Instructor Information

- Azadeh Moaveni
- Office hours: by appointment

Course Information

- Wednesdays, 1 – 4 pm
  Room 101

Course Overview and Goals

How does journalism function in Britain? What social and political roles does it play? The British media is the closest, English-language media sphere to the United States, but it differs in perplexing and illuminating ways.

This course will serve as an introduction to the British news media, exploring its key institutions, day-to-day practices, relationship with the state, and the way in which its understanding of what constitutes the public interest varies. We will cover essentials of the craft of journalism itself, the way the media shapes our perceptions of reality, and the function of the press in a democratic society. To understand how we arrive at what is deemed ‘newsworthy,’ we will undertake a quick overview of some key concepts such as framing, churnalism, and other terms that will help us understand how the media functions and phenomena that are leading to a crisis of public trust in the media.

The BBC is a cornerstone of the British establishment, and we will examine how it is funded through a private-public partnership and what it provides British society and, indeed, British foreign policy in a manner wholly distinct from any equivalent in the United States.

We will run through British press history, from the earliest reporting of the news from the Battle of Waterloo through to the Daily Mail’s conquering of the online sphere, and will look at how the British media cover international conflicts.

The course meets weekly for a three-hour session that will be divided between lecture and seminar discussion, with a break in between. We will have class visits, to be confirmed, to the BBC, and guest speakers will join us on occasion in class.

Upon Completion of this Course, students will be able to:
• Analyse, understand, and articulate key terms and ideas that explain the news media’s role in and interaction with society, including: objectivity, news values, framing, agenda setting, and structures of ownership.

• Research and write essays that show their understanding of how the news media in Britain interacts with politics and impacts communities.

• Identify and evaluate the dominant forces in British politics and society, and how they are articulated by the media.

• Analyse and deconstruct the coverage of international stories and the ways in which domestic and international political objectives are represented by and shaped through the media.

**Key Themes will include:**

• Brexit: what it means for Britain, for Europe, and the media

• Minorities in Britain

• Royal coverage

• British contemporary conflict journalism

**Course Requirements**

**Grading of Assignments**

The grade for this course will be determined according to these assessment components:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>Description of Assignment</th>
<th>% of Final Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Essay 1</td>
<td>1,200-word essay</td>
<td>30%</td>
<td>March 4</td>
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<tr>
<td>Midterm Exam</td>
<td>Take home essay</td>
<td>30%</td>
<td>March 18</td>
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<tr>
<td>Final Essay</td>
<td>1,200-word essay</td>
<td>30%</td>
<td>May 20</td>
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<tr>
<td>Class participation</td>
<td></td>
<td>10%</td>
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Failure to submit or fulfill any required course component results in failure of the class

**Grades**

Letter grades for the entire course will be assigned as follows:
### Course Materials

#### Required Textbooks & Materials

*Kamila Shamsie, Home Fire*, Riverhead books, 2017

You will be expected to become a regular consumer of British print, online and broadcast media, including both TV and radio. You will need to read a mix of broadsheet and tabloid papers each week, at least occasionally watch flagship news programs on Channel 4 and the BBC, and to listen, at least twice a week, to the *Today* programme on BBC Radio 4, broadcast from 6am-9am, but available afterwards on iPlayer.

#### Optional Textbooks & Materials

- *Scoop*, Evelyn Waugh, (multiple editions: 1948)

#### Resources

- Access your course materials: [NYU Classes](nyu.edu/its/classes)
- Databases, journal articles, and more: [Bobst Library](library.nyu.edu)
- NYUL Library Collection: [Senate House Library](catalogue.libraries.london.ac.uk)
- Assistance with strengthening your writing: [NYU Writing Center](nyu.mywconline.com)
- Obtain 24/7 technology assistance: [IT Help Desk](nyu.edu/it/servicedesk)

### Course Schedule

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Session 1:</td>
<td>Introduction</td>
<td>To watch before next class:</td>
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<tr>
<td>Feb 5</td>
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Page 3
<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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</thead>
</table>
| Session 2: Feb 12 | Some key concepts in British journalism & the UK’s political parties | To read before next class: *Chapter from Power Without Responsibility* (Curran and Seaton)  
*Bring laptops to class*  
In class: British political party mapping |  |
| Session 3 Feb 19 | Tabloids! | To read before next class: Kamila Shamsie *Homefire*, p. 1-87  
Karma Nabulsi LRB  
To watch before next class: *Baroness Warsi Leveson Lecture* |  |
| Session 4: Feb 26 | Minorities in the UK press | To read:  
*Miqdaad Versi Guardian profile*  
*Homefire*, p. 87-154 |  |
| Session 5: March 5 NO CLASS | NO CLASS—FIRST ESSAY DUE | To read before next class: *Andrew O’Hagan on the Daily Mail*  
To watch: *Harry and Meghan: An African Journey* |  |
| Session 6: March 12 | Tabloids in action  
Guest speaker: Dan Townend | To read before next class:  
*BBC readings (NYU Classes)* |  |
| Session 7: March 19 | BBC: The Institution | To read before next class: Cathcart: Trust, Newspapers and journalists: A Review of the Evidence  
*Byline Media: Unmasked* |  |
| Session 8: March 26 | Press regulation & trust  
Guest Speaker: Brian Cathcart | To read before next class: *Homefire*, p. 154-179 |  |
<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Session 9: April 1</td>
<td>BBC: the Institution</td>
<td>To read for next class:</td>
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<tr>
<td>Session 10: April 8</td>
<td>Visit to the BBC (tbc)</td>
<td>To read for next class: Disciplining Terror, Chapters 1-3</td>
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<td>Slaves of ISIS: the Long Walk of Yazidi Women (Otten)</td>
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<tr>
<td>Session 11: April 22</td>
<td>Gender in British conflict reporting Guest speaker: Cathy Otten</td>
<td>Homefire, p. 179-250</td>
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<td>The UAE’s leader in the NYT (Kirkpatrick)</td>
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<tr>
<td>Session 12: April 29</td>
<td>Covering the Middle East from London Guest speaker: David Kirkpatrick</td>
<td>Reading for next week: Hilary Mantel, Royal Bodies</td>
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<tr>
<td>Session 13: May 6</td>
<td>Reporting Royals Megxit</td>
<td>Work on final essay</td>
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<tr>
<td>Session 14: May 13</td>
<td>Wrap up and essay clinic</td>
<td>Work on final essay</td>
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<td></td>
<td></td>
<td>FINAL ESSAY</td>
<td>May 20</td>
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**Co-Curricular Activities**

- We will visit the BBC, date to be confirmed, and pending availability.

**Classroom Etiquette**

- Absolutely no use of mobile phones or laptops in class. No devices on desks.

**NYUL Academic Policies**

**Attendance and Tardiness**

- Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](http://www.nyu.edu/london/academics/attendance-policy.html)

**Assignments, Plagiarism, and Late Work**

- You can find details on these topics and more on this section of our NYUL [website](#)
(https://www.nyu.edu/london/academics/academic-policies.html) and on the Policies and Procedures section of the NYU website for students studying away at global sites (https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html).

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the NYU Disruptive Student Behavior Policy for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

I started my career in journalism in 1999, interning for a small, English-language newspaper in Cairo. I began working as a stringer for TIME, in Cairo and Tehran, and joined staff as a correspondent fairly soon after that. For the better part of a decade I worked across the Middle East for TIME and also The Los Angeles Times, reporting on Islamic militancy, youth culture, women’s rights, and basically everything they threw my way. I covered the Iraq War, as well as various withdrawals and uprisings, based mostly in Cairo, Beirut, and Tehran. I have written three books on Iran: Lipstick Jihad, Honeymoon in Tehran, and with the Nobel Laureate Shirin Ebadi, Iran Awakening. Until recently, I was Senior Lecturer in Journalism and Kingston University. My research over the last two years has centered around women and ISIS, and I’ve been spent a great deal of time in the Middle East reporting on this, for a book called Guest House for Young Widows: Among the Women of ISIS, which Random House published last September. I write occasionally for The New York Times, The Guardian, and The Financial Times. I have lived in Britain for a decade, and am director of the Gender Project at the International Crisis Group, a conflict resolution organisation headed by President Obama’s former Middle East advisor Rob Malley.