Course Description

Journalism field work in Italy and Greece. Students will have a rare opportunity to tell immigrants’ personal stories of struggle and fortitude. The crashing waves of refugees washing ashore on the coasts of Greece and Italy are changing the face of Europe. How is their presence affecting the economies and social structures of these two countries? You will speak directly to political refugees, economic migrants, local residents, aid workers, business people, scholars and government officials.

In addition to visiting international iconic destinations such as Athens' Acropolis and Sicily’s ancient ruins, you will experience what life is like in places tourists rarely get to see. You will spend quality time on the beautiful Greek island of Lesvos, unspoiled by tourism, and now a first-stop for many refugees who risk their lives crossing the waters to safety.

This course is especially important for students of journalism. Students will work in small teams to produce multimedia news reports, published on widespread social media platforms. This is a six-unit class, and students will earn a letter grade.

[Course Learning Outcomes (CLO)]
Upon successful completion of this course, students will be able to:

- CLO 1 Demonstrate knowledge of the diversity of groups in a global society in relationship to communications.
- CLO 2 Demonstrate the ability to think critically, creatively and independently.
- CLO 3 Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- CLO 4 Demonstrate the ability to use tools and technologies appropriate for the communications professions in which they work.
- CLO 5 Demonstrate knowledge of social issues in the countries of study.

**Required Texts/Readings**

**Textbooks**

Lights in the Distance: Exile and Refuge at the Borders of Europe by Daniel Trilling
Macmillan, September 18, 2018
Available on Amazon.com: [https://www.amazon.com/Lights-Distance-Refuge-Borders-Europe/dp/1786632799/ref=tmm_hrd_swatch_0?_encoding=UTF8&qid=1533063523&sr=8-8](https://www.amazon.com/Lights-Distance-Refuge-Borders-Europe/dp/1786632799/ref=tmm_hrd_swatch_0?_encoding=UTF8&qid=1533063523&sr=8-8)

Migrant, Refugee, Soldier, Sailor by Peter Tinti and Tuesday Reitano
Available on Amazon.com: [https://www.amazon.com/Migrant-Refugee-Smuggler-Savior-Peter/dp/0190668598/ref=sr_1_6?ie=UTF8&qid=1533063523&sr=8-6&keywords=europe+refugee](https://www.amazon.com/Migrant-Refugee-Smuggler-Savior-Peter/dp/0190668598/ref=sr_1_6?ie=UTF8&qid=1533063523&sr=8-6&keywords=europe+refugee)

**Other Readings**

Students are expected to routinely access timely news and relevant background articles regarding the economy, history and immigration. Other readings will be assigned by the instructor in the months prior to departure. Students are expected to read them and be prepared to discuss them during our pre-departure meetings.

**Other technology requirements/equipment/material**

- Passport
- Laptop
- Smartphone or DSLR that has a microphone jack
- Tripod that can hold your camera/cell phone
- Lavalier microphone with 10-foot cord
- Portable hard drive of 1 TB
- SD card 64 GB (if using DSLR)
- Earphones or earbuds

Suggested tripod: [https://www.amazon.com/gp/product/B01MY9I7IE/ref=ox_sc_act_title_1?smid=A2Y64E4O003V2H&psc=1](https://www.amazon.com/gp/product/B01MY9I7IE/ref=ox_sc_act_title_1?smid=A2Y64E4O003V2H&psc=1)

Cell phone mount for tripod: [https://www.amazon.com/Vastar-Universal-Smartphone-Horizontal-Adjustable/dp/B01L3B5PB1/ref=pd_bxgy_421_2?_encoding=UTF8&pd_rd_i=B01L3B5PB1&pd_rd_r=SEK](https://www.amazon.com/Vastar-Universal-Smartphone-Horizontal-Adjustable/dp/B01L3B5PB1/ref=pd_bxgy_421_2?_encoding=UTF8&pd_rd_i=B01L3B5PB1&pd_rd_r=SEK)
Course Requirements and Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Total Grade</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural report Ignite presentation</td>
<td>10</td>
<td>1,2,4,</td>
<td>March 8</td>
</tr>
<tr>
<td>Book report #1 (&quot;Lights in the Distance&quot;)</td>
<td>10</td>
<td>1,2,5</td>
<td>April 12</td>
</tr>
<tr>
<td>Video &amp; photo exercises</td>
<td>10</td>
<td>1,2,4,5</td>
<td>May 10</td>
</tr>
<tr>
<td>Book report #2 (&quot;Migrant, Refugee, Soldier, Sailor&quot;)</td>
<td>10</td>
<td>1,2,5</td>
<td>May 10</td>
</tr>
<tr>
<td>Catania reports</td>
<td>20</td>
<td>1,2,3,4,5</td>
<td>June 30</td>
</tr>
<tr>
<td>Athens reports</td>
<td>20</td>
<td>1,2,3,4,5</td>
<td>July 5</td>
</tr>
<tr>
<td>Lesvos reports</td>
<td>20</td>
<td>1,2,3,4,5</td>
<td>July 19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 %</strong></td>
<td></td>
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</tbody>
</table>

Cultural presentation:
Pre-departure, you will individually spend five minutes, using PPT visuals, to show a specific cultural aspect. You will choose one of the following:

- Current governments & changing attitudes
- Religious beliefs
- Population size, distribution and makeup
- Major historical milestones
- Refugee human rights issues in Italy and Greece
- Paths of arrival and departures for refugees in Italy and Greece
- Agencies working for refugee relief in Italy and Greece
- Foods: What and when people eat
- Media: Who, what, where… and how free are they?
- Entertainment: The big stars, the popular pastimes
- The changing European Union
The Changing Face of Europe, Mcomm 180i, Summer 2019

- Focus on Catania
- Focus on Athens
- Focus on Lesvos

The presentation style is "Ignite," which is five minutes with 20 slides that auto-advance every 15 seconds. Here are some examples: http://www.ignitetalks.io/

Video & photo exercises
Field exercises on composition, shooting from different perspectives, conducting interviews, to be edited and brought back to class.

Book reports:
Write a 1000-word book report for each of the required books. The reports will be divided into 3 sections: Summary, Authors/ Sources and Critique. You must develop original analysis of the book and use direct quotes/citations from the book.

Multimedia stories:
Individually, students will sign a contract with the professor detailing the types of reports they will produce abroad.

Our big project this year will be a newscast-style special report, with anchors on the set and reporters in the field. The stories will be produced and finished while abroad, and the newscast will be taped on set at SJSU upon return. These stories will be shot in teams. Students without journalism skills can still participate to some degree. However, those students will be required to also complete other assigned reports.

Accuracy is important. Carry a notebook and pen with you everywhere and write down exact spellings of names, cities, camps, streets, etc.

Website management: Each team will manage one form of online media, which may include Facebook, Instagram, Twitter or website. The team will post content created by all the teams after the content has been approved by professor.

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Information
All news reports must follow AP style. A grade penalty of 10% per day will apply to work turned in late, and papers/stories more than five days late will not be accepted.
### Cultural Reports Scoring Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information is presented in a logical sequence.</td>
<td>2</td>
</tr>
<tr>
<td>Presentation cites at least five sources, and NOT Wikipedia.</td>
<td>2</td>
</tr>
<tr>
<td>Visual aids are relevant to our upcoming trip.</td>
<td>2</td>
</tr>
<tr>
<td>Presenters look at the audience 80 percent of the time instead of reading off the slides.</td>
<td>2</td>
</tr>
<tr>
<td>Length of presentation is within the assigned time limits.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total points possible per report</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

### Video/photo Exercises Grading Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video shooting conducted with a tripod</td>
<td>2</td>
</tr>
<tr>
<td>Audio recording and editing to -12 without distortion</td>
<td>2</td>
</tr>
<tr>
<td>Still photo composition conducted according to classroom instruction</td>
<td>2</td>
</tr>
<tr>
<td>All perspectives assigned for shooting are carried out</td>
<td>2</td>
</tr>
<tr>
<td>Lighting according to class standards</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total points possible for all exercises, combined</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

### Grading Criteria for Multimedia Stories (5 points each)

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy &amp; quality of sources</td>
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<tr>
<td>Writing clear without excess words</td>
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<tr>
<td>Shooting with tripod on all shots and editing with “wide, medium, tight, action, reaction”</td>
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<tr>
<td>Industry-standard audio, both how it was recorded and edited</td>
</tr>
<tr>
<td><strong>Total possible for one story:</strong></td>
</tr>
<tr>
<td>Book Report Evaluation</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Summary of major themes, ideas and characters</td>
</tr>
<tr>
<td>4 significant excerpts from the work, cited with page numbers</td>
</tr>
<tr>
<td>Analysis of author’s qualifications</td>
</tr>
<tr>
<td>Original critique of book – themes, author’s intent, writing style and organization</td>
</tr>
<tr>
<td>Structure of book report, mechanics, spelling, flow and format</td>
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<tr>
<td>Total possible</td>
</tr>
</tbody>
</table>

**Final Examination or Evaluation**

The final project will be websites and social media postings due by the final full day in Lesvos.

**Determination of Grades**

<table>
<thead>
<tr>
<th>A+</th>
<th>B+</th>
<th>C+</th>
<th>D+</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>89 to 87</td>
<td>70 to 77</td>
<td>69 to 67</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>100 to 94</td>
<td>86 to 84</td>
<td>76 to 74</td>
<td>66 to 64</td>
</tr>
<tr>
<td>A minus</td>
<td>B minus</td>
<td>C minus</td>
<td>D minus</td>
</tr>
<tr>
<td>93 to 90</td>
<td>83 to 80</td>
<td>73 to 70</td>
<td>63 to 60</td>
</tr>
</tbody>
</table>

**Classroom Protocol**

In this class the quality of the learning experience depends on each student’s preparation for and participation for discussions and activities. Active discussion, debate, and respectful disagreement are core components of a constructivist learning model. You are expected to attend all scheduled group activities, arrive promptly, have completed the required readings for the session before coming to class, and participate thoughtfully in all story idea development and editing sessions.

If there are extenuating circumstances or illness that causes you to miss a group activity, a faculty member must be informed. You are a representative of your county, profession, and university- thus your behavior both in and out of class, should reflect maturity, making good choices. Non-compliance with the classroom protocol will affect the participation grade.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”
## MComm 180i / European Immigration and Economy
### Summer 2019 Schedule & Itinerary

*Schedule is subject to change with fair notice via class announcement.*

<table>
<thead>
<tr>
<th>Date &amp; Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, February 8</td>
<td>Orientation to country. Review of documentary, Facebook and website from previous FLP. Cultural reports assigned. Book reports assigned and rubrics explained. Student multimedia skills surveyed.</td>
</tr>
<tr>
<td>Friday, March 8</td>
<td>Groups determined. Cultural reports: Each student presents a 5-minute Power Point &quot;Ignite&quot; on previously assigned aspect of Greek, Italian and/or immigrant life. Video and photo instruction. Video and photo safari on campus</td>
</tr>
<tr>
<td>Friday, April 12</td>
<td>Book report #1 due. Video interviews conducted. Discussion of book #1.</td>
</tr>
<tr>
<td>Friday, May 10</td>
<td>Video and photo exercises due Book report #2 due. Discussion of book #2</td>
</tr>
<tr>
<td>Friday, May 24</td>
<td>Pre-departure Greek/Italian BBQ. Practice interviews conducted. Headshots taken for website.</td>
</tr>
<tr>
<td>Day 1 of student trip</td>
<td>In-country learning- site visits, story gathering the next 20 days. Meet at hotel by 6 p.m.</td>
</tr>
<tr>
<td>6/25</td>
<td>Welcome Dinner</td>
</tr>
<tr>
<td>Students and faculty</td>
<td></td>
</tr>
<tr>
<td>meet in Catania</td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td>6/26</td>
</tr>
<tr>
<td>Day 3</td>
<td>6/27</td>
</tr>
<tr>
<td>Day 4</td>
<td>6/28</td>
</tr>
<tr>
<td>Day 5</td>
<td>6/29</td>
</tr>
<tr>
<td>Day 6</td>
<td>6/30</td>
</tr>
<tr>
<td>Day 7</td>
<td>7/1</td>
</tr>
<tr>
<td>Day 8</td>
<td>7/2</td>
</tr>
<tr>
<td>Day 9</td>
<td>7/3</td>
</tr>
<tr>
<td>Day 10</td>
<td>7/4</td>
</tr>
<tr>
<td>Day 11</td>
<td>7/5</td>
</tr>
<tr>
<td>Day 12</td>
<td>7/6</td>
</tr>
<tr>
<td>Day 13</td>
<td>7/7</td>
</tr>
</tbody>
</table>
| Day 14  
7/8 Lesvos | Group dinner in Termi.  
Visit to Mytileni, capital of Lesvos.  
Interviews at Mosaic refugee center.  
Guest Lecture 3 – Aegean University Professor of Social Justice |
|---|---|
| Day 15  
7/9 Lesvos | Visits to Morea & Kara Tepe refugee camps  
Interviews at UNHCR & Local officials |
| Day 17  
Wed. 7/10 Lesvos | Visit to Molyvos: touristic center of island  
Interview shopkeepers & tourists |
| Day 18  
7/11 Lesvos | Write and edit stories |
| Day 19  
7/12 Lesvos | Finish Lesvos stories, due to professors by 6 p.m.  
(20 points) |
| Day 20  
7/13 Lesvos | Groups finish posting all media to Facebook, Instagram and Website. |
| Day 21 7/14 Lesvos to Athens flight, return to US or independent travel | Depart Mytilene 6:55 a.m.  Arrive Athens (ATH) 7:45 a.m. |