski, J. 2012. Planetary opportunities: a social contract for global change science to contribute to a sustainable future. *BioScience*, *62*(6), pp. 603-606.

Haines, A., Kovats, R. S., Campbell-Lendrum, D., & Corvalán, C. 2006. Climate change and human health: Impacts, vulnerability and public health. *Public Health*, *120*(7), pp. 585-596.

Hoffmann, A. A., & Sgrò, C. M. 2011. Climate change and evolutionary adaptation. *Nature*, *470*(7335), pp. 479-485.

McMichael, A. J., Woodruff, R. E., & Hales, S. 2006. Climate change and human health: present and future risks. *The Lancet*, *367*(9513), pp. 859-869.

McShane, T. O., Hirsch, P. D., Trung, T. C., Songorwa, A. N., Kinzig, A., Monteferri, B., & O'Connor, S. 2011. Hard choices: Making trade-offs between biodiversity conservation and human well-being. *Biological Conservation*, *144*(3), pp. 966-972.

Wood, A., Stedman-Edwards, P., & Mang, J. 2013. *The root causes of biodiversity loss*. New York, Routledge.

Week 7: Economic growth, equity and business challenges

▶ Impact of business practices on eco-system services, corporate contributions to sustainability and environmental decision-making

▶ Future scenarios contextualizing equitable growth, distribution of wealth and people migration

Suggested readings:

Barkemeyer, R., Holt, D., Preuss, L., & Tsang, S. 2011. What happened to the 'development' in sustainable development? Business guidelines two decades after Brundtland. *Sustainable Development 22*(1) pp. 15-32.

Biermann, F and Boas I. 2008. Protecting Climate Refugees: The Case for a Global Protocol, *Environment*, *50*(6), pp. 8-16.

Houdet, J., Trommetter, M., & Weber, J. 2012. Understanding changes in business strategies regarding biodiversity and ecosystem services. *Ecological Economics*, *73*, pp. 37-46.

Mendelsohn, R., Dinar, A., & Williams, L. 2006. The distributional impact of climate change on rich and poor countries. *Environment and Development Economics*, *11*(02), pp. 159-178.

Moon, J. 2007. The contribution of corporate social responsibility to sustainable development. *Sustainable Development*, *15*(5), pp. 296-306.

O'Neill, B. C., Kriegler, E., Riahi, K., Ebi, K. L., Hallegatte, S., Carter, T. R., & van Vuuren, D. P. 2014. A new scenario framework for climate change research: The concept of shared socioeconomic pathways. *Climatic Change*, *122*(3), pp. 387-400.

Schoenherr, T. 2012. The role of environmental management in sustainable business development: a multi-country investigation. *International Journal of Production Economics*, *140*(1), pp. 116-128.

Shiva, V. 2011. Equity: the shortest way to global sustainability. In *European Research on Sustainable Development*. Springer Berlin Heidelberg, pp. 23-27.

Welford, R. (ed.). 2013. *Hijacking environmentalism: Corporate responses to sustainable development*. London, Routledge.

Wheeler, S. M. 2013. *Planning for sustainability: creating livable, equitable and ecological communities*. Abingdon, United Kingdom, Routledge.

Week 8: Governance, ethics and inclusion

▶ Negotiating politics, policy pressures and barriers to sustainable growth

▶ Managing gender and poverty as barriers to growth

▶ Environmental ethics, moral imperatives

Suggested readings:

Albrizio, S., et al. 2014, Do Environmental Policies Matter for Productivity Growth?: Insights from New Cross-Country Measures of Environmental Policies, *OECD Economics Department Working Papers*, No. 1176, OECD Publishing.

Attfield, R. 2014. *Environmental Ethics: An Overview for the Twenty-First Century*. Cambridge, John Wiley & Sons.

Das Gupta, M., Bongaarts, J., & Cleland, J. 2011. Population, poverty, and sustainable development: A review of the evidence. World Bank.

Dubash, N. (ed.). 2012. *A Handbook of Climate Change and India: Development, Politics and Governance*. Abingdon, United Kingdom, Routledge.

Kensicki, L. J. 2004. No cure for what ails us: The media-constructed disconnect between societal problems and possible solutions. *Journalism & Mass Communication Quarterly*, *81*(1), pp. 53-73.

Meadowcroft, J., & Steurer, R. 2013. Assessment Practices in the Policy and Politics Cycles: A Contribution to Reflexive Governance for Sustainable Development?. *Journal of Environmental Policy & Planning*, (ahead-of-print), pp. 1-23.

Resurrección, B. P. 2013. Persistent women and environment linkages in climate change and sustainable development agendas. In *Women's Studies International Forum (40).*Pergamon, pp. 33-43.

Ryghaug, M. 2011. Obstacles to sustainable development: the destabilization of climate change knowledge. *Sustainable Development*, *19*(3), pp. 157-166.

Sheth, J. N., Sethia, N. K., & Srinivas, S. 2011. Mindful consumption: a customer-centric approach to sustainability. *Journal of the Academy of Marketing Science*, *39*(1), pp. 21-39.

Weeks 9 and 10

Part I: Finding messages and methods that work

▶ Mediations and mass media developments that promote consumerism

▶ Possibilities for alternative discourses, frames for societal resonance

▶ In search of new, improved values for a troubled ecosphere

Part II: Guidelines for sustainable development reporting

▶ Re-thinking journalistic practices, understanding the construction of 'risk'

▶ Practitioner views and region-specific case studies (based on class involvement, guest seminars and participant contributions)

Suggested readings:

Anderson, A. 2003. Environmental Activism and News Media, *News, Public Relations and Power*, In Cottle, S. (ed.). Sage Publications, London, pp. 117-132.

Boykoff, M. T., & Goodman, M. K. 2009. Conspicuous redemption? Reflections on the promises and perils of the 'celebritization'of climate change. *Geoforum*, *40*(3), pp. 395-406.

Doyle, J. 2011. *Mediating climate change.* Ashgate Publishing.

Gess, H. 2012. Climate change and the possibility of 'slow journalism'. *Ecquid Novi: African Journalism Studies*, 33(1), pp. 54-65.

Gunn, A. & Jackson, F. 2005. American mass media and sustainable development. *The International Journal of Environmental, Cultural, Economic & Social Sustainability, 1*(4), pp. 51-55.

Hill, S. 2010. Models of online activism and their implications for democracy and climate change. Foundation for Democracy and Sustainable Development, draft discussion paper.

Leiserowitz, A. A., & Fernandez, L. O. 2008. Toward a new consciousness: Values to sustain human and natural communities. *Environment: Science and Policy for Sustainable Development*, *50*(5), pp. 62-69.

Myers, T. A., Nisbet, M. C., Maibach, E. W., & Leiserowitz, A. A. 2012. A public health frame arouses hopeful emotions about climate change. *Climatic Change*, *113*(3-4), pp. 1105-1112.

O'Neill, S., & Nicholson-Cole, S. 2009. "Fear Won't Do It" Promoting Positive Engagement With Climate Change Through Visual and Iconic Representations. *Science Communication*, *30*(3), pp. 355-379.

Shiva, V. 2013. *Making peace with the earth*. Pluto Press.

Smith, Joe. 2005. Dangerous News: Media Decision Making about Climate Change Risk, *Risk Analysis*, *(25)*6, pp. 1471-1482.

Additional online resource bank:

▶ The Sustainable Development Solutions Network: https://www.sdsnedu.org/home

▶ The New Climate Economy: http://newclimateeconomy.report/

▶ Center for Research on Environmental Decisions: http://cred.columbia.edu/

[**Note:** This course content was inspired by my learning and teaching experiences at Macquarie University, Australia].

ECOLOGICAL JOURNALISM (ECO-JOURNALISM)
Sugath Mahinda Senarath

This course is designed to cover major issues pertaining to a sub-field of journalism called "eco-journalism". Scientists from all over the world have begun to recognize that there is a crisis of modernity, both in terms of real processes and thought. The question of ecological wellbeing is one area of such contestation. As such, ecological issues have become a leading area to explore and investigate in contemporary media.

Level of the course: This course is designed to be offered at second-year level or above as part of a bachelor's degree/master's degree programme.

Course description: The aim of the course unit is to describe and analyse the substantive content of contemporary eco-journalism as well as impart practical skills of investigative journalism focusing on ecological issues both at the local and global levels. Its ultimate pedagogical aim is to equip students with both theoretical and practical aspects of eco-journalism.

Mode: A combination of lectures, case studies, group presentations and workshops and visiting professionals.

Number of hours per week: Three hours of class time together with two-hourly workshops and research sessions.

Grading and assessment protocols:

Seminar and workshop participation: 20%.
Class assignments: 30%.
Final exam: 50%

Required resources: Audio-visual aids, computer facility with internet access and the course handbook.

Pedagogical approach or method: The course is designed to give students a comprehensive understanding and practical experience in eco-journalism. It consists of fifteen weeks. Each week is devoted to three hours of lectures, with a one-hour workshop to intersperse the lectures. Students are expected to acquire knowledge on eco-journalism within the classroom environment and at working sites through practical experience. In terms of assignments, students will visit selected places of ecological interest or crisis already identified and discussed in class. They will explore reporting solutions for such situations and report on their assignments in class.

Learning outcomes: By the end of this course, students are expected to:

▶ Have acquired theoretical knowledge and practical experiences to examine, investigate and report on general ecological issues.

▶ Understand the approaches and techniques needed to address ecological matters occurring in local, regional, national and global contexts.

▶ Have better understanding on reporting of ecological issues and apply their creative and aesthetic skills in the eco-journalistic landscape.

▶ Develop their sensitivity regarding how various parties manipulate, intervene and distort ecological issues/crisis at various levels.

▶ Have practical experience in making eco-media messages.

Course outline:

Week 1: An introduction to eco-journalism

Topics: These will consist of a series of lectures aimed at clarifying the theoretical and conceptual framework of eco-journalism along with models of eco-journalism and media impact on audiences.

Seminars: These will ask the following questions:
- ▶ What is the importance of eco-journalism?
- ▶ How do you recognize an eco-journalist?
- ▶ How do media work on audiences?

Week 2: Historical background of eco-journalism

Topics: These lectures examine the conceptual development of eco-journalism. In this regard the lecturer will discuss the historical route of ecological knowledge, produced by eastern and other educationists. These lectures further highlight the role of eco-journalists in contemporary societies.

Seminar discussion and activity:
- ▶ Find information on the history of ecological reporting.
- ▶ The medium and methods utilized for ecological reporting.
- ▶ How earlier generations understood environmental and ecological issues.

Assignment: Write an assignment targeting a certain period of environmental problems and highlight solutions proposed to such problems.

Week 3: Diversity of nature

Topics: The lecturer will discuss the diversity of the environment and diversity among humans. In this regard, students will recognize two different concepts that people tend to mix up with dangerous consequences: Natural differences (in nature – bio-diversity and among humans – cultural diversity) and social divisions (class, caste, gender, etc.).

At the end, students will recognize and appreciate the rich diversity in the natural and human worlds and become critical about social divisions, thus helping them to also develop a critical understanding of social phobia generated by media stereotypes.

Seminar discussion and activity:

▶ What are the diversities one encounters on the earth?

▶ How do we understand these diversities?

▶ Can you imagine a world without differences? Why do people mix up natural differences and socially constructed divisions?

▶ What are the benefits of understanding these issues for an eco-journalist?

Assignment: Students will write on the diversity of nature and the society they represent/or on how people convert 'differences' into 'divisions' and create conflicts and violence.

Week 4: Nature and society

Topics: The lecturer will discuss the organic relationship between nature and mankind. For this end, he/she will introduce in basic terms the emerging field in the life sciences termed as 'systems theory' (that signals a paradigm shift in scientific thought) as against the modern mechanistic worldview on nature and society. The systems idea will show that the environment (ecosystems or the planet itself) is not just a heap of disjointed parts but is a dynamically organized and intricately balanced 'system', and how interdependent humans are in virtually every aspect of their lives – in relation to the environment and fellow human beings. Finally, the lecturer will discuss the strong evidence of environmental destruction/threat to life at local as well at planetary levels and will show the root cause, namely that the modern idea of progress and the emergence of

industrial growth civilization may often be associated with 'systemic greed' and consumerism.

Seminar discussion and activity:

▶ Students will examine their relationship with nature.
▶ They will present their views and opinion by addressing the relationship between man and nature.
▶ They will also discuss problems and issues that can be raised when this relationship is broken.

Assignment: Students will write an assignment on what can/will happen when the nurture-nature linkage is threatened by selecting a suitable ecological issue.

Week 5: Principles and methods of eco-journalistic skills

Topics: One of the major challenges of the 21st century in creating a life-sustaining world is to dismantle hegemonic consumerist ideology and make a shift towards an eco-ideology. In other words, humankind is arguably in need of a transformative *ecozoic* vision. In this regard, one, as a professional eco-journalist, has to be equipped not only with such a vision and knowledge but with an array of professional and creative skills.

Seminar discussion and activity:

▶ Students will participate in group discussions and present their findings on eco-journalistic skills in the classroom.
▶ Students will participate in a workshop conducted by media professionals and researchers in the field of eco-journalism.

Assignment: Students will write an essay on skills they have identified to develop their capacities as an eco-journalist.

Week 6: The Role of eco-journalism in relation to other forms of journalism

Topics: The lecturer will discuss social tasks represented by different types of journalism in the contemporary media environment (e.g. investigative journalism,

new journalism, yellow journalism etc.) and allow students to identify roles for eco-journalism.

Seminar discussion and activity:
▶ Students will discover many forms of journalism and have the opportunity to discuss differences and similarities in terms of content, approaches and social tasks in relation eco-journalism.
▶ Students will have practical work on media messages and present them in class to get feedback from others. They may present these media messages based on a field research fulfilled as part of a team.

Assignment: Students will write an assignment on how they understand eco-journalism in comparison to other journalistic practices.

Week 7: Eco-journalism at different levels

Topics: During this week, the lecturer will explain how eco-journalism works at local, regional, national and global levels. It is important to understand that the nature and substance of ecological issues vary from micro to macro levels of socio-ecological reality. In relation to this condition it is necessary to keep an eye on the immediate relational area around any given ecological issue, hence on target groups as well. At this point, one has to explore the types of media (and their combinations) suitable to employ at given levels and for formulated tasks: traditional media, modern or new media.

Seminar discussion and activity:
▶ Students will identify ecological issues at the level of their immediate surroundings and will expand the discussion into other levels – regional, national and global levels. In so doing, they will explore the question of how to address the issues as eco–journalists.

Assignment: Students are required to write an assignment on issues they have identified at local, regional, national and global levels, taking care to analyse how these issues are interconnected as an organic system.

Week 8: The future of humankind and eco-journalism

Topics: During this week, the lecturer will examine various ecological problems from a planetary perspective, including global terror threats, the melting of polar ice, depletion of the ozone layer, extreme weather patterns, global warming, toxic wastes and a sundry other items of ecological morbidity. The key message is to highlight how humankind can, in a collective and intelligent manner, be prevented from slipping back into outdated patterns of social praxis and consciousness that fostered the present system of globalization.

Seminar discussion and activity:
▶ Students in small groups are asked to select a planetary-level ecological issue/crisis, explore available data on the nature, causes and impact of it on humans and other species, and present reports a class.
▶ Student will discuss transformative agendas being explored by scientists and thinkers to overcome identified dangers and crises and will focus on the role of eco-journalists in those transformative processes.

Assignment: Each group submits an assignment on a selected planetary ecological issue while focusing on the growing discourses of 'planetary survival' and '*ecozoic* vision'.

Week 9: Eco-journalism and humanism

Topics: The lecturer will discuss how the relationship of humans with nature is distorted and the balance is broken in the present system of economic and social development. Attention will be paid to new alternative discourses of human development. The importance of the internal and spiritual development of humans will also be discussed.

Seminar discussion and activity:
▶ Students examine the history of relationship between nature and human beings and the revolutions that brought the shifting of this relationship and consciousness.
▶ They will discuss the need of a new discourse of humanism that will incorporate a 'planetary consciousness' and how this could be promoted through eco-journalism.

Assignment: Students will debate promoting planetary consciousness through eco-journalism and they will write an essay on a holistic vision for human development.

Week 10: Ethics of eco-journalism

Topics: The lecturer will discuss ethical imperatives in relation to the challenges of planetary survival and protection of all forms of life systems on this planet.

Seminar discussion and activity: Students will discuss ethical imperatives in relation to present ecological challenges and transformative agendas and a new vision for a possible code of ethics for a professional eco-journalist.

Assignment: Students submit a possible code of ethics relating to professional of eco-journalism.

Week 11: Legal aspects of eco-journalism

Topics: During the week, the lecturer will critically discuss the prevailing constitutional provisions and legal mechanisms associated with international law that aim to protect the environment.

Seminar discussion and activity:
▶ Students will be divided into groups and asked to select a constitutional or legal issue in relation to ecological and environmental protection, taking care to make a critical assessment of such an issue in preparation for class presentation.
▶ There will be a discussion workshop for students conducted by a panel of environmentalists and experts in environmental law.

Assignment:
Students will write a critical essay on the legal aspects of a specific local issue relating to the environment.

Week 12: Research in eco-journalism

Topics: Students are briefed about the fundamentals of communication research: doing a survey, content analysis, case studies, etc. and presenting a report to the public.

Seminar discussion and activity:
► Students will examine environmental issues from perspectives related to the general systems theory.
► Students will read selected journal papers and design media messages in order to convey the findings to general public.

Assignment:
► Students in groups identify a research problem on the environment and submit their findings in the class room.
► They select a media genre on an ecological issue and analyze the content.

Week 13: Management in eco-journalism

Topics: This lecture will include discussions on issues related to media management in general, structural and cultural dimensions of the present crisis in media globally (with examples from specific national contexts) as well as management issues, including modes of funding and organizational principles related to public broadcasting systems that would promote eco-journalism.

Seminar discussion and activity:
► Students in groups organize a public relations campaign to promote protection of the environment.
► Present a list of management principles and managerial skills for people – centred media identified in class.
► Make some advertisements and social ads on environmental issues they have identified.

Assignment: Students will do a case study of a successful community radio or PSB institution (that promotes eco-journalism) functioning in their country or region and will write an essay on it.

Week 14: Aesthetics of eco-journalism

Topics: The lecturer will discuss basic aesthetic principles related to the new ecozoic vision and cover basic technical and creative aspects on making a documentary, filler, short film, social advertisement and a media genre.

Seminar discussion and activity:

▶ Students will get some practical knowledge on media messages in the classroom and at workshops.

▶ They will visit media institutions (as part of their internship).

Assignment: They will then be asked to write an essay on what they have experienced in the interim period at different media institutions.

References and list of required or recommended readings

Mody, B. 2003. *International and Development Communication: A 21st century perspective.* Thousand Oaks, Calif.: Sage.

World Commission on Environment and Development. 1987. *Our Common Future.* Oxford, Oxford University Press.

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Brown, L. R. et al (eds.) 1996. *State of the world; a world watch institute report on progress toward a sustainable society.* NY, World Watch Institute.

Macy, J. & Brown M. 1998. *Coming Back to Life: Practices to Reconnect Our Lives, Our World.* British Columbia, Canada, New Society Publishers.

O'Sullivan, E.1999. *Transformative learning: educational vision for the 21st century.* Toronto, University of Toronto Press.

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Giddens, A. 1990. *The Consequences of Modernity.* Stanford, Stanford University Press.

Henderson, H. 1996. *Creating Alternative Futures: The End of Economics* (Kumarian Press Books for a world that works). West Hartford CT, Kumarian Press.

Herman, E. & Chomsky, N. 1988. *Manufacturing Consent.* New York, Pantheon Books.

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REPORTING SUSTAINABLE TOURISM

Philippe Viallon

Sustainable tourism – poised between what appears to be a fashionable concept and decades-old reality, business slogan and real-life experience, and the opposing views of North and South as to what the term actually covers – calls for an approach that combines both academic thinking and field study. It is a question of making journalists, and through them their audiences, aware of the necessity for a type of sustainable development that is in tune with the needs of local communities rather than just reflecting the views of the developed countries.

Course level

The course is designed for students with a bachelor's degree who are in the first year of a master's degree. Its aim is to lay the foundations for discussion of a major human activity – tourism – and more specifically one of its burgeoning branches: sustainable tourism. The course will help prospective journalists, among others, to understand the economic, cultural and human challenges of sustainable tourism and to ensure that the future, environmentally aware, citizens of the world are better educated and informed.

Course description

This course, which is designed mainly for journalists, aims to provide an understanding of sustainable tourism. The complexity of the phenomenon – poised between fashionable concept and decades-old reality, business slogan and real-life experience, and the opposing views of North and South as to what the term actually covers – calls for an approach that combines both academic thinking and field study. It is a question of making journalists, and through them their readers, aware of the necessity for a sustainable development in keeping with the needs of local communities rather than just reflecting the views of the developed countries.

Pedagogical approach or method

Discussing sustainable tourism is easy and difficult at the same time: easy, because since the start of the century the term has begun to be used more and more not only by tourism businesses and the public and semi-public bodies that manage tourism but also by tourists themselves; difficult, because the concept is intrinsically ambiguous ('sustainable' referring to both the economic aspect of tourism and its environmental and sociological dimensions). Furthermore, a variety of epithets are used in combination with it or in its stead without it being clear what they cover and how they differ from each other: solidarity, ecological, green, fair-trade, 'eco', social, natural, responsible, ethical, etc. Translations of the term in other languages do not make it any easier to understand: 'sustainable' in English and 'sostenible' in Spanish refer to practices that are different from the French 'durable'. This is explained by different traditions and the varying importance of environmentalism in the cultures of these countries.

Before attempting to clarify the situation, it is necessary to understand why the concept has multiplied in this way. The first point to be stressed is the significant growth of tourism across the globe. Invented in the eighteenth century by English lords wanting to set themselves apart from the middle class that had assumed political power,[38] tourism spread across Europe as a result of one social class imitating another. After the practice itself, it was the places that were 'invented': the French Riviera, for instance, was originally popular in winter on account of its mild climate but subsequently in summer with the twentieth-century fashion for sunbathing. The two world wars slowed the growth of tourism but failed to halt it: with the rise in living standards, broader sections of the population engaged in tourism in a wide range of forms. The thirty years after the Second World War saw the process pick up speed and spread to many new countries. UNWTO statistics[39] show a near-constant increase up to the threshold of one billion international tourists in 2012. If domestic tourists are added to this figure it is apparent that tourism is no longer the reserve of an elite but has become generally accessible: sociologists have shown that once human beings' primary needs are satisfied, cars and tourism are the first non-essentials that people demand.[40] Experts now agree that this growth is not going to stop:[41] the emergence of a new middle class, particularly in China and India, will play its part in swelling tourist flows.

Such large-scale movement obviously has very significant economic consequences: in the overwhelming majority of countries, tourism ranks among the top five activities contributing to GDP, in both North and South. It accounts for 9% of GDP globally,[42] and UNWTO notes that almost 200 million people worldwide earn a living directly from tourism.[43] The economic stakes are thus very high, especially as tourism is a vital means of earning foreign currency for many countries. 'Many states have opted for tourism as a possible route to modernity and economic progress.'[44] This economic aspect entails social and political dimensions: What is the best policy for attracting tourists? How should relations between hosts and tourists be managed? How should tourism profits be distributed among the population? How can tourism be prevented from becoming

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38   Boyer and Viallon (1994).
39   UNWTO (2014).
40   Boyer (1972) and (1999), McCannel (1976), Cohen (1972).
41   UNWTO (2014), Duhamel and Kadri (2011), Ghimire (2001).
42   UNWTO (2014).
43   Ibid.
44   Coëffé, Pébarthe and Violier (2007), p. 90.

a modern form of colonialism? And, generally speaking, how are these masses of people to be managed?

The second important point for understanding sustainable tourism is environmental awareness. For centuries, human society was able to develop without worrying about the environmental implications of its activities. The growth of industry in the nineteenth and twentieth centuries allowed human beings to make significant progress in a large number of fields but also increased their ability to damage their environment. Problems that used to be limited in time and space are now global and long term: all the arguments about global warming[45] show that these two factors (globalization and duration) are now closely linked. Stakeholders (the tourist industry, states and the general public) can no longer overlook the environmental angle. A concept such as corporate social responsibility (CSR) took over fifty years to become established[46] but is now inconceivable without account being taken of the environment; in both public and private life, environmental considerations are omnipresent.

Sustainable tourism is thus first and foremost a conjunction of the two major trends typical of the late twentieth and early twenty-first centuries: the growth of tourism as a significant social activity, both economically and in human and psychological terms, and an awareness of the consequences of anthropogenic activity on the environment. The spread of the sustainable tourism concept dates from *Our Common Future* (1987), also known as the Brundtland Report,[47] in the English-speaking world and from the Rio Summit (1992) in the French-speaking world. Just about everywhere, consideration was given to reducing the impact of anthropogenic activity on nature, and it is therefore understandable that tourism should have been affected by this trend: the land area required for tourist facilities, the carbon footprint of tourist transport, and management of tourism waste were just some examples of the problems that had to be dealt with – problems that grew in step with greater tourist numbers. As for research, Buckley has reviewed no fewer than 5,000 publications (!) on sustainable tourism,[48] and there is a journal entirely devoted to the topic (*Journal of Sustainable Tourism*).[49]

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45   For further information see http://www.ipcc.ch.
46   H. Bowen introduced the concept of 'social responsibilities of the businessman' in 1953.
47   From the UN World Commission on Environment and Development (WCED).
48   Buckley (2012), p. 529.
49   Bramwell (1993) and (2012).

But while this historical background explains the origins of sustainable tourism, it is much more difficult to define what it covers. The many nouns and adjectives attached to the word 'tourism' to clarify the concept only add to the confusion. To simplify matters, let us take two key ideas from this hotchpotch: nature on the one hand and the relationship between visitors and hosts on the other. Concerning the first idea, the terms 'green tourism', 'ecological tourism', 'natural/nature tourism' and 'ecotourism' essentially reflect the environmental trend towards changing the relationship between people and nature. Environmentally minded people must change not only their diets, environments and lifestyles but also their tourism habits in order to have the least possible impact on the environment. The second idea emphasizes a different element: solidarity, fair-trade, ethical, social or responsible tourism is seen as focusing on the human dimension. Here tourism is primarily an exchange between individuals to be practised according to certain rules in order to ensure that both tourists and hosts benefit from the relationship. Of course the two ideas partly overlap, thus contributing to the vagueness of the concept. How can we imagine nature without the human beings who inhabit it, on the one hand, and, on the other, relationships between people without the environment that is the driving force of tourism? The difference between these two terms of the equation is a key issue in how the sustainable tourism concept is construed. What both ideas have in common is generally left unsaid. If tourism is increasingly qualified by adjectives, this is because it has considerable negative connotations relating to a particular form of tourism, mass tourism, which destroys both the environment and local communities and thus tends to confirm the alienating role of the tourist.[50] Specifying the type of tourism is intended both to improve its image and to show through alternative practices that tourism is not intrinsically bad. Sustainable tourism is thus a controversial subject, especially as 'many writers about tourism appear to have accepted rather unquestioningly the basic proposition that sustainable development is inherently good and appropriate for tourism, and that its adoption will solve many of the negative problems that have resulted from the development of tourism'.[51]

Sustainable tourism also encompasses some spurious facts that researchers like to question,[52] such as the automatic link between heritage and sustainable

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50   Cohen (1978), Cazes (2006), Parent, Klein and Jolin (2009).
51   Butler (1999), p. 8.
52   Liu (2003).

tourism.[53] To understand the issue, it is important to first look at some official and non-official definitions of sustainable tourism before considering the general situation in the field and proposing a more critical approach. The conclusion will offer an overview and suggestions for resolving the controversy.

Two United Nations agencies have joined forces to work in the field of sustainable tourism: the United Nations Environment Programme (UNEP) and the United Nations World Tourism Organization (UNWTO). Use has been made of the two agencies' expertise in the fields of the environment and tourism respectively, and numerous specialists have been involved, including experts from the International Association of Scientific Experts in Tourism (AIEST). The intergovernmental level was a wise choice, since international tourism affects a range of nations by its very nature, and there are very few countries that totally refuse tourism. Nor do environmental issues respect national borders. But this does not mean that the problem cannot be pondered and addressed by national governments and civil society, as we shall see below.

For UNEP and UNWTO, sustainable tourism is 'tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities.'[54]

It may be asked who is going to speak for the environment, and this is doubtless a weakness of this definition: all the stakeholders, i.e. the other three groups, are going to have their own individual views on the environment. This definition is supplemented by the following information:

Sustainable tourism development guidelines and management practices are applicable to all forms of tourism in all types of destinations, including mass tourism and the various niche tourism segments. Sustainability principles refer to the environmental, economic, and socio-cultural aspects of tourism development, and a suitable balance must be established between these three dimensions to guarantee its long-term sustainability.

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53   Garat, Gravari-Barbas and Veschambre (2005); Bramwell and Lane (2000).

54   UNEP and UNWTO (2005), p. 12.

Thus, sustainable tourism should:

▶ Make optimal use of environmental resources that constitute a key element in tourism development, maintaining essential ecological processes and helping to conserve natural resources and biodiversity.

▶ Respect the socio-cultural authenticity of host communities, conserve their built and living cultural heritage and traditional values, and contribute to inter-cultural understanding and tolerance.

▶ Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed, including stable employment and income-earning opportunities and social services to host communities, and contributing to poverty alleviation.[55]

These points highlight the universal dimension of sustainable tourism, thus reflecting tourism's role in human activity. This approach is found, for example, in the registration of sites and practices in UNESCO's World Heritage List, such sites and practices also being very important to tourism. Yet some researchers have shown that this universalist aspect leads to a single model that reduces diversity and thus runs counter to the original aim.[56] The supplementary information provided by the UNEP/UNTWO guide also forestalls any criticism of the order of the items in the definition: starting with the economy is probably not the best way of promoting awareness of the need to develop sustainable tourism. By putting the economy last in the list in this section, after environmental and social problems, the balance has to some extent been restored.

The text also emphasizes that

> [s]ustainable tourism development requires the informed participation of all relevant stakeholders, as well as strong political leadership to ensure wide participation and consensus building. Achieving sustainable tourism is a continuous process and it requires constant monitoring of impacts, introducing the necessary preventive and/or corrective measures whenever necessary.

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55   Ibid., p. 11.
56   Sofield (2003), Lanfant (2004).

Sustainable tourism should also maintain a high level of tourist satisfaction and ensure a meaningful experience to the tourists, raising their awareness about sustainability issues and promoting sustainable tourism practices amongst them.[57]

The other aspects addressed by the above definition include elements that may seem contradictory: strong political leadership and consensus building. The interests of the various stakeholders in tourism may be so divergent that they have to be settled by a political decision. Another key aspect is the importance attached to tourist satisfaction. Tourists have genuine consumer power, and only if they and their friends, both real and virtual (TripAdvisor, Facebook, etc.), are satisfied can the long-term viability of sustainable tourism be ensured.

These elements are the result of lengthy discussion at the international level. But what about the national level? Is this universality also reflected in national definitions? Let us take the case of France, which headed the list of destinations for international tourists in 2012 (83 million).[58] It also happened to send a large number of tourists abroad (21 million, ranking sixth in the world in 2012),[59] suggesting that the country is familiar with the viewpoints of both visitor and host. France defines sustainable tourism as follows:

Sustainable tourism must be based on criteria of sustainability. It must be environmentally bearable in the long term, economically viable, and socially and ethically fair for local communities. Therefore sustainable tourism should:

▶ make optimal use of environmental sources that constitute a key element in tourism development, while maintaining essential ecological processes and helping to conserve natural resources and biodiversity;

▶ respect the sociocultural authenticity of host communities, conserve their traditional values and contribute to intercultural understanding and tolerance;

▶ ensure viable long-term economic activity, providing fairly distributed socio-economic benefits for all stakeholders, including stable employment, income-earning opportunities and social services for host communities, and contributing to poverty alleviation.[60]

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57   UNEP and UNWTO (2005), p. 11.

58   Ministry for Crafts, Trade and Tourism, *Key facts on tourism*, DGCIS, 2013.

59   Ibid.

60   French Ministry for Ecology, Sustainable Development and Energy, http://www.developpement-durable.gouv.fr/Le-tourisme-durable-definitions.html (French only), accessed 10 July 2014.

It can be seen that the two texts are very similar. Of course there are new concepts such as ethics, biodiversity, the intercultural aspect and poverty alleviation, but these are also mentioned in the UNEP/UNWTO guide. Subsequently, the French text clarifies the associated concepts of ecotourism, related to the natural environment, of fair-trade tourism, which must provide local communities with a share of the income, of solidarity tourism, which goes further by involving tourists in non-tourist development projects, and of social tourism, which is designed to give everyone the opportunity of becoming a tourist. Here again, these points are elaborated upon in the guide's 222 pages. A brief review of official websites in different countries (Australia, Mexico, Romania, Senegal, Thailand) reveals that the definitions are very much alike or even taken directly from the UNEP/UNWTO guide, which is cited.

What distinguishes the application of these definitions in real life is the variety of forms that they can take and the range of systems established to assess whether a tour or organization is sustainable. One of the most interesting documents here is an older instrument drafted by UNWTO in 1999 and adopted two years later by the United Nations: the *Global Code of Ethics for Tourism* (1999). Its interest lies in the closeness of the concepts of sustainability and ethics. It lays out ten principles covering the economic, environmental and sociocultural aspects of tourism. The first principle relates to mutual understanding and respect between visitors and hosts, while the second concerns individual and collective fulfilment. The third bears on tourism as a factor of sustainable development. In this respect, Butler (1999) points out that sustainable tourism should not be confused with sustainable development. The fourth principle refers to tourism's relationship with humankind's cultural heritage, the fifth to the fact that tourism must benefit host countries and communities, while the sixth points out that all stakeholders must help to develop tourism. The seventh and eighth principles state that tourism is a universal right and that tourists must have freedom of movement. The ninth concerns the rights of workers and entrepreneurs in the tourism industry, while the tenth provides for implementation of these principles. The code is not binding, but stakeholders can refer matters relating to it to the World Committee on Tourism Ethics.

However, the document that officially opened the way to sustainable tourism appeared in 2004: *Making Tourism More Sustainable: A Guide for Policy Makers.*[61]

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61   Published by UNEP and UNWTO.

Its 222 pages explore in detail many aspects of sustainable tourism, including its social, political, economic and environmental angles. It also elaborates on indicators and how to introduce them, together with command and control instruments and other economic, voluntary and supporting instruments. This is followed by ten case studies illustrating different examples of sustainable tourism across the globe. As may be imagined, the document provoked a barrage of criticism, being accused not only of hampering the growth of tourism through pointless rules but also of giving a blank cheque to the tourism industry!

But it is not just internationally that there has been an attempt to define sustainable tourism in practical terms: associations such as Sustainable Tourism Alliance[62] and Agir pour un tourisme responsable (ATR), to mention only two out of many, have produced charters,[63] and global groups such as Accor[64] and TUI[65] have taken the same approach – as have tourist guide publishers, either by bringing out special guides[66] or by stressing the sustainable aspect of travel in existing guides.[67] Certification has also been introduced, including the European Ecotourism Labelling Standard (EETLS) and Fair Trade Tourism (FTT). Amid this wealth of initiatives it is hard to tell the difference between, on the one hand, genuine and more or less principled commitment and, on the other, an economic interest in riding a wave likely to improve an organization's public image, whether that organization is an association or a major international group. Pessimists see this as greenwashing, optimists as a reorientation of tourism policy and pragmatists as progress for the idea of sustainable tourism but with a very limited impact for the time being.[68] Research has developed a number of methods for analysing the social, economic, political and psychological impact of ecotourism on local communities. Buckley proposes five themes for an evaluation framework: 'population, peace, prosperity, pollution, and protection'. Camus et al. believe that the sustainability of a tourist product or practice can be assessed only through a systemic approach.[69]

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62   http://www.sustainabletourismalliance.co.za, with the slogan 'Is your holiday green – or just greenwash?'

63   Lamic (2009).

64   Guillon (2004).

65   Sigala (2008).

66   The *Guide du routard du tourisme durable* ('Backpacker's guide to sustainable tourism') came out in 2008 and was produced in association with Ademe, the French Environment and Energy Management Agency.

67   http://www.lonelyplanet.com/about/responsible-travel/.

68   Responsible tourism is estimated to account for 3 to 4% of total tourism in France. Source: http://www.mescoursespourlaplanete.com/medias/pdf/Chiffres2013web44HD.pdf.

69   Camus et al. (2012).

It must be said that reports from both official organizations and voluntary associations are very encouraging. Researchers have come up with more mixed results, ranging from the extremely positive to the extremely negative. The first category includes comments such as: 'No term other than sustainable could therefore really be used to describe a form of mountain tourism that pays considerable attention to controlling environmental impacts and that for over 50 years has provided the mountain people of Everest, Annapurna and Langtang responsible for this tourism with a level of development that is the envy of their neighbours.'[70] In the second category we find: 'However, the sustainable tourism debate is patchy, disjointed and often flawed with false assumptions and arguments.'[71] Other researchers have explored the various systems introduced to manage the transition to sustainable tourism.[72]

But sustainable tourism is also a marketing issue: Is there a demand? Can it be created and for which consumer categories? Is the supply adequate? Does it match the demand? Supply and demand bolster each other in a virtuous circle. Researchers agree that the idea of sustainable tourism is generally well received by tourists but its practical application is more difficult. Not every tourist is willing to accept the idea of 'giving up creature comforts, being ready to travel with a responsible tour operator, maximizing the resources of locals, agreeing not to travel so far and, last but not least, protecting the natural and cultural capital of places visited'.[73] Frameworks have been developed to assess the number of tourists likely to undertake sustainable tourism in future. A figure of up to 50% has been calculated,[74] and a special attempt is being made to understand the motivations of prospective tourists.

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70   Sacareau (2009).
71   Liu (2003), p. 459.
72   Gössling et al. (2012).
73   François-Lecompte and Prim-Allaz (2009), p. 323.
74   François-Lecompte and Prim-Allaz (2009), p. 319.

Course objectives

Given the foregoing, this course should be able to equip journalism students with the necessary knowledge and skills aimed at enabling them to be intelligently critical of tourism in general and of sustainable tourism in particular. As such, specific learning objectives include:

▶ **Understanding the conceptual vagueness of tourism:** 'In the absence of a common framework, there seem to be as many conceptions of solidarity tourism as there are experiments in the field.'[75] This characteristic, which was mentioned at the beginning of this paper, has unwelcome repercussions for sustainable tourism. Since the official definitions cited above are not binding and certification is not yet widespread, any organization can call its products 'sustainable'. The problem is threefold. Firstly, there is the international dimension. Standards, where they exist, differ from country to country, as do technical capabilities: with their large water-treatment plants, cities in the North have no problem accommodating thousands of tourists, but the situation is very different for villages in the South that have no such plants and where water has always been economized. Secondly, like must be compared with like: it is relatively easy for package-tour operators to calculate the environmental impact of all the services provided. But although this type of travel accounted for most international tourist trips until the 1970s, its share has since declined in favour of more personalized options.[76] However, in the latter case it is only the tourists who are in a position to know the impact of all the services bought from different agents. Thirdly, what is the unit of account? CO_2 is an important factor, but is it the only one? How can the waste produced and the medium- and long-term impact be measured? But above all, how can we decide 'how sustainability in the context of the human environment could be determined'?[77] The biggest polluters – airline companies[78] and tour operators – seem more disposed to offer their customers the option of purchasing offsets, 'a convenient way of improving the public image of tour operators and providing corporate sponsorship cheaply, since the customer is the sponsor'.[79] Sustainable tourism would seem to be simply the acceptable face of a destructive form of tourism.

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75   Bellia and Richez-Battisti (2004), pp. 9-10.

76   Violier (2003).

77   Butler (1999), p. 14.

78   Francois-Lecompte and Prim-Allaz (2009): '89% of tourism-related greenhouse gases are due to travel between home and destination', p. 309.

79   Sacareau (2007), p. 9.

▶ **Evaluating the self-contradictory aspect of sustainable tourism:** For Butler, 'it is almost impossible to have a form of tourism development that does not have impacts upon the location in which it occurs,'[80] and he later adds, 'it has yet to be proven that all examples of mass tourism are unsustainable'.[81] We thus come up against the following argument: mass tourism by its very nature is not sustainable, since it has such adverse effects on the environment; the only type of tourism that could be sustainable is niche tourism, which, since it covers only a small number of tourists, cannot change overall tourism outcomes, and therefore the very concept of sustainable tourism is nonsense. This argument overlooks a phenomenon that occurred with the introduction of vehicle emission standards in Europe in 1992, when it was also said that such measures would be pointless. Yet with the latest standard (Euro 6) over 20 years later, the European vehicle fleet has become much less polluting, and even the makers of large saloon cars, which are by nature more polluting, now emphasize their low consumption and emissions. There is a knock-on effect, a slow change in attitudes, that must eventually be introduced by policy-makers through incentives and/or binding measures and which will then gradually gain ground in people's minds.

▶ **Analyzing the unkept promise of economic equity:** It is obvious that any business, whether or not in the tourism industry, must be economically viable or else its very existence will be in doubt, since good intentions are not enough to keep a project going in the long term. This aim is clearly stated in the UNEP/UNWTO guide cited above: 'to ensure the viability and competitiveness of tourism destinations and enterprises, so that they are able to continue to prosper and deliver benefits in the long term'.[82] The criticism here relates to the distribution of benefits. 'Except for a few unusual enterprises, the tourism industry focuses strongly on economic aspects, with attention to social and environmental aspects confined to legal compliance, political manoeuvring, and marketing and public relations.' Buckley concludes, 'The industry is not yet close to sustainability.'[83] Multinationals are accused of taking away with one hand what they seem to be giving with the other. In their quest for profit maximization, the result is a 'steady weakening of tourist entrepreneurs in developing countries, often suddenly dropped by global tour operators for certain destinations while at the same time abandoned by their public-sector

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80 Butler (1999), p. 12.
81 Ibid., p. 13.
82 UNEP and UNWTO (2005), p. 18.
83 Buckley (2012), p. 535 and p. 528.

sponsors and by national marketing companies and suppliers'.[84] While some researchers believe that 'fair-trade tour operators and NGOs are vital as mediators between tourists and local society'[85] or that indigenous tourism is an appropriate form for sustainable tourism,[86] others consider that 'it is not certain that solidarity tourism businesses are always much more transparent than others with regard to how they bargain with local companies.'[87] From a socio-economic viewpoint, it is important to note the significance of local intermediaries, which are a feature of trade in many developing countries. Multinationals often cut them out. Moreover, by bargaining for the lowest possible prices and making the most of global competition, they get discounts that are not always passed on to the customer. Again from the economic angle, tourism – whether sustainable or not – is criticized for not distributing its income fairly in host countries: local political and administrative authorities are said to derive much greater benefit than actual stakeholders on the ground. Moreover, since the multinationals come from tourist-generating countries, the profits go back to those countries.[88] This all leads to the paradox of sustainable tourist products being hardly more expensive to produce than other tourist products. Since some tourists are prepared to pay more for a sustainable service, the profit margin is actually higher on sustainable products than on standard ones. The industry response to this criticism is that increasing the number of products has an induced cost, which is offset by the extra margin, thus creating a win-win situation in this market, which is the only way to alter habits. The hotels that for some years now have been telling their guests that their towels do not have to be changed every day are also taking this approach.

▶ **Assessing the impact of globalization on sustainable tourism:** Some researchers think that 'local communities are under attack globally and nationally by the forces of globalization and locally and regionally by the action of promoters and central government'[89] and that, generally speaking, local and regional authorities are weakened by the mass tourism industry. For these researchers, globalization is a steamroller whose work is continued by individual states that see tourism as a way of opening up to the modern world. As for UNWTO, it has been called the 'advocate of out-and-out tourism

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84 Cazes (2006), p.16.
85 Sacareau (2007), p. 13.
86 Blangy and Laurent (2007).
87 Sacareau (2007), p. 10.
88 Cazes, ibid.
89 Simard (1999), p. 34.

growth'.[90] But other researchers offer a more mixed picture of globalization. While they acknowledge that 'as a phenomenon entailing a proliferation and intensification of links between places across the globe, globalization is easily decried for its capacity to standardize the world, and tourism often seems to be one of the most powerful forces behind this process',[91] they ultimately conclude that 'instead of homogenizing a particular strand of culture, the tourism industry has therefore increased the nuances within it, since people take various types of holidays for a range of reasons depending on the circumstances'.[92]

These four interlinked learning outcomes will thus enable journalism students, in coming up with and developing ideas for stories, to appreciate that the fact that the social, political and economic challenges relating to tourism are enormous. These challenges explain the wide range of positions, often linked to ideas going far beyond tourism. As Schéou points out, sustainable tourism can be regarded either as a continuation of the evil or as the lesser evil.[93] In the first case, although major tour operators all have social and environmental responsibility codes and charters, they are seen as not having significantly changed their methods. These steps are taken just to make their work socially acceptable. It is a matter of image, marketing and public relations. Announcements are made of prospective changes, but these are so far in the future that the promises will have been forgotten by then.[94] The main point is that tourism should continue to grow to satisfy tourism industry shareholders. In the second case, cultural change is considered to take place in the long term rather than as a result of government decisions. Altering attitudes, whether for supply or for demand, takes time and a gradualist policy is seen as preferable to no policy at all or an absurd denial of reality (tourism must be called to a stop). Giving consumers the option of buying a more environmentally friendly tourist service or encouraging tourists to think about their water consumption in arid countries may prove useful regarding their behaviour in their own countries.

90   Canfin (2008).
91   Coëffé et al. (2007), p. 83.
92   Ibid. p. 84.
93   Schéou (2009), p. 296.
94   One example is promises by aircraft manufacturers to reduce CO2 emissions. In 2007 the Airbus CEO, Louis Gallois, promised to reduce them by 50%, http://www.airbus.com/presscentre/pressreleases/press-release-detail/detail/airbus-commits-to-ambitious-environmental-targets-and-calls-for-sector-to-become-eco-efficient/, accessed 10/7/2014.

How can this dilemma be escaped? By offering the dual options of information and education – key functions of the mass media.

This is because the issues connected with the environment in general and sustainable tourism in particular are complex, and a systematic approach is necessary to assess the consequences of such travel and accommodation. The public, whether as hosts or tourist customers, must be given the information they need to make an informed choice. According to Lamic, 'over 80% of the travellers concerned want detailed and objective information, which is almost impossible to find at present'.[95] Just as certification or a list of food-product ingredients provide safeguards enabling everyone to choose what they want, so tourist products should provide the information needed to guide the buyer. As expressed by Atalante, a small French travel agency specialized in adventure holidays: 'There are no bad tourists, only ill-informed ones.'[96] Just as in many countries the number of calories in a product is shown on the packaging, so any tour description should indicate its carbon footprint. This would highlight the absurdity of some products marketed as sustainable.[97]

This approach must be underpinned by education: knowing how to behave as a tourist and knowing how to receive a tourist are not natural skills. Everyone is likely to play the roles of both visitor and host. Tourism is too often reduced to a North-South relationship, whereas in reality it is also North-North and, increasingly, South-South. Schools should teach the right reflexes and proper behaviour. The benefit would be twofold: on the one hand it would improve the way in which sustainable tourism is practised and, on the other, it would have an effect on the public in other areas of their lives where they are not tourists, since the relationship inherent in tourism is simply a relationship with other people,[98] which occurs all the time in our societies. These connections with everyday life have already been pointed out: 'People who appreciate sustainable tourism are also people who are socially responsible consumers.'[99]

Sacareau is right to say that 'despite its lack of growth, it [sustainable tourism] has had an effect on mass tourism. It has the great merit of raising awareness

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95   Lamic (2009), p. 130.
96   Atalante, *Traveller's Ethical Charter*.
97   For a European it would be ridiculous to undertake ecotourism in Costa Rica: the carbon footprint for the flight would be far too heavy.
98   Coëffé et al. (2007).
99   Francois-Lecompte and Prim-Allaz (2009).

and setting an example of introduction of good practice to improve pay and working conditions across the board for local communities involved in tourism.'[100] Saying that tourism must be sustainable will not make it so. On the other hand, not only will its growth help to develop parallel markets that will limit the impact of mass tourism, but also its existence will compel major tour operators to take at least some account of this new social requirement, since in both tourism and tourism promotion, public image is a vital element.[101]

Teaching approach or method

The approach combines theoretical input from the teacher, reading and discussion of research papers and national and international news articles, presentations by students (individually or with others) on subjects of their own choosing related to each session topic, case studies, and field experience.

Credits

Credits are awarded as follows: participation in course and coursework: 30%; participation in group presentations: 30%; student's personal work (journalism work and written assessment): 40%.

Number of hours per week

Four hours of tuition a week over a 10-week period (40 hours) and a field trip with subsequent analysis (8 hours), amounting to 48 hours in all. Each session (apart from the field trip) will comprise:

- ▶ 1½ hours: Theoretical, conceptual and methodological input from teacher
- ▶ 30 min: Discussion of session text studied in advance by students
- ▶ 30 min: Presentations and discussion of session topic, the subjects being chosen by the students
- ▶ 1½ hours: Journalism case studies (news articles, radio and TV broadcasts, multimedia web pages, etc.).

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100 Sacareau (2007), p.14.

101 Viallon (2013), Coulomb (2011).

Equipment

The course does not require extensive technical facilities. It can use equipment already available: video projector, photocopier, etc.

A website with a forum may be set up to allow discussion between former and current participants and other interested parties.

Course outline

Week 1

Topic: Concepts and definitions of sustainable tourism as part of sustainable development (environment, change, adjustment, vulnerability)

Aim: Show the variety and vagueness of concepts both nationally and internationally

Text: Passage from Bernard Schéou (2009), D*u tourisme durable au tourisme équitable*, Brussels: De Boeck

Case study: Comparing sustainable tourism arguments from various operators

Week 2

Topic: History of conventional tourism, sustainable tourism and tourism culture (imagery, symbolic associations, cultural codes, etc.)

Aim: Show that imitation is the driving force of tourism, whether sustainable or not

Text: Passage from Marc Boyer and Philippe Viallon (1994), *La communication touristique*, Paris: PUF, Que sais-je? No. 2885

Case study: Comparing criticism of tourists and tourism at its inception with criticism of sustainable tourism

Week 3

Topic: Economics of conventional and sustainable tourism, monetization and financialization of environment-friendly services

Aim: Demonstrate the role of sustainable tourism within the tourism industry

Text: Isabelle Sacareau. 2007. ʹAu pays des bons sentiments : quelques réflexions critiques à propos du tourisme solidaireʹ, Téoros, Vol. 26, No. 3, pp. 6-14

Case study: Comparing the economic strategies of a hotel chain and of a small travel agency

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Week 4

Topic: Sociology of conventional and sustainable tourism

Aim: Explain representations of sustainable tourism practitioners

Text: Emil Juvan and Sara Dolnicar. 2014. 'The attitude-behaviour gap in sustainable tourism', A*nnals of Tourism Research*, Vol. 48, September 2014, pp. 76-95

Case study: Studying interviews on 'sustainable' tourists' motivations

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Week 5

Topic: Ethics of conventional and sustainable tourism

Aim: Emphasize the range of viewpoints

Text: Passage from UNWTO. 1999. *Global Code of Ethics for Tourism*

Case study: Comparing three sustainable tourism charters

Week 6

Topic: Conventional and sustainable tourism strategy

Aim: Analyse the role of sustainable tourism in tourism in general

Text: Marianna Sigala. 2008. 'A supply chain management approach for investigating the role of tour operators on sustainable tourism: the case of TUI', Journal of Cleaner Production, Vol. 16, No. 15, pp. 1589-1599

Case study: Atalante travel agency

Week 7

Topic: Public relations in conventional and sustainable tourism

Aim: Explain the workings of tourism PR

Text: Philippe Viallon. 2013. 'La communication touristique : une triple invention', *Mondes du tourisme*, No. 7, pp. 1-10

Case study: The role of sustainable tourism PR in tourism PR generally

Week 8

Topic: Sustainable tourism in business

Aim: Show the range of business strategies

Text: Passage from UNEP/UNWTO. 2005. *Making Tourism More Sustainable: A Guide for Policy Makers*, Paris

Case study: Website comparison

Week 9

Topic: Sustainable tourism in social media

Aim: Show the opportunities for minorities to become involved

Text: Office du tourisme du vin de Nantes. 2013. 'Facebook, quelle utilisation pour le tourisme', slideshare-atelier-3-reseaux-sociaux-facebook-le-vignoble-de-nantes-tourisme-140409025725-phpapp01.pdf

Case study: Comparing sustainable tourism blogs

Week 10

Topic: Overview: the future of sustainable tourism

Aim: Heighten awareness of the speed of change and the importance of inventing new forms of sustainable tourism

Text: Bill Bramwell and Bernard Lane. 2012. 'Towards innovation in sustainable tourism research?' *Journal of Sustainable Tourism,* Vol. 20, No. 1, pp. 1-7

Case study: Discussion of new technologies and sustainable tourism

Field trip: A day-long trip depending on local options: discussion with tourists and various businesses, consideration of their behaviour, analysis of projects and packages.

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REPORTING MIGRATION, WITH A FOCUS ON REFUGEES
Julie Posetti

The course was originally designed to anchor a 'public journalism' (cf. Rosen, Gillmor et al) project called Reporting Refugees which was developed by the author and the Australian Broadcasting Corporation (ABC). It involves the forging of partnerships with a media outlet and a refugee support organization, along with the collaborative production of professional quality audio/video/multimedia stories designed for publication by the media partner and the students via their own networks. The project depends in part on social media communities built by the students as an exploration of open journalism theory – communities that become active audience participants in the storytelling process. This public engagement is designed to enhance and extend the learning outcomes that include: capacity for explanatory journalism and community education; developing interviewing skills appropriate for traumatized story subjects; and respect for tolerance, social cohesion and the international legal frameworks that support human rights.

Level of the course

Capstone course targeting third or fourth year students undertaking a 3/4-year bachelor's programme in journalism or media studies

Course description

This is a model syllabus for an industry and civil society-partnered student public journalism project designed to educate and inform journalism students (and their audiences) on asylum seeker and refugee policy, and support informed reporting on the themes. It is designed for traditional face-to-face delivery.

The course is modeled on a pilot project anchored by the syllabus author at the University of Canberra (Australia) in 2011. The pilot course involved a partnership with the peak community refugee agency, Canberra Refugee Support (CRS) (http://www.crs.org.au) in collaboration with Australian Broadcasting Corporation (ABC) in Canberra http://www.abc.net.au/local/stories/2011/10/19/3343665.htm) These partnerships were formalized via Memorandums of Understanding signed between the partners. It also involved a secondary partnership with the Australian National University's School of Music, which facilitated the production of original music used as scores for some of the student journalists' stories. A further partnership was forged with the User Generated Content (UGC) facilitators, Our Say (http://oursay.org/reporting-refugees) which helped generate story ideas and key questions about refugees/asylum seekers, and the issues and policies affecting them, for exploration from the broader community that were put to a panel of experts during a live two-hour ABC Radio special broadcast devoted to the project.

Course objectives

▶ To enhance journalism students' literacy around refugees and issues affecting asylum seekers in their communities through a formal partnership with a civil society organisation that facilitates encounters with refugees/asylum seekers living within local communities.

▶ To build foundations for improved standards of reporting on refugees/asylum seekers and policies affecting them through guided encounters with 'story-subjects' from these groups.

► To support student production of broadcast-quality audio/video/multimedia stories that explain and contextualise the stories of the refugees/asylum seekers portrayed.

► To inform and educate those who listen to/view these stories via campus media (e.g. community radio), students'/academic staff members' blogs and social media accounts, and the media industry partner's programmes/website.

► To elevate the standard of public debate on the issues through community engagement via informed discussion.

► To engage students in professional-level content production in partnership with industry professionals through formalised experiential learning.

► To support team building and collaborative story telling capacity within student production units.

► To extend social media literacy and support audience engagement in the context of reporting sensitive issues.

► To explore theories and practices of journalism including advocacy journalism, peace journalism, open journalism, public journalism.

► To assist refugees/asylum seekers and those who support them in the development of media skills designed to improve their self-representation.

Ultimately, this course is designed to address a research-informed critique of the problematic reporting of refugees and asylum seekers in diverse global settings through an intervention in journalism education. Drawing on humanitarian models of reporting, it seeks to equip student journalists with the ability to produce better-informed journalism that seeks to explain, rather than inflame public discussion of the issues. Similarly, it equips students to deal sensitively and ethically with traumatised interview subjects and encourages them to consider the social and human impacts of their storytelling through reflective practice.

However, it is also a vehicle for the development of traditional journalism skills alongside the new skills required for social journalism, in particular curation and audience engagement. And it sees experiential learning embedded within industry through a media partnership.

Mode

This course has been developed for traditional delivery, on campus with an emphasis on lectures and face-to-face tutorials. However, it is also facilitated by online student production units anchored on Facebook (or Moodle) that are supported by tutor involvement. Moodle is also used to host course materials, share exemplar journalism, communicate formally with students, and receive student assignments.

Lectures (to be recorded and podcast where possible) are designed as opportunities for collective theoretical learning, guest lectures and exercises in collaborative media critique. Tutorials are intended to operate as editorially-supported project production units, with self-directed learning opportunities increasing as the course progresses. Ideally, tutorials should be small – not exceeding 12-14 students. Tutorials should also be used for progressive peer review of content produced by reporting teams, with the tutor acting as Executive Producer or Editor-in-Chief, providing 'real-time' feedback and guidance.

This course is designed to be delivered over 12 weeks as a weekly combination of one hour lectures and three hour tutorials/workshops.

Logistics

▶ Identify and forge partnerships with industry partner and civil society organisation specialising in refugee support and services.

▶ Sign Memorandums of Understanding with key partners designed to enhance transparency and accountability regarding all partners' responsibilities and expectations re: ethics (reproduce a relevant journalists' Code of Ethics in the MOU).

▶ Under the MOU, the civil society partner should agree to source one refugee/asylum seeker profile/case study per tutorial.

▶ Student reporters to work in pairs or trios on stories within larger production units (6 students) designed to provide peer support. Each production unit should appoint a Lead Reporter. Production units should be matched with a volunteer from the identified civil society organisation who will agree to facilitate & monitor contact with refugee/asylum seeker 'story-subjects'. Lecturer/tutors/lead students to be communications conduits.

- ▶ Refugee support agency partner to assist with guidance/contacts regarding other related stories such as employment programmes, refugee scholarships schemes, community counselling programs.

- ▶ Refugee support agency to contribute to a panel discussion regarding themes and project logistics involving the industry partner and the lecturer, along with other experts, during a lecture scheduled early in the course.

- ▶ Establish editorial chain of command, output expectations (e.g. radio program, microsite), and classroom input (e.g. monthly a visit to tutorials to provide constructive feedback on stories as they develop) with industry partner.

- ▶ Some stories restricted to audio in line with sensitivities regarding identity – to be decided prior to commencing reporting.

- ▶ Student reporting teams assigned to refugee/asylum seeker profiles will be required to draft interview consent forms and conduct preliminary meetings with the interviewees attended by a refugee support agency representative in the interests of building rapport with the interviewee and ensuring that ethical obligations are met.

- ▶ Detailed course manual should be developed to assist students in the navigation of complex production processes and support them in the reporting of sensitive issues.

Weekly outline: content and activities

Week / Date	Topic and tasks	Task due
Week 1 On campus lecture	Introduction to project An overview of the objectives, tasks and logistics.	
Week 2 On campus lecture (L) and workshops (W)	L: Introduction to project partners and the theory of public journalism Media and community partners invited to lecture to participate in panel discussion about the project and sign MOU W: Preliminary production workshop ▶ Form production units and reporting teams ▶ Establish Facebook groups for project management ▶ Class discussion about project; formation of production units and reporting duos/trios ▶ Workshop story ideas within production units to present to the whole class for feedback	Launch Facebook production groups; choose hashtag and commence social journalism strategy building
Week 3 On campus	L: What is public journalism and how does it work in the social media age? W: Production workshop Finalise story pitches within duos; discuss with production unit; present to class/tutor for collaborative development	Present finalised story pitches to class Active participation in production groups and on social media

Week 4	Guest lecture: From the field - covering refugees and asylum seekers (e.g. foreign correspondent - Skype-based interview with lecturer) W: First visit to classes by industry partner producer Discussion on ethics/production standards/practices and review of stories in development Feedback from tutor and industry partner	
Week 5 Unsupervised collaboration	L: Social journalism techniques for crowdsourcing and audience development W: Self-directed learning: production units should meet and students should continue field reporting/editing tasks, informing their practice with the professional feedback received in week 4	First contact facilitated meetings with asylum seekers/refugees; interviews conducted with other sources
Week 6	MID-SESSION RECESS (Continue collaborative field work; online production meetings with peers)	Major interviews should be in progress
Week 7 On campus workshops	L: Reporting sensitive issues W: Review of reporting teams' progress by tutor. Present problems/hurdles to group to workshop solutions	
Week 8 No lecture	W: Editing workshop – industry partner representative in Self-directed learning: production units should meet and students should continue field reporting/editing tasks, informing their practice with the professional feedback received	Field reporting should be completed
Week 9 Online collaboration	W: Editing workshop part B	Assignment 1 due

Week 10 No lecture on campus workshops	W: Stories presented 'live' to tutorials and selected for live radio program	
Week 11 No lecture on campus workshops	W: program pre-production commences; content upload to web commences	Program presenters selected
Week 12 No lecture	W: final preparations for broadcast – industry partner representative in class to assist; rehearsals	End of week 12: record final broadcast Assignment 2 due (week 13) Assignment 3 due (week 13)

Assignments

Assignment 1:
Long form audio/video/multimedia story (major project 60%)

Overview: A long form audio, video or multimedia story produced in pairs/trios within larger tutorial production units (of six). Stories are to be themed on issues and policies involving or affecting asylum seekers and refugees in the community.

As part of this assessment, students will write a critical reflection blog post involving an assessment of their experiences on the project. The post should be informed by scholarly literature.

Assessment details: Each production unit will be assigned a sub-theme (e.g. refugees & work/education/health/sport/arts/politics) and assisted in the sourcing of stories by the refugee support organisation liaison officer appointed to each tutorial, along with the tutor/lecturer. Among these stories, one reporting duo in each tutorial will be assigned to profile a selected refugee/asylum seeker individual or family.

Each student reporting duo/trio must choose to focus on audio, video or multimeida story-telling and submit one longform story (6-8 minutes long) between them. In the cases of profiling asylum seekers/refugees, audio reports may be necessitated instead of video due to safety/identification issues.

It may be effective to split roles within the reporting duo/trio along producer/reporter/technical production lines, but this is not mandatory. Students should their tutor about the best way to split duties.

The finished story must employ creative story-telling practices, reflect the theoretical underpinnings of public journalism and apply ethical standards/professional practices relevant in reporting minorities and at risk communities (these themes will be explored in class and via recommended readings).

The story must represent sustainable listening/viewing. It may involve the use of sound effects, narration and creative editing techniques, or it may involve a choice

to allow a very powerful story told by a refugee to unfold naturally in Q&A form, with minimal editing. This is where the advanced editorial judgement of final year students engaged in a capstone unit comes into play.

Long form broadcast story-telling techniques and styles will be addressed in lectures and tutorials.

If the inter-disciplinary model of partnering with a music school is adopted, each program unit will also need to be matched with a student composer/musician. One meeting between your team and a composer will be facilitated at a time to be arranged in class. Other interactions are up to students to manage, but they may include use of production-unit-based Facebook groups.

A selection of the best video stories will be published on project YouTube and/or Soundcloud accounts, and the media partner website. Audio stories will feature in campus radio broadcasts and compete (based on editorial merit) for inclusion in the industry-partnered production (e.g. a 2-hour ABC radio program produced and presented by selected students, with editorial oversight from the Lecturer-in-Charge and the industry partner). Audio stories should be uploaded to Soundcloud (http://soundcloud.com), a web-based audio sharing site – this will be necessary for stories to be reviewed and selected for broadcast/professional publication.

Each story must include at least three interviewees. Refugee profiles may be exempt from this rule (in consultation with your tutor).

A 3-6 (one sentence) paragraph presenter's introduction must also be filed at the time of submission. This text introduction must set the scene appropriately for the audio/video/multimedia package. It should also acknowledge key news points and provide enough context for the explanation of complex issues and policies within the package, if applicable. This introduction should take the format of a traditional radio or TV script intro.

Separately, a transcript of the audio/video package should be filed to Moodle for assessment purposes.

Additionally, you will be required to complete an anonymous peer-review of your student co-producer, the results of which will determine 10% of the grade for this assessment.

Audio/video assignments in this unit will be assessed according to the following criteria:

▶ Strength of the features/current affairs lead

▶ Ability to produce well-researched and informative broadcast features/current affairs stories

▶ Ability to write according to the required format, e.g. TV or radio style.

▶ Interviewing

▶ Presentation skills

▶ Technical skills – use, recording & editing of audio and pictures.

▶ Ability to write to pictures in TV/video story

▶ Ability to use sound creatively.

▶ Editorial/Production skills – e.g. creative approaches to storytelling

▶ Teamwork (where applicable)

▶ Adherence to appropriate standards of ethics and professionalism

Assignment 2:
Reflective practice academic blog: 30%

You will publish a 1250-word academic blog post (a published, interactive and accessibly written form of a traditional essay), critically assessing your experience of the public journalism project Reporting Refugees. You should critically analyse your individual contribution and experiences, along with the exercise as a whole. Focus here on obstacles, triumphs, failings and learning outcomes. These reflections should be underpinned by academic research in the areas of reporting minorities, multiculturalism and public journalism. You are responsible for identifying at least five relevant academic readings and you must cite at least five scholarly sources in your blog post using Harvard referencing. You should hyperlink to these sources within the post if they are published online.

Additionally, you should reflect on your engagement with the refugees/asylum seekers and the people/organisations that support them who featured in your story.

To assist in the process of critical assessment ask yourself these questions and make notes in response as the project progresses: 1) What contact have you had with asylum seekers/refugees prior to commencing this project? 2) What was your

attitude to refugees/asylum seekers and policies pertaining to their management prior to commencing work on this project? 3) What did you learn about asylum seeker/refugees during the course of the project? 4) What (if any) impact has the project had on your views of asylum seekers/refugees and associated policy issues? 5) What has the project taught you about reporting refugee/asylum seeker issues? 6) How will you put these lessons into practice when you are next assigned such a story?

You may use the blogging platforms Wordpress, blogger.com, or Tumblr. You may publish this post on an existing blog.

IMPORTANT NOTE: Normal publishing laws and professional standards (e.g. Code of Ethics) apply to blogging and all social media use. This means that your posts must respect and comply with relevant defamation law, contempt, etc. You are responsible (legally and professionally) for the content you publish independently in connection with this unit and, where applicable, your adherence to these requirements will be considered in assessment.

Blog post will be assessed on the following criteria:

► Written communication skills
► Capacity to identify, analyse & critically assess editorial/production/skills obstacles and triumphs along with the associated learning outcomes
► Audience engagement (interaction with commenters/social content producers)
► Marks will be deducted for poor written expression, punctuation, grammar, spelling, typos
► Originality & flair for story-telling appropriate to the medium
► Academic research & referencing (Harvard style)
► Adherence to professional and legal publishing standards

Assignment 3:

Program production/audience engagement: 10%

Your contribution to the radio and TV programs produced as part of this unit within your production teams, along with your contribution to the Facebook groups established to host production units (to be created by student Lead Reporters) will be monitored and assessed by your tutors.

Additionally, you are required to maintain a Twitter feed as a means of building and connecting with audiences. Your Twitter feeds will be monitored by your tutors and you must submit the URLs of 5 tweets posted during the semester, demonstrating your capacity for audience engagement (these should not include exchanges with members of your production team).

This Twitter feed, along with other social media channels you curate, should be used to a) help generate and research story ideas, b) help identify key myths and questions within society about refugee and asylum seeker issues and c) build a community of interest around your developing content.

Assessment criteria: Teamwork; contribution of ideas; leadership and support; communication skills; responsiveness; satisfactory performance assigned roles in radio/TV productions; ability to engage with audiences and stimulate discussion around content via social media

Required readings

ABC. 2011. Reporting Refugees in the Capital, Australian Broadcasting Corporation http://www.abc.net.au/local/stories/2011/10/19/3343665.htm Accessed May 30 2013.

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Herrington, T. and Herrington, J. 2006. *Authentic Learning Environments in Higher Education*. Information Science Publishing, 2006.

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Posetti, J. 2008. Breaking the Fast and Challenging Media Myths About Muslims. Jscribe: http://www.j-scribe.com/2008/09/breaking-fast-and-challengingmedia.html (Accessed May 30th, 2013).

Posetti, J. 2009. Unveiling Radio Coverage of Muslim Women. *The Radio Journal: International Studies in Broadcast and Audio Media*, Volume 6, Issue 2/3, pp. 161-177.

Posetti, J. 2010. "Jihad Sheilas or Media Martyrs: Muslim Women and the Media" in Rane, H., Ewart, J. and Abdalla, M. (eds.), Islam and the Australian News Media, Melbourne University Press, pp. 69-103.

Posetti, J. 2012. How Social Media, Collaboration Fuelled Reports on Australia's Refugees. PBS Mediashift URL: http://www.pbs.org/mediashift/2012/01/how-social-media-collaborationfueled-reports-on-australias-refugees019. (Accessed May 30th, 2013).

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ETHICAL INVESTIGATIVE JOURNALISM
Estela Margarita Torres Almanza and Manuel Alejandro Guerrero

This course lays out the basic elements in doing investigative journalism work. The course starts with an initial reflection of investigative journalism's role in today's society, followed by instruction in techniques that will enable the students to carry out an independent investigative project.

Level of the course

Third year students taking either a 3- or a 4-year year bachelor's programme.

Aim

This course lays out the basic elements in doing investigative journalism work. The course starts with an initial reflection of investigative journalism's role in today's society, followed by instruction in techniques that will enable the students to carry out an independent investigative project.

During the sessions, the student will analyze examples of investigative journalism across the world and discuss the project's planning stages, story development, source cultivation and management, publication, and social impact.

Course description

During the past 150 years investigative journalism has brought to light cases of corruption, mismanagement of public funds, human rights violations, and ecological disasters, among many other critical social problems. It has also been a tool used to impeach, and even force the resignation of public officials and entire governments who have abused power as well as to question dubious private and corporate practices that affect the public interest. And this is investigative journalism's purpose: to shed light, through verifiable and precise information, on the actions individuals, organizations, companies and governments take in the public or private sectors to gain improper benefits at the cost of citizens and public interests.

It is true that there are many questions regarding the future of journalism. Young and experienced journalists learn, generate and apply both traditional and new techniques that led to stories that take time to craft, but provide a push for accountability when published. Learning about these techniques and resources are central to this course on investigative journalism, ethics and citizenship.

This course is intended, first, to provide the students with the conceptual discussion to better understand the connections between investigative journalism and a fuller exercise of active citizenship in today's world. It also seeks to expose the unavoidable criteria that may guide the whole journalistic process every

time and under every circumstance: professional ethics. Ethics is taken here as a transversal reflection along the whole process of the investigative report elaboration. Thus, this course aims to show the students that investigative journalism based on professional ethics is critical for maintaining healthy democracies by empowering citizens with useful and relevant information.

These three objectives are developed through a fifteen-week course that incorporates a conceptual review along with practical skills, and techniques. Conceptual discussions are thus strongly connected to the way practical work is to be developed in the form of an investigative journalism project. This connection implies a reflection on certain unavoidable topics, like the relevance of journalism in a society that aims to be democratic; the roles of journalism for citizenship and accountability; the practices of journalism and the pressures deriving from: editorial routines, media organizations, legal frameworks and their effectiveness to protect journalism, ideology, etc. At the end of the course a final investigative report is expected.

The availability of resources for investigative journalists is growing constantly. The resources suggested in this course are an overview of a wider horizon that seeks to spark students and teachers' intellectual curiosity and desire to research and gathering their own materials. The course also aims to help expand the international investigative journalism community that is dedicated to expanding citizens' rights, defending liberties and freedoms, and watching over power for the public interest.

Mode

This course is best taught in a classroom since it combines teacher/instructor presentations with seminar discussions and workshops that reinforce course materials in order to help students better develop their research. This course involves close supervision from the teacher/instructor of the process of journalistic research development.

Pedagogical approach or method

This course – originally titled "Investigative journalism, ethics and citizenship" - is planned for students in the final year of their journalism and communications

degrees. It is expected that these students will already have basic knowledge of the journalism methodology and theory. These topics will also be reinforced during this course. The course seeks also to document the students' progress in applying the techniques and developing new skills, thus, many of the proposed assignments may serve a draft of the final investigative journalism report.

Conceptual discussions on investigative reporting in this course emphasize the relevance of ethics along the process of information gathering, story building, and presentation. Though there are two specific weeks where ethical standards and practice is discussed, actually this course departs from a transversal approach to ethics in which it is ultimately subsumed along the whole investigative process.

Although these assignments can be developed both within and outside the classroom, they require close supervision from the teacher/instructor. An ongoing dialogue between the students and the teacher/instructor is strongly encouraged. This includes group discussions of the assignments that do not directly relate to the final investigative report may be done either in or outside the classroom.

The teacher/instructor who offers this course may be well acquainted with the different techniques and tools used in investigative journalism and data-based journalism. It is very important that the teacher/instructor promotes an atmosphere of collaboration, exchange and dialogue with the students that seeks to replicate the real day-to-day newsroom environment, and that emphasizes the relevance of teamwork in journalistic research projects.

Finally, it is strongly suggested to have at least one guest speaker who shares an investigative journalism project of her own.

Grading

30% of the grade is for class participation and assignments outside of the final investigative project.

70% of the grade is from the investigative journalism final project. The report must be on a relevant topic, based in the application of research techniques, and incorporate the skills required to produce a high-quality work. The project development process, from formulating a hypothesis to implementing the investigative method, will be helpful for students to craft the final report.

NB: The teacher/instructor may determine if the project will be done on an individual of group basis.

Number of hours per week

The course will total 45 hours divided into sessions of 3 hours per week over a 15-week period. Instructors should incorporate at least two hours per week for readings and assignments as well as the time needed for developing the investigative project.

Equipment

It is strongly suggested to have access to teaching/working spaces with adequate computer facilities and equipment. Standard software is required to create, manage and edit text, audio, video, graphics and statistics, as well as access to Internet, e-mail and Website resources.

Required reading

Hunter, M. L. 2014. Story Based Inquiry. A manual for investigative journalists. 1st Edition. Paris, UNESCO Publishing. Available in http://www.storybasedinquiry.com/

Recommended readings

Berry, S. 2008. *Watchdog journalism.* 1st Edition. USA, Oxford University Press.

De Bourg, H. 2008. *Investigative Journalism*. 2nd Edition. USA, Routledge.

Gray, J, Chambers, L, and Bounegru, L. 2012. *The Data Journalism Handbook. How journalists can use data to improve the news.* 1st Edition. O'Reilly Media. http://datajournalismhandbook.org/

Houston, B., Weinberg, S. and IRE. 2008. *The Investigative Reporter's Handbook: A Guide to Documents, Databases, and Techniques*. 5th Edition. USA, Investigative Reporters and Editors.

Huerta, C.E., Salamanca, N. y Sierra, J.L. 2014. *El periodista de investigación latinoamericano en la era digital*. 1a Edición. Iniciativa Connectas e International Center for Journalists. http://connectas.org/images/Lab/manual_de_periodismo_ICFJ-CONNECTAS.pdf

Paz, M. and Perry, F. (eds.). 2014. *Manual de Periodismo de Datos Iberoamericano.* 1a Edición. Chile, Fundación Poderomedia y Universidad Alberto Hurtado. http://manual.periodismodedatos.org/

Radu, P. *Follow the money. A digital guide for tracking corruption.* International Center for Journalists. https://reportingproject.net/occrp/pdf/Follow_The_Money_WEB.pdf

Rodríguez, P. 1994. *El periodismo de investigación. Técnicas y estrategias.* España, Paidós Iberoamérica.

Rogers, S. 2013. *Facts are sacred*. 1st Edition. UK, Guardian Books.

Santoro, D. 2008. *Técnicas de investigación. Métodos desarrollados en diarios y revistas de América Latina*. 1a Reimpresión. México, Fondo de Cultura Económica y Fundación para el Nuevo Periodismo Iberoamericano.

Waisbord, S. 2000. *Watchdog journalism in South America*. 1st Edition. USA, Columbia University Press.

Investigative journalism organizations

(We strongly suggest visiting all of the sites enlisted here, each of them provide different resources for supporting investigative journalism):

African Network of Centers for Investigative Reporting - http://investigativecenters.org/

Center for Investigative Reporting - http://cironline.org/

Center for Public Integrity - http://www.publicintegrity.org

CIPER. Centro de Investigación Periodística - http://ciperchile.cl/

CONNECTAS - http://connectas.org/es/

Consejo de Redacción - http://consejoderedaccion.org/

Global Investigative Journalism Network - http://gijn.org/

International Consortium for Investigative Journalism - http://www.icij.org/

International Center for Journalists - http://www.icfj.org/

Investigative Journalism Education Consortium - http://ijec.org

Investigative News Network - http://investigativenewsnetwork.org

Investigative Reporters and Editors - http://ire.org/

Organized Crime and Corruption Project - https://reportingproject.net/occrp/index.php

Propublica - http://www.propublica.org

Investigative journalism resources

(We strongly suggest visiting all of the sites enlisted here, each of them provide different resources for supporting investigative journalism):

Dart Center for Journalism & Trauma - http://dartcenter.org

FOIA Machine - https://www.foiamachine.org/

Investigative Dashboard - https://investigativedashboard.org/

Medium "75+ tools for investigative journalists" –

https://medium.com/@Journalism2ls/75-tools-for-investigative-journalists-7df8b151db35

Muckrock - https://www.muckrock.com/

Nieman Story Board - http://niemanstoryboard.org

Offshore Leaks - https://offshoreleaks.icij.org/

Premio IPYS - Investigaciones Premiadas - http://premio.ipys.org/investigaciones-premiadas.html

Source. Open News - https://source.opennews.org/en-US/

Schedule of classes and recommended topics

Week 1: **Investigative reporting and public interest**

Presentation, aims and introduction of the course.

Discussion about the role of investigative journalism in society. The relation between information and citizenship for a functioning democracy. The elements of journalism needed for investigative reporting.

Assignment: Select and present an example of an investigative report. Describe why it is relevant and effective.

Week 2: **From finding a topic to setting a working frame**

Presentation and discussion: "What makes a story worthy to follow?" Importance of thinking of a hypothesis, asking questions, and planning the adequate methodology.

Assignment: Define the topic of your investigation and your hypothesis; explain its social significance to the group.

Week 3: **Sources of information I. Finding public documents**

Presentation and discussion about the importance of public documents. Where and how to find them. FOI laws in different contexts; the open government trend in the world and the strategies to get documents. Fact-checking of public documents and sources.

Assignment: Identify the documents you may need for your investigation. Search for the documents. Analyze the barriers to investigation. Explain what this may need.

Week 4: **Sources of information II. People and interviews**

Presentation and discussion about human sources. Developing a map of sources; how to establish relationships, identify motives and goals; study interview techniques. Fact-checking of data sources provided during interviews.

Assignment: Develop your map of sources and an initial reporting plan.

Week 5: **Sources of information III. Don't forget about other sources of data**

Discussion and practice of sources of information besides the access to public information. Exploration of open data generated by national and international organizations. Social media as a reporting source and resource. Analyzing social media trends. Fact-checking of documents and sources.

Assignment: Identify the data that may be useful for you investigation.

Week 6: **Organize your information**

Review and practice of techniques to organize information: documents, files, datasets, interviews. How to avoid information overload.

Assignment: Gather the information you already have and presenting an organizing proposal: how best to arrange all data?

Week 7: **Project review**

In this session the professor will work with the students to review the information they have obtained, identify what is still missing, and define a strategy to organize and analyze the information gathered during the research.

Week 8: **Narrative tools for investigative reporting**

Presentation and discussion about how to tell the story. Stories that catch the attention of the public. Episodes, chapters and other elements to present a complex story and its revelations.

Assignment: Write a first draft story outline

Week 9: **Let's be ethical I. Accuracy and the right words**

Presentation and discussion about the significance of accurate information; to be responsible before the public; how to best use language to tell the story while assessing privacy, human rights, and diversity boundaries. Discussion about the role of credibility in journalism; how it can be enhanced, broken or repaired.

Assignment: Students continue with their research. Identify if there are any laws that could have an effect on your investigation, and how can you prepare for possible challenges.

Week 10: **Let's be ethical II. Being conscious of our role as journalists and assuming responsibility for our work**

Presentation and discussion about the ethical dimensions regarding investigative journalism. Examples of how complex situations have been handled in different investigations and contexts through the analysis of specific cases.

Assignment: Identify at least one dilemma within your investigation for discussion in class. Handle first draft of final investigative project.

Week 11: **Presentations I**

In this session students are expected to present before the group a progress report on their project in order to discuss and improve.

Assignment: Students continue with their research.

Week 12: **Work in classroom/Fieldwork I. Identify and fill holes. Something missing?**

Detailed review of the sources of information and the plan to present it. If something is missing, this is the perfect time to plan a strategy to get it.

Assignment: Collaborative work. Here students are expected to check and comment on each other's work. Group discussion is also expected to improve the quality of the final project.

Week 13: Work in classroom/Fieldwork II. Checking for accuracy

Detailed review of all information and language. Get feedback from classmates and teacher/instructor.

Assignment: Group discussion and review.

Week 14: Getting ready for publication

Presentation and discussion on publication planning: what to take care of; which possible reactions to expect; how to react; publishing in multiple outlets, languages and platforms.

Assignment: Define a draft on a promotional strategy considering possible scenarios and risks.

Week 15: Presentations II

Final presentations of the investigative reporting projects.

DIGITAL MEDIA, SOCIAL NETWORKS AND THE CHANGING FACE OF JOURNALISM
Lida Tsene

This course is designed not only to help students familiarize themselves with new tools and technological platforms, but also to help them understand and critically examine the culture and values of social media and their effect on the journalistic profession. Furthermore, the course prepares young journalists to develop their own entrepreneurial schemes in order to be able to adapt easier to the new media market.

Level: Senior year or first year of a Master's degree programme.

Short description

Technology has changed the way we produce, consume, collaborate and innovate. These past few years, we have been witnessing a revolution in the field of media as social networks and digital platforms change the face of journalism. Audiences are becoming more involved in the production and dissemination of news stories and journalists are discovering new ways to collect and curate data. On the other hand, media today are facing both a financial and credibility crisis. Media organizations and journalists are trying to find creative solutions in order to be sustainable and to face the challenges of the current media ecosystem. This course is therefore designed not only to help students familiarize themselves with new tools and technological platforms, but also to help them understand and critically examine the culture and values of social media and their effect on journalism as a profession. Furthermore, the course prepares young journalists to develop their own entrepreneurial schemes in order to be able to adapt easier to the new media market.

Course content and structure

The structure of the module is as follows:

Week 1: The State of the Media Industry
Week 2: The Culture of Social Media
Week 3: Understanding, Monitoring and Measuring Audiences
Week 4: Crowd-sourcing, Citizen Journalism and Changing News Practices
Week 5: The Rise of Entrepreneurial Journalism
Week 6: Content Production and Curation
Week 7: Go Mobile
Week 8: Journalism in a Digital Era: Ethical Challenges and Considerations

Learning outcomes

At the end of the course the students should be able to:

▶ understand how social media have affected the role and profile of journalism
▶ understand how social media have changed the process of news production and dissemination and the relation between journalists and audiences

- experiment with different tools and techniques in order to dig data, produce and disseminate content
- explore new business and entrepreneurial models for media industries
- discuss ethical challenges and considerations within this new media ecosystem

Mode of delivery/pedagogical approach

We propose a mix of teaching methods combining both theoretical lectures and hands-on workshops based on peer-to-peer mentoring, collaboration and exchange of experiences and knowledge. Students are expected to act as content creators and curators experimenting with different tools and methodologies individually and in smaller groups. A mix of teaching methods will be used including lectures, team presentations and case study discussions. The communication between the tutor and the students will be delivered via social networks (Facebook, Twitter), while the content of the course, along with the content produced by the participants will be uploaded to a blog.

Number of hours per week

Ideally three hours of facilitation per week over a period of eight weeks. Participants also need time outside the class for the participation in exercises and the production and dissemination of their content, as well as for preparation of the final project.

Grading

- Assignments: (30%): weekly assignments as specified
- Term paper: (30%)
- Media Platform Production: (30%): Proposal for the creation of a media platform, marketing and business plan, pitching. If time allows, building a prototype of the platform is suggested
- Class participation: (10%)

Required resources

Computers with Internet access, smart phones or personal cameras (No particular software requirement, as the proposed software to use [e.g. wordpress] is open source).

Course outline

Week 1: The state of the media industry

In this introductory session we are discussing the current media landscape. How are media organizations operating today, both at the local and global levels in terms of:

▶ Business models
▶ Media products
▶ Journalistic process (newsroom, information gathering, sources etc.)
▶ Ethics/deontology
▶ Audience engagement
▶ Technological developments
▶ State and profile of journalists

By examining these issues, the aim is to explore and understand where we stand today and to track down the key characteristics of the media ecosystem. We will also try to examine how the digital environment has changed the way traditional and new media operate and collaborate.

Assignment: Pick a traditional media organization and a digital one or a media startup. Describe their operational models and compare them in terms of their product, business model, audience perception and engagement, news gathering and dissemination process, etc. Try to identify possible differences regarding the above elements and discuss if and how can they work together proposing a more contemporary operational model for media industry. You can check for reference and inspiration in NY Times Space (http://www.nytimes.com/timespace/) and BBC Labs (http://www.bbcwlabs.com/).

Required readings:

Anderson, C.W., Bell, E., Shirky, C. 2012. Post-Industrial Journalism. Adapting to the Present. Tow Center for Digital Journalism http://towcenter.org/tow-center-reports-and-briefs/.

Gynnild, A. 2014. Journalism innovation leads to innovation journalism: The impact of computational exploration on changing mindsets. *Journalism*. August 2014 vol. 15 no. 6: 713-730, Los Angeles, London, New Delhi, Singapore, Washington DC and

Boston. Sage. International Press Institute 2010. Brave New Worlds: Navigating the New Media Landscape.
http://www.freemedia.at/fileadmin/resources/application/Brave_News_World_IPI_Poynter.pdf.

Peters, C., Broersma, M. 2013. Introduction: Rethinking journalism: the structural transformation of a
public good. in Peters, C., Broersma, M. (2013) Rethinking Journalism. Trust and Participation in a
Transformed News Landscape. pp. 1-12, Abingdon, United Kingdom. Routledge.

Week 2: The culture of social media

In this unit we discuss the brief history of social media, basic theoretical
approaches as presented through academic papers, important books, reports, etc.
and their key characteristics in an effort to identify if and how they have affected
the economy, politics, culture and citizenship. The focus of our examination would
be not only on new tools, networks and platforms, but also on the values social
media promote (e.g. collaboration, sharing etc.).

Assignment: Find and present an example of how social media is affecting a
certain sector or industry (e.g. media, advertising, sports, fashion, education,
culture, NGOs, political parties, etc.).

Required readings

Fenton, N. 2012 The Internet and Social Networking in Curran, J., Fenton, N., Freedman, D. (eds.).
Misunderstanding the Internet. pp. 123-148, Abingdon, United Kingdom. Routledge.

Fuchs, C. 2014. What is a Critical Introduction to Social Media? in Fuchs, C. *Social Media: A Critical
Introduction*. pp. 1-25, Sage http://fuchs.uti.at/wp-content/introductionSocMedia.pdf

Leadbeater, C. 2008. We-Think: Mass Innovation, not Mass Production. Chapter 1: You are What you Share, pp.
1-26. London, United Kingdom. Profile Books.

Videos & links:

Shirky, C. 2009. How Social Media Can Make History. http://www.ted.com/talks/clay_shirky_how_cellphones_
twitter_facebook_can_make_history?language=en

Galarneau, L. 2012. 10 Ways Social Media is Transforming Our World. http://www.jeffbullas.
com/2012/02/06/10-ways-social-media-is-transforming-our-world/

Week 3: Understanding, monitoring and measuring audiences

Contemporarily, a skilled journalist is one who is expected to be able to understand
and engage the audience. The new digital environment gives journalists the
opportunity to monitor and picture, on an everyday basis, the characteristics,

needs and trends of their target audience. In addition, they are able to measure shares, likes, re-tweets, views indicating the impact of their journalistic work. This unit will highlight the importance of understanding the profiles of the audiences (Gen Y, mobile youth, etc.) and the need for monitoring, measuring and analyzing data in order to produce more relevant and efficient content.

Assignment: You are a consultant hired by a newsroom. Write a report (approx. 1,500 words) proposing ways to engage with your audience. State your target audiences and your goals and then describe your strategy (creating and curating online communities, starting the conversation, collaborate etc.). Finally, discuss why it is important to monitor and measure your impact on the audiences and propose tools and techniques to achieve it.

Required readings

Batsell, J. 2015. Engaged Journalism: Connecting with Digitally Empowered News Audiences. Columbia Journalism Review Books. Chapters 1-2, pp. 17-78.

Graves, L., Kelly, J. 2010. Faulty Metrics and the Future of Digital Journalism. http://www.journalism.columbia.edu/system/documents/345/original/online_metrics_report.pdf.

Meier, K. 2008. The Changing Relationship Between Journalists and their Audiences: Drifting Together or drifting apart?. http://klaus-meier.net/blog1/wp-content/uploads/2008/10/meier_iapa_madrid_oct_08.pdf.

Tapscott, D. 2008. Grown Up Digital: How the Net Generation Is Changing Your World. McGraw-Hill. Chapter 3, pp. 73-96. New York, United States of America. McGraw-Hill.

Links:

Breiner, J. 2013. Measuring the Analytics that Really Matter for Journalists. http://ijnet.org/en/blog/measuring-analytics-really-matter-journalists.

INN. Whitepaper: Audience Development and Distribution Strategies. http://newstraining.org/guides/whitepaper-audience-development-and-distribution-strategies/finding-and-engaging-your-audience/.

Mayer, J., Stern, R. 2011. A resource for Newsrooms: Measuring the Success of Audience Engagement Efforts. http://www.rjionline.org/news/resource-newsrooms-measuring-success-audience-engagement-efforts-0.

Rosen, J. 2006. The people formerly known as the audience. http://archive.pressthink.org/2006/06/27/ppl_frmr.html.

Stray, J. 2012. Metrics, Metrics Everywhere: How do we Measure the Impact of Journalism? http://www.niemanlab.org/2012/08/metrics-metrics-everywhere-how-do-we-measure-the-impact-of-journalism/.

Tenore, M.J. 2011. 5 Small Steps Journalists Can Take to Build a Bigger, More Engaged Audience. http://www.poynter.org/news/media-innovation/133987/5-small-steps-journalists-can-take-to-build-a-bigger-more-engaged-audience/.

Thiruvengdam, M. 2014. How Journalists Can Measure Engagement. http://www.poynter.org/news/media-innovation/209695/how-journalists-can-measure-engagement/.

Week 4: **Crowd-sourcing, citizen journalism and changing news practices**

Crowd-sourcing changes critically the way news and stories are produced, curated and disseminated. Citizen journalism, social networks and applications such as storify (https://storify.com/) make news production and distribution a collaborative process. This session brings to the fore citizen journalism in the context of the discussions of crowd-sourcing and situates these developments within the overall changing news practices as far as professional journalism is concerned. The ways and professional implications of the ways in which journalists and media organizations use User-Generated Content (UGC) will also be addressed critically.

Assignment: Find a story using the trending topics either from Facebook or Twitter. Then apply a short survey via social media in order to investigate your story more. Use other crowd-sourcing oriented resources (such as **storify**) to enrich your work. Publish your story and disseminate it.

Required readings:

Boyer, D. 2013. The life informatic: Newsmaking in the digital era. Ithaca: Cornell University Press. pp. 13-46.

Brabham, D.C. 2013. Crowdsourcing. MIT Press Essential Knowledge. Cambridge, M.A., United States of America: The MIT Press. , pp.1-41.

Surowiecki, J. 2005. The Wisdom of the Crowds. New York, United States of America: Anchor Books pp. 3-23.

Van Leuven, S., Heinrich, A., and Deprez, A. 2015. Foreign reporting and sourcing practices in the network sphere: A quantitative content analysis of the Arab Spring in Belgian news media. *New Media & Society*, April 2015, Vol. 17, No. 4, pp. 573-591.

Videos & links

Akagi, K & Linning, S. 2013. Crowdsourcing Done Right. http://www.cjr.org/data_points/crowdsourcing_done_right.php?page=all.

Andersen, M. 2009. Four Crowdsourcing Lessons From the Guardian's (spectacular) expenses-scandal experiment. http://www.niemanlab.org/2009/06/four-crowdsourcing-lessons-from-the-guardians-spectacular-expenses-scandal-experiment/.

Lewis, P. 2011. Crowdsourcing the News. http://www.ted.com/talks/paul_lewis_crowdsourcing_the_news.

Rai, D. 2014. Crowdsourcing in Journalism. http://blog.hbs.edu/dighbs/crowdsourcing-in-journalism/.

The rise of entrepreneurial journalism

Journalists today seek new ways to disrupt the industry and to create sustainable and innovative business models for media. Media startups are gaining ground, shaping a new ecosystem. In this unit, we familiarize students with the entrepreneurial mindset and tools, as well as theories and practices.

Assignment: Develop an idea and a business plan for a media startup. Use lean methodology and the business model canvas in order to validate your product and to produce a viable idea. Write a short discussion, describing the process as well as the challenges you faced during the development.

Required reading:

Briggs, M. 2011. Entrepreneurial Journalism: How to Build What's Next for News. CQ Press College, Thousand Oaks, California, United States of America, pp. 67-85.

Coddington, M. 2015. The Wall Becomes a Curtain: Revisiting Journalism's new-business boundary in Carlson, M., Lewis S.C. Boundaries of Journalism: Professionalism, Practices and Participation, Abingdon, United Kingdom: Routledge. pp. 67-82.

Claussen, Dane S. 2011. CUNY's Entrepreneurial Journalism: Partially Old Wine in a New Bottle, and Not Quite Thirst-Quenching, but Still a Good Drink. *Journalism & Mass Communication Educator*, Vol. 66, No. 1, Spring 2011.

Gillmor, D. 2010. Mediactive. San Francisco, United States, Creative Commons Attribution, pp. 109-124.

Nedeljkovic, M. et al. 2014. Entrepreneurial Journalism Handbook. Konrad-Adenauer-Stiftung http://www.kas.de/wf/doc/kas_38746-1522-2-30.pdf?140912081809

Nieman Reports, 2012. Be The Disruptor. http://www.nieman.harvard.edu/wp-content/uploads/pod-assets/ebook/niemanreports/fall2012/NiemanReports-Fall2012CoverStory.pdf.

Links & videos

DVorkin, L. 2014 Inside Forbes: The Rise of the Entrepreneurial Journalist in a World Seeking Credible Voices. http://www.forbes.com/sites/lewisdvorkin/2013/01/29/inside-forbes-the-rise-of-the-entrepreneurial-journalist-in-a-world-seeking-credible-voices/.

Glaser, M. 2008. In Digital Age, Journalism Students Need Business, Entrepreneurial Skills http://www.pbs.org/mediashift/2008/01/in-digital-age-journalism-students-need-business-entrepreneurial-skills030/.

Tow-Knight Center., New Business Models for News project. http://www.towknight.org/research/models/.

Steven Blank's video series on Entrepreneurship: http://steveblank.com/slides/.

Useful tool

Business Model Canvas: http://www.businessmodelgeneration.com/canvas/bmc.

Content is the new currency in our digitized era. This session will explore not only how we can produce cross platforms and multimedia content using the power of stories, but also how to make this content searchable and viral by applying search engine optimization and growth hacking techniques. We also address the practices of data journalism.

Assignment: Pick a current news story. Produce a blog post, a series of Facebook and Twitter posts as well as a YouTube video. Try to make your story engaging and relevant to all platforms. Disseminate your story via social media and apply SEO techniques in order to be easily searchable. Track your story and see how high it scores in search engines. Then write a short discussion advising your fellow colleagues on how they can produce content that can be both engaging and impactful.

Required readings

Gottschall J. 2013. The Storytelling Animal: How Stories Make Us Human. New York, United States of America: Mariner, pp. 87-117.

Google Search Engine Optimization Starter Guide http://www.google.com/webmasters/docs/search-engine-optimization-starter-guide.pdf.

Gray, J., Bounegru, L., and Chambers, L. (eds.). 2012. The Data Journalism Handbook http://datajournalismhandbook.org.

Guerrini, F. 2013. Newsroom Curators and Independent Storytellers: Content Curation as a new form of journalism. Reuters Institute. https://reutersinstitute.politics.ox.ac.uk/sites/default/files/Newsroom%20Curators%20%26%20Independent%20Storytellers%20-Content%20Curation%20as%20a%20New%20Form%20Of%20Journalism.pdf

Links & videos:

Gibbons, K. 2009. A Journalist's Guide to SEO. https://econsultancy.com/blog/5034-a-journalists-guide-to-seo/.

Online Journalism Blog. Journalism is Curation: Tips on Curation Tools and Techniques. http://onlinejournalismblog.com/2013/09/30/curation-tools-tips-advice-journalism/.

Reid, A. 2013. Five Types of Content Curation Tools for Journalists. https://www.journalism.co.uk/news/five-types-of-content-curation-tools-for-journalists/s2/a552589/.

Stanford University: Journalism in the Age of Data http://datajournalism.stanford.edu/.

Sternberg, J. 2011. Why Curation is Important to the Future of Journalism. http://mashable.com/2011/03/10/curation-journalism/.

Usher, N. 2010. What Impact is SEO having on Journalists? Reports from the field. http://www.niemanlab.org/2010/09/what-impact-is-seo-having-on-journalists-reports-from-the-field/.

Week 7: Go mobile

Mobile media offers journalists new opportunities to capture and tell their stories. This session will explore and experiment with how far a journalist can go by using only their mobile devices.

Assignment: Create a five-minute mobile documentary on a current social/political/economic event. Publish the documentary on YouTube and disseminate it via social media. You may experiment with applications that can make your documentary more of an interactive video.

Required readings

Amani Channel 2013. Storytellers' Mobile Video Production Guide. http://participatiemedia.wikispaces.com/file/view/Mobile_Storytellers_guide.pdf.

Goggin, G. 2010. The Intimate Turn of Mobile News. In News Online: Transformations and Continuities, edited by Graham Meikle and Guy Redden, pp.99–114. London, United Kingdom: Palgrave Macmillan.

Martin, J. A. 2015, Mobile news use and participation in elections: A bridge for the democratic divide? *Mobile Media & Communication*, May 2015 3: 230-249, Norwich, United Kingdom: Sage.

Westlund, O. 2013 Mobile News, *Digital Journalism*, 1:1, pp. 6-26. http://www.tandfonline.com/doi/pdf/10.1080/21670811.2012.740273

Links

Buttry, S. 2009, News Organization need mobile-first strategy. http://stevebuttry.wordpress.com/2009/11/20/news-organizations-need-mobile-first-strategy/

Jackson, J. 2014, The digital divide: 5 things we know about how younger generations consume media. http://www.themediabriefing.com/article/media-s-big-divide-what-we-know-about-digital-first-audiences?utm_content=buffer74c63&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

Journalist's Toolbox http://www.journaliststoolbox.org/archive/mobile-journalism/

Mobile reporting field guide

http://multimedia.journalism.berkeley.edu/tutorials/mobile-reporting-field-guide/

Twitter News Consumers: Young, Mobile and Educated. http://www.journalism.org/2013/11/04/twitter-news-consumers-young-mobile-and-educated/

Week 8: Journalism in a digital era: Ethical challenges and considerations

This session examines ethical challenges and considerations for the news media and journalism as far as the spread and use of digital media are concerned. Issues of manipulation of digital content, privacy, copy-right, the ethical impact

of audience metrics on professional decisions as well as the trade-off between speed, virality and accuracy will be discussed.

Assignment: Write an essay of approximately 1,000 words, discussing what key developments in the future of technology can mean for journalism both in relation to its political economy and professional values. Publish your essay on the course's blog.

Required readings

BBC. 2015. Future of the News http://newsimg.bbc.co.uk/1/shared/bsp/hi/pdfs/29_01_15future_of_news.pdf.

Berkman, R.I., and Shumway, C.A. 2003. Digital Dilemmas: Ethical Issues for Online Media Professionals. Iowa, United States of America; Wiley, pp. 93-134, 173-218.

Lesage, F., and Hackett, R. A. 2014. Between Objectivity and Openness: The Mediality of Data for Journalism. *Media and Communication*, 2(2), pp. 42-54. http://www.cogitatiopress.com/ojs/index.php/mediaandcommunication/article/view/128

Whitehouse, G. 2010. Newsgathering and Privacy: Expanding Ethics Codes to Reflect Change in the Digital Media Age. *Journal of Mass Media Ethics*, Vol. 25, pp. 310–327. Routledge http://jclass.umd.edu/classes/jour698m/privacy_files/ContentServer.pdf.

Comment on assignments: All assignments are expected to be published either on the course blog or on a slideshare presentation. Students are also expected to apply techniques in order to bring traffic to their published content and to measure the impact.

Term paper proposals: The topics for the term paper may range from theoretical essays (e.g. how social networks are changing the relationship between content producers and consumers) to more practical reports (e.g. a report/proposal to a media organization discussing why they should adopt a social media strategy).

Comments on media platform production: We propose the organization of a day event (following Startup Weekend's example [http://startupweekend.org/]) where teams will work all day on their idea, developing a business and a marketing plan, as well as a prototype of their platform. During the day, experts in the field may come and work with the teams as mentors. At the end of the day, the teams are expected to pitch, in front of teachers, other team members and key stakeholders, their ideas and be evaluated by a judging committee.

Blog development: During the course, all students are expected to participate in the development of the course blog, posting at least one piece per week.

References and suggested readings

Akagi, K., Linning, S. 2013. Crowdsourcing Done Right. http://www.cjr.org/data_points/crowdsourcing_done_right.php?page=all

Amani Channel, 2013. Storytellers' Mobile Video. Production Guide. http://participatiemedia.wikispaces.com/file/view/Mobile_Storytellers_guide.pdf

Andersen, M. 2009. Four Crowdsourcing Lessons From the Guardian's (spectacular) expenses-scandal experiment. http://www.niemanlab.org/2009/06/four-crowdsourcing-lessons-from-the-guardians-spectacular-expenses-scandal-experiment/.

Anderson, C.W., Bell, E., and Shirky, C. 2012. Post-Industrial Journalism. Adapting to the Present. Tow Center for Digital Journalism http://towcenter.org/tow-center-reports-and-briefs/

Anderson, M., Caumont, A. 2014. How Social Media is Reshaping News. http://www.pewresearch.org/fact-tank/2014/09/24/how-social-media-is-reshaping-news/.

Batsell, J. 2015. Engaged Journalism: Connecting with Digitally Empowered News Audiences. Columbia Journalism Review Books.

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Benkler, Y. 2007. The Wealth of Networks: How Social Production Transforms Markets and Freedom. New Haven, CT, United States of America: Yale University Press.

Blank, S., Dorf, B. 2012. The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company. Pescadero, California, United States of America: K&S Ranch.

Botsman, R., and Rogers, R. 2010. What's Mine Is Yours: The Rise of Collaborative Consumption. New York, United States of America: HarperCollins.

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Breiner, J. 2013. Measuring the Analytics that really Matter for Journalists. http://ijnet.org/en/blog/measuring-analytics-really-matter-journalists.

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Goggin, G. 2010. The Intimate Turn of Mobile News. In *News Online: Transformations and Continuities*, edited by Graham Meikle and Guy Redden, pp. 99–114. London: Macmillan.

Google Search Engine Optimization Starter Guide http://www.google.com/webmasters/docs/search-engine-optimization-starter-guide.pdf.

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Kaushic, A. 2009. Web Analytics 2.0: The Art of Online Accountability and Science of Costumer Centricity, Indianapolis, Indiana, United States of America: Wiley Publishing Inc.

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Lewis, P. 2011. Crowdsourcing the News. http://www.ted.com/talks/paul_lewis_crowdsourcing_the_news.

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Martyn, P. H. 2009. The Mojo in the Third Millennium. *Journalism Practice* 3 (2): 196–215.

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Meier, K. 2008. The Changing Relationship Between Journalists and their Audiences: Drifting Together or drifting apart? http://klaus-meier.net/blog1/wp-content/uploads/2008/10/meier_iapa_madrid_oct_08.pdf.

Miller, C. 2009. The Future of Journalism. BBC College of Journalism. http://www.bbc.co.uk/blogs/legacy/theeditors/future_of_journalism.pdf.

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ADVOCACY JOURNALISM: PARTICIPATION, REPRESENTATION AND COMMUNITY

Marcus O'Donnell

This subject explores advocacy journalism as part of a continuum of journalism practices that focus on building democratic communities. While mainstream journalism, particularly in the Anglo-American tradition, has traditionally been defined as "objective" and "neutral," a range of contemporary practices, including advocacy journalism, are challenging these standards.

Level

The course is designed as a 300/400 level (final year) elective for journalism majors.

Course description

This course includes case studies of civic, participatory and reciprocal journalism which provide a context to help students identify the principles of advocacy journalism and develop guidelines on how to research, source, verify, and package their stories from an informed point-of-view. The needs of particular marginalised communities around representations of race, religion, gender, sexuality and disability are explored as is the global context of advocacy journalism through consideration of human rights, peace, and development journalism. The role of digital technologies, social media, photojournalism, video journalism and community radio as effective tools for community-based advocacy journalism will be analysed.

Course learning objectives

At the end of this course students will be able to:

▶ Analyse and evaluate the relationship between advocacy journalism and social change as outlined in the scholarly literature and recent practice.

▶ Identify and analyse issues, including, but not limited to, race, gender, sexuality, disability, and religion currently under-represented in the mainstream media.

▶ Articulate the ethical and legal constraints of advocacy journalism.

▶ Produce a digital advocacy journalism campaign using traditional journalism methodologies, social media and community engagement tools

Delivery mode

The course is designed to be delivered as a 1 hour lecture and 2 hour workshop/seminar over a thirteen week semester.

However it could be delivered in a "flipped-class" mode with the assigned readings and a blogging commentary task substituted for the lecture.

Pedagogical approach or method

Each week's topics and activities are in two parts.

The lecture/readings and the first part of the workshop are allocated to an analysis and discussion of the week's assigned topic. This allows students to build a framework for the practice of advocacy journalism through a consideration of the scholarly literature and a range of international case studies.

The readings have been chosen to showcase a variety of international contexts given the importance of diverse representation at the core of this course. However suitable case studies from the local context could be added to further enhance the local adoption of this course. Each week includes 3-5 readings/website examples, in many contexts this may be regarded as an unduly demanding reading programme. In adapting the course, key readings could be asterisked or different readings could be allocated to different groups within the class to facilitate a broad ranging class discussion.

The second part of the workshop focuses on a range of practical journalism exercises which challenge students to extend their sourcing practices and build a strategic approach to developing the coverage of advocacy issues. These exercises are designed to be begun during the workshop class time and may be assigned as individual or group exercises. Students then choose a range of these exercises to complete in their own time and submit as part of a portfolio for assessment two.

Grading

Three model assignments are included (see section below following Weekly Outline):

▶ an academic essay which addresses the theoretical context of advocacy journalism (30% of final marks);
▶ a portfolio of exercises which allows students to develop their skills in this area(30% of final marks);
▶ a final project which challenges students to produce an integrated piece of advocacy journalism that addresses a current social issue (40% of final marks).

Hours per week

Eight hours per week across 13 weeks. Students will be required to attend three hours of class activities per week, devote 2 hours per week to class reading and preparation and an additional 3 hours per week spread across the semester to complete the assignment tasks.

Weekly outline: Content and activities

The content is organised in four modules.

Module 1: Theoretical frameworks for advocacy journalism

Silvio Waisboard (2010) identifies two models of advocacy journalism – the journalist focused model and the civic model. While in the journalist focused model the journalist stands-in-for or on-behalf-of disenfranchised groups, the civic model is one in which communities are empowered with and through media.

Sue Tait (2011) suggests that when journalists "bear witness" to traumatic events they do not merely see or show atrocity, they need to model an affective, emotional connection and thus create the possibility of reaction and action in the audience.

Similarly Von Oppen (2009) describes a model of journalistic reflexivity where this sense of connection to others is explicitly shown. In this model the journalist is not just a witness by "being there", they are implicated in the story by their connections with those they contact and talk to.

These three articles give us a starting point for our thinking about advocacy journalism as a process which involves not just a solitary journalist bearing witness on-behalf-of marginalised others but as a process of building connection between communities, audiences and issues.

Waisboard (2010) makes the point that for most of journalism's early history, prior to the triumph of objectivity as a norm, all journalism was "advocacy journalism" – in that journalism was usually practiced from a partisan perspective as part of a political process. He also highlights the differences between the Anglo-American model, the European model and models of journalism in the global south. This points to the multiple journalism histories that often tend to be collapsed under a single notion of objective or neutral journalism as an overarching ideal.

This opens up a discussion of the multiple forms of journalism that are practiced across different locations and in response to different community needs.

One way of conceptualizing these differences is as a group of "mainstream" practices on the one hand and a group of "alternative" practices on the other. Such a contrast may help to define specific ways of thinking about journalism but Harcup (2005) urges us to think about the relationship as a "continuum, with people, ideas and practices moving along this continuum, in both directions" (370). While alternative or community media may be focused on building and empowering a group of activists and mainstream media may be focused on objective balanced reporting from multiple perspectives, they both draw from a model of journalism that sees journalism oriented to promoting informed democratic choice. Robert Hackett (2013) focuses on this key issue by asking the question: "What form of journalism does democracy need?"

Various journalists and scholars have attempted to answer this question and have proposed a variety of models such as civic, citizen and public journalism (Hass 2004). One of the essential elements of each of these models is their emphasis on building participation rather than merely informing communities. This has recently been further theorised by Seth Lewis and colleagues (2014) as "Reciprocal journalism":

> *Reciprocal journalism suggests seeing journalists in a new light: as community-builders who can forge connections with and among community members by establishing patterns of reciprocal exchange. By more readily acknowledging and reciprocating the input of audiences, and by fostering spaces for audiences to reciprocate with each other journalists can begin to fulfil their normative purpose as stewards of the communities they serve.* (236-7)

This approach to journalism demands thinking in different ways about news values and what constitutes a story, and it also involves using new tools such as social media (Hermida 2012) to build active participation by communities.

At the end of this first three-week module students should be able to articulate a distinctive set of practices and approaches which could be called "advocacy journalism". This includes an orientation to audiences and communities; an

emphasis on active engagement and empowerment; and an open and self-reflective role for the journalist. These practices are not divorced from other journalistic practices such as attention to facts and detailed research. Importantly, advocacy journalism shares with other forms of journalism a commitment to building democratic participation.

Module 1: Readings and workshop activities

Week1: What is advocacy journalism?

Waisbord, S., 2010, "Advocacy journalism in a Global Context," in Wahl-Jorgensen, K. & Hanitzsch, T. (eds.), *The handbook of journalism studies,* Routledge, NY.

Tait, Sue, 2011, "Bearing witness, journalism and moral responsibility," *Media, Culture & Society,* 33(8) 1220–1235.

von Oppen, Karoline, 2009, "Reporting from Bosnia: Reconceptualising the Notion of a 'Journalism of Attachment'", *Journal of Contemporary European Studies*, 17:1, 21-33.

Workshop activity: Introduction to course

Week 2: The multiple voices of journalism histories: objectivity and subjectivity in journalism

Hackett, R.A., 2013, "Press freedom and communication rights: What kind of journalism does democracy need?" *Pacific Journalism Review*, 19(1), 13-40.

Tony Harcup. 2005 "I'm Doing this to Change the World": journalism in alternative and mainstream media, "*Journalism Studies*, 6:3, 361-374.

Servaes, Jan, and Patchanee Malikhao., 2012, "Advocacy Communication for Peacebuilding." *Development in Practice* 22:2, 229-243.

Workshop activity: Find an article about a local or international community or justice issue from a mainstream publication and brainstorm as many possible alternative sources that could have been used to broaden the reporting. How would different sourcing strategies change the perspective of the story? Find another

article on the same issue from community media or non-government agency and analyze any differences in perspectives.

Week 3: **Participatory journalism: engaging and empowering communities.**

Atton, C., 2010, "Alternative and Citizen Journalism," in Wahl-Jorgensen, K. & Hanitzsch, T. (eds.), *The handbook of journalism studies,* Routledge, NY.

Lewis, Seth C, Avery E Holton, and Mark Coddington, 2014, "Reciprocal Journalism." *Journalism Practice,* 8:2, 229-241.

Haas, Tanni, 2004, "Research note: Alternative Media, Public Journalism and the Pursuit of Democratization," *Journalism Studies*, 5:1, 115-121.

Hermida, Alfred, 2012, "Social Journalism: Exploring How Social Media is Shaping Journalism" in Eugenia Siapera and Andreas Veglis (eds.) *The Handbook of Global Online Journalism*, John Wiley & Sons, 309-328.

Workshop activity: Often when stories are addressed by mainstream media they are produced as one-off stories or they are only followed-up with irregular updates. Identify a story schedule on a local issue of interest that will build ways of reporting on the issue and build community involvement over time. How would you include participative activities to build reader engagement?

Module 2: Working with marginalised communities

Part of the role of advocacy journalism is working with marginalised groups who are either under reported or misreported in the mainstream media. This involves a two-pronged approach: specific groups like women or ethnic groups, for example, have both fought to have their issues better represented in mainstream media while also producing their own community media. Shawn Burns (2014) writes about both these approaches in regards to people with disability.

Mark Deuze (2006) usefully situates the rise of ethnic media in the context of trends towards community, participatory media that we have already noted. We see here again that continuum of practice or hybrid approach noted by Harcup (2005).

But there are also a range of specific models that have been employed to build advocacy journalism projects for marginalised communities. This section of the course looks at a diverse range of material and case studies: some historic, some contemporary.

The 1970's flagship of the women's movement *Ms Magazine* shows another example of the hybrid nature of mainstream and alternative journalism. It was a unique attempt to "to create a magazine that bridged the world of the women's movement and the world of commercial publication…a unique commercial/political hybrid, attempting to harness the capitalist publishing industry for the women's movement" (Farrell 1994:708).

The role of lesbian and gay media in response to the HIV/AIDS crisis shows the critical role that strong well-established community-based media can play in a time of crisis (Robinson 2011). While the agile response through social media and Facebook by a group of Australian women in response to a claim by a radio shock jock that female politicians and leaders were "destroying the joint" shows the versatility and strengths of social media (McLean & Maalsen 2013). In each of these cases independent media worked both in tandem and in opposition to mainstream media facilitating both a wider public conversation and empowering specific communities.

At the end of analysing the issues and case studies in this module students should be able to identify a range of ways that community media projects operate to strengthen and empower specific groups and communities. The approach of these community projects also provides a framework for critical investigation of mainstream reporting of these same issues and opens up a discussion of why a specific community-based advocacy approach is needed.

Module 2: Readings and workshop activities

Week 4: Reporting race and religion: ethnic media and communities

Deuze, M., 2006, "Ethnic Media, Community Media and Participatory Culture." *Journalism* 7:3, 262–280

Echchaibi, N., 2013, "Muslimah Media Watch: Media activism and Muslim choreographies of social change," *Journalism*, 14:7, 852-67.

Cover, Rob, 2013, "Community print media: perceiving minority community in multicultural South Australia," *Continuum: Journal of Media & Cultural Studies*, 27:1, 110-123.

Workshop activity: Often the focus on daily reporting obscures important background necessary to understand the structural or deeper causes of current problems. Background pieces and "explainers" are critical in building understanding and community support for complex issues. Pick a current story and write a short background explainer that helps audiences understand the social forces at play.

Week 5: Gender and sexuality: movements social change and communities

Farrell, Amy. 1994, "A Social Experiment in Publishing: Ms Magazine, 1972-1980." *Human Relations* 47:6, 707-730.

Jessica McLean, Jessica & Maalsen, Sophia, 2013, "Destroying the Joint and Dying of Shame? A Geography of Revitalised Feminism in Social Media and Beyond," *Geographical Research,* 51:3, 243–256.

Destroy the joint, Facebook Page, https://www.facebook.com/notes/434813209899762/

Gatua, Mary Wairimu, Patton, Tracey Owens & Brown, Michael R., 2010, "Giving Voice to Invisible Women: "FIRE" as Model of a Successful Women's Community Radio in Africa," *Howard Journal of Communications*, 21:2, 164-181.

Robinson, Shirleene, 2011, «HIV/AIDS and Gay Community Print News Media in 1980s Australia.» In Yorick Smaal, Graham Willett, (eds.) *Out Here: Gay and Lesbian Perspectives VI,* Monash University Publishing. Available online: http://books.publishing.monash.edu/apps/bookworm/view/Out+Here%3A+Gay+and+Lesbian+Perspectives+VI/126/oh110006.xhtml.

O'Donnell, Marcus, 2004, "Star wars: patterns of change in community journalism at the *Sydney Star Observer*" *Australian Journalism Studies*, 13, 139-163.

Workshop Activity: Engaging audiences – pick a current story and add a side bar on action you can take about this issue. How would you add a social media element – a sharing hastag or Facebook page with examples?

Week 6: Disability and mental illness

Burns, Shawn, 2014, "'Advocacy' Is Not a Dirty Word in Journalism," *PBS Mediashift,* available online: http://www.pbs.org/mediashift/2014/10/advocacy-is-not-a-dirty-word-in-journalism/

Ellis, K., 2009, "Beyond the Aww Factor: Human interest Profiles of Paralympians and the media navigation of physical difference and social stigma," *Asia Pacific Media Educator*, 19, 23-36. Available online: http://ro.uow.edu.au/apme/vol1/iss19/4

Jones, Chelsea Temple, 2014, 'Why this story over a hundred others of the day?' Five journalists' backstories about writing disability in Toronto, *Disability & Society*, 29:8, 1206-1220.

Subramanian, Roma, 2014, "Covering Mental Illness," *Journalism Practice*, 8:6, 809-825.

Workshop activity: Develop a strategy plan for a "beat" on a community advocacy issue. Identify a series of resource websites; key contacts; social media accounts to follow; expert resources; list of current issues and a series of sample story ideas.

Module 3: Global advocacy journalism

Theories of development journalism (Banda 2007), human rights journalism (Shaw 2012) and peace journalism (Aslam 2011) challenge students to begin to think about advocacy journalism in a global context. Rather than focusing on the needs of specific groups these approaches to journalism look at the role journalism can play in structural social and cultural development.

Various models have been proposed for a "revolutionary journalism" that works to liberate the people and the economies of the developing world. Banda (2007) outlines the evolution of these concepts from colonialist concepts of assistance, through state controlled models to truly emancipatory models that focus on community participation.

Similarly in his conceptualization of human rights journalism Shaw (2012) asks us to move from a journalism that exposes human rights abuses to one that holds as a fundamental value the enhancement of both first-generation human rights – civil and political rights – and second generation rights: cultural, economic and social rights. This demands a structural approach to social analysis and story production. He writes:

> *Human rights journalism is simply predicated on the sustainable*
> *peace and human rights logic of the principle 'it is better to prevent*
> *the escalation of violence than to try to stop it', as the latter*
> *situation may lead to a cycle of violence and therefore to even more*
> *human rights violations…Human rights-based journalism, made*

possible by a free and open media climate, gives early warning of conflicts and other security threats. (Shaw 2012:43)

Peace Journalism adopts a similar approach. While one of the core "news-values" of traditional journalism is "conflict" (Fawcett 2002) the peace journalism paradigm demands that journalism focus on contributing to a "just peace". Hackett puts the connection between the essentials of good journalism and peace succinctly when he writes: "struggles for peace and justice are also struggles for democratic communication" (2010:179).

The principles of human rights journalism and development journalism have a particular application for students and journalists in developing countries but they are also important paradigms for those in developed western economies. Poverty and human rights abuses are common in all societies. Groups like Global Voices and the Guardian Development website also show how human rights and development reporting can be used to build global solidarity.

At the end of this third module students should be able to identify a range of ways that advocacy journalism operates in different global contexts and how issues like economic development, human rights and building a just peace are not merely issues to be "reported" but are issues which present fundamental challenges to reporting paradigms.

Module 3: Readings and workshop activities

Week 7: Development journalism

Xiaoge, X., 2010, "Development Journalism," in Wahl-Jorgensen, K. & Hanitzsch, T. (eds), *The handbook of journalism studies,* Routledge, NY., 357-70.

Banda, Fackson, 2007, «An Appraisal of the Applicability of Development Journalism in the Context of Public Service Broadcasting" *Communicatio,* 33:2, 154-70.

Powell, Libby, 2012, "Taking a closer look at development journalism," *Journalism.co.uk*, https://www.journalism.co.uk/news-features/-development-journalism/s5/a547436/

Guardian Development website http://www.theguardian.com/global-development

Global Voices http://globalvoicesonline.org

Workshop activity: Select a community organisation and conduct an analysis of their web presence and media. How could it be improved? Do they have integrated web and social sites? Do they have engaging news? Do they provide ways for people to become involved? What else is noticeable?

Week 8: Human rights journalism

Shaw, Ibrahim., 2012, "Human Rights Journalism: A Critical Conceptual Framework" in Shaw, Ibrahim, *Human Rights Journalism: Advances in Reporting Distant Humanitarian Interventions.* Palgrave Macmillan, 25-43.

Rose, Thomas, 2013, "A Human Rights-Based Approach to Journalism: Ghana," *The Journal of International Communication*, 19:1, 85-106.

Allan, Stuart, Prasun Sonwalkar, and Cynthia Carter, 2007, "Bearing Witness: Citizen Journalism and Human Rights Issues," *Globalisation, Societies and Education,* 5: 3, 373-89.

Workshop activity: Identifying under reported areas. Choose a social issue of interest and then through accessing community advocacy groups identify 3 under reported stories not being covered by mainstream media and how they could be addressed.

Week 9: Peace journalism

Aslam, Rukhsana, 2011, Peace Journalism: A Paradigm Shift in Traditional Media Approach *Pacific Journalism Review*, 17:1, 119-139.

Fawcett, Liz, 2002, "Why Peace Journalism Isn't News" *Journalism Studies,* 3:2, 213-23

Hackett, Robert A., 2010, "Journalism for Peace and Justice: Towards a Comparative Analysis of Media Paradigms." *Studies in Social Justice* 4:2, 179-198.

Workshop activity: Work on Final Project (Assignment 3): Class presentation and workshopping of project ideas

Module 4: Tools and practices for advocacy journalism

The final section of this course looks at a range of approaches, tools and contexts for advocacy journalism. The diverse theoretical paradigms already explored

show the ways that advocacy journalism can be adopted in mainstream and community contexts. In the final weeks we look at tools such as photojournalism, documentary, community radio and social media and the roles they can play in expanding the advocacy journalist's tool-box.

The role of the freelancer is also addressed and entrepreneurial strategies, for developing projects when no media outlet is available, are explored. In the contemporary context when business models for traditional journalism are under stress these approaches are particularly important. Advocacy journalism is not only the province of traditionally defined media organisations but, as Grayson (2014) points out, other groups like human rights organisations are increasingly employing journalists as part of their teams. Independent documentarians (Charles 2013) also have an important role to play in highlighting social issues.

The readings in this section also return to a key theme of the course: advocacy journalism is not an individual practice, it does demand a particular mind-set from the individual journalist, but it is always a social process. David Whiteman (2004) demonstrates this in his analysis of the "coalition model" of documentary filmmaking that focuses on building connections between producers, activist groups, decision-makers and citizens as part of both the production and distribution processes.

Finally the issue of environmental reporting is addressed as a way of looking at the way that advocacy journalism works in the context of specialist or "beat" reporting. Environmental reporting is also a special case study in that "objective" reporting of the scientific evidence precludes a "balanced" approach that includes so called "sceptics". It is also one of the critical issues of our time so it is a fitting topic to focus on towards the end of this course as a way of bringing the threads of the course together.

At the end of this final module students should be able to identify a range of opportunities and contexts, for advocacy journalism and a variety of modes, media and tools that can be utilised to build multicomponent strategies to initiate advocacy journalism projects.

Module 4: Readings and workshop activities

Week 10: Documentary and photography as advocacy journalism

Charles, M., 2013. News, Documentary and Advocacy Journalism. *In*: Fowler-Watt, K. and Allan, S., eds. *Journalism: New Challenges*. Poole, England: CJCR: Centre for Journalism & Communication Research, Bournemouth University, 384-392.

Grayson, Louise, 2014, The Role of Non-Government Organisations (NGOS) In Practising Editorial Photography in A Globalised Media Environment*, Journalism Practice,* 8:5, 632-645,

Whiteman, David, 2004, Out of the Theaters and Into the Streets: A Coalition Model of the Political Impact of Documentary Film and Video, *Political Communication*, 21:1, 51-69

Hedley, David, 2013, Social Moments in Solo Videojournalism, *Digital Journalism*, Vol. 1, No. 1, 2013, 64–81

Workshop activity: Work on Final Project (Assignment 3): Class presentation and workshopping of project ideas.

Week 11: Community radio and social media

Manyozo, Linje , 2009, Mobilizing Rural and Community Radio in Africa, *Ecquid Novi: African Journalism Studies*, 30:1, 1-23

Meadows, Michael, 2013, Putting the citizen back into journalism, *Journalism*, 14:1 43-60

Flew, Terry & Wilson, Jason, 2010, "Journalism as social networking: The Australian youdecide project and the 2007 federal election," *Journalism*, 11:2, 131–147.

Renee Barnes, 2014, The "ecology of participation", *Digital Journalism,* 2:4, 542-557.

Workshop activity: Work on Final Project

Week 12: Environmental reporting

Howart, Anita, 2012, Participatory Politics, Environmental Journalism And Newspaper Campaigns, *Journalism Studies*, 13:2, 210-225,

Krøvel, Roy, 2012, Setting The Agenda On Environmental News In Norway, *Journalism Studies*, 13:2, 259-276,

Jones, Nicola, 2012, 'Sexing up' environmental issues: Exploring media ecoethics, advocacy and journalism in a South African context, *Ecquid Novi: African Journalism Studies*, 33:1, 26-43

Workshop activity: Work on Final Project

Week 13: Entrepreneurial advocacy journalism

Hunter, Andrea, 2014, Crowdfunding independent and freelance journalism: Negotiating journalistic norms of autonomy and objectivity, *New Media & Society*, published online before print.

Carvajal, Miguel García-Avilés, José A. & González, José L., 2012, Crowdfunding And Non-Profit Media, *Journalism Practice*, 6:5-6, 638-647.

Junnarkar, Sandeep, 2005, Redefining freelancing with entrepreneurial Web journalism, *Online Journalism Review*, http://www.ojr.org/051215junnarkar/#sthash.wcsE19yh.dpuf

Lives in focus Project. https://www.journalism.co.uk/news-features/journalism-co-uk-blogging-mini-series-the-journalist--s-weblog/s5/a51915/

Sandeep Junnarkar: Bringing Real Lives in Focushttp://www.abcdlady.com/2006-01/art1.php

BBC Interview about grassroots journalism. http://aids.livesinfocus.org/2005/05/30/bbc-interview-about-grassroots-journalism/

Two voices committed to journalism's calling. http://www.ojr.org/two-voices-committed-to-journalisms-calling/

Workshop activity: Work on Final Project

Assignment tasks

Assignment 1: **Academic essay**

Topic: Advocacy journalism is best thought of, not as "alternative" journalism, but as an innovative set of practices which embody traditional journalism values and evolving contemporary standards. Discuss with reference to the scholarly literature and examples of journalism practice.

2000 word academic essay using a range of scholarly peer-reviewed articles and examples of contemporary advocacy journalism. Referenced using Harvard in-text referencing.

Marked out of 100 - 30% out of final mark

Assessment criteria

The essay will demonstrate a student's capacity to:

▶ evaluate the place of advocacy journalism within a discussion of journalism genres and journalism history
▶ construct a clear argument using appropriate academic conventions
▶ research journalism practice using both scholarly material and contemporary journalism source material

Due date: End of week 6

Assignment 2: **Portfolio of class exercises**

In each workshop during weeks 2-8 short journalism exercises will be set and begun in class. Students are to select 3 of these exercises and complete them for assessment as part of a portfolio of exercises.

These exercises are short research, thinking and writing exercises of 300-500 words. They can satisfactorily be completed in a variety of formats. Students are

expected to use, and appropriately credit, a range of research sources but are not expected to conduct original interviews to complete these tasks

Professional writing conventions should be followed but some may be completed using appropriate headings, dot points and introductions. Others call for traditional journalistic formats.

In choosing exercises for inclusion in their portfolio, students should ensure that they have completed a variety of work which when taken together demonstrates all of the assessment criteria below.

Marked out of 100 - 30% out of final mark

Assessment criteria

The portfolio of exercises will demonstrate a student's capacity to:

▶ research issues from a variety of perspectives
▶ develop strategic approaches to journalistic projects
▶ develop effective strategies for audience engagement

Due date: End of week 9

Assignment 3: **Advocacy journalism project**

Research and present a piece of journalism that adopts the conventions of advocacy journalism to explore a contemporary social issue and a reflective commentary addressing how this journalism project has effectively adopted conventions of advocacy journalism. The reflective commentary must address the intended audience and indicate a likely media outlet for the work.

The project may consist of a single piece of journalism or a series of related pieces. It may use any combination of media and may have a news or a feature focus.

If text based it should be 1500 words in total. Multimedia pieces would be approximately 5 minutes long. Students may choose to combine text and multimedia. Appropriate length and combinations can be discussed with your tutor.

The pieces must address an appropriate social issue that has a contemporary relevance.

The journalism project must be accompanied by a 500 word reflective commentary addressing how the project follows the conventions of advocacy journalism and addressing the decision-making processes behind the production.

The journalism must use a range of original interview sources (at least 3) from affected communities

Marked out of 100 – 40% out of final mark

Assessment criteria

The journalism project will demonstrate a student's capacity to:

▶ produce journalism following appropriate professional standards
▶ critically self-evaluate the adoption of advocacy journalism conventions
▶ create a compelling piece of journalism which engages audiences
▶ research and produce journalism using an effective combination of original interview sources and other appropriate secondary sources

Due date: End of week 13

Equipment and resources

Students will require access to reliable internet for access to online material and research. Students who choose to complete assignment three in multimedia form will require appropriate audio-visual equipment and software.

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INTERNATIONAL COLLABORATIVE REPORTING

Marcus O'Donnell, Julie Posetti and Laura Camden

This syllabus introduces students to collaborative international reporting projects and is designed to be taught in combination with journalism schools in different international locations.

Level of the course

Final year journalism majors with experience in multimedia reporting.

Course description

This course introduces students to collaborative international reporting projects and is designed to be taught in combination with journalism schools in different international locations. Students will work in international groups to collaborate on multimedia reporting projects which explore and contrast the lives, issues and cultures of their respective cities. Students will develop skills in the use of a variety of online platforms that assist collaborative international publishing projects.

Course learning objectives

On successful completion of this course, students will be able to:

► collaborate, effectively and efficiently with international colleagues to plan edit and produce journalistic work for online publication

► identify, analyse and assess a range of journalistic story options from current community events and issues from both local and international perspectives

► collaborate with international colleagues to develop and deepen culturally diverse storytelling approaches

► identify and deploy an appropriate mix of multimedia formats to produce a coherent and engaging body of work which tells a chosen story from a number of angles

► develop and deploy effective online consultative, reflective and project management workflow processes for international collaborative reporting projects

Pedagogical approach and mode

This syllabus was developed following a range of collaborations that have taken place between the University of Wollongong, Australia, Umea University, Sweden and Northern Arizona University, USA. It follows on from a successful collaboration between journalism students at Wollongong and Umea who used the Facebook collaborative model and has been developed further drawing on this experience.

It is designed as a senior year project-based subject for journalism majors and takes place in a blended learning environment. It is designed to facilitate online collaborative reporting by students in two or more international locations. While each university may choose to set up its own online subject site, through individual learning management systems, the main collaborative work is done through the establishment of Facebook groups and other collaborative technologies such as Google Docs or Skype. The weekly outline below follows a pattern which alternates on-campus workshops in individual site locations with weeks devoted to self-directed online collaboration between international groups. The online collaborative tasks are explained in detail in the section on Assessment Tasks.

The introductory sessions establish a theoretical context for the projects and set up a range of protocols to govern the collaboration. As final year students participants are expected to take a large degree of responsibility for the development of their projects and for the ways that they manage the collaboration. This approach and its demands need to be explicitly dealt with in the introductory classes and monitored over the first weeks to ensure the smooth running of the course.

In week one, students at each location are allocated to a group and invited to become a member of a Facebook Group. Their first task is to begin discussion on their approach, topic and collaborative guidelines. They then move to begin to establish their web presence and complete their proposal including the production of web profiles of each group member.

As well as introducing students to a range of international perspectives through the conversations which emerge in an international context, and providing them with unique opportunities to develop collaborative and project management techniques, the course is designed to emphasise three key aspects of contemporary journalism. Class discussions in each location and the accompanying readings, introduce the course by focusing on three key themes:

▶ Globalization of journalism
▶ Collaborative approaches to reporting
▶ Social media reporting

Reflecting on working in an international environment should also stimulate students' thinking about international reporting in a local context. How can they

better take an international perspective and introduce global perspectives to local reporting. Tutorial activities in weeks 5 and 13 ask students to reflect on these issues.

The assignments which form the heart of this course are explained in detail following the weekly schedule below.

Weekly outline

Week / Date	Topic and tasks	Task due
Week 1 On campus workshops	**Introductory session 1: Collaborative international reporting** Heinrich, A., 2008, "Network journalism: Moving towards a global journalism culture," RIPE conference, Mainz, October,. pp. 9-11. Available: http://ripeat.org/2010/network-journalism-moving-towards-a-global-journalism-culture/ Marchionni, D.M., 2013, Journalism-as-a-Conversation: A Concept Explication, *Communication Theory*, 23(2), pp. 131-47. Bacon, W., 2011, Investigative Journalism in the Academy-Possibilities for Storytelling across Time and Space, *Pacific Journalism Review*, 17(1), p. 45.	Allocation to international groups and beginning of collaborative discussions about approach.
Week 2 On campus workshops	**Introductory session 2: Using social media for collaborative reporting** Hermida, A., 2012, Tweets And Truth: Journalism as a discipline of collaborative verification, *Journalism Practice*, 6(5-6), pp. 659-68. Hermida, A., Lewis, S.C. & Zamith, R., 2014, Sourcing the Arab Spring: A Case Study of Andy Carvin's Sources on Twitter During the Tunisian and Egyptian Revolutions, *Journal of Computer- Mediated Communication*, 19(3), pp. 479-99. Broersma, M. & Graham, T., 2013, Twitter As A News Source, *Journalism Practice*, 7(4), pp. 446-64. Posetti, J. 2013. "The 'twitterisation' of investigative journalism" in Tanner, S.J. and Richardson, N. (eds.), Journalism Research and Investigation in a Digital World, Oxford University Press, pp. 88-100.	Class discussion about development of collaboration guidelines.

Week 3 Online Collaboration	Establish international Facebook groups and begin discussion of reporting options. Work is done in allocated online groups.	
Week 4 Online Collaboration	Each group also begins to develop a set of collaboration guidelines which outlines their primary methods and regularity of communication and begins to allocate responsibilities for group tasks. This will be finalized as part of the submitted group proposal. No campus-based classes are held	Establish group website with Stage 1 profiles
Week 5 On campus workshops	Campus based workshop: presentations of group proposals Discussion and pitching activity 1 – see guidelines below	Written proposals and finalized submission
Week 6 Online Collaboration	Online collaboration through Facebook group and other online technologies to facilitate collaborative reporting No on-campus classes	
	MID-SESSION RECESS (Continue collaborative work online)	
Week 7 Online Collaboration	Continue collaborative reporting and development of stage two online production No on-campus classes	
Week 8 On campus workshops	On-campus production workshop and presentation of stage 2	Stage 2 website live
Week 9 Online Collaboration	Continue collaborative reporting and development of stage three online production No on-campus classes	
Week 10 On campus workshops	On-campus production workshop	

Week 11 Online Collaboration	Continue collaborative reporting and development of stage three online production No on-campus classes	Stage 3 Website live
Week 12 On campus workshops	On-campus workshop: reflection Discussion and pitching activity 2 – see guidelines below	Collaborative reflection exercise

Discussion and pitching activity (Weeks 5 & 13)

While the focus of the course is on building collaborative projects with international colleagues one of the desired outcomes of this exposure is that students are better able to imagine and argue for the inclusion of international perspectives in reporting at all levels.

As they begin to present their proposals in week 5 students are invited to reflect on the role of international reporting by discussing the following questions:

▶ What have they learned about local topics by collaborating with international colleagues?

▶ How do they imagine local audiences will benefit from exposure to these perspectives?

▶ Can they think of current topics in the local news cycle which would benefit from an international perspective?

▶ How would they pitch inclusion of international reporting to local editors?

In the final week's reflection on project outcomes and the experience of collaboration students are again asked to reflect on these questions as a way of encouraging them to take this international perspective into their everyday work as journalists.

Assessment tasks

Assessment 1: **Group proposal and online profile**

Students will establish a Facebook group and collaborate across campuses to establish a theme and production schedule for a multimedia web production that will explore the lives, issues and culture of their respective cities. Each group will decide on a specific focus for their exploration of the differences and similarities in our respective cultures. Students are encouraged to use a range of collaborative software including Skype, Google Docs, and online messaging systems to facilitate group development and build personal connections.

When the group has decided on their focus theme, students will establish a website and each student will interview an international colleague in their group to produce and publish a 500 word reporter profile. Students in each location will produce accompanying photo-profiles of one another. The reporter profiles should be done in such a way as to establish a tone and theme for the group and the structure and design of the site should begin to establish an effective online presence for the group project.

It is envisaged that each group will establish an online presence for their project through Wordpress.com but they may choose to use some other format.

Each group will develop a 1500 word written proposal for the project which will include:

- ▶ A description of their chosen focus theme
- ▶ An explanation of its relevance and importance
- ▶ A series of story ideas
- ▶ A detailed production schedule and collaborative process for a two staged web publication including a set of explicit collaborative guidelines
- ▶ An associated social media strategy to promote the site and engage audiences

Each student will produce an additional personal production schedule and story plan for three multimedia stories and an associated social media strategy (900 words).

As part of developing their individual social media strategy each student will curate a Twitter feed that they will use to discuss issues in journalism and for the purposes of crowdsourcing and distributing their content. This will include:

a) Follow relevant individuals on Twitter

b) Engage in conversation/start conversations

c) Crowdsource story ideas

d) Post at least 40 tweets and submit 20 for assessment

Marked out of 100 – Weighting 30% of total mark

Students will be marked 70% for group online presence, presentation and proposal and 30% for individual story proposals and social media strategies/ twitter feeds

Assessment criteria:

Students will demonstrate that they can work in a group to:

▶ Develop a focused and engaging theme for an online multimedia project

▶ Develop effective project management schedules and processes

▶ Establish an engaging online presence for an online project

▶ Delineate a series of well-chosen stories with appropriate multimedia treatments that contribute to exploration of the chosen theme

Due date: Week 5 presentation by groups in class with finalized group and personal proposals submitted by the end of the week

Assessment 2: Group multimedia web production

Description: Each group will produce a multimedia website which reflects the lives, issues and culture of our respective cities through the careful identification and development of a focused theme.

The website will "go live" in three stages

Stage 1 will establish a site identity and a series of group profiles

Stage 2 will present a first round of stories

Stage 3 will present a second round of stories

At the end of the semester each site will include 15-18 major multimedia elements including a creative mixture of text-based features, news feeds, social media feeds, video, audio, photo galleries, and audio slideshows. Stories should include some which are locality based and produced by team members in the local region; other stories should be multi-location based, produced collaboratively through the international partnership.

The site must have a clearly-defined social media presence using Twitter and other social media outlets. The feeds and links should be clearly visible as part of the site and will form an assessable part of the project. Student by-lines should link to their individual Twitter feeds which should be used actively throughout the semester to source and promote their work.

The site will be produced collaboratively and present a cohesive online identity

Marked out of 100 – Weighting 50% of total mark

Students will be assessed 70% on the overall impact of their site and 30% on their individual by-lined work and associated social media feeds.

Assessment criteria:

Students will demonstrate that they can work in a group to:

▶ Identify research and produce a series of well-chosen stories with appropriate multimedia treatments that contribute to exploration of the chosen theme
▶ edit and prepare for publication, in a variety of formats, their own work and the work of others
▶ effectively meet deadlines
▶ collaboratively explore culturally diverse experiences of culture and place

Due date: Stage one is due as part of the completion of assignment one

Stage two will be presented in class in week 8 and go live at the end of that week

Stage three will go live at the end of week 11

Assessment 3: **Collaborative reflection**

Students will interview two of their international colleagues about their experiences developing and reporting on this project and combine these insights together with their own reflections into a 1200 word reflective essay

Marked out of 100 – Weighting 20% of total mark

Assessment criteria:

Students will demonstrate:

▶ a critical analysis of their own work
▶ an ability to engage and draw out colleagues in a reflective process
▶ a critical approach to cultural diversity

Due Date: Week 12

Hours per week

8 hours per week over twelve weeks: Each on-campus workshop will be three hours and students are expected to spend 1-2 hours in the collaborative environment in alternate weeks. To complete preparation and individual contributions to project work would require an additional 3 hours per week.

Equipment

Students will need access to a reliable broadband Internet connection and be familiar with social media and collaborative tools such as:

▶ Facebook
▶ Google apps
▶ Email
▶ Skype
▶ Wordpress blogging software
▶ Twitter

Multimedia components will require access to either a smart phone with camera, video and audio recording or separate devices for images and sound. Appropriate editing software will be needed to complete the project.

Resources: Multimedia & social media reporting techniques

The New Media ToolKit. This curated collection of online tools, tutorials and resources from Renaissance Journalism, a project of San Francisco State University's Journalism Department http://newmediatoolkit.org

Journalists' Toolkit: A training site for multimedia and online journalists from Mindy McAdams. http://www.jtoolkit.com/wp/

Social Media Resources for Journalists a series of how-to guides by Mandy Jenkins, Open newsroom editor for Storyful, http://zombiejournalism.com/resources/

Julie Possetti's Rules of Engagement for Journalists on Twitter, PBS MediaShift, http://www.pbs.org/mediashift/2009/06/rules-of-engagement-for-journalists-on-twitter170/

Further reading

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IV. APPENDICES

APPENDIX 1:
USEFUL FOUNDATIONAL DOCUMENTS ON THE POST-2015 DEVELOPMENT AGENDA PROCESS

▶ Zero draft of the outcome document for the UN Summit to adopt the Post-2015 Development Agenda: https://sustainabledevelopment.un.org/content/documents/7261Post-2015%20Summit%20-%202%20June%202015.pdf.

▶ United Nations A/RES/66/288: Resolution adopted by the General Assembly on 27 July 2012 [without reference to a Main Committee (A/66/L.56)]: *The future we want*: http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/66/288&Lang=E.

▶ United Nations Department of Economic and Social Affairs: Sustainable Development Knowledge Platform. Open Working Group proposal for Sustainable Development Goals: https://sustainabledevelopment.un.org/focussdgs.html.

▶ UN Technical Support Team (TST) ISSUES BRIEFS - A compendium of issues briefs prepared by the United Nations inter-agency technical support team for the United Nations General Assembly Open Working Group on Sustainable Development Goals: https://sustainabledevelopment.un.org/content/documents/1554TST_compendium_issues_briefs_rev1610.pdf.

▶ The road to dignity by 2030: ending poverty, transforming all lives and protecting the planet: Synthesis report of the Secretary-General on the post-2015 sustainable development agenda: http://www.un.org/ga/search/view_doc.asp?symbol=A/69/700&referer=/english/&Lang=E.

▶ Technical report by the Bureau of the United Nations Statistical Commission (UNSC) on the process of the development of an indicator framework for the goals and targets of the post-2015 development agenda (Working draft): https://sustainabledevelopment.un.org/content/documents/6754Technical%20report%20of%20the%20UNSC%20Bureau%20(final).pdf.

▶ Indicators and a Monitoring Framework for the Sustainable Development Goals Launching a data revolution for the SDGs: A report by the Leadership Council of the Sustainable Development Solutions Network: http://unsdsn.org/wp-content/uploads/2015/03/150320-SDSN-Indicator-Report.pdf.

▶ A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development: The Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda: http://www.un.org/sg/management/pdf/HLP_P2015_Report.pdf.

APPENDIX 2:
A SELECT LIST OF ORGANISATIONS ADVOCATING FOR MEDIA-RELATED ISSUES IN THE DEVELOPMENT OF THE UN SUSTAINABLE DEVELOPMENT GOALS

▶ Global Forum for Media Development (GFMD), with links to its members who have specific post-2015 development agenda campaign activities: http://gfmd.info/.

▶ CIVICUS: http://civicus.org/index.php/en/

▶ Sustainable Development Solutions Network: https://www.sdsnedu.org/home

▶ Advance Family Planning, Bill & Melinda Gates Foundation for Population and Reproductive Health, Johns Hopkins Bloomberg School of Public Health (https://drive.google.com/file/d/0BzocWXSMyEwHMVFvMU9HNFdHak0/view)

▶ Save the Children (https://drive.google.com/file/d/0B1GAs2aA_AjDLXg1WjhHYjFnZ28/view)

▶ International Federation of Library Associations and Institutions (http://www.ifla.org/files/assets/hq/topics/libraries-development/documents/libraries-post-2015-development-agenda.pdf)

▶ Center for Economic & Social Rights/Christian Aid (http://cesr.org/downloads/CA_CESR_indicators_UNstats.pdf)

▶ Plan International (https://drive.google.com/file/d/0BzjjbGqEnI5yLWxjcWVOd19WdFk/view)

▶ Global Campaign #Culture2015Goal (http://www.culture2015goal.net/images/yootheme/culture2015/def/Indicators_ENG.pd).

▶ Saferworld (http://www.saferworld.org.uk/resources/view-resource/891-measuring-peace-from-2015-an-indicator-framework-at-work)

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This publication represents UNESCO's ongoing clarification of how journalism education can remain engaged with wider processes of development and democracy. With the Millennium Development Goals (MDGs) being renegotiated into what will be called the Sustainable Development Goals (SDGs), a long-term pedagogical strategy is to call attention to the seamless correlation between a free, independent and pluralistic media system and the overall process of sustainable development.

Against this background, all the syllabi in this particular publication are underpinned by the theme of human development, indicating UNESCO's unique normative role in promoting good practices and agenda-setting with regard to journalism education worldwide. In this regard, the publication helps to extend our theoretical understanding of journalism as a responsive, dynamic and evolving practice, and thus significantly be a step beyond the model curricula originally published in 2007.

In so doing, the publication brings together a diverse ensemble of some of the top journalism education experts whose broad appeal is to integrate the notion of sustainable development into journalistic pedagogy.

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