



SYLLABUS

JOURNALISM IN ITALY

Instructor: Michele Campanini

Language of Instruction: English

UO Credits:4

Contact Hours*:40

Total Hours of Student Engagement (THSE) in all course activities*:120

SIENA, ITALY

COURSE DESCRIPTION

This course provides an overview of the Italian media evolution and its relationship with society: by understanding Italian journalism we explore and discover Italy. Students will be introduced to the Italian media system through a historical, cultural, and comparative lens. The course examines newspapers, broadcast journalism, and digital media, focusing on press freedom, media ownership, political influence, and professional practices. Special attention is given to migration narratives, identity, misinformation, and the impact of artificial intelligence on journalism. Through lectures, case studies, film screenings, and field trips, students compare Italian and U.S. journalism while developing critical media literacy.

All materials are provided in English.

COURSE OBJECTIVES

The course will:

- Provide an overview of the history and structure of Italian journalism
- Introduce key concepts related to media systems, press freedom, and journalistic practices
- Develop a comparative understanding of Italian and U.S. media cultures
- Encourage critical analysis of media representations of migration and identity
- Examine the impact of digital transformation and artificial intelligence on journalism

Student Learning Outcomes. Students who successfully complete this course will be able to:

- Present informed arguments of the Italian media system and its historical development
- Analyze journalistic texts within their social, political, and cultural contexts
- Compare Italian and U.S. media practices using relevant analytical frameworks
- Critically evaluate media narratives, sources, and information reliability
- Present informed arguments about journalism through clear oral presentations and analytical written work

INSTRUCTIONAL METHODOLOGY

Instruction combines lectures, seminar discussions, student presentations, and experiential learning. Course materials include academic readings, journalistic texts, documentaries, and guest lectures by media professionals.

Field trips to newsrooms, cultural institutions, and sites related to migration history provide direct exposure to Italian media practices. These activities aim to connect theoretical concepts with real-world journalistic contexts and enhance intercultural understanding.

METHOD OF EVALUATION (GRADING)

Grading Breakdown

- **20% Active class participation**
Includes attendance, preparation, informed contributions to discussions, and engagement during field trips, screenings, and seminars.
- **25% Mid-term exam**
Combination of multiple-choice and short-answer questions assessing understanding of key concepts, historical developments, and comparative media analysis from the first half of the course.
- **20% Short written assignments**
Two analytical response papers (approximately 800–1000 words each) based on readings, field trips, or media case studies. These assignments develop critical thinking and prepare students for the final presentation.
- **35% Final presentation**
See detailed guidelines below.

Interaction and discussion will be promoted throughout the course and will play an essential part in both the course instruction and student evaluation.

Final Presentation Guidelines

The final presentation is designed to synthesize course themes through independent research and critical media analysis.

Students will:

- Select a topic related to Italian journalism, media culture, migration narratives, media ownership, misinformation, or digital transformation
- Analyze specific Italian media examples (articles, broadcasts, documentaries, digital platforms, etc.)
- Include a comparative perspective, preferably with U.S. media practices
- Reflect on how journalism shapes public opinion, identity, and democratic discourse

Format:

- 12–15 minute oral presentation
- Visual support required (slides or equivalent)
- Submission of a brief written outline or annotated bibliography before presenting

Evaluation Criteria:

- Quality and depth of research
- Critical analysis and originality
- Integration of course concepts
- Clarity of organization and argumentation
- Effectiveness of oral communication and visual materials



This assignment supports course objectives by strengthening comparative media literacy, analytical skills, and students' ability to communicate informed perspectives on journalism in Italy.

Grading scale

100-98	A+	89,99-88	B+	79,99-78	C+	69,99-68	D +
97,99-93	A	87,99-83	B	77,99-73	C	67,99-63	D
92,99-90	A –	82,99-80	B -	72,99-70	C –	62,99-60	D –
						below 60	F

COURSE OUTLINE

WEEK 1 Sept. 28 - Oct. 4: INTRODUCTION TO ITALIAN JOURNALISM - NEWSPAPERS

LECTURE:

- Mass Media in Europe and the U.S., a comparison
- The Italian Press System: National vs. local newspapers; major outlets and ownership structures
- An overview of the Italian press, browsing through the mastheads.
- Hands-on session- comparison of newspaper design, formats and editorial strategies.

SEMINAR: The Icons of Italian Journalism: Three Pioneering Figures

FIELD TRIP (half day): Visit to the Local Newsroom of the National Daily *La Nazione*

READING: Hibberd 43-65

Handout: Daniel C. Hallin, *Comparing Mass Media in Europe and the United States*

WEEK 2: Oct. 5-11: MIGRATION, IDENTITY, AND MEDIA NARRATIVES

LECTURE:

- From Emigration to Immigration country: Italy through the last century
- Italian Emigration to the U.S. (Late 19th–Early 20th Century): Press Representations
- Immigration in Contemporary Italy: Media Perspectives

FILM SCREENING AND DISCUSSION: *Nuovomondo* (2006), directed by Emanuele Crialese.

CASE STUDY: From Lucca to America: Giacomo Puccini, Music, and Emigration

FIELD TRIP (full day): Lucca: Visits to the Paolo Cresci Museum for the History of Italian Emigration, the Puccini Birthplace Museum, Lucca Cathedral and Guinigi tower.

SHORT WRITTEN ASSIGNMENT #1 DUE (media analysis response paper)

WEEK 3: Oct. 12-18: BROADCAST JOURNALISM IN ITALY

LECTURE:

- Television and Journalism: RAI and private broadcasters
- Screening of TV news samples and comparison of anchoring and reporting styles.
- Screening of *Citizen Berlusconi*

CASE STUDY: the Media Legacy of Silvio Berlusconi

FIELD TRIP (half day): Visit to the Newsroom of the Television Broadcaster *Radio Siena TV*.

READING: Hibberd 91-123

Fausto Colombo (Ed.) pp 213-228

MID-TERM EXAM: Multiple-choice and short-answer assessment



WEEK 4: Oct. 19-25: JOURNALISM IN THE AGE OF MULTIMEDIA AND AI

LECTURE:

- Key Aspects of Journalism in the Age of AI and Multimedia
- Journalism without Journalists? The *Il Foglio* AI Experiment
- Fake News, Disinformation, and Media Trust

GUEST LECTURE: Journalist specializing in AI (TBD)

READING: Hibberd pp 123-133

Fausto Colombo (Ed.), pp 241-256

TRAINING FOR THE FINAL PRESENTATIONS

SHORT WRITTEN ASSIGNMENT #2 DUE (field trip or media case study response)

WEEK 5: Oct. 26-31: THE FUTURE OF NEWS AND INFORMATION IN ITALY

LECTURE:

- Italy Is No Longer Reading Newspapers: Over Half of Newsstands Have Shut Down
- The Rise of Digital Media
- Bringing Media Literacy into Schools: *Il Quotidiano in Classe*

GUEST SPEAKER: TBD

FINAL PRESENTATIONS

COURSE READINGS

Matthew Hibberd, 2008, *The Media in Italy*, Open University Press (provided) pp 43-65, 91-123, 123-133

Fausto Colombo (Ed.), 2019, *Media and Communication in Italy: Historical and Theoretical Perspectives*, Vita e Pensiero (provided) pp 213-228, 241-256

Other readings will be given as hand-outs. A general bibliography for the course and a list of essential web URLs will also be provided.

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.

Generative AI Course Policy

Students can use GenAI tools in this class to help with certain aspects of course work and assignments. This includes brainstorming ideas, creating a paper outline, or summarizing research findings of articles. However, you cannot use content such as text or graphics created by GenAI tools in your work; rather, you must be the author/creator of your work submissions. For

example, you can use a GenAI tool to suggest a paper outline based on a draft you provide it, but you cannot submit a paper with text generated by GenAI as if the text is your own writing. Be advised, in accordance with UO policy, if I believe you've handed in work created whole or in part by GenAI tools, I may submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. So, if you are in doubt or have questions about a particular GenAI tool and if its use is okay, check in with me and let's discuss!

Accessible Education

The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. [If you have or think you have a disability](#) and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoaec@uoregon.edu.

Pregnancy Modifications. Pregnant and parenting students are eligible for academic and work modifications related to pregnancy, childbirth, loss of pregnancy, termination of pregnancy, lactation, and related medical conditions. To request pregnancy-related modifications, students should complete the [Request for Pregnancy Modifications form](#) on the OICRC website. OICRC coordinates academic and other modifications for pregnant and parenting students to ensure students can continue to access their education and university programs and activities.