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Intercultural Journalism, pp. 55-64, in Fackson Banda.

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► To cite this version:

Bertrand Cabedoche. Intercultural Journalism, pp. 55-64, in Fackson Banda.. Model Curricula for Journalism Education. A compendium of new syllabi. Paris, Unesco (Unesco Series on Journalism Education), 2013. [en ligne, 2013, July, 5] URL: <http://unesdoc.unesco.org/images/0022/002211/221199E.pdf>, 2014. hal-02051895

HAL Id: hal-02051895

<https://hal.science/hal-02051895>

Submitted on 24 Apr 2024

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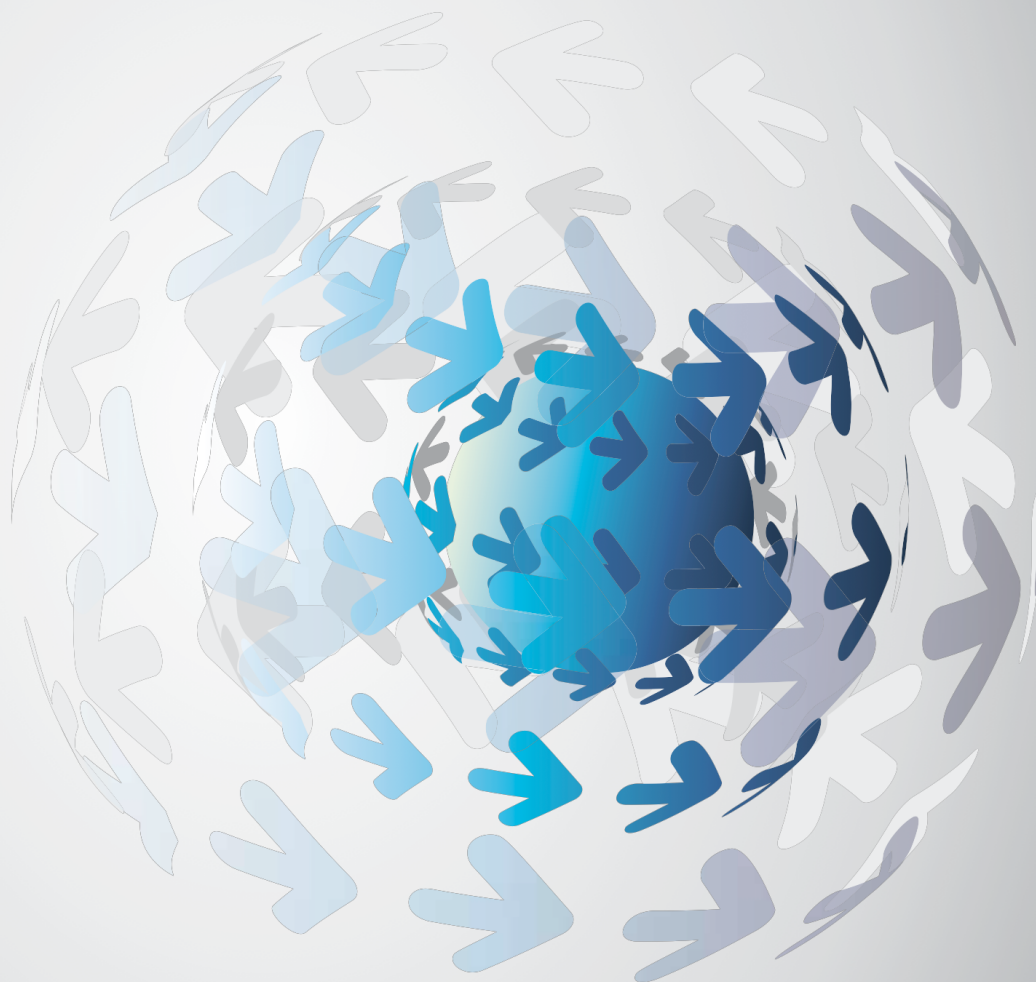


United Nations
Educational, Scientific and
Cultural Organization

UNESCO Series on Journalism Education

MODEL CURRICULA FOR JOURNALISM EDUCATION

A COMPENDIUM OF NEW SYLLABI



INTERCULTURAL JOURNALISM

Bertrand Cabedoche

This course aims to develop students' awareness and knowledge of intercultural issues in all their dimensions, applied to the field of journalistic production (content development; identity introspection; mediatization of social domains; management policy and human resources management of the media organization; economic performance (business case) and industrialization of culture, communication and information; social issues in the construction and development of public spaces; social legitimization; knowledge development and so on).

Level of course: The course is designed for third-year university students, with or without a journalism background, enrolling in the first year of a Master's degree (M1).

Course description: This curriculum takes into account the changes that, since the second half of the twentieth century, have exponentially increased the flow of information, goods and people, while addressing global issues, regardless of the players involved (public/private/association, individuals/communities, informal/ institutional), reinforcing the politicization of cultural issues. At the same time, phenomena of regional and local, geopolitical and symbolic reterritorialization are gradually reappearing in the world, reactivating the culturalization of political and social issues (Žižek, 2004).

To overcome the superficial media coverage of intercultural issues the module must therefore 'turn the hourglass over in both directions': from the structure to the event, from freedom to membership, from universe to place and to diverse (Braudel, 1958). Thus, the module opens up to the greatest extent possible theoretical, conceptual and methodological approaches which may contribute to assisting the participants practically and introspectively, once back in the field of information practices (or the discovery of them). Facilitation of the course is distinguished from any normative focus that might cause confusion between knowledge and instrumentalization, and the training deviates from any peremptory transmission of journalism instruction manuals, branded with 'sound management' of interculturality, which magically reduce knowledge to absolute techniques of management skills, interpersonal skills and transcription skills.

While it does address these contemporary management tools, the training module is also aimed at journalists who may have to deal intellectually with interculturality as a subject and engage their social responsibility, in all its dimensions, in this area. The course aims in particular to prevent journalism itself from becoming bogged down, voluntarily or unwillingly, in the intricacies of the mosaic of culture (Moles, 1967, see also Moles, 1979). It is indeed in the interest of contemporary journalism to free itself from this loose patchwork of disparate elements of speech, propelled by the bombardment of information in our contemporary societies and leading to the confusion of different types of knowledge, to the development of which mass communication has already amply contributed since the middle of the twentieth century. Vigilance has already proved inadequate in terms of ethics and knowledge in journalism training (Badillo, 2005), allowing media discourse to go astray in the erring

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ways of apologists full of hatred and other ‘authenticity’ propagandists, tragically responsible for contemporary genocides (Chrétien, 2002).

Mode: In order to handle all of the main contemporary issues involved in interrelating journalism and interculturality, the module proposes a two-pronged approach, drawing on lessons learned from the development of multidisciplinary studies and providing room for debate on each proposal.

Pedagogical approach or method: The module has been designed from the perspective of reflexive questions, inseparable from journalism practice, rather than an aim to provide a guide giving ready-made answers and solutions. (The wise person continues to wonder when the fool already has the answer.)

Facilitation of the module is educationally designed primarily in the form of an introductory and interactive workshop. The aim is to obtain feedback from participants concerning the production of media information that has already been published and that concerns interculturality (press reports, extracts of television programmes and so on). Interactivity can also be encouraged through collective reactions provoked by the discovery of excerpts chosen by the facilitator, which are significant regarding the issues identified by the authors in the field of human and social sciences in the very domain of journalism and interculturality. The facilitator can then provide scenarios and role play concerning issues arising in the field (such as an interview situation in the field of interculturality, played by two participants, then debriefed with the rest of the group, participants and observers alike).

This early work of categorization prepares the ground for conceptual, theoretical and even paradigmatic reflection, led by the facilitator (schools’ presentations and coordination of proposals, analysis of authors’ work, brought into contextual perspective, with personal anecdotes and examples from the field, for the purpose of illustration).

Final assessment may take the form of a project defended orally by the candidate in front of the facilitator at the end of the session.

Facilitators must have extensive experience in the theory of the issues raised by interculturality and the questioning of information globally and locally, paying special

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attention to pedagogy and participant involvement. Journalism experience, however slight, is recommended for the facilitation of the course.

Credits: Sixty hours worth of credits. [This could be expressed as follows: Sixty credit hours] (corresponding to xxx credits).¹

Course credits are awarded on the basis of participants' active presence in the course, systematically recorded by the facilitator (30 per cent of the credits) and an assessment of students' acquisitions (70 per cent of the credits), which can be based on students' projects relating to intercultural issues that might be suitable for publication in a weekly newspaper, for example (the theme having been validated by the course facilitator).

Number of hours per week: Ideally four hours of facilitation per week over a period of twelve weeks (a total of forty-eight hours), each sequence consisting of a one-hour reading commented on collectively, one hour of practical work and two hours of methodological, conceptual and theoretical contributions (with breaks).

Participants also need time outside the class for the preparation of the final project. Assessment of this project may also be accompanied by an oral presentation requiring the facilitator's additional presence for half an hour per participant (a twenty-minute presentation and ten minutes of feedback by the facilitator).

In short, the facilitator should provide forty-eight hours of classroom presence plus half an hour per participant for the final assessment in the event of an additional oral assessment.

Equipment: The course does not require a significant amount of technical equipment but could need to use equipment that is already available onsite, such as video projectors, recorders and cameras for role playing or to illustrate case studies.

For the rest, the equipment required is limited to a set of modular tables that may be configured into a u-shape for presentations and moved around for the preparation and execution of role playing.

¹ Note from the creator of the module: it is necessary to allocate a significant number of credits to this module as part of a training course in journalism. Students – and some associated professionals – sometimes tend to reduce to the learning of techniques in their tactical calculation of which credits to obtain and which to sacrifice, which is generally done at the expense of training that is considered to be more theoretical.

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Course outline

As a reminder, the training involves starting each sequence (four sequences for the entire module) with a practical exercise, from which the facilitator of the module begins the distancing by taking account of theoretical and conceptual foundations, whether conscious or unconscious, of intellectual input from participants.

Unit 1: Journalism – a vector of embodied conceptions, conquerors and converts of culture?

Colonial conceptions of cultural confrontation, from French-style negation and levelling universalism to British cosmopolitanism.

Scientific legitimization of the colonial conquest, against ‘cultural archaisms’. Scientific and technological determinism, promoters of the new model of the technological revolution (‘new Christianity and positivism’; information and communication technologies, preferred vectors of development, the realization of the knowledge society and the information society against barbarism).

Theories of ‘modernization’ confronted with the increase in centres of development. The perception of a ‘clash of civilizations’.

The promotion of entrepreneurship culture for the end of history and the fight against false beliefs held by culture-states; deregulation, coupled with a culture of globalization (technetronic revolution, information highways, information society). Communicational soft power (USA, China).

Unit 2: Journalism – disqualified or re-qualified player for the plural reaffirmation of cultural identity?

Analysis of Jacobin universalism from the late eighteenth century and the propagandist role of media from the Second World War. The scientific stigmatization of ‘racialism’, ‘trans-cultural diffusion’ and other forms of ‘false evolutionism’. The anthropological promotion of ‘cultural relativism’.

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The search for new conceptual frameworks and questioning of the relationship with time, space and the 'other', across cultures. The 'arts of doing and making' of indigenous peoples; tactics used against the coercion of the dominant powers.

The gradual demand for a New World Information and Communication Order (NWICO), in the struggle against the levelling of cultures and one-way traffic of international information. The impact of the Frankfurt School and its critique of cultural imperialism through the media.

Cultural studies and the deconstruction of the link between culture and nation for an approach to 'non-places'; the capacity of reception to be encoded/decoded against the determinism of the cultural imperialism theses. Convergences with functionalist sociology (uses and gratifications).

Dwindling reference to NWICO. Analysis of the extraneous nature of media at the disposal of nation-states. The mediator role played by the media, in close contact with social movements.

Unit 3: Journalism, vector of cultural hybridization?

The pitfalls of authenticity and the reversal of stigma with ethnic appeal; the risks of communitarian confinement. The pitfalls of multiculturalism and the limits of affirmative action policies.

The end of one-way information mapping with the emergence of regional development centres. Requalification of global exchanges in terms of 'glocalization', as an effort to diversify or adjust supply, depending on the quality of local consumers. Mass culture as a factor in the increase in cultural heterogeneity.

The porosity of boundaries, as a limit to the social control of media by national authorities. The promotion of 'inside and outside' for the construction and consolidation of public spaces. The dynamics of social networks as promoters of cultural change. Glocalization as an alternative cultural movement. Hybridization of information practices, between conversational media, traditional media and transnational media. Neo-activism, carrying determinism with belief in the community of equals.

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Interculturality and degrowth theorists. Postcolonial studies, heir to Orientalism. Enhancement of the status of the interstitial individual and the promotion of multiple, hybrid and mobile identity. The unashamed promotion of regional cultural and linguistic areas. The notion of cultural and intangible world heritage at UNESCO.

Interculturalism as an adherence to a set of common values, potentially fed by each cultural expression. The search for a new humanism and UNESCO's role in this.

Unit 4: Interculturality – new art of media management, or the misuse of critical thought?

The development of culture, information and communication industries in the production of value, increasingly closely connected with other major sectors in the industry of networks (telecommunication) and equipment (IT tools). The gradual shift of the managerial culture of organizations in the world of journalism and the contribution of French pragmatic sociology to understanding the phenomenon.

Cultural references, as constituents of values, rules and premises necessary for the organization to work properly. Hofstede's basic model on management cultures. The dimension of national cultures and their influence on management styles. The theory of secondary socialization in the field of professional cultures. Joint ventures and the management of interculturality. Neoinstitutionalist theories and resource theories for cultural diversity as an element of the business case: benefits (and risks) of diversity in the workplace. Intercultural management practice and techniques in organizations and their application to information industries. The extensions of components of diversity, beyond the contributions of cultural studies, media studies and gender studies.

Analysis of an ultra-liberal interpretation of diversity, constituting cultural nationalists. Diversity charters, as social embellishment. European criticism of the sidelining of geo-economic and geopolitical logic in the analysis of interactions and transactions between cultures. The cultural exception of 'old Europe', as against the 'celebrity culture' and communication logic from across the Atlantic.

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The theory of cultural industries and new challenges in the industrialization of culture, information and communication in relation to the phenomena of the media's increasing concentration and financialization. Questioning about the persistence of a space for critical thinking with the development of communication holdings. Analysis of a culturalization of the political and the social.

Unit 5: Interculturality – digital culture

- ▶ The concept of digital culture.
 - ▶ Cyber-journalism and standardization of practices.
 - ▶ Identity markers in digital journalistic productions.
 - ▶ Case study (analysis of media websites (comparison of approaches and detection of cultural problems)).
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Required resources

These references aim to familiarize course facilitators with the issues, theories, concepts, methodologies and techniques relating to the theme of interculturality and journalism. As a reminder, the trainer's manual includes a very ample list, referencing all the bibliographical details mentioned in the syllabus.

Unit 1:

Mattelart, Armand. 1999. *Histoire de l'utopie planétaire. De la Cité prophétique à la Société globale*, Paris: La Découverte [trans. (2000) *Historia de la utopía planetaria. De la ciudad profética a la Sociedad Global/History of the Planetary Utopia. From the Prophetic City to the Global Society*, Barcelona: Paidós Iberica Ediciones.]

Unit 2:

Schiller, Herbert J. 1973. *Communication and Cultural Domination*. White Plains, NY: International Arts and Sciences Press.

Unit 3:

Appadurai, Arjun. 1996. *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis, Minn.: University of Minnesota Press.

Demorgon, Jacques. 2000. *L'interculturalisation du monde*. Paris: Anthropos. **Unit 4:**

Bouquillion, Philippe. 2008. La diversité culturelle. Une approche communicationnelle, *Questions de communication*. <http://questionsdecommunication.revues.org/1823>

Garnham, Nicholas. 1990. *Public policy and the cultural industries. Capitalism and Communication: Global Culture and the Economics of Information*, London: Sage.

Garnham, Nicholas. 2005. From cultural to creative industries: an analysis of the implications of the creative industries approach to arts and media policy-making in the United Kingdom. *International Journal of Cultural Policy*, Vol. 11, pp. 15–29.

Hofstede, Geert. 1991. *Cultures and Organizations: Software of the Mind, Intercultural Cooperation and its Importance for Survival*. New York: McGraw-Hill.

Meier, Olivier. 2005. *Management Intercultural: Stratégie, Organisation, Performance*. Paris: Dunod.

Unit 5:

Kiyindou, Alain (ed.). 2010. *Cultures, technologies et mondialisation*. Paris: L'Harmattan.

Version française augmentée (2014)

JOURNALISME INTERCULTUREL

Bertrand Cabedoche

Ce cours vise à développer la sensibilité et le savoir des étudiants sur les questions interculturelles dans toutes leurs dimensions, appliquées au domaine de la production journalistique (développement de contenu ; introspection identitaire ; médiatisation des domaines sociaux ; politique de gestion et de management des ressources humaines de l'organisation médiatique ; résultat économique (analyse de la performance) et industrialisation de la culture, de la communication et de l'information ; questions sociales dans la construction et le développement des espaces publics ; légitimation sociale ; développement des connaissances, etc).

