

PARK UNIVERSITY ASSOCIATE PROFESSOR STEVEN YOUNGBLOOD'S first foray into peace journalism came while he was on a Fulbright in Azerbaijan and received a call from an official at the U.S. Embassy, asking if he could teach a course on the topic.

Youngblood readily agreed, then hung up the phone and Googled “peace journalism.” Fortified by that online education, he taught courses to working journalists in the Azerbaijan and Georgia focused on peace journalism.

In Georgia, half the class consisted of Georgian journalists and the other half was comprised of journalists from the break-away region of Abkhazia. The class focused on the principles of peace journalism, such as the power of inflammatory language, the need to give peacemakers a voice in reporting and the overdependence on official sources rather than a broad range of sources.

Youngblood quickly found “this can be a model for responsible journalism,” and as a result of their time together, the two journalist groups created a peace journalism club called “the Bridge.”

Since that first introduction to peace journalism in 2007, the associate professor of communication arts has taught the topic to journalism students at Park University and students and working journalists in places such as Lebanon, Kenya, and Uganda.

Peace journalism is one way the internationalization of journalism education can help foster understanding among peoples and cultures.

Cristina Azocar, chair of the Department of Journalism at San Francisco State University, says students today have become less set on landing a job at a daily newspaper. “They’re more interested in traveling and seeing the world, and see journalism as telling the stories of their generation.”

Lonnie Isabel, director of international reporting at The City University of New York’s (CUNY) Graduate School of Journalism and former deputy managing editor of Newsday, says when he began teaching, “I came in pretty pessimistic about American journalism. I’m pretty optimistic when I’m around youth. He’s found the Millennial generation is “not so jaded. They are much more outward looking, much better traveled, much more diverse.” Before, “it was rare to find people so gung-ho and interested in covering the world.”

Unlike journalism programs of the past, where the focus was typically on newspaper reporting, and perhaps had radio and television tracks, these days there’s a heavy emphasis on multimedia skills, and a number of schools have added extensive international components to their programs.

College journalism programs are increasingly refocusing their curricula on international issues.

BY SUSAN LADIKA



EDITOR'S NOTE: This article is the first in a new occasional features series about academic disciplines internationalizing their curricula.

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STORYTELLING

International Style



International Issues Become More Prominent Journalism Programs

As recently as fall 2013, American University in Washington, D.C., introduced an international journalism specialty to its graduate curriculum. The school has long had courses with a focus on international journalism, but with the start of the 2013–14 academic year, curriculum was revised and the walls between print and broadcast journalism were broken down, says Rick Rockwell, director of international media in the School of Communication.

American University students in the 11-month master of arts degree in journalism and public affairs program have a set of core courses and then can select from specialties in international journalism, investigative journalism, and broadcast journalism.

The university also offers a master of arts in international media, which is a joint degree from the School of Communication and the School of International Service. It combines hands-on media skills with studies in topics such as strategic communication, international communication, and global media.

It's designed for students who want to become communications managers and strategists with public, private and nonprofit organizations and international development agencies.

Before they head abroad, students get plenty of exposure to international issues through panel discussions at CUNY, talks from foreign correspondents, and immersion into New York's diverse neighborhoods and international organizations for reporting assignments.

At the university, which has always been a popular place for international students to study, American and international students are enrolled in classes together, which “opens up the eyes of students who are a little more focused domestically,” Rockwell says.

American University students also have the opportunity to interact with foreign journalists through an online “seminar” that Rockwell started this fall. It helps to provide instruction to radio journalists with Salam Watandar, an independent radio network based in Kabul, Afghanistan.

Every Wednesday at 7:30 a.m., a handful of American University students voluntarily take part in the seminar. Using Google Hangouts, the journalists in

Afghanistan can see lectures and PowerPoint presentations and interact with students and seminar leaders from American University.

The Afghan journalists have received instruction on topics such as investigative reporting, and how they can use documents available under U.S. public records laws to research issues impacting Afghanistan.

One student who has embraced the international aspects of American University's programs is Curt Devine, who studied journalism at the University of Florida, then spent 11 months after graduation taking part in the World Race, which sends volunteers to 11 countries in 11 months, working for groups such as nonprofits, development organizations, and churches.

His journey involved doing such things as working with an organization combating human trafficking in Malaysia, working with an organization that assists the disabled in Tanzania, and working in youth development in Romania.

Devine used the opportunity to hone his writing, doing stories for faith-based publications, and writing a travel blog for Scripps Treasure Coast Newspapers in Florida.

“I loved the experience and want to make a career out of that,” says Devine, who is particularly interested in issues of social injustice, human rights, and global development.

Enrolling at American University has given him a theoretical framework that he can use to pull together all his diverse experiences. “It's a really great combination of theory and practice.” He's also interning with CNN's investigative unit, doing research for stories on various civic and social issues.

Devine would like to ultimately use his writing and multimedia skills “to be a voice for those who are often ignored.”

Rockwell says traditional news organizations have scaled back international bureaus, so “really adept freelancers have to step into these roles.”

The digital revolution has created “a lot more opportunities for people to actually do stories,” Isabel says, but the challenge is often turning that capability and passion “into meaningful jobs.”

At CUNY, students in the International Reporting program are required to take part in a summer internship in a foreign country, at the United Nations in New York, or in Washington, D.C., covering foreign policy.

Students have done everything from working at a Costa Rican television station to helping the Israeli newspaper, Haaretz, start its video unit.



Amanda Dingyuan Hou graduated from Xiamen University in China with a journalism degree and came to CUNY in fall 2012 from Shanghai, China.

Isabel says CUNY students' "tech skills are often higher than those at most places they go."

Before they head abroad, students get plenty of exposure to international issues through panel discussions at CUNY, talks from foreign correspondents, and immersion into New York's diverse neighborhoods and international organizations for reporting assignments.

"There are many issues that are international that can be covered here," Isabel says.

The school has about 100 students per class, and between about 15 percent and 25 percent are international, from countries such as Nigeria, Venezuela, and Russia. "They learn to cover their own country from an international perspective," he says.

Amanda Dingyuan Hou came to CUNY in fall 2012 from Shanghai, China. She graduated from Xiamen University in China, with a journalism degree, and during her undergraduate time she spent a year in a student exchange program in South Korea. She also spent a month in summer 2012 studying politics at Georgetown University in Washington, D.C.

During her university studies in China, the education focused primarily on communication theory, with less attention to reporting and writing skills. "My experience at CUNY has taught me how to be a story teller instead of simply being an information provider."

She's also honed her skills with different media platforms, and learned to tailor a story to the platform that's most effective for that particular piece.

For her assignments she's spent a lot of time in New York's Chinese community, developing stories,

finding sources, and enjoying "the sense of achievement that comes with it."

In her classes, there are typically only one or two foreign students, and although she's impressively fluent in English, she asks her classmates for help with the language. "There are always nuances you'll never know." She'll also bounce story ideas off of them to see if they're of interest to a U.S. audience.

Along with taking classes, Hou now interns at ABC News, helping with programs such as *World News* and *Nightline*. Her duties include helping producers research topics, book interviews, and conduct pre-interviews.

During her previous internship at NBC, she wrote for news blogs and created photo galleries, sharpening her writing and photo editing skills.

While in Shanghai she interned at International Channel Shanghai, writing and editing international and local news geared toward that city's expat community.


Hou graduates in May and is trying to determine what to do next. She'd like to stay in the United States. "I love the spirit of investigative journalism and the whole idea of story telling."

CUNY graduates are now working at such places as the *Moscow Times*, and freelancing in locations such as Africa, Isabel says.

"Some want to be bloggers; some want to work for the *New York Times*," Isabel says.

One who has landed work with the *New York Times* is CUNY graduate Nadia Sussman, who has worked in Rio de Janeiro, Brazil, since early 2013 as a multimedia journalist.





Emerson College journalism students participate in an exercise Salzburg, Germany. Students are given one word at the beginning of the week, and must take an image that best incorporates that word. They include a caption that explains their motivation. Then, the photos are judged anonymously each week and winners are chosen. The students have no other prompt but a word. The word that this photo is responding to is “connect.”

ROBERT S. FISHY/SALZBURG GLOBAL SEMINAR

Her undergraduate degree from Yale University was in political science, and after graduation she worked as an investigator for death row habeas corpus appeals. “It was a strange opportunity to ask intimate questions of people,” and stoked her interest in interviewing. She then became a researcher for documentary films.

She enrolled in CUNY’s graduate program and graduated in May 2011, then spent time freelancing and working as a *New York Times* contractor.

Along with the nuts-and-bolts of journalism, Sussman learned that being an international reporter “is not a solo experience” and requires relying on local people for assistance and guidance, and to “be humble in the face of what I don’t know.”

Sussman has always had an interest in international issues. She lived in France twice as a child and studied in college in Senegal. She also spent six months traveling in Central America. She had hoped to land work in Latin America because she speaks Spanish, but didn’t expect to wind up in Brazil, which is a Portuguese-speaking country. Two weeks after her arrival, protests over government corruption began in Brazil. “It’s the first big social movement in a generation.” There have been clashes between police and protesters, with officers using tear gas and water cannon and firing rubber bullets.

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Sussman never wants to be a war correspondent, but at class in CUNY they discussed covering wars, keeping safe, and journalists’ responsibility to bear witness during conflict. “I’m now so grateful we talked about it a lot.”

At Park University, students are immersed in the international experience, without leaving the classroom. During one recent week, for example, the focus was on journalism in Mexico, including viewing a documentary on whether peace journalism is possible in that setting, and a Skype call with the director of *Corresponsal de Paz* (Peace Correspondent), a digital platform dedicated to peace journalism in Zacatecas, Mexico.

With an education in peace journalism for students, “I think it gives them perspective and an

introspective ability that a lot of other journalists won’t have,” Youngblood says.

At Columbia University, a number of graduates have headed to countries such as Afghanistan, Iraq, and Syria, says David Klatell, professor of professional practice and chair of international studies at the New York University’s Graduate School of Journalism.

“They’re attracted to where the good stories are,” Klatell says. “I’m frankly astonished at how resolute and open they are to really tough assignments.”

Classes often have an international focus, including one on covering conflict. And the Dart Center for Journalism and Trauma is a Columbia project, designed to foster informed, ethical reporting on violence, conflict, and tragedy.

Students can listen to guest speakers and attend panels and conferences to learn “what it’s like to be a journalist when something bad is going on,” Klatell says. “This isn’t a game.”

Technological developments have made it much easier to report from remote areas, and in many places barriers to traveling across borders have been removed, he says. “The world seems much less mysterious to young professionals in their 20s and 30s.”

At the school itself, a large percent of the faculty and students are international, and international topics have long been included in the curriculum. In recent years, Columbia has developed collaboration with universities and news organizations overseas.

The school has partnerships with Sciences Po in Paris and the University of the Witwatersrand in Johannesburg, South Africa, allowing students to study at Columbia and one of the other universities and receive degrees from the two schools where they’ve studied.

It also has affiliate programs, offering paid internships for Columbia students. These include an eight-week internship with Grupo Clarin in Buenos Aires, Argentina. The media group owns TV and radio stations and newspapers. Students interested in business reporting can head to New Delhi to work with liveMint.com for eight weeks in the summer.

In August 2013 the school began a partnership with Instituto de la Comunicacion e Imagen de la Universidad de Chile. Columbia University faculty are helping the university in Santiago develop a master’s in journalism program, while the Chilean school will help Columbia graduates line up internships with local media. It also is creating short-term faculty and student exchanges.



The University of North Carolina (UNC) at Chapel Hill also gives journalism students the opportunity to study at Sciences Po in Paris. Deborah Strange, who will graduate with a bachelor's degree in journalism in December, spent spring of 2013 at the Paris school.

The North Carolina native had known since middle school that she wanted to study abroad, and she's taken French classes since ninth grade. Heading to Paris gave her "hands-on cultural experience and hands-on language experience."

She was in a class with about 15 students. While the majority were American, there were also students from countries such as Spain, Russia, and South Africa. Classes were taught in English, and she also took a French language course and a politics course.

She found some stark differences between American and French journalism, such as being encouraged to reword quotes and that the French media convey opinion in news articles.

Students also spent time in Paris working on stories. "It definitely made me more confident" as she had to approach strangers and ask them in French for assistance with articles.

Reading the news in France also gave Strange new perspectives and insights into the culture. After studying abroad, she believes, "it should be mandatory for everyone to do this."

UNC has an extensive network of opportunities in international journalism. The school began organizing formal exchange programs with other universities in the early 2000s. Along with Sciences Po, it has exchanges with education abroad programs with schools in Australia, England, Hong Kong, Argentina, and Spain.

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Through education abroad, students receive immersion "not only in another culture, but also in the practice of journalism in another country," says Louise Spieler, senior associate dean for strategy and administration at the School of Journalism and Mass Communication.

Along with study abroad, UNC also has a faculty exchange with one of the schools, University of Navarra in Pamplona, Spain.

And next spring, UNC students will produce a multimedia project on the running of the bulls in Pamplona in collaboration with students and faculty at the University of Navarra, Spieler says. Students

will take two multimedia courses at UNC before heading to Pamplona for a month.

UNC undergraduate and graduate students also have an opportunity to take part in other international programs, such as the course "Mass Communication in Mexico," which has been going on for more than 20 years and includes a trip to Mexico City and Guadalajara to meet with professors and journalists at two campuses of Tec de Monterrey University.

Another option is a summer internship at China.org.cn, in Beijing, which includes reporting, copy editing, and public relations work for the English-language unit of the Chinese government-run news website.

Increasing Opportunities for International Scholars and Journalists

Along with sending UNC students abroad, the university has programs for foreign scholars and journalists.

As part of the Visiting International Scholars program, about 30 professors and journalists come to UNC for at least a semester. The scholars tend to come from China and South Korea.

During their time in Chapel Hill the scholars conduct research and sit in on classes. As they experience a North American classroom, UNC students have the opportunity to learn from them. "It's a great two-way arrangement," Spieler says.

The school also hosts international journalists as part of the Edward R. Murrow Program for Journalists. It's UNC's eighth year being involved in the U.S. State Department program. The journalists come to the United States for three to four weeks, visiting Washington, D.C., and New York, as well as a university campus and local media. Journalists who spent time at UNC with the program have come from Europe, the Middle East, and North Africa, she says.

Ana Azurmendi is one of the professors from the University of Navarra who has visited UNC as part of that faculty exchange program.

Azurmendi, who has journalism and law degrees, spent a week at UNC this spring. She spoke to media law students about decisions on freedom of expression cases made by the European Court of Human Rights and taught journalism students about the media landscape in Spain.

Over the years she's spent time working and researching in countries such as Germany, France, and Mexico. She believes that has helped in the classroom as she can compare cases involving the conflict between freedom of expression and private rights across countries.



Deborah Strange, a University of North Carolina journalism student, studied at Science Po in Paris, France.



Giselle Laffont participated in the Salzburg Academy in 2009 and returned working as an intern for the program two years later.

For journalism students, “I think it’s indispensable to have a very open mind about human reality,” Azurmendi says. While some insights can be picked up through the media, it doesn’t compare to “the personal experience of living in a different country, inside a different culture, talking and living with people abroad. ...International experience is an excellent tool for professional growth as a journalist.”

Journalism Education Abroad

Rachele Kanigel, associate professor of journalism at San Francisco State University, agrees. She’s spent several years leading students abroad with Institute for Education in International Media (ieiMedia), which offers education abroad and internship programs.

This summer she spent a month in Jerusalem with 15 students, primarily from the United States and Canada, where they did various reporting projects. By spending four weeks abroad, “it’s enough time not to just feel like a tourist, but to really get to know a community,” says Kanigel (see “Helping Students Step Outside Their Comfort Zone,” p. 48).

“It’s particularly important for a journalism student. A big part of being a journalist is getting outside

your comfort zone,” she says. It’s also incumbent to “get multiple perspectives and understand the larger world where you live.”

Kanigel has also taught and led trips in Italy and France. In those and other countries, ieiMedia students mostly go out and find their own stories. But because of the situation in Israel, the students mainly traveled in groups, visiting a wide range of locations and talking to various people, such as Jewish settlers in Hebron, Bedouins in the Negev, and Palestinian merchants. Through those visits students heard multiple points of view about the situation in Israel.

The students did stories based on those experiences, and also found their own stories, doing pieces on subjects such as Palestinian refugee camps and the situation of the disabled in Israel.

San Francisco State senior Ayesha Rizvi spent a month this summer with ieiMedia in Istanbul, Turkey. The native of Pakistan became interested in journalism when Pakistan changed its media freedom law in the early 2000s. That led to a plethora of private stations “open to experimentation.” The changes also created programming in regional languages, as well as English-language programs. That helped spur her interest in video and documentaries.

Rizvi, who came to the United States in 2007 to attend community college, said she chose the ieiMedia program based in Istanbul because it was “out of my comfort zone.”

Protests over plans to develop a park in downtown Istanbul started shortly before the group of students from American and Canadian universities arrived in the country. They saw police firing tear gas and people fleeing. As journalism students, “we’d go looking for ‘trouble’ downtown,” Rizvi says.

For their ieiMedia assignments, the students were assigned to different neighborhoods. Rizvi was assigned to one conservative neighborhood and one secular neighborhood to do stories. They often encountered young people “trying to find themselves outside their family.”

To understand more about Turkey and its people, the ieiMedia students received Turkish language and Turkish history lessons. Students from Bahcesehir University served as interpreters for the group, and they’d also talk to Rizvi about their misconceptions about Americans. Rizvi is Muslim, like many of the Turks. During her time in Istanbul she served “as a bridge between cultures.”

Lubna Maaliki also sees the importance of breaking down stereotypes and building bridges. Maaliki, who is Lebanese and American, lived in Saudi Arabia and dealt with people from many Middle Eastern countries before moving to Lebanon, where she now serves as director of the Media and Digital Literacy Academy of Beirut at the American University of Beirut (AUB).

“My international experience gave me one of the most important skills—that is, how to deal with people from different backgrounds and cultures,” she says. “One of the things that shocked me when I came to Lebanon is how people here have a low level of tolerance to anything that is different from them or new.”

Along with living in Saudi Arabia, Maaliki’s international experience includes enrolling in the University of Manchester in England to get a master’s degree in digital technologies, communication and education, and taking part in the Salzburg Academy on Media & Global Change in Salzburg, Austria, while an undergraduate at AUB.

Those experiences helped break down perceptions Maaliki had of various groups, such as Americans, Latin Americans, African Americans, and Britons, which she had picked up from stereotypes portrayed in sitcoms. By studying in Manchester, for example, “I saw the other side of British people from the one I used to see on TV, and in return showed the other side of Arabs.”

Maaliki is a proponent of students taking part in international programs “to help students and indi-

viduals overcome their fear of the other and bring cultures closer.”

That’s one of the goals of the Salzburg Academy, says director Paul Mihailidis, who is also an assistant professor at Emerson College in Boston.

The academy draws more than 60 students and 10 faculty members, as well as guest scholars, to discuss the role of the media in fostering civic engagement across borders and cultures.

The academy was founded by professors from the International Center for Media and the Public Agenda (ICMPA) at the University of Maryland. It is an initiative of the ICMPA and the Salzburg Global Seminar.

Sessions focus on the development of digital technology and social media tools, and how they impact the way people share messages across the borders, and the challenges these pose for reporters, Mihailidis says.

With students from a wide range of cultures working together, it exposes them to different perspectives. “It forces them to challenge their assumptions and stereotypes about the world and about their culture,” Mihailidis says.

While some insights can be picked up through the media, it doesn’t compare to “the personal experience of living in a different country, inside a different culture, talking and living with people abroad. International experience is an excellent tool for professional growth as a journalist.”

Since its founding, more than 400 students from around 35 countries have taken part in the program.

In recent years, Mihailidis has seen “much more interest by students in doing global work.” The advancement of digital technology and social media, and the opening of borders, has made that more feasible. Students now see journalism as a “tool for change and progress.”

Gisele Laffont, took part in the Salzburg Academy in 2009 and returned as an intern working for the program two years later. The graduate from the Universidad Católica Argentina (UCA), in Buenos Aires, has a degree in communications and journalism and now works as a press and communications officer for the Buenos Aires Ministry of Government.

During her time in Salzburg she discovered multimedia journalism as a way to tell stories creatively. And “the people I met there really changed my life,” as she learned more about herself and those from other



Students from Virginia Commonwealth University participated in a "Media in Ireland" summer course and visited the Gaelic-only TV station TG4.



countries, and kept in touch with some of the fellow participants over the years.

Having that international experience helps journalists in telling people's stories and understanding where they're coming from, Laffont says. "It makes you step in others' shoes all the time."

Tim Bajkiewicz, associate professor of broadcast journalism at Virginia Commonwealth University in Richmond, Virginia, says, "international journalism has never been hotter. With the explosion of mobile media, people around the globe now have an easier way to tell stories in a more compelling way than they've ever been able to. The access to information has never been greater."

He's also worked to give his students exposure to media in other settings, leading trips to Ireland, where students visit different media outlets and the Irish Press Council.

Journalism Is Also International at Community Colleges

Community colleges have gotten involved in international journalism, too. At Madison Area Technical College in Madison, Wisconsin, journalism program coordinator Larry Hansen created the World Issues Journalism course in 2007.

Hansen, whose wife is Norwegian, developed ties with the Norwegian University of Life Sciences in As, Norway. During one semester, the World Issues Jour-

nalism course brought together a dozen students each in Madison and in Norway who would use Internet conferencing to watch documentaries and discuss readings on issues such as water, energy, war and conflict, and free speech. The students then would create audio news stories stemming from the topics they discussed.

Hansen is hoping to do a similar course again, drawing in participants from more universities around the world.

The school also was part of the State Department's Community Colleges Initiative Program, which brought students from developing countries to Madison to study journalism. The program ran from 2008 to 2013, bringing four to six journalists per year from countries such as Egypt and Indonesia to study journalism.

The foreign journalists and U.S. students would study together in the classroom and work together on the student newspaper. That led to more discussions of international topics, Hansen says. Madison Area Technical College's nontraditional students "benefit from interacting with students from outside the United States."

Isabel says, "International news is important when people bring it home. America isn't a homogenous nation anymore."

Much of international report isn't just about "where American guns are," Isabel says. There are a wealth of other opportunities, both outside of conflict zones, and in the United States itself, with its diversity of people who come from around the globe. "Sometimes covering international (topics) is covering America." **IE**

SUSAN LADIKA is a freelance writer in Tampa, Florida. Her last article for *IE* was "Stop Traffic!" about faculty and student efforts to stop human trafficking around the world, which appeared in the September/October 2013 issue.